

**FACTORS AFFECTING TEACHING OF STUDENTS WITH HEARING IMPAIRMENT
IN INCLUSIVE SECONDARY TABORA-REGION TANZANIA**

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DECLARATION AND RECOMMENDATION

DECLARATION

I hereby declare that this research project is my original work and that it has not been presented for the award of a degree in any other university.

Sign:.....

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RECOMMENDATION

This research project has been submitted for examination with my recommendation as the Supervisor

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DEDICATION

I dedicate this work to my Mother Mrs. Martha John, Br. Rev. Dr. Rene Stockman Superior General of the congregation of the Brothers of Charity, Br. Chrisantus Rwehikiza Regional Superior of St. Dominic region-Tanzania and all my relatives my brothers and sisters for their love, continuous support and diligent dedication to my education.

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ABSTRACT

The purpose of this study was to establish the factors affecting teaching of students with hearing impairment in inclusive secondary schools. The study was guided by the following objectives: To analyze the effect of the levels of training among teachers in teaching students in inclusive secondary school in Tabora region-Tanzania; To establish the effect of hearing aids in teaching impaired students in inclusive secondary school in Tabora region-Tanzania; To investigate the effect of parents attitude in teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania. The study adopted survey design with quantitative approach. The study enlisted 100 respondents comprising 3 Head teachers, 21 parents, 16 teachers and 60 students drawn from secondary schools in Tabora region, Tanzania. The study established that most teachers dealing with the hearing-impaired students were not adequately trained to handle them. Teaching of these students was also hampered by inadequate teaching and learning resources, lack of adequate hearing aids, discrimination and stigmatization of hearing impaired students. The study recommends that the government deploys adequate trained teachers to handle students with special needs and allocate adequate teaching and learning resource.

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LIST OF ABBREVIATION

MIUC	Marist International University College
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Educational Scientific and Cultural Organization
TISE	Tanzania Institute of Special Education
NGOs	Non-governmental organizations
TSC	Teacher's service commission
QAS	Quality Assurance and Standards
TICD	Tanzania Institute of Curriculum Development
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ADA	Americans with Disabilities Act
ESSA	Every Student Succeeds Act
SLI	Specific language impairment
EHA	Education for all hand cupped children Act

CHAPTER ONE

INTRODUCTION OF STUDY

1.0 Background of the Study

Special education in the United States, The Education for all Handicapped children Act (EHA) gave children with disabilities specific legal rights to an education. Until this time, many students with disabilities were not allowed to attend school at all. The act contained a provision stating that students with disabilities should be placed in least restrictive environment (LRE) in order to allow the maximum possible opportunity to interact with non-disabled peers. Separate schooling may only occur when the nature or severity of the disability is such that instructional goals cannot be achieved in the regular classroom (Allen, 1986)

Approximately 8 million of the 39.5 million school in the United States, children have some degree of hearing impairments (Berg, 1987). In describing this group of children, Wray, Flexer and Ireland (1988) caution that hearing impairment is not an either/or proposition; rather, hearing impairment occurs along a continuum ranging from being mildly hard of hearing to profoundly deaf. Rose and Calvert (1984) argue that 92 to 94 percent of the entire population of individuals with hearing impairment is functionally hard of hearing and not deaf. In general, it is estimated that in every one thousand children in the USA, one is hearing impaired, three or four are severely hard of hearing, and thirty have an educationally significant hearing loss (Ross, 1982)

During the 1990-91 school year, 59,312 learners with hearing impairments were served under the individuals with Disabilities Education Act (U.S Department of Education, 1992). Of these, about 27 percent were served in the regular classroom, 18.2 percent in the resources room, 31.7 percent in separate classes, 10.6 percent in separate schools, and 12.3 percent in residential

facilities. Only more children who are visually impaired and deaf-blind children were served in residential facilities. Over half of the learners with hearing impairments complete secondary school with a diploma (U.S Department of Education, 1990).

Special education in Italy, the primary challenge for parents of children with special needs is navigating the language barrier. With no one centralized body representing the interests or rights of children with special needs across Italy, it's hard to find information online in Italian, and near impossible in English. To make matters more complicated, the laws that protect children with special needs are supplemented by regional and state provisions that regulate the implementation of the relevant services. In other words, it's up to the region you are in to decide what services it will provide to children with particular challenges. More importantly, what services are available free of charge.

According to Wray (1988), Cameroon's policy of inclusion and integration in schools and the community is well established. Children with hearing impairments are encouraged to enroll in mainstream schools. It's up to the individual school to judge what constitutes the deafness. Hearing machines auditorium are installed in schools when required and children with deafness are entitled to up to 12 hours of tuition with a specially qualified support teacher. In enrolling the students in schools, medical documents, psychological and educational assessments and any learning plans should be submitted. Honest about a child's condition and expectations with everyone speak to in Cameroon is highly appreciated. This, place in a better position to secure the services needed.

In South Africa, inclusive education promotes education of all students in mainstream schools including those with special needs (Topping, 2005). The process is anchored on the Universal Declaration of Human Rights Article 26 which states that everyone has the right to free and

compulsory education at elementary level. Inclusive education recognizes and responds to the diverse needs of learners in order to achieve the education for all goals. This innovation is supported by many international conventions such as Convention against Discrimination in Education of 1960 and Convention on the Rights of Persons with Disabilities of 2006 (United Nation Educational Scientific and Cultural Organization (UNESCO, 2009).

The Education for all Hand cupped children Act was reformulated as the Individuals with Disabilities Education Act (IDEA). IDEA elaborated on the inclusion of children with disabilities into regular classes and also focused on the rights of parents to be involved in the education decisions affecting their children. IDEA required that an Individualized Education Program (IEP) be designed with parental approval to meet the needs of every child with a disability.

IDEA was reauthorized in 1997 to uphold the rights outlined in previous legislation. The act emphasized academic outcomes for students with disabilities. This involved raising expectations for students, supporting students who follow the general curriculum, supporting parents, and helping state determine appropriate outcomes.

Inclusive education became more accepted in the education community since 2000. The reauthorization of IDEA in 2004 congress reiterated that special education and related services should be designed to meet students' unique needs." In addition, they stated that students with disabilities should have access to the general education curriculum in the regular classroom, to the maximum extent possible.

Special education was introduced in Tanzania Mainland in 1950 by the Church Missionary Society. Despite its long history in the country, not many policies clearly stipulated the need for

special and inclusive education. Several commissions have been set up after independence to promote education (Possi, 2017). The Tanzania education advocates for inclusion of impaired children with normal students. The ministry of education recommended that students with hearing impairment should be enrolled to mainstreamed schools either in public or in private schools (Possi, 2017)

The Government made deliberate efforts to improve the enrollment of learners who are hearing impaired into schools through awareness creation programs, establishment of units for the hearing impaired attached to regular primary schools, establishment of more secondary schools for the hearing impaired and affirmative action in admitting more hard of hearing learners into institutions of higher learning such as teacher colleges and Universities to pursue professional courses. More hearing impaired individuals are now studying up to the Master's level, and competing for opportunities with their hearing counterparts. SECUKO University College offers certificate, Diploma and Bachelor degree in Special Education. Tanzania Institute of Special Education (TISE) offers Special Education courses as well as Tanzania Sign Language Training, both Certificate and Diploma levels. Patandi College have Special Education programs and have been admitting students who are functionally hard of hearing in the past few years. However, there have been challenges in these institutions in providing appropriate accommodations for hearing impaired students such as providing enough Sign Language Interpretation services to enable hard of hearing students learn effectively.

According to Legal and Human Rights Centre (2011). The Government of Tanzania recognizes education as a key contributor to the economy and development in general. Thus, quality of education at all levels has remained an important policy issue since independence. The government has in the past established various commissions such as Tanzania Commission for

Universities 1999, Tanzania Education Authority 1976 among others. The most recent development is the implementation of free and compulsory primary education policy for all school-going age learners.

In Tabora region of Tanzania, the Education of learners with disabilities was for a long time not given much importance since disability was stereotyped to mean one is cursed and it was taboo for anyone with disability to interact with other people or even be seen in public as they were considered to bring bad luck. Hearing impaired people are often neglected in society, with parents and community members openly favoring their “normal” learners over the hearing impaired learners. This is however slowly changing, whereby Tabora region has seen an increase in schools and Units for the hearing impaired and an increase in enrollment. Generally, there has been an increase in establishment of hearing impaired units attached to regular schools over the past 10 years. This is in response to the rising need for these schools and the constitutional requirement that all children have a right to free and compulsory education. Recent statistics show that 4% of hearing impaired learners in Tabora are enrolled in schools. Currently there are 120 schools and units for the hard of hearing Countrywide, 12 of them being at Tabora region (Tanzania Society for Hearing Impaired Learners, 2013) which makes up 10% of the total number of schools.

Given this background, this study intended to investigate factors affecting teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania.

1.1 Statement of the Problem

Every child of school going age has a right to quality education (Possi, 2017). It is a policy of the Tanzania government that all children with hearing impairment who have attained school age must go to school.

Despite efforts being put forth for the successful implementation of inclusion of children with hearing impairment in mainstreamed schools, there are still numerous challenges facing this area. Students who have hearing impairment find it challenging to exercise their rights inclusive education in inclusion classes due to their condition. Many of them find it difficult to fit into mainstreamed system and this makes the process of learning even more difficult. Due to this, many students with hearing impairment have dropped out of the school system because of the numerous encounters of not being understood, accepted, undermined and appreciated.

This study therefore was geared towards looking at some of the challenges of teaching students with hearing impairment in inclusive secondary schools in Tabora region-Tanzania

1.2. Objectives of the Study

The study had the following objectives

- a) To analyze the effect of the levels of training among teachers in teaching students in inclusive secondary school in Tabora region-Tanzania
- b) To establish the effect of hearing aids in learning by impaired students in inclusive secondary school in Tabora region-Tanzania
- c) To investigate the effect of parents attitudes in teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania

1.3 Research Questions

This study was guided by the following questions

- a) To what extent does the level of trained teachers affect teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania?

- b) Does hearing aids affect learning of impaired students in inclusive secondary school in Tabora region-Tanzania?
- c) What are the effect of parents' attitude in teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania?

1.4 Significance of the Study

The study will assist in finding the solution to the factors affecting teaching of students with hearing impairments in inclusive secondary schools. This findings of the study will help the administrators and teachers of special education to determine ways and means of facilitating teaching students with hearing impairment in order to boost academic performance.

The findings also will help the government, religious institutions, and non-governmental organization NGOs to work to gather in order to enable hearing impaired learners to be successful in mainstreamed schools. This study may also assist policy makers to modify their education policies for students with hearing impairment.

The findings will be important to the teacher's service commission (TSC) and Quality Assurance and Standards (QAS) division in the ministry of education science and technology as well as the Tanzania Institute of Curriculum Development (TICD). The MOEST and TSC may realize the need to train more teachers in special needs Education as well as employ more teachers to teach school for the deaf. The QAS division will use the findings of this study to formulate relevant in-service programs teachers.

1.5 Delimitation of the study

This study was conducted in different inclusive schools that have students with hearing impairments and normal students in Tabora region. This schools includes: Kazima secondary

school, Bwiru boys, and Bwiru girls secondary school. The Principal, the teachers, hearing impaired students and normal students were included to this study. The study focused on the factors that affecting teaching of students with hearing impairment in secondary school. The reason for this was to enable the researcher do a thorough study.

1.6 The map of the study area Tabora Region-Tanzania



Figure 1: The map of the study area Tabora Region-Tanzania

1.7 Operational definition of the terms

Hearing impairments: Hearing impairment is the temporary or permanent loss of some or all hearing in one or both ears.

Deaf: A Deaf person has little to no hearing ability, a condition which is sometimes referred to as Hearing Impairment or Hearing Loss.

Inclusive secondary schools: Inclusion: Inclusion is defined as a dynamic process, which encompasses the transformation of education systems, cultures and practices ‘in celebration of diversity’ (Barton & Armstrong, 2007, p.5). This entails making modifications to the environment as well as the curriculum, teachers modifying their teaching strategies and involved parties working hand in-hand in order to respond to the diverse needs of pupils (UNESCO, 2005; Rose, 2000).

Hearing Aids: A hearing aids are the device which people with hearing difficulties wear in their ear to enable them hear better.

Factors Affecting: These refers specifically, to levels of training, parents attitudes and hearing aids and their influence on teaching and learning for hearing impaired students in the study area.

1.8 Conceptual framework

Mugenda (1999) define conceptual frame work as the conceptualization of the relationship between variables in a study. The authors further argue that, a conceptual framework of a study is a hypothesized model identifying the concepts under study and their relationships. Therefore, the diagram above makes it easier to identify some of the factors that affecting teaching students with hearing impairment in inclusive secondary schools. The conceptual framework for this study is as depicted in figure below.

The independent variables are the extent to which fieldwork is used; the levels of teachers training, the use of hearing aids, and parent’s attitudes while students with hearing impairment is dependents variable.

1.9 Relationship between independent and dependent variables

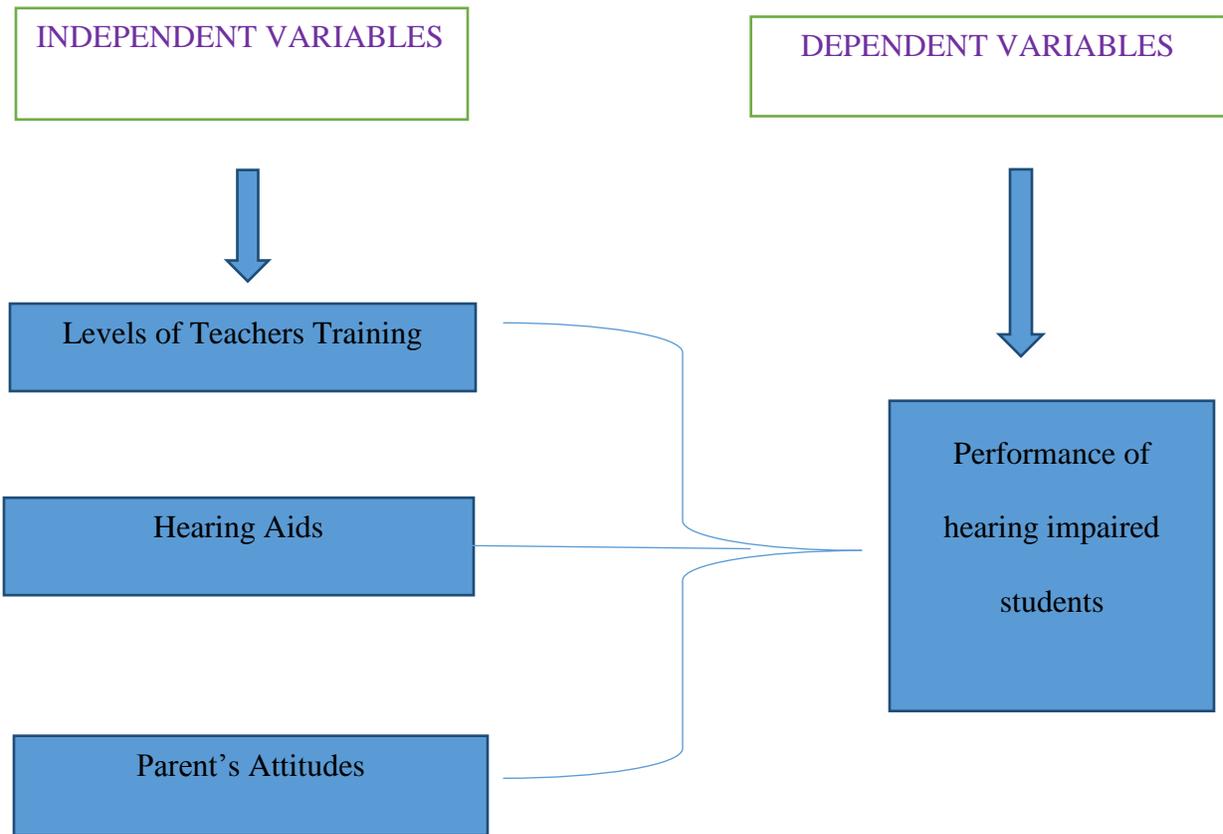


Figure 2 : Relationship between independent and dependent variables

1.10 Organization of the Study

This study is organized into five chapters. Chapter one deals with: Background of the problem, statement of the problem, objectives of the study, research questions, significant of the study, scope and delimitation of the study and definition of the key terms.

In chapter two, related literature were reviewed. It focuses on the factors affecting teaching of students with hearing impairment in inclusive secondary schools.

Chapter three deals with research design and methodology, description of the sample and sampling procedures, description of instruments used for collect data, data collection procedures

and finally data analysis. Chapter five deals with: Summary, conclusion and recommendation for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on a review of related literature discussing the factors affecting teaching of students with hearing impairment in inclusive secondary school.

Mugenda (1999), refers to literature review as a way of appreciating and understanding the research of other people that have worked on the same area of interest. It involved locating, reading and evaluating reports of previous studies and opinions related to the planned study. The literature was reviewed by focusing on effect of the levels of training among teachers, the effect of hearing aids and the effect of parents' attitude's in teaching the students with hearing impairment in inclusive secondary schools in Tabora region.

Students with disabilities have only had a legally protected right to attend public school since the passing of The Education for All Handicapped Children Act (PL 94-142) in 1975. Here is a look at some of the key legislation that set the stage for the special education system as we know it today.

2.1 Levels of training among the teachers

Inclusive education is providing appropriate educational practices to students with disabilities by classroom teachers in regular classrooms. With a move towards inclusive education, classroom teachers are expected to take the leading role in providing differentiated support for all students within their classrooms. Teaching in inclusive classrooms requires not only an understanding of best practices in teaching shared among all school staff but also a knowledge of adapted instruction for students with hearing loss in inclusive classrooms. In addition to having a general

and adaptive knowledge of teaching, classroom teachers' positive attitudes towards inclusion are amongst the most important factors in creating inclusive classrooms. However, teachers are reluctant to implement inclusive practices (Mohay, 1997)

Praisner (2003), noted that qualified teachers know that inclusive classroom must be approached from curricular stand point, in which difficulties are defined depending on each specific task and activity, and on classroom conditions. Most teachers are not qualified to handle the students with hearing loss. The relevance of inclusive and equitable education in the provision of basic education was sought from the policy makers, education officials, head teachers and NGO representatives.

Teacher is a professional in education with a strong commitment to his/her community. The Teacher Preparation Program should include subjects with high social and community content because they need to be sensitive to the needs of students and the environment; It is important to recognize the school as a point of encounter among different people, it promotes agreements among all the members of the community and meaningful relationships among the components that impact the learning of the students by removing barriers, promoting high expectations and a positive environment characterized by continuous improvement and values. The dialogue, participation and collaboration allows full awareness to all as a community and, in consequence ensures successful experiences in inclusion. For this reason the teachers need to be involved (Causton, 2015)

According to Barton (2007), teacher recognizes individual differences and implements learning strategies for all. The educational intervention is oriented to diversity and promotes learning strategies for all (equality), for quite a few and for only one (equity). These are other essential

aspects in the teacher Preparation Programs. Quality, equality and equity concepts should be translated into specific actions of educative interventions.

In order to illustrate the individual differences in the classroom, the author follows a tridimensional view. Every inclusive teacher needs to move among these three realities in his/her classroom – seeing his/herself as being like all others, also like some others and finally, in some ways unique. This idea allows co-teaching or concurrent participation. Inclusion promotes co-operation in the classroom. This representation helps in understanding the diversity concept as well. The school and classrooms are very dynamic and have a lot of interactions and roles. The exchange and experience enrich individuality. Diverse contexts indicate diverse relationship and interactions (Barton, 2007).

2.3 Effects of hearing Aids

According to Although (2014), hearing aids provide essential amplification for many individuals who are deaf or hard of hearing. The technology of hearing aids has advanced rapidly and today's aids are small, are powerful, and have special features to help differentiate speech sound from background noise. In addition to hearing aids, there are several devices that facilitate hearing. These include assistive listening devices (ALDs).

Hearing aids are helpful devices that can improve the lifestyle of those with hearing loss and provide them with more independence and confidence. Having the proper hearing aid for the individual hearing loss is essential for deriving the maximum benefit from it and avoiding discomfort and frustration (Vonen, 1996).

There are various types of hearing aids aimed to fit everyone's specific condition, the severity of hearing impairment and personal taste. The great choice of models sometimes makes it difficult

for the wearer to choose. It is advisable the choice be made together with a specialist who can recommend the best option for the particular case.

Hearing aids do not restore the lost hearing ability right away. In fact, they do not restore hearing but help a person hear better and locate the direction of the sound and make it easier to cope with conversations and emergencies. However, the sooner start using them the better. They need to be worn to stimulate the brain to recognize and process sounds and contrary to some popular myths, proper wearing of hearing aids will not lead to further deterioration of the hearing but helps immensely with daily tasks and leading a sociable life (Pawlas, 1997).

2.4 Parents' Attitudes towards Inclusion

The parents' views about the inclusion is very important because parents are playing a significant role in the inclusion movement. Many research studies have investigated the impact of parents of children with hearing impairment on the inclusion. Although, Hilbert (2014) found that, parents of children with agree, hearing impairment in general, that inclusion is a positive educational practice for children with hearing loss, several studies have indicated that there is a difference between parents of children with hearing impaired attitudes toward including their children into the general education classroom (Hilbert 2014). In the following section, parents of children with hearing loss and parent of children without hearing loss attitudes toward inclusion will be discussed in separate paragraphs.

Parents are typically quite supportive of including their children with hearing loss into general education classrooms (Green and Shinn, 1994). Similarly, Abramson (1982) says that educating children with special needs and children without disabilities together would improve their academic performance. However, some parents are more reluctant to include their own children

into the regular classroom (Green et al., 1995). Only 14% believed their own children's academic performance could be improved in inclusive classrooms.

The parents also worried that their children would not receive as much instruction in the general education classroom as they would with more individualized instruction in a special education classroom. Also, some parents believed that general education teachers are unable to make adequate accommodations in the general education curriculum for their children. In addition to that, many parents feared stigmatization from general education teachers and parents of general education students. Ultimately, some groups of parents supported partial inclusion where disabled students receive special education for part of the school day and general education for the rest day (Green and Shinn, 1994).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Mugenda (1999), defined research as a process of carrying out a diligent inquiry of a critical examination of a given phenomenon; it aims at arriving at effective solutions to problems through systematic collection, analysis and interpretation of data. Methodology includes the research design which was used, population and sample, data collection procedures and data analysis procedures. However, this chapter deals with the description of the research methodology that the research used, in this case, the research design, population, sample and sampling procedure, data collection instruments and finally data analysis.

3.1 Definition of the terms

3.1.1 Research Design

According to Chandram (2004) Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insights about “how” to conduct research using a particular methodology. Every researcher has a list of research questions which need to be assessed – this can be done with research design.

Mugenda (1999), research design defined as an attempt to collect data from members of population in order to determine the current status of that population with respect to one or more variables. He also pointed out that survey research is a self-report study which requires the collection of quantifiable information from the sample. The researcher chose this design because it helps the researcher with proper means of interest to collect relevant information in order to

find out the solutions of the problems of the respective field, in this case, the researcher will use school surveys

3.1.2. Sampling Procedures

Sampling is the process by which a relatively small number of individual, object or event is selected and analyzed in order to find out something about the entire population from which was selected. A sample is a small proportion of targeted population selected using some systematic form.

Stratified random sampling design was used in the study. Kombo and Tromps (2006) points out that it involves dividing ones population into homogenous sub groups and then taking a simple random sample in each sub group. The stratified random sampling method which was best suited in this research because the population consists of different people. This method was appropriate because it was able to represent not only the overall population but also the key sub groups at the populations. The method was best because it minimized biasness. The general procedure for taking a stratified sample was a stratified population, that was defined a number of separate partitions through sample size, and then the researcher combined the results to obtain the required stratified sample. The sample therefore, was drawn from each stratum where respondents were selected.

3.1.3 Sampling design

According to Black and Champion (1976), sample is a portion of elements taken from a population, which is considered to be representative of the population. In order to collect primary data the questionnaire survey technique was used. For the purpose of this study random probability sampling is selected. As Rescoe (1975) cites in Sakaran (2000:296), “sample sizes larger than 30 and less than 500 was appropriate for this research”. Having in mind these

limitations, the sample size that was consisted of about 100 questionnaires, designed for the Principals, teachers, parents and students from the selected schools.

Also interview survey technique was used. The sample population for the interviews will included accommodation providers and local authorities' representatives

3.2 Description of sample and sampling procedure

This study was focused on hearing impaired students, principals, teachers and parents in Tabora region. In total there are three inclusive mixed schools with hearing impaired students in the region. The sample school included Kazima secondary, Bwiru Boys and Bwiru Girls secondary school for mixed school.

This study employed systematic purpose and stratified sampling procedures. It involved the teachers, parents, principals of the school selected secondary schools. All form four hearing impaired students were be included in the sample. The Principals were involved because of their administrative role, so that they could help the researcher obtain information pertaining general administration of the schools.

Teachers were included in the sample as they were directly involved in special education as implementers of the curriculum. All form four students were included in the sample because in these schools, maximum number of hearing impaired per class is 30 students. Therefore, each class had 12 impaired students and below.

3.3 Location

Tabora region is located on the Western part of Tanzania with an area covers about 1325 km square by which 900km Square is covered by hills. Tabora region lies at an altitude of 2,140

meters above the sea level with a sea level between 25.7C – 30.2C during the hot season and temperature falls during the cooler season up to 16C.

The Tabora region is occupied by various tribal groups including the Nyamwezi, the Sukuma. Nyamwezi tribe is the major tribe occupying Tabora region. The Nyamwezi are Bantu Ethnic group, they are the largest Ethnic group in Tanzania with an estimated 16% of the country total population. Nyamwezi means “WEST” and refers to people of the west”. The Nyamwezi refers themselves as Banyamwezi (plural) and Mnyamwezi (singular). They speak Nyamwezi, which belongs to Bantu branch of the Niger-Congo family.

3.4 Target Population

Target population is defined as universal set of the study of all members of real or hypothetical set of people, events or subjects to which an investigator wishes to generate this result (Mugenda and Mugenda, 2003). The target population for this study consisted of a sample of 325 respondents from the school. Respondents were randomly selected from schools in the area to enhance efficiency. Consecutively the sample size were 100 respondents involving Head masters, teachers, students and parents of the area selected.

Table 1: Target Population

Participants	Number of Participants	
Head Masters	3	
Teachers	Bwiru Boys Secondary School	15
	Bwiru Girls Secondary School	18
	Kazima Secondary School	19
Hearing impaired Students	Bwiru Boys Secondary School	73
	Bwiru Girls Secondary School	71
	Kazima Secondary School	76
Parents	50	
Total	325	

3.5 The Sample Size

In terms of gender, the population in these schools was well distributed with an exception of head teachers. Principals in these three schools were all female. The head masters were 3, the teachers were 16 in total; and 8 male, 8 female. Students were 60 in total 35 male and 25 female and parents 21. The total population was 100.

Table 2: Sample Size

Participants	Number of Participants	
Head Masters	3	
Teachers	Bwiru Boys Secondary School	6
	Bwiru Girls Secondary School	5
	Kazima Secondary School	5
Hearing impaired Students	Bwiru Boys Secondary School	19
	Bwiru Girls Secondary School	21
	Kazima Secondary School	20
Parents	21	
Total	100	

3.6 Description of Data Collection Instruments

The basic instruments used during data collection were questionnaires and interviews. Observation schedule and checklist was used. Questionnaire was used for background information and to answer questions on curriculum implementation. They involved open ended and closed ended questions. Interview guides were used to answer questions on implementation of the curriculum in these schools.

Observation schedule was used to answer questions on methodology and the checklist were used to answer the questions concerning availability of facilities and resources. Most of these respondents were very positive and willingly to give detailed information

Observation method is found convenient because the researcher was able to study behaviors as it occurred and was possible to obtain data about students who were unable to give verbal reports as in the case of deaf students.

3.6.1 The questionnaire survey

Cohen (1989) defines a questionnaire as a self-report instrument used for gathering information about variables of interest to an investigation. For this study closed-ended questions were designed in order to call for responses, which narrow down the field of enquiry, since the respondents chooses among fixed responses.

They also helped the researcher to analyze easier the data since the responses can be directly compared and easily aggravated (Patton, 1990), they are versatile; surveys can be employed among students of all ages and they are replicated from one subject to another (Aaker & Day, 1990; Kotler, 1994) and many questions were answered in a short time.

3.6.2 Questionnaires

Questionnaires were administered to all the respondents in the three sampling groups. The questionnaires were constructed with both open and closed ended questions to enable for quantitative and qualitative analysis respectively. The questionnaire contained both closed and open-ended questions in almost equal proportions. The closed questions were restrictive so as to facilitate the coding exercise while the open-ended questions sought for considered answers and opinions and give freedom to the respondents. This aided in obtaining honest answers since the respondents might feel challenged to exercise their mind and participate freely in the exercise and this helped them gain confidence. Answers to the open-ended questions also acted as a check on those closed ones to ensure that there was consistency on the part of the respondent.

3.6.3 Interview Schedules

The personal interviews using an interview guide was the main source of data and although the interviews could be time-consuming and rather expensive, they were advantageous in many aspects as they generally helped to minimize non-responses and rephrasing of questions. During the course of interviews also, clarifications were sought on different issues. The researcher delivered the questionnaire and gave time for the respondents to study them, fill and also seek clarity from him/her about unclear questions (Mugenda, & Mugenda, 2003)

3.6.4 Validity of the Instruments

Validity refers to the degree to which an instrument measures what it purports to measure. According to Kothari (2004) content validity focuses on whether the full content of a conceptual definition is represented in the measure. It involves specifying the content of a definition and developing indicators that sample from all areas of content of a definition. According to Mugenda (2003) construct validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately reflects a theoretical concept, a measure exists in some theoretical context, and should show relationships with other constructs which can be predicted and interpreted within that context. To ensure content and construct validity of the measuring instruments, items were sampled from all the domains, checked and corrected by the researcher and research experts.

3.7 Data collection procedure

The researcher visited the schools, administering questionnaires to the head masters and the teachers then waited for them to respond to the questionnaires. The researcher also interviewed the head master face to face. In the case of learners, the researcher used teachers in each school who are well trained in sign language to communicate with the deaf students and the researcher

interviewed students in groups. The researcher visited form four classes of each school to observe teaching, learning process and libraries to find out the availabilities of materials. The information was recorded in a note book

Data collection was carried out in the following order: First, on 4th March, 2019, the researcher distributed the questionnaires in Kazima secondary school; on 6th March, 2019. Then, the researcher paid a visit to Bwiru Boys secondary school and on 8th March 2019, after which the researcher paid a visit in Bwiru Girls. The researcher asked from the head master to have free contacts between teachers, students and the researcher. The teachers were free to answer the questionnaires at their own pace, but within the same day. The researcher interviewed the head masters and teachers responding to the questionnaires. The researcher visited classrooms to observe teaching –learning process as well as the libraries. This facilitated the researcher questionnaires to be responded to in between lessons.

3.8 Data Analysis and Presentation

For the Qualitative analysis, the data received from the open ended questions were summarized to form themes, responses and explanations. Then, the data was analyzed using content analysis (Orodho, 2008). For the quantitative analysis, the feedback were directly collected from the questionnaires, which was coded and organized for analysis. The study employed descriptive statistics such as frequency distributions and percentages in computing the desired statistical measures from quantitative data. The qualitative data was analyzed and organized according to the research questions and emerging themes.

All the information was then put together and the researcher came up with a conclusion, recommendation and suggestion for future study.

3.9 Data analysis procedures

Results were analyzed by descriptive statistics and content analysis. They were converted to frequencies, and presented using table and bar graphs. Response from the observation and interview was categorized under different headings according to main researcher questions. The researcher looked for common factors regularities and patterns across the various data was collected. The data was summarized and condensed in a systematic way.

Response from the questionnaires and checklist analyzed with the aid of descriptive statistics. That is using frequency and percentage. The frequency distribution of the data was arranged showing the occurrences of different responses of the items. After the tally marked next to the answers, the number of the responses were reported. After having arranged the frequency distribution, the percentage were calculated using the formula.

3.10 Ethical consideration

For harmonious research process, official permission was obtain from relevant authorities such Deputy Principal of Marist University College, for the easy process of study and communication with the Principles of the sampled schools.

For confidentiality and privacy, the researcher guaranteed the respondents to seek their consent before revealing any information. For anonymity, the researcher ensured individual protection by making use of numbers or pseudo names in order not to disclose respondents. The whole source of information concerning the study was treated with academic confidentiality.

CHAPTER FOUR

DATA PRESENTATIONS, INTERPRETATION AND DISCUSSION

This chapter presents the results of the data analysis, interprets and discusses data findings. The study had sought to establish the ‘*Factors affecting teaching of students with hearing impairment in inclusive secondary schools.*’ Data is presented using frequency tables, figures and texts. The chapter begins with an analysis of the questionnaire return rate followed by the demographic data of the respondents. Thereafter, the findings are presented based on the research objectives of the study.

4.1 Distribution of Questionnaires and the Return Rate

The Table 3 below presents the number of respondents who participated in the study.

Table 3: Questionnaire Distribution

	Targeted Questionnaires		Returned Questionnaires	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Head teachers	3	3	3	3
Parents	21	21	21	21
Teachers	16	16	16	16
Students	60	60	60	60
Total	100	100	100	100

Table 2 shows that a total of 100 participants were enlisted in this study. Those who were able to participate were 100. This is 100% return rate, which can be regarded as successful. This high return rate was important in ensuring the success of this study.

4.2 Demographic Information of the Participants

The study sought the demographic data in terms of gender, age and work experience. The results of these analyses are presented as follows:

4.2.1 Gender Distribution

Table 4: *Gender Distribution*

Gender	Head teachers		Parents		Teachers	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	Frequency	%
Male	2	67	11	52.4	6	37.5
Female	1	33	10	47.6	10	62.5
Total	3	100	21	100	16	100

Table 4 shows that, the head teachers' gender analysis reveals that 67% were males while 33% were female. This shows that male head teacher participants outnumbered their female counterparts by half. Although this disparity was not healthy, at least both genders participated but in different proportions. The gender analysis for parent respondents indicated that 52.4% were males while 47.6% were females. This implies that male parent respondents outnumbered their female counterparts. Teachers' gender analysis shows that majority of the participants were

females at 62.5% while male participants were 37.7%. This shows that there were more female teachers than males.

4.2.2 Teaching Experience

Table 5: Head Teachers' Teaching Experience

Teaching experience in the current school	Frequency	Percent
3-5 years	2	66.7
6-10	1	33.3
Total	3	100.0

The head teachers were asked to indicate their teaching experience in the current school, to which, majority at 66.7% indicated to have taught for 3-5 years while 33.3% had taught for 6-10 years. This implies that most of the head teacher participants had been in their current school for 3-5 years, and had enough experience to provide data required.

Teachers 'Teaching Experience

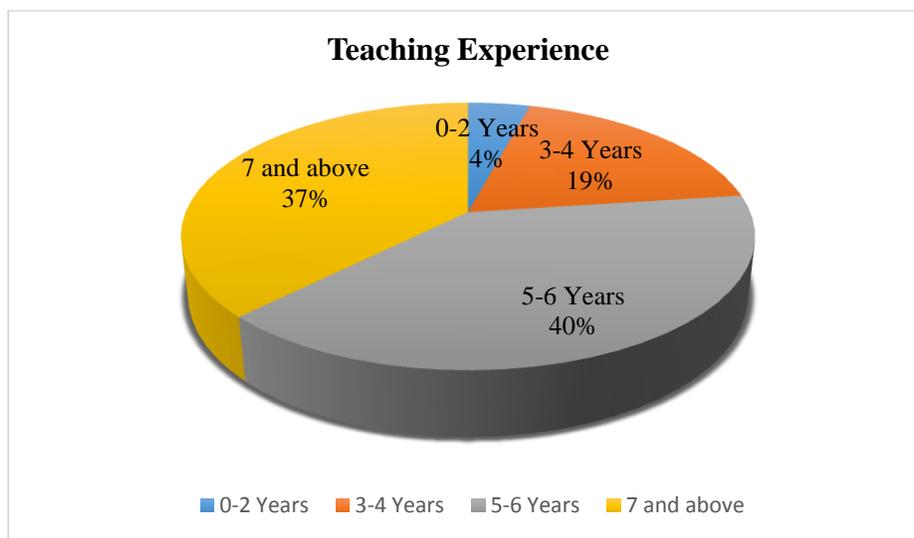


Figure 3: Teaching Experience

The analysis on teaching experience shows that majority of teachers (40%) had taught for 5-6 years followed closely by those who had taught for 7 and above years (36%) then those who had taught for 3-4 years at 19% while the least (4%) had taught for 0-2 years. This implies that most teachers had adequate teaching experience. This kind of experience was vital for the study as most of the teachers are likely to have encountered the issues that were raised in the questionnaire items.

Table 6: Teaching Experience in the Current School

How long have you been teaching in this school?	Frequency	Percent
Less than one year	1	6
2-5 Years	12	75.0
6-10 Years	3	19
Total	16	100.0

The teacher respondents were asked to indicate the period they have been teaching in their current schools to which, majority at 75% had taught for 2-5 years, followed by those who had taught for 6-10 years (19%) then the least were 6% who had taught for less than one year. This shows that most of the teachers had adequate experience to attend to the items of the questionnaire.

4.2.3: Level of Education

Table 7: Head Teachers Highest Qualification

Highest qualification attained	Frequency	Percent	Teachers' Qualification	Frequency	Percent
Degree	3	100.0	3	16	100

According to the educational level analysis, all the head teachers (100%) indicated to having attained a degree. This qualification is ideal to teach both primary and secondary schools.

Regarding the qualification for teachers, the study established that all of them (100%) had attained a Degree qualification, which was ideal for the kind of school they were teaching.

4.3 Hearing impaired Students Analysis

4.3.1 Sitting Positions

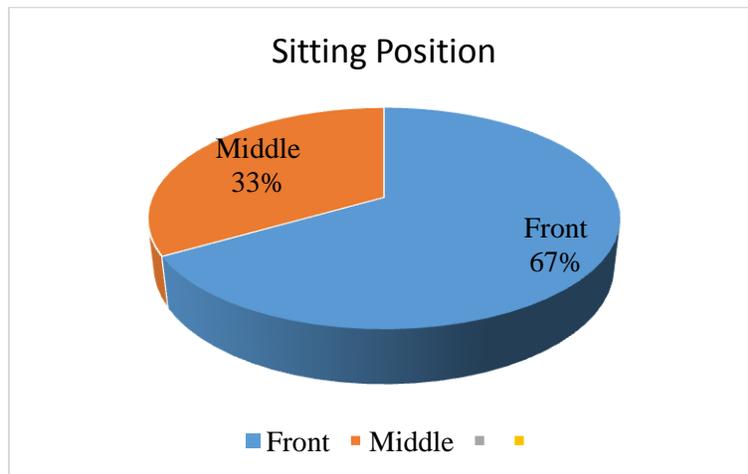


Figure 4: Sitting Positions

Majority of the students (67%) preferred to sit in front while 33% preferred to sit in the middle of the classroom. This is perhaps in order to enhance their hearing abilities.

4.3.2 Difficulties Encountered During Learning Process

Table 8: Table 9: What difficulties do you encounter during the learning process?

What difficulties do you encounter during the learning process?	Frequency	Percent
Hearing problems	30	50.0
Stigmatization	20	33.3
Inadequate resources	10	16.7
Total	60	100.0

When the hearing impaired students were asked to indicate the difficulties that they encounter during learning process, 50% indicated hearing problems, 33.3% indicated stigmatization while 16.7% blamed lack of adequate teaching and learning resources. This implies that hearing problems, stigmatization and lack of adequate teaching and learning resources were some of the major challenges facing hearing impaired students.

4.3.3 Assistance from Teachers

Table 9: Assistance from Teachers

Do you feel that your teachers are willing to help when you share these difficulties	Frequency	Percent
Fully	20	33.3
Sometimes	40	66.7
Total	60	100.0

When the hearing impaired students were asked whether their teachers were willing to help when they shared these their difficulties, 33.3% said they were fully assisted while 66.7% indicated

that they were helped sometimes. This implies that although some students were assisted by their teachers, the assistance was not always guaranteed as expressed by the majority of the pupil respondents.

4.3.4 Freedom Discussing Assignments with Fellow Students

Table 10: Group Discussions

Do you feel free discussing assignments with fellow classmates	Frequency	Percent
No	60	100.0

The pupil respondents were asked whether they feel free discussing assignments with fellow classmates, to which 100% indicated that they do not feel comfortable. The overwhelming majority response is a strong indication that most of the hearing impaired students may be stigmatized by their fellow normal students. This calls for sensitization of those students to be empathetic and helpful to their colleagues who are physically impaired.

4.3.5 Difficulties with hearing Aids

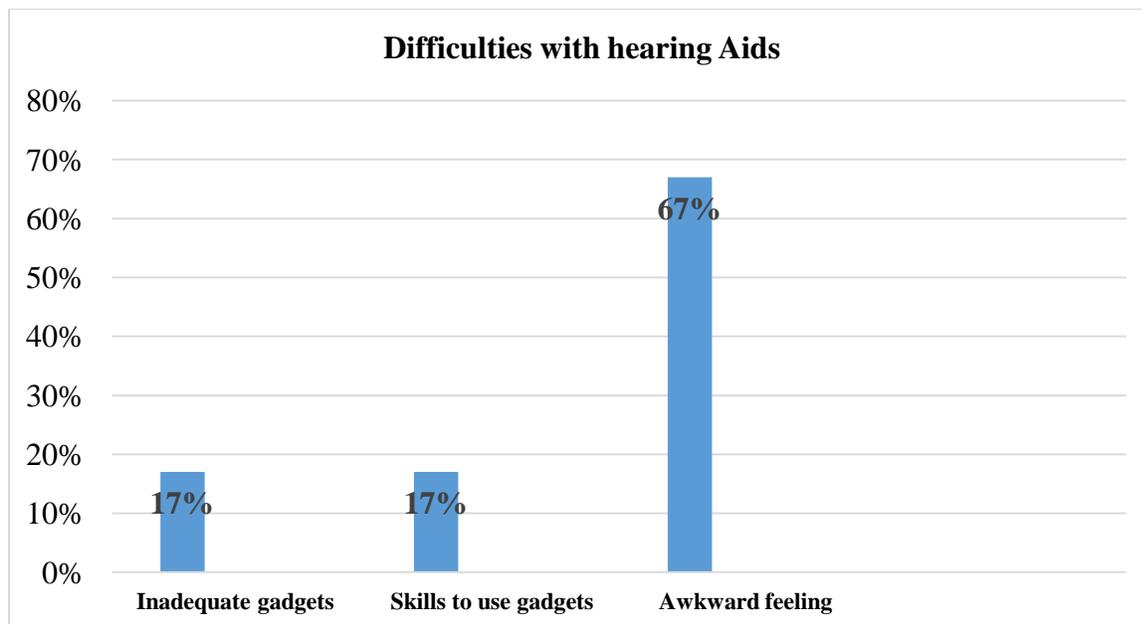


Figure 5: Difficulties with hearing Aids

The hearing impaired students were asked to indicate some of the difficulties they face when teachers use hearing aids, to which 16.7% cited inadequate hearing gadgets, another 16.7% cited lack of skills to use the gadgets while 66.7% cited the feeling of awkwardness. This implies that efforts should be made to provide adequate hearing aids and offer training on how to use them.

4.3.6 Time Given During Exams

Table 11: Time given during Exams

Are you given enough time during exams	Frequency	Percent
Yes	20	33.3
No	40	66.7
Total	60	100.0

When the students were asked whether they are given enough time during exams, 33.3% concurred while 66.7% were of contrary opinion. This implies that majority of the hearing impaired students felt that they are not accorded adequate time during examinations. This shows lack of empathy on the side of the teachers and is likely to demoralize the students and hamper their academic advancement.

4.3.7 Use of Hearing Aids

Table 12: Helpfulness of Hearing Aids

Are these hearing aids helping you?	Frequency	Percent
Yes	60	100.0

On whether the hearing aids were helping the students, 100% agreed that the gadgets were useful in helping them to hear. This is confirmation that hearing aids are useful to the students and are likely to be helping them in the learning process.

4.3.8 Most Enjoyable Subject

Table 13: Most Enjoyable Subject

Which subject do you enjoy most?	Frequency	Percent
Mathematics	10	17
English	10	17
Arts	40	67
Total	60	100.0

On the kind of subject that the students enjoy, 17% indicated mathematics, 17% cited English and 67% indicated that they like Art subjects. Hence, majority of the students prefer art subjects. There was no reason attributed to this preference. However, this finding is validated by that of Children with hearing loss have difficulty with all areas of academic achievement, especially Adoyo (2007) that had established that physically impaired children have difficulties with mathematical concepts.

4.3.9 Future Career

Table 14: Future Career

Upon completion of school, what would you like to do?	Frequency	Percent
Employment	30	50.0
Self-employment	30	50.0
Total	60	100.0

The students were asked to indicate the career they would want to join upon school completion, 50% indicated employment while 50% indicated self-employment. Hence, half of the students would wish to seek employment while the other half would want to employ themselves.

4.3.10 Happy with the Results

Table 15: Happy with the Results

Are you always happy with your results?	Frequency	Percent
Yes	20	33
No	40	67
Total	60	100.0

Regarding their academic results, 33.3% indicated that they are always happy with their results while the majority at 66.7% indicated that they were not happy with their results. This finding is validated by that of Adoyo (2007) which had established that most hearing impaired students' academic performance is always lower than that of the normal students.

4.3.11 Discussion with Fellow Classmates

Table 16: Discussion of Assignments

Do other classmates refuse to discuss assignments with you?	Frequency	Percent
Yes	60	100.0

The students were asked whether other classmates refuses to discuss assignments with them, to which, 100% concurred. This is a strong indication that most students were suffering from stigmatization. The school administration and all other stakeholders have a duty to stem stigmatization of the physically impaired students.

4.3.12 Areas to be helped to perform Better

Table 17: Assistance to Students

How would you like to be helped to perform better	Frequency	Percent
Avail adequate hearing aids and resources & stop stigma	60	100.0
Total	60	100.0

All the students (100%) were in agreement that they would like to be helped with hearing aids, teaching and learning resources and would want their fellow students to stop stigma. This calls for the stakeholders in the education sector to strive to provide hearing aids, adequate teaching and learning resources and sensitize normal students and the society in general against stigmatizing the physically impaired students.

4.3.13 How to be helped

Table 18: Kind of Assistance Required

How would you like to be helped to perform better	Frequency	Percent
Avail adequate hearing aids and resources & stop stigma	33	55.0
Everything is okay	27	45.0
Total	60	100.0

The pupil respondents were asked to indicate how they would want to be helped in order to perform better, to which 55% suggested that they needed adequate hearing aids and learning resources and urged fellow students to stop stigma. However, 45% indicated that everything was just fine and therefore did not need anything else. This implies that as of served in Table 19, the

there is need to provide adequate hearing aids, learning resources and urge fellow students to stop stigma.

4.3.14 How to Improve Academic Performance

Table 19: What Students need to do to improve Academic Performance

What do you do to improve your performance	Frequency	Percent
Read and revise more	50	83
Discussions	10	17
Total	60	100.0

When asked what they could do to improve their performance (83%) of the student respondents indicated that they needed to read and revise more while 17% indicated that they would prefer to have more group discussions. This is an indication that students are required to read more and revise more especially when n groups.

4.4 Administrative Challenges Faced while Handling Students with Hearing Impairment

Table 20: Administrative Challenges involved in handling students with hearing impairment

What are the administrative challenges that you experience handling students with hearing impairment	Frequency	Percent
Inadequate teaching and learning resources	2	67
Inadequate trained teachers	1	33
Total	3	100.0

Regarding the administrative challenges faced while handling hearing impaired children, 67% of the head teachers indicated that it was inadequate teaching and learning resources while 33% indicated that it was inadequate trained teachers. So, it is upon the stakeholders to provide adequate teaching and learning resources and trained teachers.

4.4.1 Attitude of Students towards Children with hearing impairment

Table 21: Attitude of Students towards Children with hearing impairment

What is the attitude of students towards other students with hearing impairment	Frequency	Percent
Positive	1	33
Negative	2	67
Total	3	100.0

The head teachers were asked to describe the attitude of normal students towards students with hearing impairment, to which 33% described it as positive while 67% described it as negative. This implies that most normal students look down upon students with hearing impairment. This is likely to result to stigmatization. Stigmatization is one of the major themes coming from the analysis of this study. Therefore, sensitization.

4.4.2 How to overcome these challenges

Table 22: How to overcome these challenges

What do you think should be done to overcome these challenges	Frequency	Percent
Embrace such students	2	67
Provide adequate resources	1	33
Total	3	100.0

When the head teachers were asked to give suggestions of what need to be done to overcome challenges facing students with hearing impairment, 67% were of the opinion that such students need to be accepted and embraced while 33% suggested that adequate resources should be provided. Hence, it is upon the schools under study to provide conducive learning environment to the hearing impaired students by accepting and embracing them and provide them with adequate resources.

4.4.3 Government Support

Table 23: How to overcome these challenges

Does the government provide any support to hearing impaired students?	Frequency	Percent
Yes	1	33
No	2	67
Total	3	100.0

On whether the government provides any support to hearing impaired students, 33% of the head teacher respondents agreed while 67% were of contrary opinion. This implies that mostly, the government does not provide support to hearing impaired students. Hence, the government should participate fully in terms of provision of teaching and learning resources, provision of adequate trained teachers and offer subsidies to the hearing aids among other necessities.

4.4.4 Acceptance of Hearing Impaired Students by society

Table 24: Acceptance of Hearing Impaired Students by Members of the Society

Are the hearing impaired students fully accepted by members of the society?	Frequency	Percent
Yes	1	33
No	2	67
Total	3	100.0

The head teachers were asked whether the hearing impaired students fully accepted by members of the society, to which 33% agreed while 67% disagreed. This shows that majority of the pupil are not accepted by members of the society. This means that stigmatization is a challenge affecting the hearing-impaired students. Therefore, the school management should find ways of ensuring that fellow students are able to embrace their hearing impaired students.

4.4.5 Hearing Impaired Students' Support from Parents

Table 25: Parents' Support for Hearing Impaired Students

Do hearing impaired students receive adequate support from parents or guardians?	Frequency	Percent
Yes	1	33
No	2	67
Total	3	100.0

The head teacher respondents were asked whether hearing impaired students receive adequate support from parents or guardians. Those that agreed were 33% while those who disagreed were 67%. This implies that most hearing impaired students do not receive adequate support from parents or guardians. Hence, parents and guardians have an important role in supporting their hearing impaired children by providing them with stationery, hearing aids and follow up to find about their academic progress at school.

4.4.6 Supervision of Teachers Teaching Students with Hearing Impairment

Table 26: Supervision of Teachers Teaching Students with Hearing Impairment

Are you able to adequately supervise the teachers teaching students with hearing impairment?	Frequency	Percent
Yes	1	33
No	2	67
Total	3	100.0

On whether the head teachers are able to adequately supervise the teachers teaching students with hearing impairment, 33% agreed and 67% disagreed. This indicates that most head teachers do not have the capacity to adequately supervise teachers teaching students with hearing impairment. This calls upon the head teachers to strive to improve supervision and perhaps delegate some of the supervision work to their deputies.

4.4.7 Equipping of Special Schools

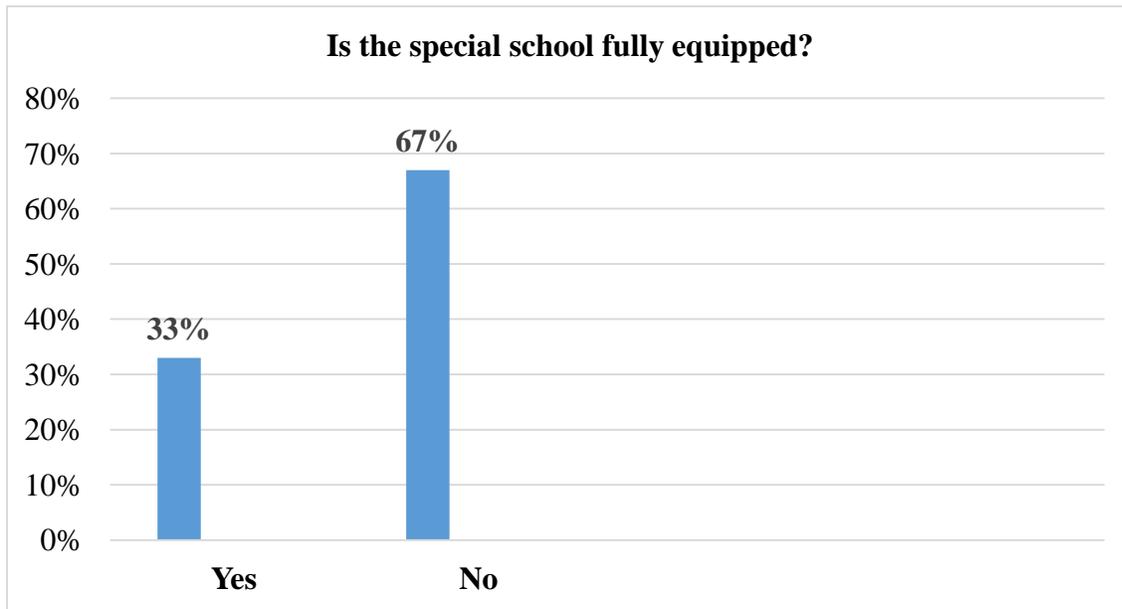


Figure 6: Equipping of Special Schools

The head teachers who agreed that special schools were fully equipped were 33% while 67% disagreed. This shows that the special schools are not fully equipped, as it would have been expected. This means that the hearing-impaired students lack some essential equipment.

4.4.8 Teaching and Learning Resources for Students with Hearing Impairment

Table 27: Status of teaching and learning resources for students with hearing impairment

Does the school provide adequate teaching and learning resources for students with hearing impairment?	Frequency	Percent
Yes	1	33.3
No	2	66.7
Total	3	100.0

The study wanted to find out whether the schools provide adequate teaching and learning resources for students with hearing impairment. The head teacher respondents who agreed were 33% while those who disagreed were 67%. This is an indication that majority of the schools are not able to provide adequate teaching and learning resources for students with hearing impairment. This calls for the intervention of other stakeholders such as the government to play its role by providing adequate teaching and learning resources for students with hearing impairment

4.5 Parents' Gender

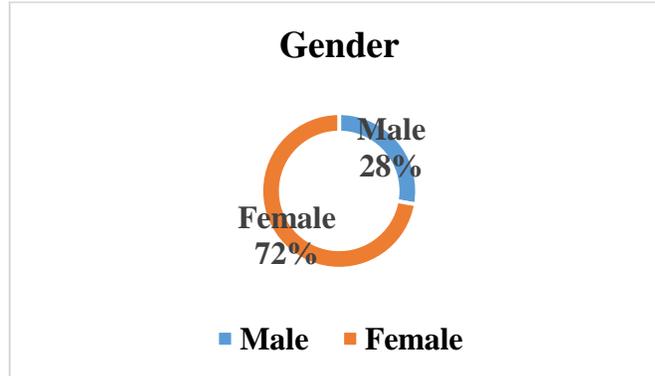


Figure 7: Parents' Gender

The gender analysis for parent respondents indicated that 28% were males while 72% were females. This implies that female parent respondents outnumbered their male counterparts. This calls for balancing of the staff by those responsible for hiring of teachers.

4.5.1 Family Size

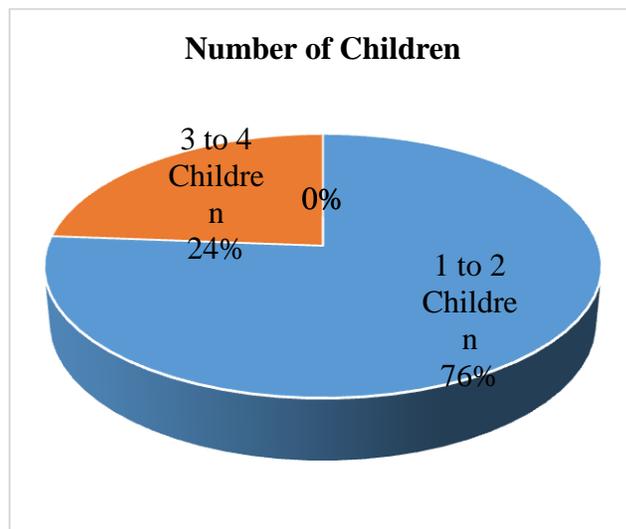


Figure 8: Number of Children

The study shows that majority of the parents (76%) had 1-2 children while 24% had 3-4 children. This implies that most parents had small family size. This implies that majority of the families with hearing impaired children had small family sizes made up of not more than two children.

4.5.2 Number of Hearing Impaired Children in a Family

Table 28: Number of Hearing Impaired Children in a Family

Number of impaired children in a family	Frequency	Percent
1-2	21	100.0

The study shows that most families (100%) had between 1-2 children with hearing impairment problem. This may be a heavy burden to some parents who are economically poor.

4.5.3 Payment of School Fees

Table 29: School Fees Payment

Do you pay school fees for your child	Frequency	Percent
Yes	11	52
No	10	47
Total	21	100.0

When the parents were asked whether they pay school fees for their children, 52% concurred while 47% disagreed. This indicates that most parents were paying school fees for their hearing-impaired children out of their pockets. This calls for help from the government in terms of subsidizing school fees or scrapping it altogether.

4.5.4 Gender of the impaired children

Table 30: Gender of the impaired children

Gender of the impaired child	Frequency	Percent
Boys	16	76
Girls	5	24
Total	21	100.0

The analysis on the gender of the impaired children indicated that majority of them (76%) were boys while 24% were girls. This implies that there were more boys with hearing impairment challenges than girls in the schools under study. So, the emphasis should be directed to the boy child as they are more susceptible to this problem.

4.5.5 Communication at Home

Table 31: Communication at Home with the Hearing Impaired Kids

Which way do you communicate to your child at home	Frequency	Percent
Sign language	16	76
Lip reading	5	24
Total	21	100.0

Majority of the parents (76%) indicated that they communicate with their hearing impairment children through sign language while 24% were using lip reading. This shows that sign language was the most common method of communicating at home. This calls for sustained teaching of sign language to parents and other family members.

4.5.6 Mode of Transport

Table 32: Mode of transportation to School

How do children with hearing impairment to go to school	Frequency	Percent
On foot	12	57
Motorbikes	8	38
By a vehicle	1	5
Total	21	100.0

Regarding the means of transport used by most children with hearing impairment to go to school, the analysis shows that 57% of the children were using foot, 38% were using motorbikes while 5% were using vehicles. This means that most of the students go to school on foot. This is a sign that most likely, they come from poor family backgrounds.

4.5.7 Allocation of Home Chores

Table 33: Allocation of Home Chores

Do you allocate any responsibility to such a child?	Frequency	Percent
Yes	16	76
No	5	24
Total	21	100.0

The parent respondents were asked whether they allocate any responsibility to such children, upon which 76% agreed and 24% disagreed. This shows that most parents give their hearing-

impaired children some home chores. Although it is ideal to give children some home chores, parents need to be careful not to give too much work to these students, so that they have ample time to concentrate on school work.

4.5.8 Communication Equipment for Hearing Impaired Students

Table 34: Communication Equipment

Does your child have any equipment to assist in communication	Frequency	Percent
Yes	11	52
No	10	48
Total	21	100.0

When the parents were asked whether their children have any equipment to assist in communication, 52% answered to the affirmative while 48% were of contrary opinion. This implies that majority of the students had hearing aids to assist them in communication. Efforts need to be made to maintain these high numbers and make sure that all students with hearing impairment challenges are provided with these gadgets.

4.5.9 Acquisition of Communication Gadgets

Table 35: Acquisition of Communication Gadgets

Who bought the gadget?	Frequency	Percent
Me	16	76
Sponsor	5	24
Total	46	100.0

For those children who use the hearing gadgets, the parents were asked who bought the gadgets, to which 76% indicated that they are the ones who bought while 24% indicated that a sponsor bought the gadgets for them. This shows that majority of the parents bought the communication gadgets for their children.

4.5.10 Academic Performance Records

Table 36: Academic Performance Records

Do you keep performance records?	Frequency	Percent
Yes	16	76
No	5	24
Total	21	100.0

The parent respondents were asked whether they keep academic performance records, to which 76% answered to the affirmative while 24% answered to the contrary. This implies that most parents keep their children’s academic records. This is a sign of their willingness to support and track their children’s academic performance. This is an attribute that need to be sustained.

4.5.11 Academic Performance of Hearing Impaired Students

Table 37: Academic Performance of Hearing Impaired Students

Does your child perform well in their studies	Frequency	Percent
Yes	5	24
No	16	76
Total	46	100.0

When the parents were asked whether their children perform well in their studies, 24% answered to the affirmative while 76% answered to the contrary. This implies that most children do not perform well academically. Their situation and the challenges that they are facing could be some of the reasons behind their poor performance.

4.6 Teachers Analysis

4.6.1 Training to Teach Students with Hearing Impairment

Table 38: Training to Teach Students with Hearing Impairment

Were you trained in teaching students with hearing impairment	Frequency	Percent
Yes	7	44
No	9	56
Total	16	100.0

Teachers who were trained to handle students with hearing impairment were 44% while 56% were not trained. This is an indication that majority of teachers may be finding it difficult to teach hearing impaired students due to lack of proper training. This calls for retraining of such teachers to ensure they have proper skills to teach hearing impaired students.

4.6.2 Number of Hearing Impaired Children in Class

Table 39: Number of Hearing Impaired Children in Class

How many hearing impaired students do you have in your class	Frequency	Percent
11 and above	16	100.0

Teacher respondents were asked to indicate the number of hearing impaired students in their class, to which 100% indicated that they were 11 and above. Hence, most classes had over ten hearing impaired students.

4.6.3 Teaching Subjects

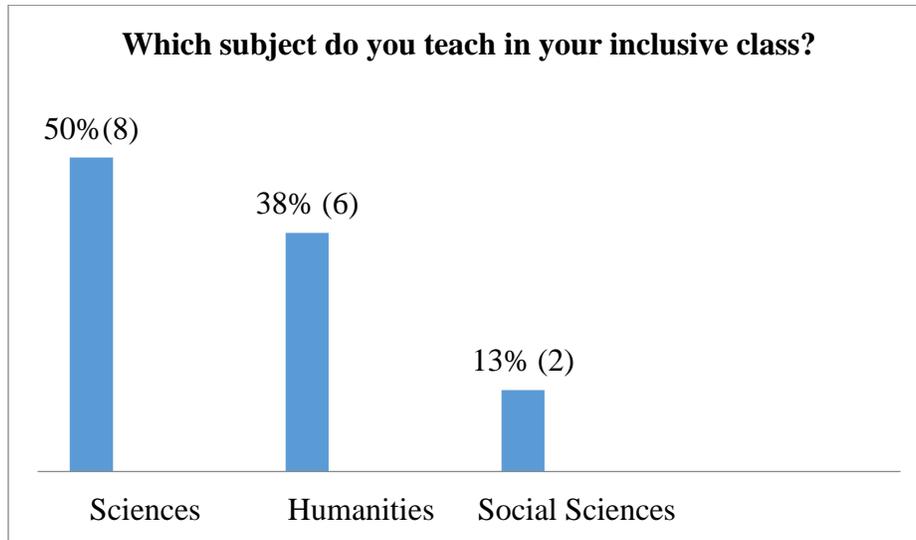


Figure 9: Teaching Subject

The teacher respondents were asked about the subjects that they teach in their inclusive classes. Those that indicated sciences were the majority at 50% (8), those teaching humanities followed at 38% (6) while those teaching social sciences were the least at 13% (2). This shows that majority of the teachers were teaching science subjects. Therefore, there is need to engage more teachers with diverse skills to teach other subject areas.

4.6.4 How to Benefit Hearing Impaired Students

Table 40: Benefiting Hearing Impaired Students

What do you think need to be done to benefit hearing impaired students	Frequency	Percent
Acquire hearing aids	7	44
Hire adequate trained teachers	2	13
Avoid discrimination and stigmatization	7	44
Total	16	100.0

Teacher respondents were asked to indicate what need to be done to improve the condition of the hearing impaired children. Those that suggested acquisition of hearing aids were 44%; those who indicated that adequate trained teachers should be acquired were 13% while those who opined that discrimination and stigmatization should be avoided were 44%. This shows that acquisition of hearing aids and avoidance of discrimination and stigmatization were some of the critical challenges that needed to be addressed urgently.

4.6.5 Problems Encountered When Teaching Hearing Impaired Students

Table 41: Problems Encountered When Teaching Hearing Impaired Students

Do you encounter problems in teaching hearing impaired students?	Frequency	Percent
Yes	10	62.5
No	6	37.6
Total	16	100.0

The number of teachers who reported to be encountering problems while teaching hearing impaired students was 63% while those with contrary opinion were 38%. This implies that majority of teachers were finding it difficult to teach the hearing impaired students. Hence, there is need to find out the specific problems and address them appropriately.

4.6.6. Types of Problems Encountered While Teaching Hearing Impaired Students

Table 42: Types of Problems Encountered by Teachers

Which problems do you encounter?	Frequency	Percent
Inadequate resources	10	63
Inadequate trained teachers	1	6
Discrimination and stigmatization	5	31
Total	16	100.0

Teacher respondents amounting to 10 (63%) identified inadequate resources as the major problem facing teaching hearing impaired students, 6% (1) indicated that it was inadequate trained teachers while 5 (31%) suggested that it was discrimination and stigmatization from fellow students. This shows that lack of adequate resources was the most challenging problem faced by these teachers.

4.6.7 Solving the Problems

Table 43: Solving the Problems

Do you think these problems can be solved	Frequency	Percent
Yes	14	87.5
No	2	12.5
Total	16	100.0

The number of teacher respondents that believed that those problems could be solved was 88% while 13% thought that those problems could not be solved. Therefore, majority of the teachers had faith that those challenges were surmountable if proper measures were put in place.

4.6.8 Teachers Willingness to Help Students

Table 44: Teachers' Willingness to Help Students with Hearing Impairment

Do you think all teachers are willing to help students with hearing impairment?	Frequency	Percent
Yes	7	43.8
No	9	56.3
Total	16	100.0

Teacher respondents were asked whether all teachers were willing to help students with hearing impairment, to which 44% agreed while 56% disagreed. This shows that majority of teachers

were not willing to help the hearing impaired students. Perhaps this is due to lack of proper training to handle students with special needs.

4.6.9 Discrimination of Hearing Impaired Students

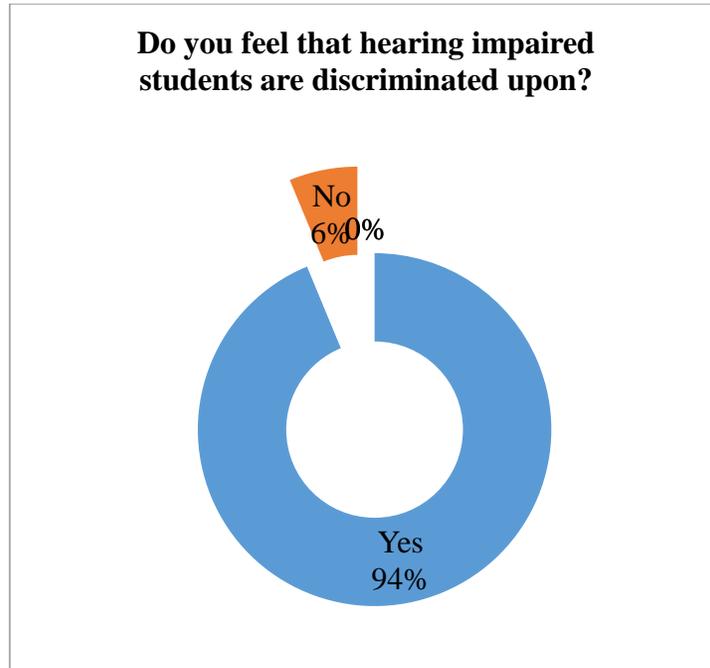


Figure 10: Discrimination of Hearing Impaired Students

When asked whether they felt that hearing impaired students are discriminated upon, 94% of the teacher respondents answered to the affirmative while 6% had contrary opinion. Based on the overwhelming opinion of majority of the teacher respondents, it is possible that majority of hearing impaired students are discriminated upon. Discrimination is therefore a problem that needs to be urgently addressed.

4.6.10 Similar Curriculum

Table 45: Similar Curriculum for Hearing Impaired and Other Students

Are students with hearing impairment subjected to the same curriculum like other students?	Frequency	Percent
Yes	9	56
No	7	44
Total	16	100.0

When asked whether students with hearing impairment were subjected to the same curriculum like other students, 56% expressed agreement while 44% expressed disagreement. This shows that both categories of students are subjected to the same curriculum.

4.6.11 Seminars for Teachers

Table 46: Need for Seminars

Do you think it is necessary to organize seminars for teachers in your school?	Frequency	Percent
Yes	15	94
No	1	6
Total	16	100.0

Majority of teacher respondents (94%) expressed the need for seminars to sharpen their skills while 6% did not see the need for such seminars. This implies that teachers would want to have

frequent seminars to address emerging issues related to handling of students with hearing challenges. This calls for retraining of these teachers to equip them with the necessary skills to enable them handle hearing impaired students.

4.6.12 Adequate Hearing Aids

Table 47: Availability of Adequate Hearing Aids

Do you have enough hearing aids for learners with hearing impairment?	Frequency	Percent
Yes	4	25
No	12	75
Total	16	100.0

When asked whether there were adequate hearing aids, 75% of teachers answered to the contrary while 25% answered to the affirmative. This shows that most schools did not have adequate hearing aids. This is likely to inconvenience hearing impaired students.

4.6.13 Provision of Teaching and Learning Materials

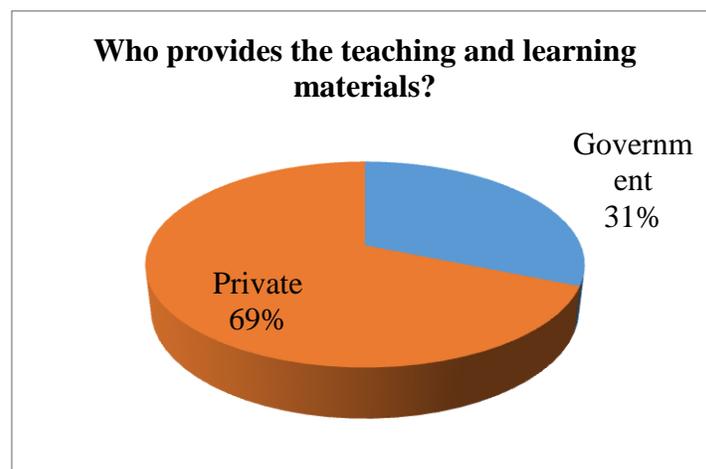


Figure 11: Provision of teaching and learning materials

When asked who provides the teaching and learning materials for students with hearing impairment in their schools, 31% of the teacher respondents said it was the government while 69% said it was private. This means that majority of the teaching and learning resources were provided through private means.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The purpose of this study was to establish the factors affecting teaching of students with hearing impairment in inclusive secondary schools. The study was guided by the following objectives: To analyze the effect of the levels of training among teachers in teaching students in inclusive secondary school in Tabora region-Tanzania; To establish the effect of hearing aids in teaching impaired students in inclusive secondary school in Tabora region-Tanzania; To investigate the effect of parents altitudes in teaching of students with hearing impairment in inclusive secondary school in Tabora region-Tanzania.

The study was also guided by a conceptual framework. A literature review was carried out from a variety of studies from international to regional to local levels. The reviewed literature revealed that there were literature gaps that needed to be filled by this study. The research design adopted by the study was survey design and quantitative method. The study enlisted 100respondents comprising 3 Head teachers, 21 parents 16 teachers and 60 pupils drawn from Tabora region. Questionnaires were used to collect quantitative data. Statistical Program for Social Sciences (SPSS) version 25 was used to get descriptive statistics from quantitative data. This chapter describes and discusses those findings as follows:

5.2 Summary of the Findings

5.2.1 The Effect of the Levels of Training among Teachers in Teaching Students in Inclusive Secondary School

The study established that most of the teachers including the head teachers had the required qualification to teach in secondary schools. Majority of them (100%) had attained a degree in education, which was ideal to teach in secondary schools. Similarly, most teachers had adequate teaching experience, majority of them (75%) having taught for 2-5 years and 19% having taught for 6-10 years (19%).

However, majority of the teachers (56%) were not trained to handle hearing impairment students. In deed, 63% reported to finding it difficult to teach the hearing-impaired pupils, specifically due to lack of proper training. Instructively, majority of the students (67%) were categorical that the teachers were not very helpful.

The study noted that teaching and learning of hearing impaired students was hampered by inadequate teaching and learning resources, lack of adequate hearing aids, inadequate trained teachers, discrimination and stigmatization of hearing impaired students.

5.2.2 The Effects of Hearing Aids in Teaching Impaired Students in Inclusive Secondary Schools

The study confirmed that hearing aids were useful to the students as they were helping them in the learning process. However, most of the schools (75%) were lacking adequate hearing aids, which was inconveniencing hearing impaired students' ability to study in class. This was evident from the challenges identified such as hearing problems (50%), stigmatization (33.3%) and inadequate teaching and learning resources (16.7%).

The study noted that most students (100%) do not feel free discussing assignments with fellow classmates due to discrimination and stigmatization. In this connection, most students (100%) expressed their need to be helped with hearing aids, teaching and learning resources and urged their fellow students to stop stigma.

Most of the students (67%) were found to feel awkward while using hearing aids, other (17%) had inadequate hearing aids and (17%) had challenges using the hearing aids. The study unearthed that most hearing-impaired students were not accorded adequate time during examinations, which was hampering their academic advancement. This could have resulted to their poor academic performance as noted by (66.7%) who were not happy with their academic results.

5.2.3 The Effect of Parents' Attitudes in Teaching of Students with Hearing Impairment in Inclusive Secondary Schools

The study established that most parents were striving to provide for their hearing-impaired students by paying their school fees and acquiring hearing aids for them. They also keep their children's academic records to track their children's academic performance. However, most of the hearing-impaired students (76%) were found to be performing poorly academically. This could be attributed to the challenges there are going through.

The parents were also found to give some home chores to their hearing-impaired children where the communication language of choice for most of these families was found to be the sign language.

5.3 Conclusion

The study concludes that most teachers dealing with hearing impaired students are not adequately trained to handle them. Teaching of these students is therefore hampered by inadequate teaching and learning resources, lack of adequate hearing aids, inadequate trained teachers, discrimination and stigmatization of hearing impaired students.

Most of the students (67%) were found to feel awkward while using hearing aids, other (17%) had inadequate hearing aids and (17%) had challenges using the hearing aids. The study unearthed that most hearing-impaired students were not accorded adequate time during examinations, which was hampering their academic advancement. This could have resulted to their poor academic performance as noted by (66.7%) who were not happy with their academic results.

The study concludes that most parents are striving to provide for their hearing-impaired students by paying their school fees, acquiring hearing aids for them and tracking their academic progress. However, most of the hearing-impaired students are performing poorly academically due to the many challenges that they are facing.

5.4 Recommendations

The study recommends that parents, teachers and the government should collaborate to ease the education of hearing impaired students.

5.4.1 Parents

- The study recommends that parents should strive to provide the necessities for their hearing-impaired children such as stationery, hearing aids and transport.

- Parents should follow up the academic progress of their impaired children to ensure they perform as required.
- Parents should not overburden their hearing-impaired children with home chores to the detriment of their studies.

5.4.2 Teachers

- Teachers should strive to acquire skills necessary to teach students with special needs
- Teacher should show empathy and patience with hearing impaired students.
- Teachers should sensitize other ordinary students the need to support students with hearing impairment
- Teachers should help to stop discrimination and stigmatization of hearing impaired students by other students in schools

5.4.3 Government

- The government through the Ministry of Education should ensure that only trained teachers capable of handling students with special needs are deployed to teach such students.
- The government should provide adequate, modern and up to date teaching and learning resources for the students with special needs.

5.5 Suggestions for further Research

This study only focused on the factors affecting teaching of students with hearing impairment in inclusive secondary schools in Tabora, Tanzania. It would therefore be instructive for a more comprehensive and inclusive study to be carried out in a broader perspective in either Tanzania or Kenya for such as a study to be acceptably generalized. Focus could also be given to other special needs' students as well. The following topics are therefore suggested for further research:

- a) Role of parents in academic performance of students with special needs.
- b) Challenges facing students with special needs.
- c) Role of stigma and discrimination on the academic performance of learners with special need.

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APPENDIX I: QUESTIONNAIRE FOR THE HEAD TEACHERS

Marist International University College,

Department of Education,

P.O. box 24450-00502,

Karen-Nairobi.

Dear Respondents,

I am a student at Marist International University College, a constituent college of the catholic university of East Africa. I am currently carrying out a reach on the **Factors affecting teaching of students with hearing impairment in inclusive secondary schools**. For the success of this project you are requested to contribute by answering the questionnaire. I assure you that the information you provide will strictly be confidential and only be used for the above study. Please answer the questions honestly and diligently following instructions given.

Thanks in advance.

Your faithful,

Hilalius J. Lomando.

QUESTIONNAIRE FOR THE HEAD TEACHERS

Instructions

Place a tick (✓) in the bracket in front of the most appropriate items. Where an explanation is required use the space provided

SECTION A: Biographic Information

1. Gender

a) Male () b) Female ()

2. Years of experience as head teacher in head in this school

a) 0-2 () b) 2-4 () c) 4-6 () d) above 6yrs ()

3. Highest professional qualification attained

a) Certificate () b) diploma () c) degree ()

SECTION B: Administrative Challenges in Handling Students with Hearing Impairment

1. What are the administrative challenges that you experience in handling students with hearing impairment?

2. What is the attitudes of other children towards children with hearing impairment

a) Positive () b) negative ()

3. What do you think should be done to overcome these challenges?

4. Does the government provide any support to hearing impaired students?

a) Yes () b) No ()

If yes please, mention the form of support -----

5. Are all the students with hearing impairments in your school fully accepted by members of the society surround your school?

a) Yes () b) No ()

If YES explain -----

If NO explain -----

6. Do hearing impaired students in your school receive enough support from the parents or guardian in the provision of educational requirements?

a) Yes () b) No ()

If YES explain -----

If NO explain -----

SECTION C. Instructional Methods

1. Are you able to adequately supervise the teachers teaching students with hearing impairment in inclusive class?

a) Yes () b) No ()

If YES explain -----

If NO explain -----

2. Is the special school fully equipped?

a) Yes () b) No ()

If YES explain -----

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

Marist International University College,

Department of Education,

P.O. box 24450-00502,

Karen-Nairobi.

Dear Respondents,

I am a student at Marist International University College, a constituent college of the catholic university of East Africa. I am currently carrying out a reach on the **Factors affecting teaching of students with hearing impairment in inclusive secondary schools.** For the success of this project you are requested to contribute by answering the questionnaire. I assure you that the information you provide will strictly be confidential and only be used for the above study. Please answer the questions honestly and diligently following instructions given.

Thanks in advance.

Your faithful,

Hilalius J. Lomando.

APPENDIX III: INTERVIEW GUIDE FOR THE IMPAIRED STUDENTS

SECTION A: Demographic Information.

1. What sitting position would you like in class and why?

2. What are some of the difficulties you encounter during the teaching and learning process?

3. Do you feel your teachers willing to help you when you share these difficulties with them?

4. Do you feel free discussing your assignment with your fellow classmates when you find them challenging?

SECTION B. Instructional Methods Used.

1. When your teachers use hearing aids, what are some the difficulties you have with these?

2. Are you given enough time during exams?

3. Are these hearing aids helping you in learning?

4. What subject do you enjoy most and why?

5. Upon completion of your study, what would you like to do?

SECTION C. The Effect of Deafness on Pupil's Performance

1. Are you always happy with your results?

a) Yes ()

b) No ()

If YES explain -----

If NO explain -----

-

2. Do other students in your class refuse to discuss assignments with you because of your condition?

a) Yes ()

b) No ()

If YES explain -----

If NO explain -----

-

3. How do you like to be helped so that you perform better?

4. What do you do personally so as to improve your performance?

APPENDIX IV: QUESTIONNAIRE FOR GUARDIANS

Marist International University College,

Department of Education,

P.O. box 24450-00502,

Karen-Nairobi.

Dear Respondents,

I am a student at Marist International University College, a constituent college of the catholic university of East Africa. I am currently carrying out a reach on the **Factors affecting teaching of students with hearing impairment in inclusive secondary schools.** For the success of this project you are requested to contribute by answering the questionnaire. I assure you that the information you provide will strictly be confidential and only be used for the above study. Please answer the questions honestly and diligently following instructions given.

Thanks in advance.

Your faithful,

Hilalius J. Lomando.

QUESTIONNAIRE FOR THE PARENTS/GUARDIANS

Instructions

Place a tick (✓) in the bracket in front of the most appropriate items. Where an explanation is required use the space provided

SECTION A. Biographical Information

1. Gender: a) Male () b) Female ()

2. How many children do you have

Boys -----

Girls -----

3. How many children with hearing impairment

Boys -----

Girls -----

4. Do you pay school fees for your child?

a) Yes ()

b) No ()

If NO who pays the school fees -----

SECTION B: Questions on the Challenges Parents Face in communicating Students with Hearing Impairment

1. Which way are you using to communicate to your child at home?

a) By sign language ()

b) by lip reading ()

2. How children who have hearing impairment go to school?

a) On foot ()

b) by a vehicle ()

3. Do you allocate any responsibility to such a child?

a) Yes ()

b) No ()

4. Does your children have any equipment to assist him/her in communication?

a) Yes ()

b) No ()

If YES who bought it -----

5. Do you keep his/her performance records?

a) Yes ()

b) No ()

6. Does your child perform well in his/her studies?

a) Yes ()

b) No ()

If NO explain why? -----

LETTER OF AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)

CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

P. O. BOX 24450 KAREN, 00502 NAIROBI

TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

09 OCTOBER, 2018

TO WHOM IT MAY CONCERN

RE: HILALIUS J. LOMANDO (B.Ed/497/17/18)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: Factors affecting teaching of students with hearing impairment in inclusive secondary schools in Tabora Region, Tanzania.

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,



BR FRANCIS VERYE, FMS

DEPUTY PRINCIPAL ACADEMIC