



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

THE PERCEPTION OF TEACHERS AND STUDENTS TOWARDS ACADEMIC PERFORMANCES OF STUDENTS WITH HEARING IMPAIRMENT IN A PRIMARY SCHOOL OF LIMAT BEHIBRET AT ASELLA

By Habtu Alemu

July, 2014
Addis Ababa

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Special Needs Education

The Perception of Teachers and Students towards Academic Performances of Students with Hearing Impairment in a Primary School of Limat Behibret at Asella

By: Habtu Alemu

This Thesis is Submitted to the Department of Special Needs Education in the Partial Fulfillment of the Requirements for MA Degree in Special Needs Education

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Science

Department of Special Needs Education

The Perception of Teachers and Students towards Academic Performances of Students with Hearing Impairment in a Primary School of Limat Behibret at Asella

By: Habtu Alemu

Approval of the Board of Examiners

Name	Signature	Date
1. Advisor		
<u>Alemayehu Teklemariam</u> (PhD)	_____	_____
2. Internal Examiner		
<u>Tilahun Achaw</u> (PhD)	_____	_____
3. External Examiner		
<u>Moges Ayele</u> (PhD)	_____	_____

Acknowledgement

It is my pleasure to thank and express my heartfelt appreciation to my advisor; **Dr. Alemayehu Teklemariam** who supported me directly in setting this thesis. Thus, I would like to express my gratitude to him, for his guidance and advice which helped me to complete successfully.

I indebted to my family, my parents and my brothers who have supported me in both financial and material throughout my study years, without it my academic success may not have been realized.

My sincere thank also goes to my sisters-in-law **Etsegenet and Haymanot** who patiently edit, rearrange and compiled the paper, despite the burden of the work they have at hand. And finally I would like to acknowledge Limat Behibiret Elementary School students, teachers, and directors who co-operate me in all aspect.

Table of contents

Acknowledgment	i
Table of Contents	ii
Acronyms	iii
List of tables.....	iv
Abstract	v
CHAPTER ONE	
Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Objectives of the study.....	5
1.3.1 General objective	5
1.3.2 The specific objectives	5
1.4 Significance of the study.....	5
1.5 Delimitation of the study	7
1.6 limitation of the study	7
1.7 Organization of the study	8
CHAPTER TWO	
Review of the Related Literature	9
2.1 The Concept and Categories of Hearing Impairment.....	9
2.2 Integration and Students with Impairments.....	11
2.3 Educational Opportunities of Students with Hearing Impairments.....	12
2.4 Establishing and Maintaining Effective Communication in the School	14
2.5 Understanding Strategies of Teaching SWHI	14
2.6 Teachers and Students Perception of Academic performances of SWHI.....	20
2.7 Factors Influencing the Perception of Teachers and Students towards Academic Performances of SWHI	21
2.8 Major Problems that student with hearing impairment face	24
2.8.1 Inappropriate use of Instructional methodology	24
2.8.2 Scarcity of Resources for Improving Learning Progress of SWHI	25
2.8.3. Improper use of instructional terminology and strategies	25
2.8.4 Accessibility of the school, and the perception of parents and peers.....	26
2.9 Effect of Perceptual problem on the students with hearing impairment.....	29

CHAPTER THREE

Methodology of the Study	32
3.1 The study design	32
3.2 The study area	33
3.3 The sources of data	33
3.4 Sampling and sampling techniques	33
3.5 Methods of data collection	33
3.6 Procedures of data collection	35
3.7 Methods of data analysis	36
3.8 Ethical considerations	37

CHAPTER FOUR

Findings and Discussion of the Study.....	38
The Results of the Study.....	38
4.1 Teachers, Directors and Students Response to the Interview Guide.....	38
4.2 Interview made with SWHI, and SWOHI.....	47
4.3 The Result from Focus Group Discussion of SWHI, and SWOHI	50
4.4 Open ended Written Questions for SWHI, and SWOHI.....	51
4.4 Open ended Written Questions for Regular and special class Teachers.....	54
4.5 Document Analysis made for SWHI in “limat Behibire”t School.	58
4.2 Discussions of the Study.....	62

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION	68
5.1 Summary of the Study	68
5.2 CONCLUSIONS.....	71
5.3 RECOMMENDATIONS	73
REFERENCES.....	vii
Appendix---A.....	x
Appendix---B.....	xiv
Appendix---C.....	xvi
Appendix---D.....	xviii
አባሪ ---ለ	xx
አባሪ ---መ.....	xxi

List of tables

No	Description	Page
1. Table 1.	Sampling.....	32
2. Table 2.	Tools for data collection.....	33
3. Table 3.	Document analyses for SWHI.....	61
4. Table 4.	Document analyses for SWOHI.....	62
5. Table5.	Statistics for both SWHI and SWOHI.....	62
6. Table 6.	Range, variance and standard deviation of SWHI and SWOHI.....	63
7. Table 7.	Descriptive statistics of Students score.....	63

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CWD	Children with Disability
FGD	Focus Group Discussion
GTP	Growth and Transformation Plan
OEWQ	Open-ended written Question
SSM	Systematic Sampling Method
SWHI	Student with Hearing Impairment
SWOHI	Student without Hearing Impairment.
HIV	Human Immune deficiency Virus
IQ	Interview Questions
MDGs	Millennium Development Goals
NGO	Non-Governmental Organization
PWD	People with Disability
QFGD	Questions for Focus Group Discussion
SNE	Special Needs Education
WHO	World Health Organization

ABSTRACT

This study tried to explore the perceptions of teachers and students towards the academic performances of learners with hearing impairment. The study was conducted at the regular school of Limat Behibret, at Arsi zone, Oromiya Region. To meet the stated objective for this particular qualitative research; purposive sampling technique and systematic sampling method was used to determine the target group. Accordingly, 16 teachers, 2 school principals and 32 students were selected as a sample population to conduct this study. The major tools used to collect data were interview, open-ended written questions, focus group discussion and document review. The most pertinent finding shows that there was a mismatch, what the regular teachers teach, the hearing students acquire and the hearing impaired student comprehend. The finding also indicated that teachers complain about the shortage of time and being loaded were they developed negative perception. It can be concluded that, the hearing student, teachers and directors don't recognize student with hearing impairment, in the regular school of the study area. As the study result indicated the students with hearing impairment had lack of self-confidence and were found weak in their academic performance. Regardless of their impairment, the perception given by others made them to hapless and upset.

Key words; Perception, Academic performance, Hearing impairment

CHAPTER ONE

Introduction

1.1 Background of the study

People with sensory disabilities like hearing impairment existed since the beginning of human race on the earth (Gearheart & Weishahn, 1992). Until the 16th century, people with hearing impairment have been considered as impure, inferior, dependents, second class citizens and have, therefore, been kept apart from the rest of the society, if not outside it (Tirusew 1995).

During the 16th century individuals with disability were not seen as human beings and hence they were underestimated, mistreated and put to ‘death’ (Gearheart & Weishahn, 1992). In the late 16th century the picture about person with disability began to change with the need to provide special needs education for the individuals with hearing difficulty (Ibid). Thus, from what has been stated, it can be recognized that gloomy perception towards persons with hearing impairment have existed till the recent time.

The study conducted by Elser (1959) as cited by Horne (1985) indicated that students with hearing impairment were not positively welcomed by their teachers and their classmates. On the other hand, effectiveness of students with hearing difficulty, as stated by Horne (1985), is highly dependent on the perceptions of teachers and students towards the students with the difficulty. According to this author, unless the perceptions of teachers and students are changed, it is true that the students with hearing impairment face a number of problems both within and outside the school.

The perception of teachers and students with some difficulty depends on the way they see and understand the disability itself. Teachers and students should have equal perceptions over the

teaching and learning processes of the students in a class. However, research results indicate above and the practical experience that the researcher has from the observation of the school where this study was conducted is that many students and some teachers' attitudinal problems towards the students with hearing impairment that students with hearing difficulty cannot be academically as effective as other students with no similar problems.

Additionally, as claimed by Elsar (1959) as cited in Abebe (2000), that students with hearing impairment were not accepted by their classmates. It is also noted by Abebe (2000) that the degree to which an individual is accepted by his peers and teachers during his/her early years at school has direct and significant consequence on his/her subsequent behavioral adjustment in the future.

This clearly implies that children with hearing impairment should be accepted and supported well. However, nowadays, despite the scientific advancement in technology with improved communication system the problems related to the perception towards children with hearing impairment is not yet solved well.

Accordingly, the study will try to explore the perception of teachers and students on academic achievements of student with hearing impairment in study area.

1.2 Statement of the problem

The Ethiopian education and training policy has given emphasis to the provision of special education for special need students including gifted students (TGE, 1994). In addition, to what has been stated in the policy, the constitution of Federal Democratic Republic of Ethiopia under article 90, declared, "To the extent of country's resources permit, policies shall aim to provide all Ethiopians access to public education" (FDRE, 1995).

However, despite this, particularly, students with special needs including students with hearing impairment were not all involved in education (Tilahun, 1998). Moreover, Ethiopia's master plan of education has also confirmed that there is still a shortfall in provision of special needs education services (MoE, 1994). Because, unless the student with hearing impairment come to school and included in the schooling, they don't get the proper provision and the academic performance can't be seen. Thus, first of all there should be the enrollment of students in schools, then the provision and the educational performance can be exist.

Education as a social service needs social interaction in between the students and the teachers as well as among the students. However, the study conducted by Abebe (2000) indicates that there is no smooth relation between the students with hearing impairment and student with no difficulty of hearing. According to the conclusion given by this study, majority of the students had less perception towards the integration of special need students and students who had no problem of hearing. Additionally, as we have seen above, teachers also have limited perception for the students with hearing difficulty.

Even though the above and other studies were vastly conducted on the insuring of the presence of low participations of teachers and students towards the perception and besides the academic achievement of the students with hearing difficulties, taking the results of the former studies as inputs this study try to examine the perception of the existing negative attitudes after these learners.

Moreover, most teachers do not have interest to look into the academic performances of student with hearing impairment so as to provide the necessary support. In addition to communication gap, many instructional strategies are inconvenient for teaching and learning

process of the students with hearing impairment. It is also a transformation process whereby student acquires the required knowledge and skill to change their overall personality (Young, 1999).

In addition, communication is an essential aspect of normal development for all humans. Knowing a language enables us to communicate for our needs, feelings and ideas to others. All individuals with hearing impairment have different communication needs and different communication options that may not be available (Gearheart, & Weishahn, 1992). There are various problems that the student faced, researcher heard and observed for a long year of exposures and work experiences. Among these; the communication gap, the perception given for the student with hearing impairment and the academic performance of them are the major one.

On the other hand, based on the report of the education office of 'Asela' town, out of the total size of people with disability around the study zone who were living without the right to schooling are 28,497 (of which 15,659 are male and 12,838 are female). Furthermore, even for those who have got chance for education without the proper communication, there is a sort of complain among teachers on the result of student with hearing impairment that some teachers give marks without the effort of the students with hearing impairment which consequently leads for poor academic performance.

All these and other background information of the study area plus since no research conducted before in the area of the academic achievement of students with hearing impairment in the study site the researcher triggered to undertake this study in the area. Hence, the theme of the investigation is to examine the perception of teachers and students towards the academic

achievement of the students with hearing impairment. Accordingly, the following research questions were formulated and addressed in the study

1. What is the perception of SWOHI towards the academic achievement of SWHI?
2. What is the perception of teachers towards the academic achievement of SWHI?
3. What are the major factors influencing the perceptions of students and teachers towards academic performances of the SWHI?

1.3 Objectives of the Study

1.3.1 General Objective

The overall objective of this research is to investigate the perceptions of teachers and students towards the academic performances of students with hearing impairment.

1.3.2 Specific Objectives

- a) To investigate the relative position of academic performance of the students with hearing impairment in the school.
- b) To identify the perceptions, that teachers and students have about the academic achievement of the students with hearing impairment
- c) To examine factors influencing the perception of teachers and students about the academic performance of the students with hearing impairment.
- d) To recommend alternative solutions based on the findings of the study.

1.4 Significance of the Study

This research will have the following benefits

- ❖ Students with hearing impairment at the study area can get more support and can have the chance of improving their academic performance,

- ❖ Teachers of the study area can get additional skills of helping the students with hearing difficulty, and their perception can change positively towards the student with hearing impairment.
- ❖ The school can get the advantage of improving its performance level with respect to students' academic achievement through teachers in-service training program, workshop, seminars, and
- ❖ The research results can insist and encourage other researchers to study the problem in a wider scope and in depth.

Generally, this research can contribute to give some light on the current perception of school and integrated classroom experiences of students with some impairment. This is due to the fact that associated problems at local level will have direct or indirect influence on the national policy makers, development practitioners and planners. Hence, it is anticipated that, the results obtained can add to the wealth of information currently available on the major determinants in the academic performance of impairments (disabilities) in general, and students with hearing impairments in particular.

Besides, it may be one of the inputs at least for the Regional and Zonal Educational Bureaus which will enable them to see the real implementation of their policies at local level and hence to take lessons as a recommendation and to perform the full and potential decision of the strategies into practice and to have strong interrelationship with and critically revise the structural link with the decision making process.

The findings of the study were also expected to contribute a little towards bridging the existing literature gap on understanding the regular school that accommodate students with hearing

impairment. Moreover, the study will further enrich knowledge on similar and other factors affecting the learning environment of students with hearing impairment. Besides, this research may be a base that gives rise to initiatives of conducting in-depth more studies on specific aspects or similar issues and can be used as a source material for further studies.

1.5 Delimitation of the Study

Though, many parts of Ethiopia are prone to poor service provision and hence lower academic performance of SWHI and require solution to the problem, this study is limited to a primary school of Limat Behibret at Asela, Arsi Zone , Oromiya Region.

The researcher preferred the school among others for two reasons. The first is close observation and the school has relatively large number of students with hearing impairment. The major variables considered in the study were factors influencing the perceptions of students and teachers towards academic performances of the SWHI. The total sample size for this study was about 50 respondents.

1.6 Limitation of the Study

In doing this study the researcher faced different challenges. The major were shortage of time financial resource, and lack of typical related literature materials. The researcher faced scarcity of directly related books, findings, journals, and thesis /teaching materials./

Additionally, lack of financial resource was also another core constraint met by the researcher. Since the researcher had conducted the study while discharging his usual work in the school, the study needed more time than the amount of time gained through par time. In order to minimize the negative effect of this the researcher used his labor and time in a wise manner despite the burden of the job at his hand.

1.7 Organization of the study

This study is organized into five chapters. Chapter one shows the introduction including issues like background, statement of the problem, objectives, delimitation, of the study and challenges of the study. Chapter two contains review of the related literature (including theoretical and conceptual frame works). Chapter three indicates about overall methodology of the study. Chapter four holds results and discussion. The last chapter was about summary, conclusions and recommendations.

CHAPTER TWO

Literature Review

Under this chapter different literature including the previous research results are organized. Among these, the following sub-topics like: Integration and student with impairments, educational opportunities and SWHI, categories of hearing impairment, conceptualizing the difficulties of students with hearing impairment, establishing effective communication in the school, strategies of teaching SWHI, teachers and students perception of the academic performances of SWHI, influencing factors for the perception of SWHI, major problems that student with hearing impairment face and impacts of perceptual problem about the students with hearing impairment were discussed briefly.

2.1 The Concept and Categories of Hearing Impairment

According to (Hallahan & Kauffman, 1991), hearing impairment as a generic term indicating a continuum/ range/ of hearing loss from mild to profound, from hard of hearing to the deaf. ‘Deaf’ is a term, used to describe a person whose sense of hearing is non- functional for ordinary use in communication with or without hearing aid.

The hearing loss of a deaf is usually above 70dB. It is so severe that a person is impaired in processing linguistic information which adversely affects the educational performance (Schuzl, & Carpenter, 1991). ‘Hard of hearing’:- it is a term used to describe persons with residual/remaining/ hearing but who may use usually hearing aid as a primary modality for acquisition of language and communication with others. It ranges from 26dB to 70dB (dB=Decibel). This condition can adversely affect the child’s educational performances to some extent (Smith, & Luckasson, 1995).

Children who have profound hearing loss (average hearing ≥ 90 dB HL) are frequently referred to as deaf, although this does not necessarily indicate the total absence of hearing. These children experience multiple challenges in the acquisition of spoken language. The auditory consequences of profound hearing loss limit these children's abilities to benefit fully from conventional forms of amplification (Schulze, & Trunbull, 1991).

According to Alemayehu (2005), the following are the common characteristics used to identify children with hard of hearing. Difficulty in following directions, being inattentive, turn one ear/head towards the speaker, sit nearer to a sound source, failure to turn immediately when called, little interest to participate in oral activities, dependency on classmates for instruction and low academic achievement.

To define hearing impairment, professionals with an educational orientation are concerned primarily with the extent to which the hearing loss affects ability to speak and understand language (Schulze, & Trunbull, 1991). The time of onset of the hearing problem is therefore important. Those who are deaf at birth are at a greater disadvantage than those who acquire their deafness after learning some language skills. Therefore it can be said, that the former as pre lingual lose, and the latter is post lingual lose.

Hearing impairment in childhood may be congenital or acquired, sensor neural, conductive, or mixed (Gearheart, & Weishahn, 1992). The impairment may be mild, moderate, severe, or profound, unilateral or bilateral. Thus, there are different conditions for the identification of different kinds of hearing impairment. Regardless of the kind, however, hearing impairment may have serious effects on the development of language and speech (Calderon, & Low, 1998) Hearing loss can be categorized according to where/organs of hearing/ the loss of hearing is

occurred i.e. conductive hearing loss, sensor- neural hearing loss and mixed hearing loss (Hallahan, & Kauffman, 1991).

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

2.2 Integration and Students with Impairments

The integration of student with hearing impairment seems to be a global trend; of course, without denying there exists controversy over it. As noted by many scholars, one of the reasons for integrating these students into the regular classrooms was to facilitate positive interactions among handicapped and non-handicapped students (Warren, 1979, as cited by Horne, 1985).

However, the attainment of this goal as stated by Horne, (1985) “it is highly dependent” on the perceptions of teachers and peers towards student with hearing impairment. Moreover, it is pointed out that it would be “realistic to suppose that many student with hearing impairment will be subjected to a negative school experience” unless the perception of peers and teachers are changed (Horne, 1985). The study conducted by Elser (1959) as cited by Horne (1985), indicated that the hearing impaired students were not positively welcomed by their classmates. Conversely, in the study conducted by Kennedy & Bruininks, 1974, as cited in Horne (1985), “students with severe hearing losses were chosen significantly more often as friends than non-disabled students.”

Thus, from what has been indicated, it is possible to assume that the effect of integration of students with hearing impairment into the regular schools may vary from place to place depending upon the circumstances of under which it was practiced. So it has direct effect on the students' academic achievement based on the perception of others.

Since hearing impaired children are unable to hear the continuously repeated flow of language spoken around them, they need to be exposed to special and unique communication system. They are not automatically exposed to the very wide series of language stimulation experienced by hearing students (Alemayehu, 1995). This situation implies that because of the existing communication gap the children with hearing impairment are at risk to have attractive educational achievement.

2.3 Educational Opportunities of Students with Hearing Impairments

A great number of children with special needs are left without access to education, which casts great shadow on the attainment of the government national goal while many students with disability spending all their time in homeless shelters with no return (Alemayehu, 2005). This implies learners with impairments let alone schooling, they don't have the proper survival life.

For many people with disabilities their ability to participate educationally in normal life is the result of their interaction with their immediate society where they live are critical (Tekle Haimanot 1992 as cited in Tirusew, 2005). This leads people with disabilities to become economically dependent, and hence they must have the opportunity of getting an early intervention and proper educational rehabilitation service. It is also suggested in Hope, (2001)

that the challenge to get education becomes very difficult especially for persons with disabilities. Among school age children only 2% in developing countries have any form of rehabilitation assistance or education.

Education is human process of imparting and acquiring knowledge through teaching and learning, especially at school or similar situations, as a process it can also modify one's ability or capacity. It is a key to make people productive in creating the country developed (Gearheart, & Weishahn, 1992). In this case, MoE (2004) states that one of the main directions of tertiary education was setting up efficient result oriented system.

Hence, research suggests some benefits of early intervention for such problem (Calderon, & Low, 1998). Here, inclusion of pupil with disability in general and handling students with hearing impairment in particular is a very crucial issue for the function of education system. Ultimately because of their deficiencies and scarce in educational opportunities so many children with hearing impairment have been left out from the educational process (Webster and Wood, 1995).

One of the typical traits of all human-being is the capacity to be modified as a result of learning (Feuerstein, 1979 as stated in Tirusew 2000). Therefore, education could be seen as a wing for the progress of the human being for it helps the individual development, not only for the individual advancement but also it helps for the country's progress at large.

Thus, to benefit the children with hearing impairment the existence of basic service should be complementary with their needs. In Ethiopia, the provision of basic services for children with disabilities is at its lowest level (Tireusew, 2006). This is because, even though, government

has established certain special needs education schools or classes, still so many children have been left out from the educational process simply because of the shortage of educational opportunities (Gearheart, & Weishahn, 1992). With regard to this, as indicated by Felekech (2000), the most neglected groups of children in education are children with hearing impairment.

Students with hearing impairment are frequently handicapped in varying degrees in educational achievement. Regarding, abilities, which relies heavily on language skills and is probably the most important aspect of academic achievement that is the most affected (Hallahan, & Kauffman, 1988). But locally we have to know what sort of attempt has been done to support the hearing impaired students to improve their academic achievement. Knowing the perception of teachers and peers so far exercised in our situation could lead us to look into the consequence of academic performance of students with hearing impairment.

2.4 Establishing and Maintaining Effective Communication in the School

It is hard for teachers and students with ‘normal’ hearing to fully understand the enormous difficulties faced by students with hearing impairment. Hearing children typically acquire a large vocabulary and knowledge of grammar, word order, idiomatic expressions, fine shades of meaning, and many other aspects of verbal expressions by listening to others and to themselves from early infancy. A child with a hearing impairment however, is exposed to verbal communication only partially or not at all (Horne, 1985).

Communication problems can seriously interfere with interpersonal relationship for students with hearing impairments who receive all or part of their education in regular classrooms. Their inability to communicate with other students and teachers, on the other hand, and the inability of the other students and a teacher to communicate the deaf children, on the other side delay their academic achievements. Children who are with hearing difficulty are passive participants in lecture style of teaching (McAnally, 1994). Hence, such students to have better academic performance need special and unique communication systems (Alemayehu, 1995 as cited in Felekech, 2000).

The performance of students with hearing impairment in the areas of reading and writing indicates that they have a great deal of difficulty in processing language (Horne, 1985). This means as compared with hearing children, the children who have difficulty of hearing have notable delays and substantial differences in the development of reading and writing skills. They tend to use greater numbers of basic syntactic structures, including nouns, verbs and determiners, and demonstrate less frequent use of adverb, auxiliaries and conjunctions than hearing children (Felekech, 2000).

It is not surprising to find a big gap between the linguistic development of the hearing and the hearing impaired students. As verbal language use delay the linguistic development of students with hearing impairment, so does the use of sign language for the linguistic development on the part of student (Horne, 1985). Early and easy communication between students and the teachers in the school is critical not only in language development but also in the areas of cognitive development and social development (Schulze, Carpenter & Trunbull, 1991)

An effective communication system that permits those using it exchange information with a high degree of ease, flexibility, speed and accuracy in a wide variety of circumstances is very essential in the process of intervention and rehabilitation of teaching students with hearing impairment. The basic approaches to communicate with children with hearing impairment include oral, manual and total communication (Schulze, 1991). The application of all these strategies of communication so as to help students with hearing impairment deserve better achievement in their learning largely depends up on how much the teachers understand or perceive the students .

2.5 Understanding strategies of teaching students with hearing impairment

Oral languages are transmitted and received through oral and auditory modalities. The philosophy of oral education is that, children with hearing impairment should be given the opportunity to learn, speak and understand speech, learn through spoken language in school and latter function as independent adults in a world where the people's primary mode of communication is speech (Ling, & Ling, 1978). There are also several methods that are developed as alternative to oral language to effectively teach students with hearing impairment. These include auditory training, lip-reading, and cued speech.

2.5.1 Auditory Training

The auditory training is meant the maximum utilization of residual hearing. Training to listen should be given from early childhood to develop natural language and speech. It involves the effective use of hearing aids. The consistent use of appropriate hearing aids from infancy

onward, and training in the use of residual hearing can influence a child's response to sound (Gallagher, 1991).

2.5.2 Lip-reading

It is also called speech reading, which is the visual interpretation of spoken communication. In speech reading the child learns to read what another individual is saying by watching face, mouth, tongue, and throat movements. Lip-reading is unreliable and imprecise. For example, two-thirds of the sounds that make up the English language are either invisible or visually ambiguous. Many are greatly dependent on voicing and nasality or their intelligibility features which are not visible (Nolan, & Toker, 1983).

This means, due to the structure of articulated speech, approximately fifty percent of the sounds either do not show at all on the lips or are identical to other sounds. It is, therefore, important to articulate clearly without distraction and at a normal pace. Any exaggeration distorts the patterns the student with hearing impairment has learned. It is also helpful to check and see if asking the person to repeat an instruction back or asking the student if he/she understands you. The deaf can read facial expressions and body expressions very dearly-greatly (Ling & Ling, 1978).

2.5.3. Cued Speech

It is a visual communication system that uses eight hand shapes in four different placements near the face in combination with the mouth movements of speech to make the sounds of spoken language look different from each other (Smith, 1995). Cued Speech is a system of communication used with and among students who are with hard of hearing or completely "deaf" (Robbins, 2002)

It is a phonemic-based system which makes traditionally spoken languages accessible by using a small number of hand shapes /representing consonants/ in different locations near the mouth /representing vowels/, as a supplement to speech reading. It is now used with people with a variety of language, speech, communication and learning needs (Webster, & Wood, 1995).

2.5.4. Manual Communication Method

The manual communication contains finger spelling, hand positions and physical movements. Thus finger spelling plays a balancing role to signs; it can considerably increase the understanding of sign language (Ibid).

Manual communication includes finger spelling, hand positions and bodily movements. It is the reaction of human communication to meet their communication needs as oral language (Calderon, & Low, 1998). Finger Spelling is a manual system which has a movement for each letter; words are spelled using particular movement of different letters (Horne, 1985). One hand is held in front of the chest and the other hand spells out the words letter by letter. It is slow and requires the ability to spell (Schulze, Carpenter and Trunbull, 1991).

Finger spelling is also used to connect signs into sentences, or to add stress in sign languages. It is particularly useful for introducing names and technical terms. It reinforces the written forms of new words and is useful for function words such as articles and propositions. Thus finger spelling plays a complementary role to signs, when it may significantly increase understanding of the sign language (Bench, 1992). Whatever teachers used, finger spelling, students understand well but only when the words used were familiar to them (Alemayehu, 2003).

2.5.5. Sign Language:

Sign Language is a complete and complex language that employs signs made with the hands and other movements including facial expressions and postures of the body (Horne, 1985). It is a visual gesture language which consists of shape and positions of specific body parts such as hands, arms eyes, face and head. It is a language which is structured to suit the needs and capabilities of the eye (Smith, & Luckasson, 1995).

Sign language is a formal socially agreed on, rule governed symbol system that is generative in nature. Sign language may play a particular part in supporting a transition towards oral communication; clarifying complex or new ideas and curriculum content and following rapid conversational exchanges among several speakers (Robbins, 2002).

This would seem to be an ideal environment for individuals who get benefit from their implant, but still depend on sign language for specific purposes. The components of sign language are not phonemic /sound/ combination that form words, as in spoken languages, but rather phonological combinations of hand shape, hand positions, hand movements and orientations of the palm that form signs (Smith & Luckasson, 1995).

It is also suggested that after students with hearing impairment acquire grammatical and communicative proficiency, teachers can use sign language to teach and discuss the content of various academic subjects that are introduced in typical early elementary grades (Horne, 1985). This condition permits the students to access the school curriculum and socio-cultural values and believes of mainstream society (Calderon & Low, 1998).

2.5.6. Total communication method

It is a method of that combines all the oral methods and manual methods, including signs, finger spelling, gestures, speech reading, speech and auditory amplification at the same time. It also includes writing and any model that will result in clarity and easiness of communication (Bench, 1992). Total communication is using any means of communication - sign language, voice, finger spelling, lip reading, amplification, writing, gesture or visual imagery /pictures/ (Smith, & Luckasson, 1995).

The sign language used in total communication is more closely related to English. Another commonly used term for total communication is simultaneous communication, known as semi-com. Total communication acknowledges that the means of communication may need to be adjusted based on the situation. Sometimes signing is the right method to use; other times, it may be speech. In other word, writing may be the best method to use (Bench, 1992).

2.5.7Bilingualism

It is the use of two languages simultaneously for different purposes. The sign language, as their primary language, is used for communication and as an instructional media with children with hearing impairment, means the community language is used for reading and writing (Smith, and Luckasson, 1995).

Bilingualism challenges the terms of reference of both oralism and total communication. Bilingualism believes it is morally wrong to offer deaf children oral language as a first language. It is argued that the natural sign language have been analyzed by linguists and

judged to be ‘proper’ languages with the same capacity as any verbal language for the expression of ideas.(Sacks,1989) as cited in (Alemayehu , 2003)

Whenever the code is changed the teacher has to inform the students that the grammars of the two languages are different. The central feature of a sign bilingual approach is the use of sign language, and the associated role of deaf adults in deaf children (Tilahun, 2000).

2.6 Teachers and Students Perception of Academic performances of SWHI

Children with disability specially student who have the problem of hearing are really the most underprivileged citizens, because, in addition to the natural difficulty they face in their daily routine, they join the regular class after completion of grade four without clear orientation. SWHI are so varied and their special needs are not still well met yet due to diverse situation (Robbins, 2002).

Investigating the perceptions of teachers and students is extremely significant towards the mainstreaming of students with hearing impairment to come up with information and to set improved educational instruction (Horne, 1985). Because, schooling is a key to make people productive and help them develop their country. So, in order to make this a real input, it should be taken in to concern, that can create the education system free from complicated barriers.

It was claimed that students with hearing impairment were not accepted by their teachers and classmates (Ibid). It is noted that, “the degree to which an individual is accepted by peers and teachers during the early years at school is of special importance for it will have a significant consequence on his/her subsequent adjustment” (Elsar, 1959 as cited in Aebebe, 2000:50).

Research has shown that students with no hearing impairment may not adopt their language use to the hearing impaired children's needs (Bench, 1992). Hence, the classroom teachers must assess the linguistic input that will be provided by the children's with no hearing difficulty to those who have problem of hearing impairments vice versa, Goss (1970), as cited in Katharine (1974), explained that many children with hearing impairment receive reduced exposure to the linguistic rules.

2.7 Factors Influencing the Perception of Teachers and Students towards Academic Performances of SWHI

Attitudes of individuals are influenced by the way they understand or perceive the world (Bench, 1992). Similarly, the attitude of teachers and students about the academic performances of the students with hearing impairment depends up on the extent to which the former understands or perceives the latter (Tilahun, 2000). There could be so many intervening factors influencing the way teachers and students view the students with hearing impairment and the performances of those students with hearing problems.

It is important not to overlook the importance of social interactions as a basis for learning. Interactions with others in the learner's environment provide a basis from which the learner learns to view the world (Ibid). Hence, it must be kept in mind that successfully including learners with special educational needs in regular schools requires many changes with regard to perception because the mere physical presence of learners in the classroom is no guarantee of their involvement in class and school activities, nor their sense of belonging (Hatlen 2004).

Furthermore, many children, youth and adults with some impairment are denied of their basic rights despite the international conventions and national laws advocating for the equalization of opportunities for persons with disabilities (Robbins, 2002). This is mainly because of the preconceived negative notions against such people or disability (Webster & Wood, 1995). The researcher took and reviewed only the major ones as indicated below.

2.7.1 Low Concern towards SWHI

The concern of student with hearing impairment depends up on, the severity of the hearing loss, the age of its onset and the hearing status of the students' (St. Mary University College, 2005). Parents and teachers have related concern about children with hearing impairment which is little, means they don't have the belief and trust about the academic success experienced by the students with hearing impairments.

Teachers need to make special concern when teaching children with hearing impairment (Calderon, & Low, 1998). Much of the concerns involve common sense that sharpens through close collaboration with the student themselves, and their school companion (Bench, 1992).

But, it is obvious that, our community have low perception that children with hearing impairment cannot learn and lead their style independently, because they cannot hear and talk. Teachers also do not recognize and accept the students because they don't have deep understanding about the students with hearing impairments.

2.7.2 Shallow Knowledge about SWHI, how to teach and shift of the blames

Academic world demands special attention and programming to teach children with hearing impairment. This again calls for the teacher who has personal knowledge of a child with hearing impairment in the school setting and who can have knowledge on the potential obstacles to their work in teaching such students for better academic performance (Bench, 1992).

On the other hand, many people including teachers blame the students and their families for the failure of such students that the students are not able to communicate spoken languages used as instructional media in the class (Ibid). Some even extend their blame to the extent of pretending that the problem of academic performance of the students is the result of ineffectiveness of sign language. Some others blame the parents and the victims (the students) that the underlining problem is the sin and curse from the God (Tilahun, 2000).

2.7.3 Social Isolations

As the nature and condition of social value and its experience for students with some impairment in the integrated classrooms is concerned, it has been stated that learners in inclusive education settings, who are impaired, are socially isolated (Webster and Wood, 1995). It refers to these learners as a giant in our professional rooms for the reason that learners with impairment experience great difficulty with social interaction skills, which exclude them from the rest regular classes. It is suggested that social interaction skills are as important as learning to read. It often may be the case that learners with disabling conditions, particularly those who are more visible and significant, though included in the classroom, may remain outsiders (Tilahun, 2000).

Deaf child should be able to communicate with their parents by means of a natural language as soon, and as fully, as possible. Otherwise, deaf children may be deprived of language and related skills. The deprivation of language and communication results in deaf children lagging radically behind the normal development in socio-emotional, cognitive and linguistic maturities or functions (Alemayehu 2003). This is one of the big social and practical challenges that are prevalent in Ethiopian under the integrated classrooms situations in many schools.

2.7.4 Incorrect Assumption about SWHI and exceptional children

Inclusion education is a widely debatable topic among educators and parents. Many teachers feel that all children should be educated with their peers regardless of moderate, severe, or even profound disabilities some children may have (Ibid).

Others believe that separate special education classes are the most beneficial for exceptional children needing help beyond the skill level of a general educator (Tilahun, 2000) yet; others agree with the special education programs that districts provide, but feel that children with disabilities should attend general classes when it is determined fit for that particular student.

The misconception of associating disability to inactiveness is still strong in the communities (Robbins, 2002). The lack of social awareness and positive perception is keeping many of the hearing impaired learners away from primary education. More preference of male students to send for the school than female students is also a more dominant problem for hearing impaired learners.

2.8 Major Problems associated with students of hearing impairment

There are different factors associated with the academic achievement of students with hearing impairment.

2.8.1 Inappropriate use of Instructional methodology

Although some children with severe disabilities may need withdrawal from regular classroom, it is a recognized fact that most of them learn best in regular classroom situations with children who have no such limitations (Robbins, 2002).

Since educating in such a way has a number of social, economic and psychological benefits for CWDs, most people recognize it as the most widely accepted modern method of teaching (Tilahun, 2000).

However, many teachers of inclusive schools are not aware about the methods how to include children with hearing impairments. Even if they are willing to accept them in the mainstreaming classrooms their teaching strategies may not fit to the SWHI (Webster and Wood, 1995). This means such challenge occur through different causes like; lack of knowledge how to approach and provide services, as well as ignorance and lack of creativity of important elements for the regular schools that accommodate student with hearing impairment (Tilahun, 2000).

In many inclusive schools, teachers and students use verbal language but not sign language. On the other hand, students with hearing impairment communicate using the sign language. Thus, these children face problem of communication. This gap of communication among the two groups of student in the mainstreaming class is one of the major challenges of children with hearing impairment generating low academic performances (Robbins, 2002).

Furthermore, regular teachers do not have the necessary skills such as, sign language; some regular teachers seem to be unwilling to accept children with special needs mostly thinking that teaching SWHI is the only responsibility of special teachers.

2.8.2 Scarcity of Resources for Improving Learning Progress of SWHI

Instruments like: audiometer which is used to measure the hearing level of an individual, hearing aids that supports the child with hard of hearing in amplifying sound that comes to the ear, clinical room with sound proof for audiology services and other resources rooms, for sign language training, for speech therapy and counseling services are important imputes in the regular school which are currently the main challenges (Calderon & Low, 1998).

This indicates even if the students with hearing impairments are accepted by the school and the teacher they could be still ineffective due to the facts that there aren't sufficient special educational materials and facilities that can improve special educational services.

2.8.3. Improper use of instructional terminology and strategies

There are many researched factors that lead to the benefits and disadvantages of all facets of the inclusion spectrum (Robbins, 2002). These factors can become muddled because of improper use of terminology as related to inclusive schooling (Webster, & Wood, 1995).

This confusion is widely spread among districts, school personnel and parents making it difficult to discuss and agree on best practices for children with special needs. Many teachers have found themselves summoned to arbitrations or cases in where the courts must determine that terminology of the law (Ibid).

Several court cases in the past have helped to determine the proper usage and implementation of inclusive schooling for future public school, yet there is no specific language that states how this is to be done (Calderon, & Low, 1998); within the laws that govern the civil rights of each student with special needs there is room for debate as to the language of the law. Each school has now and in the past, deciphered the language depending on their views of inclusive schooling.

2.8.4 Accessibility of the School, and the Perception of Parents and Peer

The children with some impairment are found to be behind education mainly due to mobility dependency (Calderon, & Low, 1998). For most of them, someone has to take them to educational institutions. It is difficult for a family member to regularly manage time for accompanying the children with hearing impairment to go, and back from school. Sometimes the perceptions are also not positive (Robbins, 2002). Most of the school structure is inaccessible and not comfortable for the students with hearing impairment.

Schools, with their limited budgets, cannot afford to bring about major changes. Sometimes students with disability are considered as intellectually disabled for his/her slow response (Webster & Wood, 1995). Lack of assistive devices for communication, and classroom adaptations were acting as major barriers for hearing impaired children. (Calderon & Low, 1998).

The income of the parents has a direct relevance with regard to children with hearing impairment and their education. Poverty refrained many families to seek for the essential

therapeutic and assistive device services required by children with disabilities are also not always at accessible distance (Horne, 1985). The parents are at times unable to bear that extra transport cost for the children with impairments to continue education at integrated or special schools. It is not been very easy for the children with disabilities to get enrolled into mainstream schools (Webster & Wood, 1995).

The parents had to convince in most cases the school authorities for allowing scopes to enroll their children (Ibid). For most of them it was mainly due to ignorance, negative perception of the school authorities and fear of not being able to handle them rather than the limitation of abilities among the children with disabilities (Calderon, and Low, 1998). At the same time there is a common belief that children with disabilities, especially the children with hearing impairment can only be educated at a special educational institute.

The problems associated with the educational performance of children with hearing impairment are large, for example inappropriate environment for such children, in terms of classroom setups. Besides there is very little orientation among the school authorities that it is possible to mainstream children with hearing impairment.

The perception of parents of the students with hearing impairment, peer students and other associated with schools are not that open to the idea of children with hearing impairment studying along other children (Webster, & Wood, 1995). Parents of children with hearing impairment, especially in the poor and rural communities, are not always aware about where they can send their children that can have direct impact on the academic performance of the hearing impaired students.

2.9 Effect of Perceptual problem on the students with hearing impairment

Attitudes of teachers and students largely depend upon the way they perceive the achievements of the students with hearing impairment. Research evidences have confirmed that open and positive attitudes create the right perceptions towards students with hearing impairment (Hegarty & Pocklington, 1988). Due to unchanged attitudes of teachers and hearing students 70% of the students with hearing who got the chance of learning in an integrated class rooms are facing perceptual problems in the integrated school(Leyer, Kapperman and Keller, 1994) as cited in Tibebu, 1995).

However, as asserted by (Tumbull & Carpenter 1995) both the attitudes and perceptions of teachers and students have direct impact on the relationship between these parties and the students with hearing impairment. This is because attitudes and perceptual signals passes message from the teachers and students to the students with hearing impairment.

In general, hearing impairment has been defined by different scholars differently. Hearing impairment can be defined, as a common term that indicates the ranges of hearing loss from mild to profound, this includes specially hard of hearing and deaf. Hearing loss can be classified according to where the loss of hearing is occurred i.e. conductive hearing loss, sensor neural hearing loss and mixed hearing loss. As it has so far been discussed, at present Children are our significant component of the community and will grow to be the foundation of the society in the future. Regarding this, The Global Education for All initiatives in making the disability component an integral part of the mainstream education system is becoming part of the duties of responsible parties in education system (The Educator, 2011).

However, in fearing of the social stigma attached to the situation parents sometimes involve themselves in the negative response, disgusting and hiding the child behind the doors. Although, the intention of this study is to investigate the perceptions of teachers and students towards the academic performances of students with hearing impairment, the education of the student with hearing impairment is challenged by a number of factors. Since, challenges are ample and diversified in its kind, the only thing is challenging the challenge itself should be the existing transformation issue. Thus, to avoid challenges is extremely unquestionable to benefit the children with hearing impairment and the assistance for them can be measured by the existence of basic service. Like getting rid of communication barriers and rising the use of sign language including oral language.

There are several methods that are developed to increase oral language of the children with hearing impairment. These include auditory training, lip-reading, and cued speech. Total communication is a method of communication for SWHI that combines all the oral methods and manual methods, including signs, finger spelling, gestures, speech reading, speech and auditory amplification at the same time. Based on this, this study tries to investigate the effectiveness of the teaching and learning process of student with hearing impairment in general and students and teachers' perception in particular at the regular school of the study area. To make this effective data were gathered, presented, and analyzed as indicated under the next chapter

CHAPTER THREE

Methodology of the Study

Under this section of the research, the following issues were executed. These were the study design, study area, sources of data, sampling and sampling techniques, methods of data collection, procedures of data collection, methods of data analysis and ethical considerations

3.1 The Study Design

Since, the main objective of this study was to examine the perceptions of teachers and students towards academic performances of students with hearing impairment, qualitative approach has been employed. This approach was intentionally selected because it helps the researcher to do the research in more detailed manner with rich gathered data.

Therefore, as mentioned in (Yin K. Robert, 2003) ‘Case studies are preferred strategy about the contemporary set of events over which the investigator has little or no control’. And , (Kothari, 2008) also suggest as ‘Case study is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, a person, a family and an institution.’

Hence, Case study in qualitative research paradigm (model) were applied to conduct this study and phenomenological design also applied to examine the condition in its natural setting.

3.2 The Study Area

The study site was at a primary school in ‘Asella’ town special administrative zone. The town is one of the capital cities of zones in ‘Oromia’ region, the largest region in Ethiopia. The study had conducted at ‘Limat Behibret’ primary school

3.3 The Sources of Data

Data were gathered from two sources (primary and secondary sources). Primary data was generated from interviews, semi-structured written questions and focus group discussion of which the questions were provided to the teachers, students and directors. The secondary data were obtained from the documentations or from the roster.

3.4 Sampling and Sampling Techniques

According to the report of the education bureau, at Arsi Zone the total number of students with diversified form of disability like, hearing impairment, intellectual disability, and visual impairment is: 346,112 and 65 respectively. And, at the study area the size of population holds 51 hearing impairment, 17 intellectual disability, and a visually impaired. However, the sample size for this typical study were 16 students with hearing impairment and parallel to these 16 students with no hearing difficulty, 8 regular, 8 special class teachers and 2 school principals.

The study was conducted at Limat Behibret primary school that accommodates special unit and regular classes in Asella. The participants of this research were taken from the total population of this school; these were teachers, students and directors as:

Sampling techniques: Among the non-probability sampling methods the researcher had applied the purposive sampling technique. In a clear manner, the researcher took those 16 students with hearing impairment in grades (5-8) as a whole. However, Students without hearing impairment (5-8) and their teachers are selected by using systematic sampling method of probability sampling technique. This was made possible by giving a series number for the list of members of the population in all (four) classes and taking numbers 15, 30, 45 and the

last number. So, $4 \times 4 = 16$ SWOHI and regular teachers were selected as number 6, 12, 18, 24, 30, 36, 42 and 48. Thus 8 regular teachers plus the available 8 special class teachers, totally 16 teachers, and 2 directors as they are. In aggregate, there were 50 participants.

Table 1 Sampling technique, sample size and population size, to summarize.

Ser. Number	Item of population	Population size in number	Sample size		Sampling technique
			In number	In Percent	
1	Regular teachers	56	8	17.4	SSM
2	Special unit teachers	8	8	100	Purposive
3	HS	840	16	3.3	SSM
4	SWHI	16	16	100	Purposive
5	School directors	2	2	100	Purposive
	Total population	910	50	5.5	

Key: HS $\Rightarrow$ Hearing Students, SWHI $\Rightarrow$ Students with Hearing, SSM $\Rightarrow$ Systematic Sampling Method

As it is depicted in the table below to have detailed data or information the instruments/tools/ the researcher applied were interview, open-ended written questions, focus group discussion and document analysis also have been done. Besides, the number of participants for each tools are indicated below.

Table 2 Number of participants in each instrument/tools./

S N	Participant	Number of participants in			Total number of participants
		Interview question	open-ended Written question	Focus group discussion	
1	Regular teachers	2	6	-	8
2	Special unit teachers	2	6	-	8
3	School principals	2	-	-	2
4	HS	2	8	6	16
	SWHI	2	8	6	16
	Total	10	28	10	50

Key: OEQ $\Rightarrow$ Written question, FGD $\Rightarrow$ Focus Group Discussion.

3.5 Methods of data collection

Data collection tools:

3.5.1. INTERVIEWS: - Interviews were used to get the views and opinions of the sample respondents these are teachers, students and directors for intensive data collections. Patton (1990) states that the data from interview consists of direct quotation from people about their experiences, opinions, feeling and knowledge.

3.5.2 OPEN-ENDED WRITTEN QUESTION: - Written question were given to get the views and opinion of the sample teachers and students.

3.5.3. FOCUS GROUP DISCUSSION: - The aim of conducting focus group discussion was to make stronger the information obtained from the interview and open-ended written question. Means, focus group discussion can maximize the possibility to generate answers to the basic research questions. Cohen et al. (2000) state that focus group discussion is group interview, where 6-12 people are brought together for discussion. Law (2003) cited in Tefera (2010) states the same. Therefore, two focus group discussion were held, the first pupil who participates in the focus group discussion were six in number from hearing students and the second six members were from student with hearing impairment which were included in other tools like, interview and open-ended written responses. In aggregate twelve informants were participate in the discussion.

3.3.4. DOCUMENT ANALYSIS: - To substantiate the data that were obtained from the respondents, documents about educational performance were assessed from the roster (master sheet).

3.6 Procedures of data collection

The researcher prepared different item of questions for the study and then, data had collected by the researcher himself. Moreover, written items and question for focus group discussion were translated into the students' vernacular language or mother tongue (Amharic). In addition to this, well-experienced sign language teacher from the special unit was interpreted the questions and the response. On the other hand, the interview and the focus group discussion were recorded using video camera.

3.7 Methods of data analysis

The goal of data analysis was to describe/narrate/ the data accurately. In order to answer the research questions and met the objectives, the qualitative data analysis method had employed. As Bogdan and Biklen (1992) states data analysis in qualitative study basically involves word argumentations than numerical explanation. Thus, data that were collected through interview, written questions, focus group discussion and the explanation of document was examined qualitatively using narrative form. The result of the analysis represented forming major and sub themes.

This means the collected data from different sources by using different instruments were classified, organized, and interpreted by using descriptive/narrative/ method in order to give a digested picture of the data. The data gathered were rearranged based on the research questions and logical order. Then the data were categorized by forming some themes or major concepts as explained by the respondents. In categorizing the data the researcher applied coding system whereby each data were made to be placed under some concepts they

represent. Accordingly, information generated from personal interview, key informant, written questions and FGD were analyzed by using qualitative techniques.

3.8 Ethical considerations

The participants of the study were human beings who should never be treated unethically. Consequently, I started gathering data in accordance with the informed consent and interest of the respondents. On top of this, I also assured to the respondents that the information gathered had never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data were collected without asking and writing their names.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, the researcher was also abided by other ethical principles as follow, the principal researcher was started by explaining the purpose of the research to subjects. After securing their permission to participate, ground rules were introduced to be followed during focus group discussions (Bogdan & Biklen, 2007; Cohen, et.al. 2000; Neuman, 2007). Practicing the above ethical elements were not only helped me to elicit tangible and adequate data from the subjects but also helped to establish respected relationship.

CHAPTER FOUR

Findings and Discussions of the Study

The result of this study have been mainly presented by using the direct response of the participants with interviews, open-ended written question, focus group discussion and document review.

Thus, as stated in the preceding chapter the main objective of the present study is to explore the perception of the school principals, regular teachers and students towards students with hearing impairment in the regular school and their academic effectiveness. In order to achieve this, the following three specific questions, as mentioned in chapter one, are required to get an explicit answer for the overall investigations.

1. What is the perception of SWOHI towards the academic achievement of SWHI?
2. What is the perception of teachers towards the academic achievement of SWHI?
3. What are the major factors influencing the perceptions of students and teachers towards academic performances of the SWHI?

The Results of the Study

4.1 Teachers, Directors and Students Response to the Interview Guides

Two teachers from special class, two teachers from regular class and two directors who work currently at the study area were selected, to collect reliable information; the following five basic questions were asked.

IQ 1 How do you see students with hearing impairment in general?

Special class Teachers' Response:-

Teacher A: said that, "In general, whenever we see the student with hearing impairment, I think apart from hearing they don't have any difficulty. Though, their result is less but they can perform any form of activity."

Teacher B: Also respond this question as, "The main problem of SWHI is to understanding spoken information, they don't grasp verbal knowledge easily. So they cannot equally take lessons like the other hearing students. They can't understand what you express in words."

Regular class Teachers' Response:-

Teacher C: Reply that, "because we don't have the skill or the ability to use Sign language it brings difficulty of understanding the imparted lesson and their result is below the average student. So I think they suffer a lot to acquire academic aspect."

Teacher D: React on this question as, "I it is clear that SWHI can't communicate with the regular teachers, because we ourselves aren't trained or take any workshop in sign language, it is so hard to understand those students."

Directors' Response:-

The Principal Director: Said that, "There is no enough teacher who are trained in SNE especially how to use sign language. There was no difficulty when they were in grades 1- 4 because they have their own skilled teachers who support them. But when they come to the regular class they simply sit in the class and forced to go back without comprehending academic issues."

The Deputy Director: Added that, “I observe that SWHI lack learning materials, they aren’t assessed and identified according to the severity of their problem. Even if their problem is identified, due to lack of trained manpower they can’t get adequate support. When they come to junior regular class, because of scarcity of skilled teachers in sign language their result becomes below the expected plan, this leads them to dropout. Consequently, the achievement and the desired plan couldn’t hit the goal.”

IQ 2 Is their achievement alike to student with no hearing difficulty?

Special class Teachers’ Response:-

Teacher A: In my view said, teacher A

In my view, this is difficult to say they have equal result, because the hearing can use verbal communication but SWHI study lessons only by reading written materials thus it is very difficult to say they have parallel achievement with hearing students. Few students with hearing impairment have better level through reading, however their understanding capacity is not the same with their schoolmates because they can’t produce and attend spoken/verbal language. Using their own effort and perception some have good result but they are not competent enough and ranked. Therefore, in general there is result gap between SWHI and hearing students.

Teacher B: Show his view as,

It is not the alike with other hearing learners; it is weak/less/ because of the understanding problem of spoken language. When SWHI promote to junior school the lesson becomes so strange for them and they look at leaps or read materials to comprehend subjects, for that reason, they don’t have similar result when we compare student with hearing impairment and hearing student.

Regular class Teachers’ Response:-

Teacher C: Reply that, “Since SWHI don’t understand what the teacher is teaching, one doesn’t expect similar result with hearing students.”

Teacher D: Opposed this question as,

No it is not parallel, because we don't communicate each other. So their result is going down or becomes lower and lower through time. In fact, nowadays result of every student is below the expected average, but student with hearing impairment has very low. However, few students with hearing impairment like a student in 6A who has remarkable understanding have got better result than the regular students. If he is supported by special needs education he can perform proficiently or skillfully in any line of work.

Directors' Response:-

The Principal Director: Said that, "Because they don't clearly acquire what the teacher wants to address and their result becomes low rather than comparable to the students with no hearing impairment."

The Deputy Director: What I said in the first question can be the bases for the low result of SWHI. "Therefore, where there is no enough trained teacher and sufficient equipment for student with hearing impairment I think the student can't achieve the desired goal. In general, let alone to have equal result with the hearing student their outcome is below the expected plan, communication barrier has a big negative impact for SWHI academic achievement."

IQ 3 Is there any educational performance difference between students with hearing impairment and students without hearing impairment

Special class Teachers' Response:-

Teacher A: I Agree with this question as, "Yes there is certain educational difference, they are not as such active participant when we compare with other students and sometimes they miss exams and tests. This may be because of their hearing difficulty, they may lack information."

Teacher B: ok! Said teacher B,

Ok!, whenever we see them rarely they show the feeling of sudden nervous because they think that they are backbitten by others and what they don't understand makes them to be worried sometimes. They associate things towards negative meaning, so they ask and answer questions. The other thing what I want to add is they want to be with their own friends, with the same type of disability. SWHI are not happy to learn in the integration class as their language is not practiced and this implicitly resembles looking for their identity rather than assimilate themselves in the teaching and learning process.

Regular class Teachers' Response:-

Teacher C: Added that, "They don't participate because the regular teacher's preparation is centering and the flow of teaching idea is based on the hearing student, and the classroom situation was not smooth to participate actively in the class."

Teacher D: Yes said teacher D, "Yes the SWHI don't agree when they play with others and they prefer to chat with their peers or show their uniqueness /isolate themselves/. From grades 1-4 they were learning together in special unit but when they come to the regular class 5-8 totally the school environment will change for them, so they couldn't take part in the teaching and learning process."

Directors' Response:-

The Principal Director: when SWHI comes to the junior (5-8) class said teacher E, "They make themselves unique and isolate from other hearing student, they have the tendency of forming their own group and use certain corner to play at break time."

The Deputy Director: said, "Since there is academic performance difference, they haven't good participation and outcome of educational achievement. Because hearing students are "healthy and normal" there is no problem in understanding each other/mutual understanding/

but the problem is to have positive interaction between SWHI and the hearing students, at this moment limited educational participation can be seen.”

IQ 4 How do you see the integration of SWHIs in the regular class in relation to their academic performance?

Special class Teachers’ Response:-

Teacher A: well, said teacher A,

Well, if it is perfect integration it is good, however the actual condition on the ground is not like this, the regular class is simply combining students without identifying them and providing them accordingly. As I told you earlier, “It is preferable to continue as they were learning in the special class, because there is trained manpower there. But when they go to the regular class the lessons become so hard for them to understand because of the reason what I said before, they can’t be effective academically.” Therefore, in general the government together with the schools, with the community, and with the other concerned bodies thinking over the issue I think it is better to set curriculum based teaching at all levels of schooling. Above all, teachers need to have special skill (training).

Teacher B: I want to answer this question in two ways said teacher B:

1. As a principle, “It is acceptable, if the SWHI who are integrated in the mainstream class have got all the necessary facilities I never hesitate to support the integration of SWHI in the regular class and may have good academic performance.”
2. “But what has been seen in the actual situation where there is nothing fulfilled and taught by the usual teachers I don’t have positive outlook with it because it is not integration or inclusive education, but rather it is simply to merge student with hearing impairment in the entire class so they can hate the circumstance of the teaching and learning process the consequence can be weak educational activity.”

Regular class Teachers' Response:-

Teacher C: Added that, "Because I have a plan to teach the hearing ones, I don't have time to support the student with hearing impairment, and therefore their academic performance can't be satisfactory. So I don't think the integration of them in the regular class has good consequence. What I want to suggest is that the trained teachers who are in the special unit must continue to teach them. It is impossible /difficult/ to teach the "normal" and the hearing impaired student together."

Teacher D: "I don't think, I consider SWHI don't grow well academically with the other hearing students. If there are special class teachers like in grades 1-4 it can be by far better than combining them in the ordinary class. As I observe what has been done on the behalf of integration, SWHI are very much oppressed, like a generation they are neglected citizens and the forgotten people." Said the respondent teacher.

Director's Response:-

The Principal Director: Believe that, "When student with hearing impairment are in the integration class, they can acquire not to isolate themselves from the society. In the special unit of the former class 1-4 makes them to be unique, thus I support the integration of SWHI in the regular class. But to see good academic performance of SWHI, they must be supported by all the necessary facilities, like skilled or trained teachers, materials and equipment needs to be available."

Nowadays in universities and colleges one course is given in special needs education which was under psychology, but it was good to equip teachers in sign language from the very beginning up to the end courses continually. If teachers use sign language SWHI can be very much interested in the lesson and raise their understanding. Even short summary in their language creates happiness and can be seen good academic participation.

The Deputy Director: Suppose that,

As our school is being with SWHI this question gives us a lesson because these students need support by the policy, for the behavior of these student is a bit different when they come to the inclusive class. It's a big thing, for instance if they are in a segregated class: first of all, they can't do group work with other peers. Secondly, it has a big negative impact to acquire social life activity." Thus said director F that, "Learning in the inclusive class even if there is communication problem, it is preferable for the purpose of social base, interaction affairs and relationship. In general if regular class are supplied by the central government, by the regional state, by other stakeholders and NGOs in all aspect it can be the best and the only opportunity for student with hearing impairment.

IQ 5 As a professional in SNE, what items of facilities do you need to support student with hearing impairment?

Special class Teachers' Response:-

Teacher A: Replied as, "Based on the intensity of hearing impairment if hearing aids, amplifiers, teaching materials and teaching aids are available it can be more effective to help SWHI." **Question for extra information, what do you think about sign language interpreter?** "It is also good idea; this is another way to improve or to make their result parallel to the hearing student as well."

Teacher B: generally said teacher B, generally, "As a professional in special needs education there are a lot to be facilitated, like

- I. The class size should be less /manageable number of students in a class/.
- II. Special Needs Education teachers who are well skilled in sign language should be assigned and sign language interpreters need to be there.
- III. It is very important if there is resource room with trained man to help SWHI in spare time.

IV. When we see from different perspectives, their economic background is from poor family, hence I believe that financial and material considerable assistance by charity organizations, civic associations, governmental organizations and other stakeholders have to be practically performed.”

IQ 6 As a regular teacher, what items of facilities do you need to support student with hearing impairment?

Regular class Teachers’ Response:-

Teacher C: “it is possible to teach SWHI if different materials are available like hearing aids, teaching materials, teaching aids and the like.” Teacher C Said. As you know “There is time constraint but we need to train and practice sign language in our break time. On the other hand, sign language workshops and short term training must be given according to the curriculum/text book/.”

Teacher D: more or less I have been said what should be facilitated these are, “like their own special school up to grade 10, trained teachers, special materials, etc. In other way, because some of SWHI is from needy family it is good if they get economic support. So we can protect their end destination in a safe manner.”

IQ 7 As a school principal, what items of facilities do you need to support student with hearing impairment?

The Principal Director: Said, “The whole teachers need to train in special needs education with sign language skill. Now students are looking for me because I always try to support them as much as possible, I will give them love, trust and apologize because they need it very much. In general, every teacher as professional needs to have the basic knowledge of sign

language, for the sake of student with hearing impairment, if possible it must be really a mandatory skill for each teacher.

The Deputy Director: consider that,

The first thing to be fulfilled is that the central state should give great emphasis for SWHI by creating awareness in teachers, students and in the community at large to hold their perception. The second is changing the society's opinion towards the children with hearing impairment because still there are a lot of kids that are kept behind the door by their parents feeling of shame. Unless there is change of thought about these citizens today, they can face the same problem like yesterday and the status quo. The third can be creating conducive teaching and learning environment in general, especially eradicating communication barriers.

4.2 Interview made with SWHI, and SWOHI.

Here four similar interview questions were offered to the sample students, these are two from hearing impairment and two from those who are not with difficulty of hearing.

4.2.1 The Response of Student with Hearing Impairment:

IQ (a) Do students support students with hearing impairment? If yes how? If not, why?

Student1: Yes, said the first student, “They try to help us. But students do not know our language expect one student in our class who was able to communicate us in sign language but now he gives up to support us because he becomes so busy, the rest of student and teachers do not have sign language skill.”

Student2: Also support the first student by saying, “They are willing to support us but the main problem is language difficulty.”

IQ (b) How do students look at the academic achievement of SWHI?

Student1: “All students know our problem because it is clear that we don’t understand what the teacher teaches in the class, so our result is always less but no way to have constructive reaction.” Said the participant student.

Student2: Confirm this question by saying, “Yes they understand our low achievement.”

IQ(c) Do students with hearing impairment get the necessary support?

Student1: Not at all, “What Support!”, “No support, if we are supported it was good we can get good result, but there is no support, we are the disadvantaged and the neglected students.” Said the Protested respondent.

Student2: “I am feeling happy when others try to help us because we can have better result but there is language problem between us.” Added participant 2.

IQ (d) If you have any more recommendation on what has to be done, please express

Student1: well, said to recommend the first informant,

If all teachers know sign language we can be lucky. If there is another teacher, who can translate spoken language into our language it is better. When the teacher teaches, it was very good to be helped by the translator, so we can understand easily the lesson like the other learners.

Student2: Assures by saying, “Unless we get teachers who are able to teach us properly in the language, still it is problem. Because *‘without communication there is no education.’* Therefore we prefer to stop our schooling, leave and do any form daily work.”

4.2.2 The Response of Student with no Hearing Difficulty:

IQ (a) Do students support students with hearing impairment? If yes how? If not, why?

Student1: Said that, “We try to support, but they don’t want to be with us. They need to stay with their mate or similar hearing impaired friends.”

Student2: Even if I can’t use ‘language sign’, “I’m personally ready to help them in all aspects.”

IQ (b) How do students look at the academic achievement of SWHI?

Student1: “There is no big difference in academic achievement between student with hearing impairment and us, but their class activity/participation/ is very less. In my part I know the problem, however no way to help them, but sign language inability.” offers her idea.

Student2: “It is well known” said student 2, “Unless they get special support on education their academic achievement will be below the other hearing student.”

IQ (c) Do students with hearing impairment get the necessary support?

Student1: In short, “I am very happy if they are supported in all aspects, but I don’t think they are supported.”

Student2: “I don’t believe they get support. If they are supported practically, they can be competent, so I can perceive it happily in a positive manner.” Said the participant.

IQ (d) If you have any more recommendation on what has to be done, please express

Student1: gives her view, “For these students it is better to give appropriate teaching, apart from this they are simply losing their time without getting adequate knowledge. Here the consequence can be to become drop out from the school.”

Student2: said, “first of all sign language ability must be increase in the school, if possible supporting by scientific materials like special text book, loudspeaker, and others can be very important including interpreter of languages.”

4.3 Result from Focus Group Discussion of SWHI, and SWOHI

The focus group discussion holds twelve respondents, presented three similar questions, and they were participated into two groups, i.e. student with hearing impairment and students with no hearing difficulty.

4.3.1 The Group discussion among SWHI

QFGD (1) How do you perceive about your academic achievement?

The Student with hearing impairment reflected,

It was good in the previous special unit class, but now different kinds of subjects come to us, we are simply 'together!' we write now and then, and teachers give us only answers. They simply 'add, add!' marks without our knowledge and understanding. Although teachers and the school community appreciate our achievement, we know our result and participation is very less.

QFGD (2) What are the more serious problems encountered by students with hearing difficulty? Answer this question aggressively as,

Simply! We are sitting, without any understanding academic issues, teachers don't teach us good lesson in order to know the subjects; there is no one who listen our problem when we express. We are simply coming to school and return back /home/ without any education. When we go back, for example, I always upset because I am coming from very distance place, but I haven't got any knowledge, this makes me to disappoint. Teachers are simply talking with their mouth but we can't understand; there is no one who can use sign language." On the other hand, last time when we ask about our problem to the 'wereda' education office, "We were supposed to have fair answer for our questions but we didn't get any sufficient response." Instead, 'Go back and stay there.' They have been said to us, with no adequate solution, they even forget our demand.

QFGD (3) What are the possible remedies in solving problems of such students?

We don't listen what others say and we don't read to understand, for instance, if somebody give us a text saying 'kill him' we can take and give for our immediate 'enemy.' It was good if we learn from grade one up to grade eight with our language. Or it was good if we attend our education in other areas with other learners, who are SWHI." And they conclude their idea.

4.3.2 The Focus Group discussion among SWOHI

QFGD (1) How do you perceive about the academic achievement of SWHI? Student with no hearing impairment said, They confirm this as, “Their result is less because teachers don’t have sufficient skill of sign language and can’t use it to teach subjects. Their achievement is not high like us, in our class there is one child who can use sign language and then we were trying to solve their problem by using his translation or we were telling to our teachers.”

QFGD (2) What are the more serious problems encountered by students with hearing difficulty? “We are learning in words and writing but they can’t hear sounds like us before teachers were writing basic terminologies on the blackboard but now they stop, even that child who translate now stop his support because teachers consider as if he is disturbing the class. So this can discourages the student with hearing impairment.” Said the participant

QFGD (3) What are the possible remedies in solving problems of such students? The solution can be, reply the students, “Training teachers and students in sign language and making them to be equal with us. Sign language interpreter, writing important word on the blackboard and assign skilled teachers can be the possible solution.”

4.4 Open-ended Written Questions for SWHI and SWOHI

4.4.1 The Response from Open-ended Written Questions for SWHI.

In order to collect additional information about the students’ perception towards hearing impairment the researcher has produced two written questions with three sub-questions.

OEWQ (a) Do you support the regular classes that accommodate SWHI? Here, the researcher has obtained two groups of responses. Yes, I support and no I don't support.

1. Some of the SWHI said yes I support the idea of this question, because they believe that they can get social interaction or socialization from other students, which can develop their self-confidence.
2. Others said that I don't support, since there is communication problem with teachers, students and with school community as whole. As there no enough teachers and students who can use sign language it is so hard to learn in regular class.

OEWQ (b) What is your recommendation for successful achievement of SWHI?

Nearly every respondent consider that to have effective teaching and learning process all teachers, students, directors and others needs to know our language (sign language is their language). Some recommend having assistant teacher who can help the regular teacher by interpreting into our language-sign language is very good. Few propose to build schools sign language club, because they believe that we share ideas and views with other students.

OEWQ (c) If you have any recommendation what has to be done, please you can express. Student with hearing impairment gave different kinds of recommendation among these the main are:

- ◆ If both school administrators and parents are trained in sign language by far it will be good to have better perception or awareness.
- ◆ Curriculum based sign language education should be given for the entire citizen because it creates improved mutual understanding.

- ◆ Generating public awareness for all can give enhanced way concerning the society perception towards children with hearing impairment.
- ◆ Looking for charity organization to get financial support for academic purpose and for existence or survival.

4.4.2 The Response of Open-ended Written Questions for SWOHI.

The following two questions with their sub-questions are presented for the student no hearing difficulty which is parallel question to the student with hearing impairment.

OEWQ (a) Do you support the regular classes that accommodate SWHI? Meaning the idea of integration; here, the researcher has also found two groups of responses. Yes, I support and no I don't support.

1. Some of the SWOHI said yes we support the idea of this question, as they think; they can develop good relationship among people, to enhance co-operative work, to avoid self underestimation and exaggeration, to create positive thinking to SWHI and to compromise the conflict between language communications.
2. Others said that we don't support regular classes that accommodate SWHI, since there is communication gap between teachers and students, so they don't understand the academic issues easily parallel with their schoolmates.

OEWQ (b) What is your recommendation for successful achievement of SWHI? The respondents suggest their own reflection, but directly or indirectly some of them are similar. Like, regular teachers need to use sign language to make the lesson inclusive, support from governmental and nongovernmental organization should be given in all aspect, the negative

perception given to SWHI must be take into account and resolve. If we train or learn sign language it is very important to communicate with each other/SWHI/.

OEWQ (c) If you have any recommendation what has to be done, please you can express. Similarly, they forward their view in the next précised way like:

- The regular teachers should be capable and proficient enough in sign language, in addition sign language need to disseminate in the community as other languages in order to avoid discrimination and to set good relationship.
- Since SWHI are like other human, so the society has to support them to create productive and creative citizen.
- Because of communication problem, children with hearing impairment ought to learn in a segregate/separate classroom with the help of teacher who are trained in special needs education.

4.4 Open-ended Written Questions for Regular and Special Class Teachers

4.4.1 Open-ended Written Questions for Special Class Teachers

In order to get more information on actual prospect/view/ the researcher has developed three written questions that could be answered by special class teachers.

OEWQ (1) Do you support the regular classes that accommodate student with hearing impairment? The respondent teachers answer this question as, yes I support because it help them how to live with the community and have the exercise to communicate. And some say,

no I don't support, since children with hearing impairment have their own language the regular teacher can't help these abandoned group of learners.

1. Is there any issue that can affect particularly the hearing student? Yes there is communication problem among the hearing student and student with hearing impairment. On the other hand, student with no hearing difficulty can be in confusion when the regular teacher is trying to use sign language.

2. What is your recommendation for successful achievement of SWHI? If they are supported by trained special needs education teachers they can be competent enough. Besides, regular teachers need to have training in sign language to teach in the regular class that accommodates student with hearing impairment.

OEWQ (2) Do regular teachers face problem to teach when students with hearing impairment are admitted in the mainstreaming class? Yes, because the regular teachers don't have any training in sign language, so there is communication problem. They don't consider as if SWHI can understand and perform activities. In general regular teachers don't have awareness or they don't think about student with hearing impairment at all.

OEWQ (3) If you have any more recommendation what has to be done concerning students with hearing impairment at regular class please you can express: the whole suggestion revolve around the next entities:

- a) The government should produce enough trained man power in special needs education.
- b) Assigning skilled sign language interpreter that can assist regular teachers in the class.
- c) The school needs to facilitate programs to train sign language by using special class teachers.
- d) Teachers in general should raise their awareness of student with hearing impairment.

4.4.2 Open-ended Written Question for Regular Class Teachers

To have additional data on actual scene of the respondents, the researcher has developed three written questions that could be answered by the regular teachers.

OEWQ (1) Do you support the regular classes that accommodate student with hearing impairment? Some of the regular teachers answer this question as yes I support, because it help them to have intimacy with others and if they are support with sign language to attend lessons equally I support it.

But others say, no I don't support, because children with hearing impairment have their own language, they should have to attend lessons in segregated class. As regular class teacher we don't have the skill of sign language so we can't help the SWHI and the process of teaching and learning environment can be unpleasant. Since, the hearing student laugh at them and use offensive words to upset, they prefer to be isolated totally and this can have psychological problem.

1. Is there any issue that can affect particularly the hearing student? The teachers said yes there is some problem, by the time teachers speak and read loudly in order to make clear for the SWHI the hearing student may be feel unhappy due to the noise. In addition, when the regular teacher is trying to use sign language, student without hearing impairment can be in confusion to follow the lesson.

2. What is your recommendation for successful achievement of SWHI? If they are supported by hearing aids, amplifiers, with other equipment and if there are skilled manpower the student with hearing impairment can be advantageous and competent enough. Apart from

this bringing SWHI into the regular class is meaningless, it can be considered as simply to merge them.

OEWQ (2) Do regular teachers face problem to teach when students with hearing impairment are admitted in the mainstreaming class? Yes, there is communication barrier because the regular teachers use only spoken language. The main problem is communication because of lack of exposure or experience to use sign language. Therefore, the students with hearing impairment can't do all the activities given by the ordinary teachers.

OEWQ (3) If you have any more recommendation what has to be done concerning students with hearing impairment at regular class please you can express: The respondent teachers reflect their view as:

Hearing aids and amplifiers should be provided for all SWHI. Teachers, students, school administrators and personnel need to train in sign language or it must be mandatory skill in this profession. Thus government should facilitate schedule to make it as compulsory for every citizen.

Schools need to use special class teachers to give simple sign language training for the purpose of communication and creating positive attitude and social awareness towards pupil with hearing impairment.

Respondent regular teachers said, it is not recommended to bring children with hearing impairment to the regular school, it is better to teach them in a segregated school with the teachers who are skilled in special needs education.

4.5 Document Analysis made for SWHI in “limat Behibiret” School.

Result taken from the school roster to analysis the achievement of student with hearing impairment, in grades 5- 8 for the academic 2005

Table 3 the result of SWHI taken from the roster/master sheet/

Sr.No	Code given for SWHI	Age	Sex	Grade	Section	Average			Rank			No. of student	Remark
						1 st sem.	2 nd se	Ave	1 st em.	2 nd se	Ave		
1	A.	13	M	5	C	68	63.6	68.8	28	33	31	47	
2	B.	14	M	5	C	67.6	67.2	67.4	30	24	26	47	
3	C.	15	M	5	C	60.7	57.6	59.15	38	37	36	47	
4	D.	13	M	5	C	55	59.3	57.5	45	36	38	47	Detained
5	E.	15	M	5	C	65.5	64.8	65.15	30	31	32	47	
6	F.	11	F	5	D	54.5	59.3	56.9	42	33	42	49	
7	G.	13	M	6	B	69.3	68.8	69.05	30	27	29	48	
8	H.	14	F	6	C	59	69.7	64.35	44	18	31	47	
9	I.	18	F	7	D	59.1	55.4	57.25	25	25	26	43	
10	J.	15	M	7	D	60.4	59.8	60.1	19	18	20	43	
11	K.	16	F	7	D	59.7	56.2	57.9	24	23	24	43	
12	L.	18	M	7	D	53.4	58.4	53.4	27	31	29	43	
13	M.	18	M	7	D	61.6	54.6	58.1	18	28	23	43	
14	N.	16	M	7	D	59.8	58.5	59.15	23	20	21	43	
15	O.	18	F	8	D	66.1	58.1	62.5	18	17	18	55	
16	P.	17	M	8	D	82	56.9	69.45	3	22	7	55	

Key.1. A⇒P is a code given for students name with hearing impairment for document analysis.

As it is shown in table 3 above the average result of the student with hearing impairment is not exceeding 61.3%, the individual top average is 82% and the least is 53.4%. In fact marks given for the students are not as such ideal means not objective but subjective; relatively it is only for the purpose of free promotion teachers are implicitly told not give less results otherwise they are considered as if they were not competent teacher and truly speaking behind closed door performance appraisal can be questionable, so in fear of this assessment can divert towards free promotion, however it has its own certain implication for this study.

Thus, like interview questions, focus group discussion and structured written question, the document interpretation also depicts the achievement of the student with hearing impairment is not below their schoolmates. However, the student with hearing difficulty claims a lot to have good result but no one give attention for their request. They consider themselves as if

they are abandoned, forgotten and avoided because they don't have the right recognition and respect regarding their schooling.

Analysis of document made for sample hearing student in “limat Behibire”t School.

Result taken from the school roster to analysis the achievement of the sample student without hearing impairment in grades 5- 8, this is done for the purpose of comparison.

Table 4 the result of SWOHI taken from the roster/master sheet/

Sr.No.	Code given for SWHI	Age	Sex	Grade	Section	Average			Rank			No. of student.	Remark
						1 st .sem.	2 nd . sem	Ave .	1 st . se	2 nd se	Ave .		
1	A	14	F	5	C	67.9	65.9	66.9	27	27	29	47	
2	B	13	M	5	C	83.9	84.7	84.3	2	3	2	47	
3	C	14	M	5	C	71.5	65.4	68.45	18	30	23	47	
4	D	12	M	5	C	80.5	74.5	77.5	4	10	7	47	
5	E	12	M	5	C	63.1	69.2	66.15	36	18	30	47	
6	F	11	F	5	D	71.2	69.6	70.4	16	12	16	49	
7	G	14	F	6	C	76.3	81.9	79.1	9	3	7	46	
8	H	13	M	6	B	79.4	71.4	75.2	9	21	13	48	
9	i	15	M	7	D	56.9	55.6	56.3	31	24	28	43	
10	J	16	M	7	D	56.2	50.1	53.2	32	35	33	43	Detained
11	K	16	F	7	D	57.1	49.2	53.2	30	36	33	43	
12	L	15	F	7	D	79.2	64.8	72	25	9	5	43	
13	M	15	M	7	D	64.5	61.4	62.9	14	15	15	43	
14	N	15	M	7	D	60.3	55.4	57.8	20	25	25	43	
15	O	15	F	8	D	58.6	52.7	55.65	45	40	43	55	
16	P	15	M	8	D	62	52.2	57.1	34	47	40	55	

Key.1. a⇒p is code given for sample SWOHI for document investigation.

Table 4 indicates the average result of the student without hearing impairment is 66%, the top individual average is 83.9% and the least is 53.2%. This is only to compare the respondent hearing students with the hearing impaired students, due to the idea of open promotion the mark obtain by the student is not as such natural and in the researchers view it can have negative impact for quality education. However, it indicates some sort of comparison among students. For further aspect of data, the following descriptive statistic show the detail of the sample students achievement.

Table 5 Result statistics for both SWHI and SWOHI

Student with hearing impairment				Student with no hearing difficulty			
Score (x)	(x ²)	Deviation(x- $\bar{x}$)	Deviation square (x- $\bar{x}$) ²	Score (x)	(x ²)	Deviation(x- $\bar{x}$)	Deviation square(x- $\bar{x}$) ²
69.45	4823.3	69.45-61.63 =7.82	61.15	84.3	7106.49	84.3-66= 18.3	334.89
69.05	4767.90	69.05-61.63= 7.42	55.05	79.1	6256.81	79.1-66= 13.1	171.61
68.8	4733.44	68.8-61.63 =7.17	51.40	77.5	6006.25	77.5-66= 11.5	132.25
67.4	4542.76	67.4-61.63 =5.77	33.29	75.2	5655.04	75.2-66= 9.2	84.64
65.15	4244.52	65.15-61.63= 3.52	12.39	72.0	5184.00	72.0-66= 6.00	36.00
64.35	4140.92	64.35-61.63 =2.72	7.39	70.4	4956.16	70.4-66=4.40	19.36
62.5	3906.25	62.5-61.63 =0.87	0.75	68.45	4685.40	68.45- 66 = 2.45	6.00
60.1	3612.01	60.1-61.63=-1.53	2.34	66.9	4475.61	66.9- 66= 0.9	0.81
59.15	3498.72	59.15-61.63=-2.48	6.15	66.15	4375.82	66.15-66 = 0.15	0.02
59.15	3498.72	59.15-61.63=-2.48	6.15	62.9	3956.41	62.9-66= -3.10	9.61
58.1	3375.61	58.1-61.63=-3.53	12.46	57.8	3340.84	57.8- 66= -8.20	67.24
57.5	3352.41	57.9-61.63 =-3.73	13.91	57.12	3260.41	57.10-66= -8.90	79.21
57.5	3306.25	57.5-61.63 = -5.13	17.05	56.3	3169.69	56.3 -66 = -9.7	94.09
7.39	3277.56	57.25-61.63=-4.38	19.18	55.65	3096.92	55.65-66=-10.35	107.12
56.9	3237.61	56.9-61.63 = -4.73	22.37	53.2	2830.24	53.2- 66 = -12.8	163.84
53.4	2851.56	53.4-61.63 = -8.23	67.73	53.2	2830.24	53.2-66= -12.8	163.84
N=16	$\Sigma(x^2) =$	$\Sigma(x- \bar{x})$	$\Sigma(x- \bar{x})^2$	N=16	$\Sigma(x^2)=$	$\Sigma(x- \bar{x})$	$\Sigma(x-\bar{x})^2$
$\Sigma x=986.15$	61169.54	=32.25	= 419.46	$\Sigma x=1056.15$	71186.33	=0.93	=1470.53

Table 5 above, depicts descriptive model of statistics for the initial to compare the achievement between the students with hearing impairment and students with no hearing difficulty, how much they are deviated from the mean. It is only to demonstrate the sample students' achievement because the study design is not basically quantitative.

Table 6 Range, variance and standard deviation of SWHI and SWOHI

SWHI	SWOHI
Range 69.45-53.4 = <u>16.05</u>	Range 84.3-53.2 = <u>31.1</u>
Variance $\frac{\sum(x-\bar{x})^2}{N}$ $\frac{419.46}{16}$ = <u>26.21</u>	Variance $\frac{\sum(x-\bar{x})^2}{N}$ $\frac{1470.53}{16}$ = <u>38.34</u>
Standard deviation = $\sqrt{\text{variance}}$ $= \sqrt{\frac{\sum(x-\bar{x})^2}{N}}$ $= \sqrt{26.21}$ = <u>5.12</u>	Standard deviation = $\sqrt{\text{variance}}$ $= \sqrt{\frac{\sum(x-\bar{x})^2}{N}}$ $= \sqrt{38.34}$ = <u>6.19</u>

Table 6 above shows the difference between the students in range, variance and standard deviation of the sample student with hearing impairment and with no hearing problem.

Table 7 descriptive statistics of sample student with hearing impairment and with no difficulty.

	Maximum	Minimum	Range	Mean	Mode	Median	Variance	Standard deviation
SWHI	69.45	53.4	16.05	61.63	59.62	53.2	26.21	5.12
SWOHI	84.3	53.2	31.1	59.62	66.52	59.15	38.34	6.19

Table 7 is all about the comparison of the sample students with hearing impairment score that ranges from 53.4 to 69.45 with a mean of 61.63 and standard deviation of 5.12, this means that student with hearing impairment relatively have deviated in less mark. Nevertheless, the student with no hearing impairment relatively have deviated in more mark i.e. 6.19 of standard deviation, with a mean of 66 and it ranges from 84.3 to 53.2.

4.2 Discussions of the Study

As indicated earlier, the major intent of this study was to probe into the perceptions of teachers and students towards academic performances of students with hearing impairment. In this part of the study, the major findings obtained using different data collection tools from the participants are discussed in relation to the research questions.

Qualitative data revealed that the major causes were the problem of Sign language. The consequence of sign language inability by the regular teacher and the hearing students brings difficulty of comprehending the imparted lesson and internalizing knowledge by the students with hearing impairment. They weren't assessed and identified according to the intensity of their problem. Even if their problem is recognized, due to lack of economy and trained manpower they haven't obtain adequate support regarding their educational performance.

Because, the hearing use verbal communication and SWHI study lessons by reading, thus it is very difficult to say they can have parallel achievement with hearing students. Since they don't communicate each other, their result is going down and down through time, let alone to have equal result with the hearing student their outcome is below the expected plan (please see IQ 2).

There is some educational difference when we compare with other students, rarely SWHI show the feeling of nervous while they miss questions, because they think that they are backbitten by others with no hearing difficulty and what they don't understand makes them to be worried, and that can brings negative impact on their academic performance. As their language is not practiced, this implicitly resembles towards their identity and forming their

own group to study lessons. The SWHI don't agree when they perform group tasks with others and they prefer to chat with their peers and make themselves unique.

“On the idea of integrating student with hearing impairment in the regular class, if it is ideal integration its good, however the actual condition on the ground is not, the regular class is simply combining students without identifying. On the behalf of integration, SWHI are very much oppressed, neglected and the forgotten citizens. Finally they are obligated to leave, boycott and moves to the pavement area either for asking help /neediness/ or delinquent activity.” Said the participants (Please refer IQ4).

Based on the intensity of hearing impairment, they forward their thought, “If hearing aids, amplifiers, teaching materials and teaching aids are available it can more effective to help SWHI. Moreover, manageable class size, resource room with well-trained man in sign language, financial and material considerable assistance by charity organizations, civic associations, governmental organizations and other stakeholders should be practical.”

The interviewees underlined that, “The central state should give great emphasis for SWHI by creating awareness in teachers, students and in the community. Secondly, changing the society's opinion towards the children with hearing impairment because still there are a lot of kids that are kept behind the door, unless there is change of thought about these citizens today, they can face the same problem like yesterday and the status quo. Thirdly; creating conducive teaching and learning environment in general, eradicating communication barriers in particular.” (Please see IQ5.1)

Like teachers and director's interview students both children with hearing impairment and students with no difficulty of hearing respond their opinion as:

The school community is willing to support children with hearing impairment in terms of social life, but the main problem is language difficulty, they feel happy when others try to help them because they can have better academic performance. If there is another teacher, who can translate spoken language into sign language their mark can be improved.

Unless they get teachers who are able to teach appropriately in sign language, still it is problem. Because ‘no education without communication.’ Therefore they prefer to leave schools and to do any form labor work. The difference was not as such in marks between student with hearing impairment and student with no difficulty of hearing, but their class participation and understanding was very less. The hearing said, in our part we know the problem, but no way to help them. The students suggestion was sign language ability must be increase in the school, if possible supporting by scientific materials like special text book, loudspeaker, and others is very important including interpreter of sign language for the purpose of the good educational performance (please refer IQ1-2).

The focus group discussion was discussed as, teachers simply give marks without student’s performance, and this can have negative impact on their achievements. Although teachers and the school community appreciate their achievement, but they said that it’s not our result.

Student with no hearing difficulty said, ‘SWHI achievement was not high like us, in our class there is only one child who can use sign language and then we were trying to solve their problem by using his translation or we were telling to our teachers.’

SWHI add that, ‘Simply we are sitting, without any understanding ‘why not’ teachers teach us good lesson in order to know the academic issue; there is no one who give attention for our problem. We are simply coming to school and return back home without any education.’ ‘It was good if we learn from grade one up to grade eight with our language. Otherwise it was

good if we attend our education in other areas with other learners, who are with hearing impairment. The other solution can be to train the teachers and the students the sign language and making them to be equal with us.' (Please see IQ1-2).

The response in the interview and in the written questions indicated that the overall current implication on the opportunity to get good result at regular class for the student with hearing impairment was to solve the sign language constraints. This should be due to the lack of prerequisite for student with hearing impairment. In learners reflection teachers are so reluctant to convey and provide comprehensive academic proficiency.

The written questions also has supportive implication to have good teaching and learning process all teachers, students, directors and others needs to know our language (sign language their language), or else assistant teacher who can help the regular teacher by interpreting into sign language.

The Education given should accommodate curriculum and syllabus based sign language program, because it can avoid the negative perception of the school community, having public awareness on the other hand, can contribute to improve the society's attitude towards children with hearing impairment (please refer IQ1-2 and SWQ1and2).

The written questions also have its own implication /helpful information/ for the overview of the researcher and all the responses revolve around the following condensed discussion.

Teachers support the idea of regular classes that accommodate student with hearing impairment because it helps them how to live with the community, to communicate with others and for societal interaction.

Communication gap was observed among the hearing student, student with hearing impairment, teachers and directors. On the other hand, student with no hearing difficulty were

confused, when the regular teachers were trying to use sign language and speak/read loudly in order to make clear subjects for students with hearing impairment.

If the students with hearing impairment are supported by hearing aids, amplifiers, with other equipment and with skilled manpower they can be advantageous and competent enough. Otherwise, it can be considered as simply to amalgamate them into the usual school.

The regular teachers don't have any training in sign language, so there is communication problem. They don't consider as if SWHI can understand and perform activities. In general regular teachers don't have awareness or they don't think about student with hearing impairment at all.

Teachers, students, school administrators and personnel need to train in sign language or it must be mandatory skill in this profession. Thus government should facilitate schedule to make it compulsory for every citizen. Bureaus should bring skilled sign language interpreter that can assist regular teachers in the class.

Like other tools used for data collection, the document review and interpretation also showed where the students with hearing impairment are, in relation to their age mates. The mean for the average result of student with hearing impairment was 61.63. And, the mean for the average result of the SWOHI is 66.00. So, the learners with no hearing difficulty have better result on average difference i.e. $66.00 - 61.63 = 4.37$. The mode and the median for SWOHI is 66.52 and 53.2 respectively. And, the mode and the median for SWHI is 59.62 and 59.15 respectively.

The sample students with hearing impairment score that ranges from 53.4 to 69.45 with a mean of 61.63 and standard deviation of 5.12, this means that student with hearing impairment relatively have deviated in less mark. Nevertheless, the student with no hearing impairment relatively have deviated in more mark i.e. 6.19 standard deviation, with a mean of 66 and it ranges from 84.3 to 53.2.

Thus, the disparity in result among the student with hearing impairment themselves is insignificant, but the difference between student with no hearing difficulty a bit more than the student with hearing impairment. In fact, it was good to explore in every academic discipline in order to compare and contrast the achievement of students with hearing impairment; however it remains beyond the scope of this study.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Depending on what has already been accomplished through a good deal of data elicits, collection, discussion and interpretation of its findings, this chapter aims at summarizing the main findings, outlining the major conclusions arrived at and recommendations have been forwarded. Specifically, the main components of the study such as objectives, the research methods and pertinent/relevant/ findings all that leads and paves ways to conclusion are highlighted in the summary section.

5.1 Summary of the Finding

As it has been mentioned in chapter one, chapter three and chapter four of this thesis, the principal objective of the study is to explore the perception of the school principals, regular teachers and students, and to examine the magnitude of problems that face pupil with hearing impairment concerning their academic performance. From this main objective, the following research questions were emanated.

- ❶ What is the perception of SWOHI towards the academic achievement of SWHI?
- ❷ What is the perception of teachers towards the academic achievement of SWHI?
- ❸ What are the major factors influencing the perceptions of students and teachers towards academic performances of the SWHI?

Capitalizing on qualitative methods of research the data were collected using interview, focus group discussion, semi structured written questions, and document analysis. To do this, sample of 32 students were selected from 840 populations, 16 teachers were taken from the

total of 56 teachers and 2 of the school directors were chosen by using availability purposive sampling method.

The above mentioned tools were used to collect data in the following manner; primarily the target students, teachers and, the school principals were made to answer interview questions. Besides, the students in the focus group discussion were requested to talk on the issues based on the provided questions, semi structured written questions also presented for the target teachers and students, and the documents/rosters/ were analyzed, too.

To begin with, the response of students' to the semi structured written questions indicated that the overall current implication on the opportunity to get good result at regular class is not appropriate for students with hearing impairment. The precondition are not well organized, even social awareness is not well done. In learners reflection teachers are not as concerned to convey comprehensive academic transmission as intended. Teachers and other students perceive, as if they couldn't understand because there is communication gap. (Please see WQ 1&2)

The answers to the written questions imply that, to have good teaching and learning process all teachers, students, and directors should know 'our language', or there must be sign language interpreter. The responses of teachers to the semi structured written questions also confirm that Special class or trained teachers are not sympathetic as they don't support SWHI in spare time and this is may be due to lack of time and interest (Refer FGD 1&2 and IQ1.3).

It can be seen as simply combining SWHI into the regular class, if they are not supported in all aspect, based on their need to enable them to be productive enough. While regular teacher

tries to talk loudly in order to create clear academic issue, student with no difficulty of hearing can be disturbed.

The other evidence from the response is that, training of sign language must be given for all teachers, students, school administrators and personnel, or it should be compulsory capacity in the teaching and learning process. This can hold the regular teachers awareness or they can think about student with hearing impairment.

The response given to the interview indicated the main problem of SWHI is just the problem of hearing, communication and understanding. Since the hearing student use verbal communication, SWHI can't have equal result. As their language is not practiced, this implicitly pushes them towards their identity, creates certain behavioral difference and makes them unique.

The focus group discussion strength the idea raised in the others tools, the teaching and learning process was good in the previous special unit class, but now it is different for us because kinds of subjects come to us, we are simply take a seat 'together!' and we know nothing but writing, and our result is very less."

The real condition in the regular class is combining or merging students without assessing and identifying them. Thus, SWHI are becomes oppressed, neglected and the forgotten citizens, if it is ideal integration it doesn't touch their mind but rather it creates joyful less and minimize dropout from schools.

Similarly; though, the interpretation made on documents depicts the achievement of the student with hearing impairment is not below their schoolmates, however there is complain

that teachers simply give marks (see please FGD with SWHI).The students claim a lot to have good knowledge and understanding but no one give attention for their demand. They consider themselves as if they are abandoned and forgotten/avoided because they don't have the proper recognition.

5.2 Conclusions

The main objective of this study was to explore the perceptions of the school principals, teachers and students towards the academic performances of students with hearing impairment. Thus, the concern of all intellectuals should be to realize the successful interaction between the student with hearing impairment and the school community. Now, the significant questions directly or indirectly have ultimately got the answers. To this end the following set of conclusions was pooled together for final understanding. Apart from some interpretation, explanation and summary made earlier inclusively.

The most pertinent finding of this study shows that there is a significant mismatch between what the regular teachers teach, hearing students learn and the students with hearing impairment attend. Currently, the process of teaching and learning is not effective regarding student with hearing impairment in the classroom. It is reflected in the following different contexts.

Regular teachers, as they have little awareness, they rarely try to help the student with hearing impairment to involve them in the teaching and learning process. For example; by using blackboard, showing visual aids and arranging the seats. But the effectiveness is still questionable because there should be clear communication to be effective in the teaching and learning process or where there is communication barriers one can't expect consistent

interaction of education. And, teachers also complain about the shortage of time, being loaded and they develop negative perception.

Regular teachers also lack orientation from the school when students with hearing impairment enrolled in the New Year teachers and student should be informed clearly about the nature and the intensity of the impairment to recognize and address effectively what they want to impart (teach). Since, there is individual difference to acquire academic issues and social challenge; teachers should know diverse individual needs to support them accordingly.

As a result of these, the students with hearing impairment have lack of self confidence and are found very weak in their academic performance. Regardless of their impairment, the perception given by others made them to be upset and hopeless. And, SWHI show that the tendency of isolating themselves from their peers (please refer to FGD 1.2).

Hence, the evidence obtained from the study indicates that the student with hearing impairment themselves isolate from the schoolmates and tend to move towards their identity group member. From this stand, the student couldn't practice social interactions, activities, and values. Thus their end can become out of the social consideration (please see IQ 2.1 and WQ 4.1). Generally, these frustrating and unrewarding practices of teaching and learning process need to get urgent solution.

The other similar consistent establishment to develop social awareness in teachers, students and in the community is to consider and adore children with hearing impairment. Changing the society's belief towards the children with hearing impairment because still there are a lot of kids that are kept behind the door, unless there is change of thought and practical activity

about these citizens today, they can face the same problem like yesterday and the status quo. Consequently: there should be; an optimistic future, conducive teaching and learning environment in general and eradicating communication barriers in particular.

In general, the overall picture of the study result point out that the majority of the hearing student, teachers and directors don't understand student with hearing impairment, in the regular school of the study area. Therefore, these situations needs a lot of effort to avoid the existing communication barriers among SWHI and the school members at large and get positive change of perceptions towards their academic achievement.

5.3 Recommendations

From the narrations, interpretations, summary and conclusions drawn so far, the following recommendations were made. The school promotion may hinder or enhanced by the performance of teachers and students cooperative work on the existing accomplishment. Consequently, successful measure should be taken on the teaching and learning process of the regular school that accommodates students with hearing impairment. Based on the intensity of the problem that face the student with hearing impairment needed to be resolved. Thus,

① To give the proper recognition for SWHI the state should create positive perceptions in the society. This can be done by creating public awareness about the nature of hearing impairment and concerning the SWHI through media and by other system of persuasive means. By doing so; the perception of the school community and the society at large, can be positive towards children with hearing impairment and their academic performance should be paved or facilitated.

- ② Respecting, the diversity of pupils in school should bring appreciative interaction between SWHI and regular student, thus wise interweaved/interlocked/ and well organized activities must be there in relation to bring positive perception, friendly social activity and other awareness, too. So these can have its own role to create positive approach between the school community, the student with hearing impairment and the society as a whole.
- ③ To have successful education there could be resource room with well trained man power in sign language, financial and material considerable assistance by charity organizations, civic associations, governmental organizations and other stakeholders should be practiced. Equipping SWHI academically make them to be productive and lead their own life like other individuals because they may need simple assistance only.
- ④ Since SWHI are part of the school community, to participate and enjoy the school life with peers, there should be awareness among the school community about the cause of hearing impairment. On the other hand, they must be informed about their own personal values and potentials to develop a positive self-image in their interactions and avoid the question of identity. This can disprove the perception or the outlook given to them as if they are inability to perform jobs like their age-mates and they can be stable at their education or avoid boycotting /withdrawing/ from schools.
- ⑤ Curriculum based sign language skill training program including the education should be given for all teachers, students, school administrators and personnel, or it should be compulsory ability in the teaching and learning profession. This can minimize the communication problems among the SWHI and the teaching and learning process. On the other hand, the proper identification and assessment needs to be practical to bring their academic performance as equal as their age mates or school mates.

REFERENCES

- Abebe Gebreselassie (2000). Attitudes of teachers and students regarding the integration of hearing impaired students into regular classes. A thesis unpublished AAU.
- Alemayehu (2005). Introduction to Special Needs Education. A thesis unpublished (Teaching Material) AAU
- _____ (2003). Communication Experiences of pre-lingual Deaf Students in the Special Classes. The Ethiopian Journal of Education. Vol. XXIII. No. 1. IER. AAU
- Bench, R.J. (1992). Communication skills in hearing impaired children. London: Whurr Publications
- Bogdan ,R., & Biklen, S. (2007). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Boston Prints
- Bulter,K,G. (1994). Hearing impairment and Language Disorder Assessment and Intervention. Syraaree: asgen publisher.
- Calderon, R. and Low,S. (1998). Early social emotional language and academic development in children with hearing loss, Families with and without fathers, *American Annual of deaf*, 143, 225
- Cohen, et.al. (2000). *Research methods in education* (5th ed). London: Routledge.
- Distance Education Module of St. Mary's University College, (2005). Teaching People with Special Needs associated Public attitudes, and Legal and Policy Issues. St. Mary College.
- Federal Democratic Republic of Ethiopia (Negarit Gazeta) (1995). Proclamation of constitution of Federal Democratic Republic of Ethiopia 1st year, no. 1, Addis Ababa.
- Felekech Baharu (2000), Sociual and academic problems of hearing impaired students in some selected second cycle primary schools in selected special schools. Unpublished MA thesis Addis Ababa University
- Gallagher,K. (1983). Educating Exceptional Children. USA: (7th Ed).Boston Hoghton Miffiln company
- Gearheart, B. and Weishahn, M.W. (1992). The exceptional students in regular classroom (4th Ed.). Ohio: Merrill Pub.

- Hallahan, D.P. & Kauffman, J.M. (1991). *Exceptional Children. Introduction to special Education* (5th Ed.). USA: Allyn and Bacon
- Hegarty, S. & Pocklingston, K, et.al (1988). *Educating pupils with special needs in the ordinary school*. Great Britain: Antony Rowe Ltd.
- Hope, B. (2001). *A bilingual bulletin published annually by the Ethiopian federation of persons with disabilities*. Addis Ababa: Commercial Printing presses
- Horne, M.D. (1985). *Attitudes towards handicapped students; Professional and parents reactions*. Hillsdale, NJ: Lawrence Erlbaum Associates
- Kothari C.R (2008). *Research Methodology Methods and techniques*. New International (P) Ltd, publishers. New Delhi-India.
- James, E.Yss.and Bob, Al (2003).*Special Education; A practical Approach for Teachers*. Kamsnnka Publishers. New Delhi.
- Kisarije,J.(2002). *Inclusive Education and Deaf Education: Do they exist in?* African Journal of special Needs Education. Volume, 7. No 1.
- Ling, D., and Ling, A. (1978). *Speech and the hearing impaired child: Theory and practice*: Washington, Alexander Graham Bell Assn.
- Mcanally Susan R. and Quigley. (1994). *Language and Learning Practices with Deaf Children*. Printed in USA.
- MoE, (1994). *Educational statistics annual abstract*. Addis Ababa Education Information Management System
- MoE,(1994). *Education and Training Policy*, A.A: EMPDA. P28.
- Neuman, W. (2007). *Basics of social research: qualitative and quantitative Approaches* (2nd Ed.)Boston: Allyn and Bacon.
- Nolan M. and Tucker I. (1988). *The Hearing Impaired Child and the Family*. Souvernir press. Ltd. London.
- Patton, M.(1990). *Qualitative evaluation and Research Methods* (2nd. Ed). New Burg Park: Sage

- Robbins, D. (2002). *Students with hearing impairment*. The challenges on students' academic achievements. London: McMillan Publications
- Schulze, C. and Trunbull, A. (1991). Mainstreaming exceptional students. A guide for classroom teachers (3rd Ed.). Boston: Allyn & Bacon
- Schulz, J. B, and Carpenter C.D et al (1991). Mainstreaming Exceptional Students. USA: Allyn and Bacon.
- Smith,D, and Luckasson, R. (1995). Introduction of special education. Teaching in an age of challenge. Boston: Allyn & Bacon
- Sodor, N.(1980). Integration of handicapped pupil in to ordinary school system Stockholm: Swedish National Board of Education.
- Teklehaimanot Hailesilasie .(1999). The cultural foundation of education in Ethiopia. Institute of Educational Research.
- Tefera Gemechu (2010). Assessment on practices of Appraisers and Appraisees towards Teachers' Performance Appraisal. Haramaya University, Athesis unpublished.
- The Educator. (2011). Research in visual impairment: The international council for education of people with visual impairment. Volume XXIV, ISSUE 1.
- Transitional Government of Ethiopia (1994). Education and training policy. Addis Ababa: Ministry of Education
- Tibebu Bogale (1995). Meaning attached to disability. Attitudes towards disabilities and Attitudes towards integration. Jyvaskyla Studies in Education, Psychology and Social Research (unpublished doc)
- Tilahun Tadesse (2000). Including the Excluded: the challenging Reality in Ethiopia. Ministry of education, Ethiopia at ISEC. A teaching material for Schools.
- Tirusew, Teferra (2005) Disability in Ethiopia: Issues, Insights, and Implications. Addis Ababa University Printing Press: Addis Ababa
- _____ (2000). *Human disabilities: Developmental, educational and psychological implications*. Addis Ababa University Printing Press: Addis Ababa
- _____ (2006). Problems and prospects of persons with disabilities in Ethiopia. *The Ethiopian Journal of Development Research.. 15(1)*, 10-20

Turnbull,A.P.,and Carpenter,C.D. (1995).mainstreaming Exceptional Sudents:A Guid for
classroom Teachers. USA: Allion and Bacon.

Webster,H. and Wood,R. (1995).Children with hearing difficulties. London: Cassel Educational
Ltd

(Translation) Tilahun Tadesse (1998). Problems and prospects of persons with disabilities in
Ethiopia, African Journal of Special Needs Education. Vol. 1, No. 1, pp 42-49.

Yin,R.K.,(2003). Case study: Design and methods (3rd ed). London: sage publication

Young, W. (1999).Effective management of schools for students with special needs. New York:
ABC publications

ጥላሁን ታደሰ (1991 ዓ.ም.) . የልዩ ትምህርት ገጽታ በኢትዮጵያ :: ትምህርት ሚኒስቴር
(ያልታተመ) ::

Appendix-A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF SPECIAL NEEDS EDUCATION

The Perception of: teachers and students towards Students with Hearing Impairment, based on the academic performance, coming to the regular class after completing first cycle elementary schools.

This is to be answered by Teachers who are Trained in SNE, regular class teachers and school principals.

Dear Teachers:

The main objective of this interview question is to examine the perception given to the students with hearing impairments in grades 5-8 who came to learn at the regular/ mainstream / classes.

The items for interview are implicitly or explicitly address the perception and the feeling of the students with hearing impairment coming to the regular or the mainstreaming classes.

Consequently, for the success of this study your response is extremely essential. On the other hand, I would like to promise you that your responses are strictly confidential and used for academic purpose only.

You are kindly requested to give responses according to your own opinion genuinely.

Thank you very much! For your genuine collaboration in advance!

INTERVIEW QUESTIONS: TO BE RESPOND BY TEACHERS WHO ARE TRAINED IN SPECIAL NEEDS EDUCATION

Dear teacher!

The main purpose of this interview will be to assess the perception of teachers towards student with hearing impairment in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

1. How do you see students with hearing impairment in general?
2. Is their achievement alike to student with no hearing difficulty?
3. Is there any educational difference between students with hearing impairment and students without hearing impairment (are student with hearing impairment participate actively?)
4. Do you support the integration of student with hearing impairment in the regular class?
5. As a professional in SNE, what items of facilities do you need to support student with hearing impairment?

INTERVIEW QUESTIONS: TO BE RESPOND BY THE REGULAR TEACHER

Dear teacher!

The main purpose of this interview will be to assess the perception of teachers towards student with hearing impairment in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

1. How do you see students with hearing impairment in general?
2. Is their achievement alike to student with no hearing difficulty?
3. Is there any educational difference between students with hearing impairment and students without hearing impairment (are student with hearing impairment participate actively?)
4. Do you support the integration of student with hearing impairment in the regular class?
5. As a regular teacher, what items of facilities do you need to support student with hearing impairment

INTERVIEW QUESTIONS: TO BE RESPOND BY SCHOOL PRINCIPLE

Dear principal!

The main purpose of this interview will be to assess the perception of teachers towards student with hearing impairment in the regular school, to improve the awareness given to them sympathetically and to indicate possible solution for the problem.

Thus, to achieve this purpose, your genuine response is highly important and valuable. And, I would also like to promise you that your real response to the interview is faithfully confidential, and serves for academic purpose only. Therefore, I would like to say thank very much indeed, for your collaboration and authentic response for the interview in advance.

1. How do you see students with hearing impairment in general?
2. Is their achievement alike to student with no hearing difficulty?
3. Is there any educational difference between students with hearing impairment and students without hearing impairment (are student with hearing impairment participate actively?)
4. Do you support the integration of student with hearing impairment in the regular class?
5. As a principal, what items of facilities do you need to support student with hearing impairment?

Appendix-B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF SPECIAL NEEDS EDUCATION

The Perception of: teachers and students towards Students with Hearing Impairment, based on the academic performance, coming to the regular class after completing first cycle elementary schools.

This is to be answered by Students with Hearing Impairment and Student with no Hearing Difficulty

Dear students:

The main objective of this interview question is to examine the perception given to the educational performance of students with hearing impairments in grades 5-8 who came to learn at the regular/ mainstream / classes.

The items for interview are implicitly or explicitly address the perception and the feeling of the students with hearing impairment coming to the regular or the mainstreaming classes.

Consequently, for the success of this study your response is extremely essential. On the other hand, I would like to promise you that your responses are strictly confidential and used for academic purpose only. You are kindly requested to give responses according to your own opinion genuinely.

Thank you very much! For your genuine collaboration in advance!

INTERVIEW QUESTIONS: TO BE RESPOND BY STUDENTS

Interview Questions for Students

1. Do students support students with hearing impairment? If yes how? If not why?
2. How do students look at the academic achievements of students with hearing impairment?
3. Do students with hearing impairment get the necessary support at school?
4. If you have any more recommendation on what has to be done, please express.

Questions for Focus Group Discussion

1. How do you perceive your (the) academic achievement of students with hearing impairment?
2. What are the more serious problems encountered by students with heading difficulty?
3. What are the possible remedies in solving problems of such students?

Appendix-C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF SPECIAL NEEDS EDUCATION

The Perception of: teachers and students towards Students with Hearing Impairment, based on the academic performance, coming to the regular class after completing first cycle elementary schools.

This is to be answered by Students with Hearing Impairment and Student with no Hearing Difficulty

Dear Students:

The main objective of this request is to examine the perception given to the students with hearing impairments in grades 5-8 who came to learn at the regular/ mainstream / classes.

The items listed below are implicitly or explicitly address the perception and the feeling of the students with hearing impairment coming to the regular or the mainstreaming classes.

Consequently, for the success of this study your response is extremely essential. On the other hand, I would like to promise you that your responses are strictly confidential and used for academic purpose only.

You are kindly requested to give your own opinion by writing your response in a complete sentence as much as possible, accordingly.

Thank you very much! For your genuine collaboration!

Semi structured Written Questions to be answer by Students with
Hearing Impairment and without hearing impairment

1. Do you support the regular classes that accommodate students with hearing impairment?

1.1. If 'Yes' what are the issues that gives special support for the students with hearing impairment_____

1.2. If 'No' what are the issues that makes especially the student with hearing impairment disadvantageous_____

1.3. What is your recommendation for successful achievement of SWHI? _____

2. If you have any more recommendation what has to be done, please you can express_____

Appendix-D

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF SPECIAL NEEDS EDUCATION

The Perception of: teachers and students towards Students with Hearing Impairment, based on the academic performance, coming to the regular class after completing first cycle elementary schools.

This is to be answered by teachers who are trained in special needs education and regular teachers.

Dear Teachers:

The main objective of this measure is to examine the perception given to the students with hearing impairments in grades 5-8 who came to learn at the regular/ mainstream / classes.

The items listed below are implicitly or explicitly address the perception and the feeling of the students with hearing impairment coming to the regular or the mainstreaming classes.

Consequently, for the success of this study your response is extremely essential. On the other hand, I would like to promise you that your responses are strictly confidential and used for academic purpose only.

You are kindly requested to give your own opinion by writing your response in a complete sentence as much as possible, accordingly.

Thank you very much! For your genuine collaboration!

Semi-structured Written Questions that can be answered by both special class teachers and Regular Teachers

1. Do you support the idea of accommodating students with hearing impairment in regular classes?

1.1. If 'Yes' what are the issues that gives special privilege for the students with hearing impairment _____

1.2. If 'No'

a) Is there any issue that makes disadvantageous especially the student with hearing impairment?

b) Is there any issue that can affect particularly the student without hearing impairment?

1.3. What is your recommendation for successful achievement of SWHI? _____

2. Do regular teachers face problem to teach when students with hearing impairment are admitted in the mainstreaming class? Yes _____ No _____

3.1 If 'yes' what could be the reason _____

3.2 If 'No' what could be the reason _____

3. If you have any more recommendation what has to be done concerning students with hearing impairment at regular class please you can express _____

አባሪ-ለ

በአዲስ አበባ ዩኒቨርሲቲ የልዩ ፍላጎት ት/ክፍል በተማሪዎች የሚጠየቁት የወይይት መጠይቆች

ወድ ተማሪዎች

የዚህ መጠይቅ ዋና ዓላማ ከ5ኛ እስከ 8ኛ ክፍል ላሉ መስማት ለተሳናቸው ተማሪዎች የሚሰጠውን የጠለቀ አስተሳሰብ ወይም ግንዛቤ ለመመርመር የተዘጋጀ መስፈሪያ ነው፡፡

የተዘረዘረሩት ጥያቄዎች በወጥታም ሆነ በተዘዋዋሪ መስማት የተሳናቸው ተማሪዎች በአካቶ ትምህርት ሲጠቃለሉ የሚጠውን እሳቤ ያመለክታል፡፡

ስለዚህ ለዚህ ጥናትና ምርምር ወጠታማነት የናንተ ቀጥተኛ ምላሽ እጅግ በጣም አስፈላጊ ነው፡፡ ሌላው እነዚህ መጠይቆች መሉ በመሉ የሚወሉት ለትምህርት ሥራ ብቻ መሆኑና የመልሶቻችሁም ሚጠር የሚጠበቅ መሆኑን ቃል እገባለሁ፡፡

ስለመልካም ትብብራችሁ ምስጋናዬ ከፍተኛ ነው!

ለወይይት የቀረቡ ጥያቄዎች፡

1. የት/ቤቱ ማህበረሰብ መስማት የተሳናቸው ተማሪዎች የትምህርት ወጠቱ እንዴት ይገነዘቡታል?
2. መስማት የተሳናቸው ተማሪዎችን ከመገጥመታቸው ችግሮች/ተግዳሮቶች/ አሳሳቢ ወይም አስጊ የሆኑት የትኞቹ ናቸው?
3. የነዚህን ተማሪዎች ችግሮች ለማቃል የሚቻልበት የመፍትሄ መንገዶች ምንድናቸው?

ለቃለ መጠይቅ የቀረቡ ጥያቄዎች

1. ተማሪዎች መስማት ለተሳናቸው ተማሪዎች ድጋፍ ያደርጋሉ? ድጋፍ የማይደርጉ ከሆነ እንዴት? ድጋፍ የማይደርጉ ከሆነ ደግሞ ለምን?
2. ተማሪዎች መስማት የተሳናቸውን ተማሪዎች የትምህርት ወጠቱ እንዴት ይገነዘቡታል?
3. መስማት ለተሳናቸው ተማሪዎች የሚደረገው ወይም የሚሰጠው ድጋፍ በኖረው ጥቅም ምን ይሰማህል/ሻል?
4. መስማት የተሳናቸውን ተማሪዎች አስመልክቶ ምን መደረግ እንዳለበት ማንኛውንም ተጨማሪ ሀሳብ ካለህ/ሽ/ እባክህ/ሽ/ ብትገልጽልኝ/ጩኝ/?

አባሪ-መ

xx

በአዲስ አበባ ዩኒቨርሲቲ
የልዩ ፍላጎት ት/ክፍል

በተማሪዎች በጽሁፍ የሚሞላሉ ጥያቄዎች

ወድ ተማሪዎች

የዚህ መጠይቅ ዋና ዓላማ ከ5ኛ እስከ 8ኛ ክፍል ላሉ መስማት ለተሳናቸው ተማሪዎች የሚሰጠውን የጠለቀ አስተሳሰብ ወይም ግንዛቤ ለመመርመር የተዘጋጀ መስፈሪያ ነው፡፡

የተዘረዘረሩት ጥያቄዎች በወጥታም ሆነ በተዘዋዋሪ መስማት የተሳናቸው ተማሪዎች በአካቶ ትምህርት ሲጠቃለሉ የሚጠውን እሳቤ ያመለክታል፡፡

ስለዚህ ለዚህ ጥናትና ምርምር ወጠታማነት የናንተ ቀጥተኛ ምላሽ እጅግ በጣም አስፈላጊ ነው፡፡ ሌላው እነዚህ መጠይቆች መሉ በመሉ የሚወሉት ለትምህርት ሥራ ብቻ መሆኑና የመልሶቻችሁም ሚስጦር የሚጠበቅ መሆኑን ቃል እገባለሁ፡፡

ስለመልካም ትብብራችሁ ምስጋናዬ ከፍተኛ ነው!

መስማት የተሳናቸው እና የመስማት ^{xxi}
ክፍት (ግልፅ)

ሌባቸው ተማሪዎች የሚሞላሉት
ጠይቆች

1. በመደበኛ ክፍሎች ውስጥ መስማት የተሳናቸው ተማሪዎችን መካተት ትደግፋለህ/ሽ/
በዚህ ጥያቄ ላይ መልስህ/ሽ/

1.1 አዎ እደግፋለሁ ከሆነ መልስህ መስማት ለተሳናቸው ተማሪዎች በመደበኛ ክፍል የማድረጉት
ልዩ ልዩ ድጋፎች ወይም ምን ምን

1.2 አይ አልደግፍም ከሆነ በተለይ መስማት የተሳናቸው ተማሪዎች በመደበኛ ክፍል መካተታቸው የሚያስከትለው ጉዳት ምንድን

1.3 መስማት የተሳናቸውን ተማሪዎች የበለጠ ተጠቃሚ በያደርጋቸው ጉዳዮች ላይ ያለህ/ሽ/ አስተያየት

2. መስማት የተሳናቸውን ተማሪዎች አስመልክቶ ምን መደረግ እንዳለበት ማንኛውንም ተጨማሪ ሀሳብ ካለህ/ሽ/ እባክህ/ሽ/ ብትገልጽልኝ/ጩኝ/-----

Declaration

I, the undersigned, declare that this is my original work and has not been presented in this or any other University. All sources of materials used for this thesis have been duly acknowledged.

Name: Habtu Alemu

Signature: _____

Date: _____

Place: _____

This thesis has been submitted for examination with my approval as University advisor

Name: **AlemayehuTeklemariam (PhD)**

Signature: _____

Date: _____

Place: _____

