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የ Teachers Perception, Opportunities and Challenges to Include Students with Hearing Impairment: In The Case of Yekatit 23 Primary School

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TEACHERS' PERCEPTION, OPPORTUNITIES AND
CHALLENGES TO INCLUDE STUDENTS WITH
HEARING IMPAIRMENT: IN THE CASE OF
YEKATIT 23 PRIMARY SCHOOL

By
Tilahun Getu Aytnew

July, 2020
BAHIR DAR

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Teachers' Perception, Opportunities and Challenges to Include
Students with Hearing Impairment: In the Case of
Yekatit 23 Primary School

By
Tilahun Getu Aytnew

A Thesis is submitted to the Department of Special Needs and
Inclusive Education in Partial Fulfilment of the Requirement for the
Degree of Master of Art in Special Needs and Inclusive Education

Advisor Name: Bitew Atinaf (Dr.)

July, 2020
BAHIR DAR

DECLARATION

I declare that this thesis my genuine work on the teachers' perception to include students with hearing impairment in Yekatit 23 primary school, Ethiopia and all sources of materials used for this thesis have been duly acknowledged. The thesis has been submitted in partial fulfillment of the requirement for M.A at Bahir Dar University; I solemnly declare that this Thesis is not submitted to any other institutions anywhere for the award of any academic Degree, Diploma or Certificate.

Tilahun Getu

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Signature _____

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Approval of Thesis for Defense

I hereby certify that I surprised, read, and evaluated this thesis titled **“Teachers’ Perception, Opportunities and Challenges to Include Students with Hearing Impairment: In the Case of Yekatit 23 Primary School”** by **Tilahun Getu**” prepared under my guidance. I recommend the thesis be submitted for an oral defense.

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Approval of Thesis for Defense Result

As members of the board examiners, we examined this thesis entitled “**Teachers’ Perception, Opportunities and Challenges to Include Students with Hearing Impairment: In the Case of Yekatit 23 Primary School**” by **Tilahun Getu**. We hereby certify that the thesis is accepted for the requirement for fulfilling the award of the degree of “**Master of Art in Special Needs and Inclusive Education**”

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ABSTRACT

The main purpose of this study was to investigate the teachers' perception to include students with hearing impairment from grade 5th-8th in Yekatit 23 regular primary school which is found in Bahir Dar city administration. The total participants were 14 those were, 12 regular teachers and 2 school principals. The study raised the basic research questions such as the teachers' perception, challenges, and opportunities that affect teachers perception towards the inclusion of teaching student with hearing impairment in the regular primary school. The researcher used a case study design under a qualitative approach. To recruit the participants, the researcher employed the purposive sampling technique. The researcher also employed, interview, and focus group discussion to collect the data and thematic analysis technique. As the research findings show, in most cases of the teachers' perception towards the inclusion of students with hearing impairment were lack of understanding about inclusion. It was also revealed that the most prevalent factors that affect the teachers' negative perceptions were lack of training in regular school, lack of resources or material support, lack of professional support, challenges related to staff administration and interpreters. On the other hand, a few of the teachers expressed "adequate" understandings about inclusion. However, they asserted that the success of this inclusion depends greatly upon a myriad of rudiments. The study concluded that regular teachers' perceptions towards the inclusion of students with hearing impairments face a lot of challenges because of the lack of understanding towards inclusive education. The study recommended that there was a need to foster more positive attitudes of inclusion among the school teachers. Therefore, the study recommends that if the inclusion of the school of these students needs to be successfully implemented, the school should make every necessary possible arrangement to equip regular education teachers.

Keywords: Inclusion; Teachers perception; Opportunities, Challenges, Regular teachers; Regular school

List of Acronyms

EFA	Education for All
FGD	Focus Group Discussion
IDEIA	Individuals with Disability Education Improvement Act
IEP	Individualized Education Plan
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
RET	Regular Education Teachers
SWHIs	Students with Hearing Impairments
UNDHR	United Nation Universal Declaration of Human Rights
UNESCO	United Nations Educational, Science, and Cultural Organization

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education opens infinity of possibilities for society that would otherwise be denied, namely; a better chance to lead healthy and productive lives; building strong and nurturing families; participating fully in civic affairs of their communities; molding morals and value creating culture and shaping history (Najjingo, 2009). According to the EFA Global Monitoring Report 2010: Reaching the marginalized, children with disabilities remain one of the main groups being widely excluded from quality education. Disability is recognized as one of the least visible yet most potent factors in educational marginalization. The United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD), which was entered into force in 2008, was ratified by India in October, 2008. It can be safely assumed that achieving the Education for All (EFA) targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities.

According to (Sharma, 2014), "Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school systems in terms of lack of training, curriculum aspects, teaching outlooks and styles, leadership roles will have to change. This is because inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practice".

In addition to many other requirements, implementation of inclusive education immensely requires positive attitudes towards inclusion and disability among teachers, administrators and policy planners. However, negative attitudes are still persisting among these in many cases. This is adversely affecting inclusive education. Keeping it in view, the present paper tries to delve deeper into the issue by exploring possibilities and challenges ahead in fostering positive attitudes towards inclusive education.

Accordingly, the Ethiopian constitution accepted the international declaration and conventions on the Rights of Children in 1991. In the constitution of the Federal Democratic Republic of Ethiopia, Article 9:4, states that all international agreements ratified by Ethiopia are an integral part of the law of the land. In the same way, the Ethiopian Education and Training Policy (1994), reveals the expansion of quality primary education to citizens is not only a right but also a guarantee for development. Therefore, Ethiopia initiated and accepted many international agreements such as, Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993); rule number six in this policy declares that all countries should provide equal access to primary, secondary and tertiary education for children with disabilities in integrated settings.

According to Ethiopia Ministry of Education (MoE) (2012) report, education has been inaccessible for most children with disabilities. For instance, the national average gross enrollment rate at primary level was 96.4% in 2010/11, while that of children with disabilities was merely around 3.2%. This signifies that nearly 96.8% of children with disabilities are not being served by the education system and are still out of school. Not only the access, but also the quality of education received by children with disabilities remained to be very low. This is mainly attributed to the inadequate training of teachers in special needs education, unfavorable school facilities and other issues. Student with hearing impairment (SWHI) are the main groups which suffered from less access to education.

To take action on this problem and make education accessible to all, Ethiopia government issued integrated Education Policy in 2006. Accordingly, the issues of SWHI gradually become more prominent within the various national policies and legislations (Gezahegne and Yinebeb, 2010). Inclusion from its very beginning, as policy direction to give education to all, requires the recognition of all children as full members of society and the respect of all of their rights, regardless of age, gender, ethnicity, language, poverty or impairment. Inclusion involves the removal of barriers that might prevent enjoyment of these rights, and requires the creation of appropriate supportive and protective environments.

In Inclusive classroom, it was considered that schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. The focus was on making education accessible for students with all kinds of disabilities, including

SWHI (Sintayehu, 2015). This integration as a government reform strategy intended to include students with different kind of disabilities in mainstream regular schools. To successfully implement it, teachers training, administration support, materials/resources need to be adapted to ensure that all learners, irrespective of their ability, can successfully participate in the regular classrooms (Asrat, 2013).

Even though integration is a policy concern for children with special needs, there are still a lot of challenges in its understanding of teachers and the satisfaction of hearing impaired students is under question. Regular teachers have challenges in integrated classroom even though there are improvements in some cases (Susanne *et al*, 2008). Also, like other disability students, students with hearing impaired are not in a way to be competent with other hearing students and academic success is not equivalent to others. School administration support, teachers' training, material/resources related issues are not arranged in a way that it was supposed for integrated classroom. Hence, this review work is intended to go through the educational challenges of teachers' teaching students with hearing impairment in integrated classroom set up.

Inclusion is a process of enabling all children to learn, participate effectively within the mainstream school system. It does not segregate children who have different abilities or needs. This, in other words, it is to indicate the shift of thinking from an unnatural segregated setting toward supporting the inclusive school.

In Ethiopia, the movement towards integration remains on the hypothesis or assumption that teachers' are willing to concede students within the regular school and be in charge of meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in research conducted in some schools. Etenesh (2000), for example, found that most teachers reject the admission of students with disabilities into their schools. The same source indicates that teachers also refuse the placement of students with disabilities in general, students with hearing impairment in particular in their class with the notion that this could be unrewarding and burdensome.

On the other hand, a growing body of research, like (Wood, 1997, as cited by Gezahegen and Yinebeb, 2010) refutes claiming that perceptions and attitudes of teachers are gradually improving in a positive direction in an inclusive setting. Whatever the case be, teachers'

perception toward the inclusion of students with a hearing impairment must be given the due attention it deserves if inclusion is to be favored and practiced as an educational modality.

The lack of materials/resource support, adequate administrative support, and teacher training regarding inclusion in their classrooms are other factors that affect teachers teaching students with hearing impairment towards inclusion (Amr et al., 2016).

A study about teachers' perceptions toward inclusion in Yekatit 23 primary school can add to the existing literature regarding inclusion in the region. It might promote an awareness regarding the educational needs of students with hearing impairment. Understanding the perceptions of teachers can provide better insights into the problem of inclusion, which might enable the government to improve inclusionary practices in schools. Teachers are essential to implementing inclusionary practices in mainstream classrooms (Shari & Vranda, 2016; Sharma & Nuttal, 2016). Therefore, it is critical to understand teachers' views of the challenges and opportunities of inclusion, as well as their expectations for a smooth implementation process (Braunsteiner & Mariano Lapidus, 2014).

1.2. Statement of the Problem

Inclusion has been on the international education reform agenda for many years (Bornman & Donohue, 2013; Hamilton-Jones & Vail, 2013; Sharma & Nuttal, 2016). International meetings on educational reforms, such as the World Conference on Education for All, helped make the case for education of all children and by extension, children with disabilities (UNICEF, 2013).

Although the concept of inclusion is well established in many African countries, there are many challenges concerning its implementation (Engel Brecht and Green, 2007). Inclusion has been on the international education reform agenda for many years (Bornman & Donohue, 2013; Hamilton-Jones & Vail, 2013; Sharma & Nuttal, 2016). International meetings on educational reforms, such as the World Conference on Education for All, helped make the case for education of all children and by extension, children with disabilities (UNICEF, 2013).

Ethiopia is yet to include every child in the education sector as stipulated in the Salamanca Statement. Legislative instruments alone cannot guarantee a well implemented

inclusive educational system. Advocates for children with disabilities to gain equal access to education relative to the opportunities accorded to children without disabilities see equal access as a characteristic of any just society (UNICEF, 2013, 2015).

Although some governments, activists, and educators are gradually moving toward inclusion, providing high quality, accessible education for every child within the same classroom setting (Ntuli & Traore, 2013), this paradigm shift has not yet occurred in Ethiopia. There is a gap between government policy and implementation of inclusion in many developing countries (UNESCO, 2014). The disparity between government-initiated policies and the realization of inclusion exists in many developing countries. Ethiopia is not alone in this matter. Despite international and local efforts to provide high quality, accessible education for all children (UNICEF, 2013, 2015), the lack of information on teachers' perceptions regarding the issue and their willingness to participate in the inclusion process in Ethiopia has posed significant challenges. Teachers in the country continue to provide instruction to the majority of special needs children in self-contained, special education schools. Consequently, they are not directly making any contribution towards the inclusion process.

In Ethiopia, there are few empirical studies on the perceptions of teachers toward inclusion in a comprehensive manner across schools in the country. Given the role of teachers in inclusive classrooms, it is critical to investigate their perceptions towards inclusion in order to implement it successfully as the lack of knowledge furthers the impact of excluding children with disabilities from mainstream classrooms.

There are several implications relating to the absence of a meaningful inclusive education structure in Ethiopia. One of these implications of excluding children with disabilities is the likelihood of not having opportunities for a better future (M. Weeney, personal communication, July 6, 2015). In a country in which persons with disabilities are already facing high unemployment rates and economic and financial hardships, those with disabilities are at risk of further social decline (O. Bah, personal communication, June 29, 2014).

Many countries have struggled to implement inclusive practices in schools partly because teachers, who are the leaders in education, do not have the required trainings (Ahsan & Sharma, 2018; Sharma & Nuttal, 2016). The Ministry of Education in Ethiopia has experienced

similar challenges in implementing inclusive education for special needs children in general education classrooms. Traditionally, schools provide educational services for this population in either self-contained institutions for students with similar disabilities or general education schools. Generally, teachers do not have the required training to deal with children with disabilities in inclusive classrooms, nor do they have the understanding of what inclusionary practices entails (Ahsan & Sharma, 2018; Sharma & Nuttal, 2016). Moreover, teachers find the provision of proper services to students with disabilities a complex challenge in the implementation of inclusive education for students (Abu-Heran et al., 2014).

Teachers' perceptions and lack of knowledge about inclusion are also a problem for its establishment in schools (Hunter-Johnson & Newton, 2014). Although the theory of inclusionary practices is grounded in the belief of providing equal, accessible education for all, teachers find it difficult to provide a successful foundation for students with hearing impairment in their general education classrooms (Hamilton-Jones & Vail, 2014). To progress inclusionary practices in classrooms, administrations and other education stakeholders have intensified efforts to develop teachers' skills and understanding required to handle the rising demands of students' needs in inclusive classrooms. Some teachers have also expressed lack of understanding about inclusion of students with hearing impairment in the same classroom as their competent peers (Ahsan & Sharma, 2018).

Scholars have also pointed to lack of understanding on the part of regular teachers as a challenge in the conceptualization of inclusion (Ahsan & Sharma, 2018; Shari & Vranda, 2016). For children with disabilities to be successful in regular education classrooms, teachers must show a willingness to deliver them with suitable teaching instruction and be committed to their success (Ahsan & Sharma, 2018; Shari & Vranda, 2016).

This study may contribute to the body of knowledge in the regular school by investigating teachers' perceptions regarding the inclusion of students with hearing impairment in the regular/inclusive school. It may also provide a meaningful foundation for the government and other stakeholders to implement a national inclusion program in the regular school. Of particular interest in this research is an investigation of how teachers' perceptions, challenges, and opportunities that affect teachers' perception towards the inclusion of teaching students with hearing impairment in the regular classrooms.

According to Haitembu (2014) teachers have no clue what to do with students with special education needs in their regular classrooms. Similarly, the study conducted by Samuel (2017) revealed that teachers did not possess the required training and expertise that would enable them to deal with students with hearing impairment, the concerns are whether teachers' perception towards the inclusion of students with hearing impairment should be taught in regular school.

As it is cited by Lewis (2009,pp.10-12) in Ethiopia there are about 2,300 disability children who were being educated in seven special boarding schools, eight special day school and 42 special classes. Schools are in the way of inclusion in their school setting. However, a number of difficulties and challenges have prevailed. Among them, teachers' training about the value of inclusion, the lay-out of schools lack of material/resource support, challenges related to interpreter, lack of staff administration support, lack of professional support, the insufficient training of teachers with regard to inclusion were worthwhile to be mentioned.

In view of above challenges, there is a need to carry out research in order to identify what the perception teachers towards inclusion in Yekatit 23 primary school looks like, and what challenges are encountered by the school and teachers while inclusion is in implementation. The study focuses on investigating the teachers' perception to include students with hearing impairment in the regular primary school.

To discover this more clearly, this study focused on investigating teachers' perception, challenges, and opportunities that affect teachers' perception including students with hearing impairment in regular school, and explored how these challenges were experienced by teachers and school principals in the inclusion of students with hearing impairment in the regular school. This study, therefore, will contribute in closing the present research gap via establishing shared understanding of what regular teachers perception towards inclusion of students with hearing impairment in a regular school. Addressing following the leading questions of the research.

1.3. Research Questions

The research is expected to answer the following research questions.

1. What are teachers' perceptions towards the inclusion of students with hearing impairment?
2. What are the major challenges that affect the teachers' perception regarding the inclusion of students with hearing impairment in a regular school?
3. What are the major opportunities that affect teachers' perceptions regarding the inclusion of students with hearing impairment?

1.4. Purpose of the Study

The main purpose of this study is to investigate the teachers' perception to include students with hearing impairment in Yekatit 23 regular primary school. The study will also investigate the teachers' perception to include students with hearing impairment, and challenges that affect inclusion.

Hence, based on the main purpose, this study was particularly intended to:

- ✓ To identify teachers' perception to include students with hearing impairment
- ✓ To identify the major challenges that affect the teachers' perception regarding the inclusion of students with hearing impairment in the regular school
- ✓ To identify the major opportunities that affect teachers' perception regarding the inclusion of students with hearing impairment

1.5. Significance of the study

This research can contribute to giving some light on the current perception of teacher's experiences and include students with hearing impairment in regular school. This is because associating problems at the local level will have a direct or indirect influence on the national policymakers, development practitioners, and planners.

The research results will serve as a stepping stone for other researchers to study the problem in a wider scope and depth. Hence, it is anticipated that the results obtained can add to the wealth of information currently available on the major determinants in the integration of impairments (disabilities) in general, and to include students with hearing impairment in particular.

Besides, it may be one of the inputs at least for the school and teachers which will enable them to see the real implementation at the school 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 a strong interrelationship with and critically revise the structural link with the decision making process.

The finding of the study is also expected to contribute a little towards bridging the existing literature gap in understanding the regular school that accommodates students with hearing impairments. Moreover, the study will further enrich the knowledge of similarities and other factors affecting the learning environment to include 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 source material for further studies.

1.6. Scope of the Study

This study in scope at Yekatit 23 primary school; in North-Western Ethiopia Amhara Regional, State West Gojjam Zone in Bahir Dar city administration fasilo kefele ketema kebele 03 Yekatit 23 primary school in the year 2019/2020. To make the study more manageable, this study will delimit in grades five up to eight.

Conceptually the study will be scope in investigating teachers' perception, towards the inclusion of students with hearing impairment opportunities and challenges that affect the perception of teachers.

1.7. Definition of Terms

Inclusion: the term refers to those the process of teaching students with hearing impairments in the selected regular primary school alongside their hearing peers in regular classrooms.

Perception: the term refers to those teachers ‘understanding regarding the inclusion of students with hearing impairments into the regular school of Yekatit 23 primary school.

Primary School: the term refers to those schools selected for this research that teach students from grade 5th to 8th.

Regular Education Teacher: the term refers to those teachers who teach students with hearing impairment in regular classrooms along with hearing peers from grade 5th-8th in Yekatit 23 primary school.

Students with hearing impairment: the term refers to those students who learn in regular classrooms along with hearing peers from grade 5th-8th in Yekatit 23 primary school.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

The purpose of this chapter is to offer an overview of teachers' perceptions regarding the inclusion of students with hearing impairments. Although the topic of inclusion has been receiving much consideration in Ethiopia, there is limited literature regarding teachers' perceptions to include students with hearing impairments in regular school. This chapter presents the findings of related studies that form the literature of this study regarding teachers' perception towards the inclusion of students with hearing impairments in regular school, as well as conceptualization of inclusion, challenges, and opportunities.

2.2. Concepts of Hearing Impairments

Several definitions and methods define or categorize hearing loss as a condition, and numerous terms are used to describe it. For instance, it can be classified by which part of the auditory system is damaged, by the level of the loss in decibels (26-40 is mild, 71-90 is severe, and so on), or by the educational definition. The most important part of the classification of the hearing impairment is the distinction between profoundly deaf/hard of hearing (Hallahan et al., 2009). Therefore, individuals with hearing impairment are currently most known as "deaf and hard of hearing," and this term was employed in the last reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) in the United States. IDEIA defines deaf/hard of hearing as "a disability that, with or without amplification, adversely affects the student's ability to use hearing for developing language and learning, educational performance, and developmental progress." The definition also includes permanent or temporary, mild to severe or profound, and unilateral or bilateral hearing loss, and those who have hearing loss may use either spoken language or sign language, and, in many cases, a combination of both languages. The definition is comprehensive and includes all individuals who have any difficulty with their hearing, including those who use hearing aids or who underwent surgery to implant an artificial cochlea.

The definition above focuses on the educational and learning aspects more than on the medical aspects. It states that a deaf person would not be considered deaf unless the impairment adversely affects learning outcomes. Those who have temporary hearing loss and use spoken language to communicate are included in the hard of hearing special education category if their educational performance drops off due to their hearing difficulties. Students who meet these requirements will be eligible to receive special education services, which may include accommodations in school environments, medical treatment, interpreters, and modification in instruction, depending on each student's needs and her/his Individualized Education Program (IEP). Other common categorizations of hearing impairment are congenitally deaf, adventitiously deaf, prelingual deafness, and post-lingual deafness. Congenitally deaf refers to babies born with severe hearing loss. Adventitiously deaf refers to those who acquire hearing loss after birth. Prelingual deafness refers to deafness that occurs before the person learns any language. Finally, post-lingual deafness means the individual developed language before the hearing loss (Hallahan et al., 2009).

2.3. Inclusion

The increase in public understanding, the achievement in technical improvement, and the enhanced legislation in some countries have opened the way for better setting up of education to children with disabilities (Moores, 1996; as cited in Abebe, 2001). The issues of inclusive and its implication for education have been under scrutiny during the past thirty years. Currently, public societies have become concerned with certifying the educational rights for all children to forget about the severity of disabilities. As an outcome, the integration of students with disabilities into the regular educational background as regular class students has become the concern of educators, governments, and the social order at large (Millward & Dyson, 1995; as cited by Tesfaye, 2005). However, the leading challenge with integration/inclusion is that mainstreaming has not been conveyed by changes in the organization of the ordinary school, its syllabus, and teaching and learning approaches (UNESCO, 2005; as cited by Tilahun, 2007). This lack of organizational change has proved to be one of the biggest obstacles to conceptualizing inclusion.

Incorporating inclusion as a guiding practice typically involves a change in education systems, and this change process is frequently confronted with numerous challenges as stated

above. Inclusion involves important shifts and changes at the system as well as the societal level (UNESCO, 2005; as cited by Tilahun, 2007). The step towards inclusion is therefore not simply a technical or organizational transition, but rather a process with a specific ideology. Countries need to articulate a collection of inclusive principles along with real world views to direct the transition to a guiding principle for addressing inclusion for inclusion to be successful.

Recent reports of successful trends of inclusion have been reported from developing countries (UNESCO, 1998 & 1999; as cited in Tirussew, 1999).

Many challenges continue to affect and regulate the development of inclusion in Ethiopia. One of the determinant challenges refers to the attitude of the community toward persons with disabilities and inclusive education. Among others, a limited understanding of the concept of disability, negative attitude towards students with hearing impairment, and a hardened resistance to change are the major barriers impeding inclusion. (IDDC, 1998; as cited by Tirussew 1999). Of particular concern is the fact that teachers' perception is seen as the decisive challenge to successful inclusion.

As revealed previously, Inclusion has been grounded on the assumption that teachers are willing to concede students with hearing impairment into inclusive classes and be responsible for meeting their needs. However, regular classroom teachers do not perceive themselves as having the right appropriate training and skills to come across the instructional needs of students with disabilities (Moberg, 1997 cited by Etenesh, 2001). Unfortunately, the studies indicate that teachers do not always have the support they need to make inclusion successful.

Moreover, by emphasizing the impact of attitude on inclusive education Padelia and lampropoulou (1997), as cited in Gezahegn and Yinebeb, (2010) noted that "the effectiveness of any program is dependent on the understanding of the people" Taking part in the implementation. This appears true mainly since individuals with positive understanding will be willing to invest their effort depending on how much they positively value the program and how they view it is going to be functional. Therefore, a positive understanding of students with hearing impairment, hearing peers, teachers, and administrators contribute to the successful implementation of inclusion.

2.4. Meaning of Perception

Perception has been defined as in Collins Thesaurus of English language (2002), perception is defined as a noun with the following synonyms: awareness, understanding, view, opinion, idea, taste, notion, sensation, and conception. In wordnet (2003-2008) Falex clipart collection perception is simply defined as "becoming aware of something via the senses." In this study perception will take a variety of meanings as various characteristics of teachers will be explored.

2.4.1. Teachers' Perception of Inclusion

As an individual difference, regular education teachers may have different perceptions of the inclusion of students with hearing impairment as well as integrated education.

According to Mastropieri and Scruggs, (2010), Sherrill, (1998), as cited in Fentaw (2019), most of the barriers associated with the education of children with disabilities are negative understandings. As with society in general, the attitudes and stereotypes often stem from a lack of knowledge and understanding about the students with hearing impairment. The understandings and abilities of general education teachers can also be taken as major limitations in the process of education of children with hearing impairment. Teachers' negative understanding is the first and the most impeding factor that contributes to a lack of involvement in school activities of students with hearing impairment.

Besides, in-service courses in special needs education should be mounted for all teachers already in the field. These should minimize negative understandings and create a more positive understanding of children with hearing impairment. As teachers become more inclusive practitioners, they are aware of providing quality 'opportunities for the participation of all learners in the class and hence in the school and community' (UNESCO, 2002).

Teachers usually ignore or neglect the students with hearing impairment. Whenever there is a new teacher, the school administration fails to induct teachers on the issues concerning the program. Lack of skills in handling such special cases contributes to teachers giving little attention to these students with hearing impairment as they concentrate on their sighted counterparts. Division, (2015)

Perception is defined as basic aspects of human life, helping human beings to be able to analyze and react to events, make decisions, and make sense of their relationships with other people (Vaughan & Hogg, 2002). Simi (2008) also pointed out that perceptions are viewing, opinion, and understanding that human beings have about other people and things they encounter in their daily lives and can guide them in deciding whether or not they like or dislike someone or something. It can be a positive or negative evaluation of something that can influence us to act in a certain way towards that particular thing. Concerning the inclusion of students with hearing impairment, “teachers” perceptions play a significant role in whether inclusive education policies can be fully implemented in regular schools or not (Frost, 2002).

2.5. Challenges that affect the Teachers’ Perception Regarding Inclusion of SWHI

The inclusion challenge is to meet the specific needs of all children with and without disabilities (Kajubi, 1999; as cited in Tirrussew, 1999). Inclusion is not an easy process, it needs a lot of tussles and commitment to overcome all types of challenges mainly attitudinal and social (Tirrussew, 1999).

It has been argued that for inclusion to be meaningful, schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and certifying quality education to all through the proper core curriculum, structural arrangements, teaching tactics, resource use and partnership with their group of people/communities (UNESCO, 1994).

The studies indicate that teachers do not always have the support they need to make inclusion successful. For example, evidence suggests that several institutions of higher education in many places do not have training programs for regular teachers of students with hearing impairment and adapted curriculum. Etenesh (2000), specifically indicates, that the shortage of suitable facilities and resources constitutes a major obstacle for successful inclusion in many places. It seems to be the case that the simplest teaching materials that could even be produced locally, such as sign language books, and other illustrative devices are not available in educational institutions in many school environments.

Through the Salamanca Statement and Framework for Action on Special Needs Education showed a well-structured funding production of standing by appropriate for meeting the cost of providing suitable educational services for students with disabilities in inclusive schools.

Generally, teacher training programs, teachers' perception, materials, and equipment's provision, and financial sources are among the frontiers of challenges in inclusive education. Particularly perception of teachers remains the ultimate challenge since it is influenced by the presence of all other factors mentioned above. For example, when resources and proper training are not available negative results concerning perceptions toward inclusion of students with hearing impairment are likely to happen. Therefore, for the success of inclusion major challenges (like teachers' perception) have to be overcome beforehand.

2.5.1. Lack of Teachers' Training

A wide number of teachers do not have qualifications or experience in dealing with children with diverse needs. Therefore, a cornerstone for the effective implementation of an inclusive system is based on shaping teachers' perception or understanding, knowledge, and skills according to the principles of inclusion, abolishing the traditional outlook in which all children learn at the same pace and in the same way (Diego 2015, p: 37). A quantitative study by Möwes (2008) reveals that most teachers are not trained in the area of hearing impairment. Similarly, Haitembu (2014) stated that teachers are not prepared to deal with students with hearing impairment. Adding to that, Haihambo (2004) stated that lack of teachers' expertise, lack of teaching materials, large class size, and pressure on teacher time were some of the factors hindering the practice of inclusion for students with hearing impairment.

In another study, the researcher found that teachers teaching students with hearing impairments do not have any prior training in a regular education classroom and are not adequately prepared to teach students with hearing impairments. In the same study, teachers are well-equipped to teach in an inclusive setting because they feel that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms (McMillan, 2008).

AlShahrani (2014) shared similar sentiments that teachers were inadequately well-equipped to serve students with hearing impairments in general education classrooms. Similar findings

were produced by Mapolisa and Tshabalala (2013) who found that the majority of teachers had no experience in teaching students with hearing impairment in an inclusive setting. Neither were they in possession of an appropriate qualification to properly guide students with hearing impairment.

In their research, Wadesango, Eliphanos, and Gudyanga (2014) found teachers had no experience provided for students with hearing impairments in coping with individual differences and different instructional processes. The above is in line with the findings of a research by Miles (2003) that revealed that some of the teachers had received in-service training, but they still expressed their need for training and their lack of self-confidence in teaching students with learning difficulties, even though many of them were used to handling classes of over 100 students. This is further supported by Muputisi (2014) by stating that regular teachers are not adequately trained to handle students with hearing impairment.

2.5.2. Challenges Related to Interpreters

A study conducted by Reilly (2004) stated that not only regular education teachers but also students with hearing impairments received incomplete information because the interpreters were not skilled. Lack of good sign language interpreters is a typical problem in the school. Similar findings were found by Samuel (2017) who pointed out that Sign language interpreters usually wrongly interpreted what regular education teachers were teaching for the reason that in addition to their limited Sign language, vocabulary, they lacked the required subject content knowledge.

Kigotho (2016) supported the above results by suggesting that his study teachers thought lessons would be richer if the interpreter had the basic knowledge of content because familiarity with the content could lead to a more effective selection of signs and few misinterpretations.

2.5.3. Challenges Related to Staff Administration Support

Ainscow and Miles (2009) indicated that collaboration of staff, the administration is a key to the realization of inclusion. According to Alothman (2014), there was not enough collaboration between school administration and teachers about inclusive education of students with hearing impairments as reported in his study. One of the major challenges revealed from his findings was that there was a lack of communication, coordination, and collaboration among the

stakeholders. He further stated that there were no collaborations between teachers themselves; hence, it was difficult for them to share information and ideas.

Collaboration also needs to happen between teachers and students with hearing impairments; this seems to be the case. Mottaf (2011) suggested that through a lack of administrative support with regular school teachers and teachers themselves, teachers are not encouraged to teach methods of students with hearing impairment in the regular classroom.

2.5.4. Lack of Resources/Material Support

Stated that lack of resources and facilities at regular schools is indeed a major difficulty for teachers to teach students with hearing impairment in another study, it was noted that genuine inclusion is often compromised due to lack adequate material support staff and resources (Ferguson, 2014). The researcher observes that students with hearing impairment are included in regular school, but there are no resources or material support provided to the school to help these students.

The studies carried out by Mapolisa and Tshabalala, (2013) confirm the above findings that there are limited resources and material support in the regular school to cater for students with hearing impairment. Gezahegn (2013) found in his study that the procurement of materials and equipment and financial sources are among the difficulties when enforcing inclusion. Ngulub, (2016) expressed concern about the inadequate supply of specialized teaching materials and equipment for students with special educational needs. He further stated that with current inadequate government grants, the school cannot fully manage to provide the necessary material and equipment for teachers' to teach students with special educational needs. It is, therefore, worth noting that although students with hearing impairment are included in regular school, the right resources and equipment are not there to facilitate their teaching.

Haitembu, (2014) revealed that without relevant materials, inclusion is not going to be possible in regular school. It could be that due to lack of financial means schools do not have needed materials, thus teachers suggested the provision of materials.

2.5.5. Lack of Professional Support

The degree to which teachers feel supported in their inclusion environment by colleagues and staff administrators is an influential factor that affects how teachers perceive inclusion. Teachers who felt empowered by a commitment to the profession and additional staff held more positive attitudes toward inclusion (Ernst, 2006). Colber (2010) found that regular education teachers agreed that training would be needed for all regular educators in educating students with special needs. Wogamon (2013) found that teachers in his study had no professional support related to inclusion.

Shoulders and Krei (2016) found that in their research the daily teachers' of education provided little or no professional help in co-teaching with special education teachers. Professional support in the area of inclusion appears to be one area that is often neglected and is an area of great need as the majority of regular education teachers had no professional support in this area.

The Wogamon study (2013) shows that while regular education teachers feel they need support through professional development, it doesn't happen. Many studies reported that regular education teachers should receive support through professional development, but few studies asked regular education teachers if they were receiving adequate support for students with disabilities in their regular education classrooms.

Sutton (2013) found that there is a substantial connection between teachers' understanding of students' success and regular education teacher support and preparation. The more training the regular education teachers receive on how to fill include students with hearing impairments in their classroom the more those regular education teachers consider that students with hearing impairments can learn the material they are teaching. Sutton (2013) also found that regular education teachers needed support and training to be better prepared in providing adequate instructional practices in students with hearing impairments within their classrooms.

This study also found that almost all the teachers in the study had received little or no professional support in the inclusion of teaching students with hearing impairments in regular education classrooms. This study shows that regular education teachers perceive professional

support in the inclusion of teaching students with hearing impairment is important however they are not receiving this professional support.

The idea of ongoing professional support continues to be an important part of improving inclusion as is shown by the research of Damore and Murray (2009) found that “it is critical to provide educators with professional support opportunities related to teaching students with disabilities in a regular education setting.” These studies show how important professional support was in the past and how important it continues to be in teaching students with hearing impairments in the regular education classroom.

Professional support of the inclusion of teaching students with hearing impairments can take on many different forms. Nishimura (2014) found that professional support using the coaching model resulted in a positive experience and a new appreciation of inclusion by the participants. The contributors had an improved willingness as well as an enlarged ability to conceptualize inclusive rehearses. Regular education teachers must be willing to teach students with hearing impairments in their classroom for the teachers and all students to be successful.

A recent study by Mackey (2014) used the qualitative techniques of interviews, and discussion analysis to study three primary school teachers and their approach to the inclusion of teaching students with hearing impairments in their classrooms. However, the three teachers in this study thought that their undergraduate programs in teacher education did not sufficiently prepare them to include students with hearing loss in their classrooms, “through their abilities, all three teachers were confident of meeting the need of all students through their daily classroom inclusion” (p.14).

It has also been found that the more support a teacher receives, as well as their perceived adequately or self-efficacy the more positive their understanding of inclusion. Self-efficacy is the teachers understanding that they have the necessary skills and knowledge to do their job which is teaching all students, those with impairments and without. The more support the teachers have in the way of professional development and administration support the more likely it is they will have a positive understanding towards the inclusion of teaching students with hearing impairments in their classroom (Monsen, Ewing, & Kwoka, 2014).

2.6. Teaching Opportunity for Regular Classroom Teachers

Inclusive education makes it possible for teachers to organize their teaching more carefully or adjust lessons for learners with learning difficulties which includes students with hearing impairments. Berndsen and Luckener (2010) have found that inclusion of hearing disability students increases teachers' knowledge of hearing disability students and teaching repertoire, teaching strategies to improve teaching and learning process. Furthermore, LeComte (2017) stated that classroom teachers with positive attitudes towards inclusion are also able to develop adapted teaching strategies to cater for individual differences in their students.

2.6.1. Sign Language Support from NGOs

Hadjidakou, Petridou, and Stylianou (2005) suggested the following strategy in support of inclusive education for teachers in teaching students with hearing impairments: conducting service training for teachers in teaching students with hearing impairments. This on-going support training for regular teachers will equip classroom teachers with the necessary skills to become support teachers of teaching students with hearing impairments. For instance, this training would have given localities (Kale center) and foreign (global mission) NGOs support for regular teachers. If teachers are equipped with the necessary knowledge and skills, they can meet the learning needs of students with hearing impairments.

2.6.2. Regular Teacher Collaboration/Teamwork

Several studies have reported the need for collaboration among educators to conceptualize inclusive education successfully (Hamilton-Jones & Vail, 2013; Hernandez; 2013). Providing education in mainstream classrooms naturally demands teamwork on the part of regular teachers, in regular education (Sargeant & Berkner, 2015).

Inclusion is based on the placement and instruction of students with hearing impairments alongside their able peers in regular education classrooms. The effect of this situational arrangement is that more and more schools are beginning to understand the necessity for collaboration between general education teachers and their colleagues (Heward, 2013). In a study conducted for 200 primary school teachers in Bangalore south from 16 schools, Shari and Vranda (2016) found that teachers' collaboration is critical in assisting students with disabilities.

They serve as role models for students. The fact that teachers are first in line to work with students with hearing impairments, their perceptions are critical to providing support and the needed intervention.

In a study on this topic, Hamilton-Jones and Vail (2014) found administrators and regular education teachers needed to work closely to address some of the challenges of inclusion. A supportive administration provides a possibility for the enhancement of positive understandings towards inclusion. This study also noted that one of the implications of educators' collaboration to provide education services for students with hearing impairments is an improved student outcome.

In a study on effective collaboration, Mauerbrg-decastro et al., (2013) found that no one teacher could be knowledgeable in every content area. However, they argued that teachers could leverage skills and knowledge when working together to improve the academic performance of every student in an inclusion class. Empowering teachers with skills and advanced knowledge regarding inclusive education during professional education equips them with the necessary knowledge and skills in their classrooms, thereby resulting in improved student performance (Hamilton-Jones & Vail, 2014). Research studies on teachers' collaboration are of major significance for developing countries, which are struggling to conceptualize inclusive education (Hamilton-Jones & Vail, 2014).

CHAPTER THREE

3. RESEARCH METHODS

3.1. Introduction

This chapter presents the research methods of the study. Included are descriptions of the research approach, research design, study area, population, sampling technique, sample size, data sources, data collection instrument, and data collection procedure that were used when conducting the study. Also included in this chapter is a discussion of the methods used to analyze the data. Besides, the chapter describes ethical considerations that were taken into account when conducting the study.

3.2. Research Design

The main purpose of this study was to explore the perception of teachers towards the inclusion of students with hearing impairment in Yekatit 23 regular primary school. For this reason, the qualitative research method was utilized.

The term qualitative shows an emphasis on the qualitative of entities and on procedure and significances that are not experimentally examined or measured in terms of quantity, amount, interest, or frequency (Denizen & Lincoln, as cited in Amare, 2004, Dooley, 1995). According to Sally and Mohammad (2003), there were several reasons for the needs of using a qualitative approach in disability research, peoples' perceptions, which are complex and dynamic, can be investigated more qualitatively.

As this study was to explore the perception of teachers towards the inclusion of students with hearing impairment, in Yekatit 23 regular primary school, the research design was case study type in case study design the researcher explores a case or cases over time through a detailed data collection (Creswell, 2009). The case study method is the most flexible of research designs and is particularly useful in researching issues, connected to sustainability and institutional systems (Robert, 2012). A case study is a research method that provides a detailed analysis of a single individual, group, institution, or problem of interest, such as thinking and feelings (Odman, 1998).

In addition to this, the case study research design is used to understand the meaning of people. This research which sets out to understand the perception and challenges of teachers towards the inclusion of students with a hearing impairment has mainly employed a case study research design. The first is the presence of a phenomenon that needs further exploration, and the second reason for using a case study is when the research takes place “its natural context bounded by space and time.” Thus, I applied to a case study design to this study intending to make an in-depth analysis of the perception of teachers towards the inclusion of students with hearing impairment in regular classroom.

3.3. Study Area

Yekatit 23 regular primary School is one of the schools which are located in Bahir Dar city administration. The regular education program opened for students with hearing impairment established in 1976 E.C. At the school, integrated students with hearing impairment in the regular classroom began in the year the program has started. Students with hearing impairment have been enrolled in the program. Currently, the school is accommodating and providing educational service for regular students and students with hearing impairment. Moreover, the school provides educational services to the students who are completing grade eight.

3.4. Participant of the Study

The total population of the study was 35, where 14 male and 9 female regular teachers and 2 school principals. Of that total population, the participants of the study were 14. Those all are integrated regular classroom teachers, and school principals.

Of the total numbers of 22 regular classroom teachers who teach SWHIs from grade “5-8”, 12 teachers (7 males and 5 females), and 2 school principals were taken as participants. Teachers were taken purposely as a participant based on their teaching experiences and qualifications, those having a minimum diploma in educational qualification, and having teaching experience of more than eighteen years was selected.

Teachers' participants were taken by the criterion sampling method because they could fit for the study in terms of qualification and work experience compared with other teachers. Besides, as the research was a case study qualitative approach, the study did not allow the

researcher to take all teachers as participants of the study. School principals were taken as participants using the available sampling method because they lead and facilitate the educational programs.

Of the total of thirty-five participant of sample size found in the school, 12 participants were regular classroom teachers and two participants were school principals. Among the 12 teacher participants, seven and five were male and female participants respectively. Moreover, the two school principals of the study participants were males.

3.5. Data Sources

Primary sources were consulted to obtain information about the subject under study. The primary sources were regular teachers who were teaching students with hearing impairment in integrated settings and School directors were also taken as a source of data for this study.

3.6. Data Collection Instruments

For this study, two data-gathering instruments were employed. Those were semi-structured interviews; with regular teachers and school principals, and focus group discussions with teachers.

3.6.1. Semi-Structured Interview Guide

As Cohen Manion (2000) points out, the semi-structured interview can serve some distinct purposes. First, it can be used as the means of gathering information about a person's knowledge, values, preferences, and understandings, Gray, and David (2010). It was used to collect information from the total participants of the study (fourteen). Participants (five regular school teachers and two school principals) were interviewed regarding their teachers' perceptions/views, about the inclusion of students with hearing impairment in regular school. The interview was made with targeted people to express their experiences, feelings, opinions, and knowledge.

Interviewing is a specified form of communication between people for a specific purpose associated with some agreed subject matter. Therefore, the interview is a highly purposeful task

that goes beyond ordinary conversation and involves several approaches (Anderson & Aresnault, 1998).

All the interviews (thirty to forty-five minutes each) were undertaken individually and face-to-face in an office setting. The interview questions that were written in English translated into Amharic were done and were audiotaped. Brief notes were also taken and all information provided is kept confidential.

3.6.2. Focus Group Discussion

The use of focus group discussion allows for a sample of respondents to be interviewed and then re-interviewed so that attitudes and behaviors can be studied over some time. An advantage of focus group discussion is that they allow varying views to emerge, while group dynamics can often allow for the stimulation of new perspectives (Davide.E. Gray, 2011).

In FGD seven regular teachers from fifth up to eight grades participated. Discussion of participant opinion questions were developed to gather information about teachers' perception towards the inclusion of students with hearing impairment, challenges, and opportunities of inclusion to get data and the like, 7 FGD guiding questions for regular teachers were prepared. The FGD questions were prepared based on the research questions of the study.

3.7. Data Collection Procedure

Based on the supporting letter obtained from Bahir Dar University to precede the study as an academic requirement purpose, the initial collaboration/permission was requested from Yekatit 23 regular primary school teachers for the intended study. The steps to the data collection were summarized as follows: Meeting was held with potential respondents and the purpose of the study and how the study will benefit the participant in the future until it was possible to obtain the required number of willing participants. Once the participants identified, they were introduced and given explanations about the purpose and importance of the research, and their role in the research.

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

appointments were set with them in such a way that it was suitable for both the participants and the researcher's intention of finishing data collection on time. Data collection was able to take place, according to the set time frame.

The process of data collection was done by taking notes and audio recordings to collect the data more completely and objectively via the schedules. Further, the major issues of the data collection schedule were covered by sequenced theme, views and understandings were taken as predominant areas that enabled the researcher to grasp relevant information about the perception of teachers to include students with hearing impairment.

3.8. Data Quality Assurance

To eliminate threats to the trustworthiness, in the first place it has made sure that all the data gathered was properly documented. According to (Padgett, 2008), there were three major threats to trustworthiness in qualitative studies, namely, reactivity, researcher bias, and respondent bias.

Reactivity refers to the potentially distorting effects of the researcher's presence on the participant's beliefs and behaviors (Padgett, 2008). To minimize the reactivity and respondent bias, good rapport was able to establish and the objective of the research was informed to participants properly to increase the likelihood of getting genuine information.

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

3.9. Researcher As A Mediator Role

As a master student for 2 years the researcher was to study teachers' perception towards the inclusion of students with hearing impairments in Yekatit 23 regular primary school in Bahir Dar city administration, my role in the study was to facilitate the study. One of my main responsibilities as the researcher in this study was to ensure honesty, accountability, and transparency in every stage of the study. The accuracy of all research rests on the level of honesty, vigor, and skill that a researcher brings to the process (Midgley, Danaher & Baguley, 2014).

During the interview phase, the researcher recorded and listened with empathy to all participants. Midgley et al., (2014) noted that when the researcher listens with empathy to participating interviewees, they gain powerful insights into and understanding of the phenomena being studied. Having resided out of Bahir dar city administration, there is a likelihood that I knew one or more participants in the study, but regardless of that, my responsibility was to provide an accurate report of the findings and ensure ethical protection.

3.10. Data Analysis

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

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

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

3.11. Ethical Consideration

Ethical issues have been given serious attention in this research work. Gaining entry to the study participant has been done in consultation and with the consent of relevant authorities as well as the targeted study population. Because of that, to gain formal permission, this study has been connected with the Department of Special Needs and Inclusive Education at Bahir Dar University, which has a bilateral agreement with Yekatit 23 regular primary school teachers and school principals.

The connection was made possible through the support letter. The first contracted agreement was made by the school principal to get permission. The second was made with interviews and focus group discussions. Before starting the interview and focused group discussion, regular classroom teachers and school principals were informed about the objective of the study, specific place of discussion, time of the meeting, and assured that they would be kept confidential. Based on their consent all interviews are recorded.

The interview for regular classroom teachers and school principals lasted approximately thirty to forty-five minutes for each respondent. I had no authority over regular classroom teachers. My knowledge of how to ask sensitive issues related to impairment and disability help my attitude to tolerate a topic that enabled me to interview respectfully and comfortably.

CHAPTER FOUR

RESULTS

4.1. Introduction

In this chapter, the researcher presents the research results according to the main research questions. Data were collected through two different methods of data collection, namely: interviews and focus group discussion. The results collected through the interviews will be presented first and focus group discussion. The results reported by the regular classroom teachers and school principals.

Table 1. Demographic Information of Regular Teachers and School Principals

No	Pseudonyms	Sex	Age	Qualifications	Work experience	Current position
1	RET 1	F	40	Diploma	20	Teacher
2	RET 2	M	42	Diploma	22	Teacher
3	RET 3	M	47	Diploma	24	Teacher
4	RET 4	M	51	Diploma	29	Teacher
5	RET 5	F	36	Diploma	19	Teacher
6	RET 6	F	44	Diploma	21	Teacher
7	RET 7	M	38	Diploma	18	Teacher
8	RET 8	M	52	Diploma	23	Teacher
9	RET 9	F	41	Diploma	20	Teacher
10	RET 10	F	39	Diploma	19	Teacher
11	RET 11	M	57	Degree	37	Teacher
12	RET 12	F	54	Degree	32	Teacher
13	SD 13	M	43	Degree	25	S/Director
14	VSD 14	M	37	Degree	18	VS.Director

Source: Yekatit 23 Regular Primary School, 2020

Key: RET⇒ Regular Education Teacher, SD⇒ School Director, VSD⇒ Vice School Director

Table 2. Presentation of Main Themes, and Subthemes of Coded Responses of Semi-Structured Interview RET Teachers

Main Themes	Sub-Themes
1. Perception	Understanding of Inclusion
2. Challenges	Lack of Teacher Training Challenges Related to Interpreters Challenges Related to Staff Administration Support Lack of Resources/Material Support Lack of Professional Support
3. Opportunity	Sign Language Support from NGOs Regular Teachers Collaboration/Teamwork

Table 3. Presentation of Main Themes and Subthemes of Coded Responses of FGD Participants

Main Themes	Sub-Themes
1. Perception	Understanding of Inclusion
2. Challenges	Lack of Teachers' Training Challenges Related to Interpreters Challenges Related to Staff Administration Support Lack of Resources/Material Support Lack of Professional Support
3. Opportunity	Sign Language Support from NGOs Regular Teachers Collaboration/Teamwork

4.2. Results Regarding Perceived Concept of Inclusion towards SWHI

4.2.1. Understanding of Inclusion

Teachers' perceptions towards the inclusion of students with hearing impairments in the primary school were primarily negative due to their lack of understanding about inclusion. Of the five teachers interviewed, only one teacher (RET1) fully supported the idea of inclusion. This respondent stated as follows: "I think this [inclusion] is what education is all about. Students should not be stigmatized; they should be taught in an inclusive environment because we are preparing these children for life."

Similarly, this teacher reported it is as follows: "We need it [inclusion] because the number of students who fall into such a category has been increasing over the years."

The other four teachers who expressed mixed feelings towards the inclusion of students with hearing impairment. They agreed that it could work as long as the prerequisites are in place. For example

RET2: respondents as follows, "Inclusion could work, but you can't make teachers accept this practice if they are against it."

Another teacher, that is, RET3: reported, as follows: "It is a lofty idea but a strong foundation must be built before implementing inclusion."

The other RET4: respondents as follows: when teachers are asked to create inclusive classes, they may simply concentrate on students whose chances of passing are high ignoring those who are academically challenged. In addition to what was mentioned above, teachers also reported that the negative attitude or the poor understanding of inclusive education by various stakeholders can be one of the challenges which hinder the effective conceptualization of inclusion in Yekatit 23 regular primary school.

Based on the focus group discussion participants' reactions to each specific item in the understanding, view, of the participants among the continuum in their understanding regarding inclusion, were consequently conducted. Respondents reported that they did not completely

understand the meaning of inclusion. One participant of FGD stated, “The meaning is not clear; it needs more clarification.”

As per the responses obtained from the majority of the discussants: understanding of some teachers and educational supervisors was identified as one of the biggest barriers to inclusion. Some teachers noted that the attitudinal problems were justified by the teachers, and educational professionals’ wrong thought of “inclusion” described by the attempts just only to stream students with hearing impairment in the regular classroom.

Few participants of the focus group discussion mentioned the negative attitude of some teachers that those students having special educational needs should be taught by segregating them in isolated school settings.

The above findings imply that of the understanding or conceptualization of teachers' perception towards the inclusion of students with hearing impairment in the regular primary school, most regular teachers conclude that its lack of clear meaning or understanding of inclusive education. Teachers had a negative view of the inclusion of students with hearing impairments.

This implies that they are not willing to include students with hearing impairment in a regular classroom. This implies that they will marginalize students within their teaching-learning process. In line with this statement, Hammond and Ingalls (2003) argue that when teachers have a negative attitude towards inclusion of students with hearing impairments are one of the most important factors in determining the success of inclusive programs.

4.3. Challenges that affect Teachers’ Perception towards Inclusion of SWHI

4.3.1. Lack of Teachers Training on Inclusive Education

Respondents reported challenges that affect teachers’ perceptions. Regular teachers believe they were incapable of supporting SWHIs. Teachers have limited knowledge of teaching SWHI to address the individual needs of their students. For example, RET1 was sure that he knew the lesson well. However, there was a problem of teaching the lesson to SWHIs because he knew very little about the teaching method of the lesson for SWHIs and he said,

The challenge is not SWHI. The problem is with me. In the beginning, I got trained to teach the so-called hearing students. But students with hearing impairments are joined in my classroom; this is also their right. What is the main point is, I cannot support education since I can't interpret sign language. I think I know these skills are first-hand support.

RET2 stated, as follows:

What is the main challenge that affects teachers' perception to support students with hearing impairment is a lack of understanding and skills in addition to the statement. Intent look, I give classwork after I teach the intended content. The regular students do the classwork quickly and asked me to check their work. During this time I was forced to check the students' work rather than support SWHI by orally, at this incident the time up before SWHI finished the classwork.

RET2 added, "All the educational activities are incomplete in the same way. Also, he/she hasn't got a short training on how to teach SWHIs."

This implies that the reason for the use of inconvenient teaching methods might be teachers' lack of pre-knowledge and lack of training in teaching SWHI. They have some prejudice about how to give inclusive lessons and how to deal with the problems of students with hearing impairment. Teachers tackled their displeasure that they do not have gained training concerning the education of students with hearing impairment. They complained that the school administration forced them to teach and integrate the students with hearing impairment in their class without sufficient knowledge and training to teach students with hearing impairment and they believe the presence or absence of students with hearing impairment in the classroom is nothing since they can't support them educationally like students without hearing impairment. In line with the teachers' belief, students with hearing impairment are not supported by the regular teachers and they didn't gain the appropriate educational support from the regular teachers because of their insufficient teachers' training.

As the RET teacher explained, they relied on the regular education teacher to direct them concerning provide services to their students with hearing impairment. Those teachers stated that they would be gone off target without the support of the regular education teacher because the school didn't provide the negligible support in the area of training and support to prepare teachers to work students with hearing impairment.

The regular teachers were to a great extent depending on the knowledge of the special education teacher to show decisions liked by students with hearing impairment. Based on the findings, the regular teachers articulate that these were areas that should be addressed by the special education teacher, and they had the smallest contribution to teach students with hearing impairment in the inclusive classroom setting.

There seemed to be distortion in the role of the regular education teachers relative to given educational opportunities for teaching students with hearing impairment. Regular teachers depend on direction from school administrations as a means of support. Regular teachers also suggested that their lack of knowledge to provide inadequate and inappropriate services to students with hearing impairment was due to their lack of training.

Respondents displayed challenges that affect teachers' perception towards the inclusion of students with hearing impairment in regular school most of the teachers identified insufficiently or lack of teachers training as a factor that negatively affects their understanding of teachers' teaching regarding the inclusion of students with hearing impairment.

RET3: respondents as follows, "I'm not interested in inclusive education because I'm not trained to deal with students with disabilities, particularly students with hearing impairment. I cannot cater to their needs."

RET4: reported that "They [teachers] would have not properly equipped to teach mainstream students. Teachers were that of the understanding that to be an effective and efficient inclusion, they had not trained in regular education."

RET4 also added, "I'm not trained to teach students with hearing impairment; I have a difficult time teaching normal students." Teachers felt that their lack of training in regular education or inclusive education would result in their inability to adequately meet the needs of the students in their class, those with or without a disability.

RET5: reported, as follows: "If I'm not trained to the point of being able to identify various disabilities or impairment, students, how can I be expected to adapt my teaching methods to cater to the needs of students with hearing impairment?"

Teachers believed that if they were sufficiently trained in regular education and properly educated as to the intricacies of inclusion, they would express a more positive perception towards inclusion, and would more than likely be influenced to participate in the practice.

Participants of the focus group discussion mentioned that regarding the challenges that affect teachers' perceptions towards the inclusion of teaching students with hearing impairments. We have every wish to include students with hearing impairments into our regular classroom, even though it may increase our workload, but we are not sure how to handle those students, one of the participants discussed this, "I had no training about inclusive education and disability-related issues during my pre-service B.Ed. (Bachelor of Education Degree) as a result, I could not be able to treat students with hearing impairments as per their needs."

Many of the participants mentioned that continuous and timely training concerning inclusive education and how to address the diverse needs of students is very important for them; however, they suffer from a shortage of training in the area.

As a result of these teachers' perception training, generally, the majority of the teachers and focus group discussants suggest that teachers to teach students with hearing impairment in the regular school should not be the proper conceptualization of inclusion. Where there are teachers who are not trained in regular education, and critical resources or materials are not presented. According to the teachers and focus group discussion participants, this is only why teachers' would not have the true opportunity from the inclusive program designed.

4.3.2. Challenges Related to Interpreter

Interpreters have poor or limited subject knowledge. Their opinions were reflected in the following remarks.

RET1: explained that,

I'm not saying these sign language interpreters don't know the subjects' but they may not know all the subjects. The same teachers' responses may be the translation might also cause some of them the problems may be what you are saying is not what the sign language is to them they will not they will just take it.

RET2: reported, “Interpreters do not possess the knowledge of different subject content, making it difficult to correctly interpret all information given presents by the teachers.”

RET3: respondents as follows,

When I’m teaching students with hearing impairments, the interpreters have to translate as I am teaching, all instructions to be given are to be interpreted to them, and I feel that this may affect the teachers teaching students with hearing impairment from receiving all instruction given by the teachers if the interpreters misunderstand the teacher.

RET4: respondent said, “The sign language interpreter cannot fully understand or sign, so the regular education teachers would be confused to teach students with hearing impairment in the regular classroom.”

Participants of the focus group discussion mentioned that regarding the challenges that affect teachers’ perception towards the inclusion of teaching students with hearing impairments in the regular classroom interpreters were not available to interpret, or they do not to the fulfillment of sign, so the regular teachers that affected teaching students with hearing impairments in the regular school.

We understand some interpreters do not know the subjects that they are interpreting and sometimes they are not in a class, meaning the regular teachers teaching students with hearing impairments will be left behind when the interpreters are not there. In line with this statement, Adu (2016) reported that teachers that affect teaching the inclusion of students with hearing impairments in any way since sign language interpreters were not proficient enough to render the services that could make them enjoy lecturers.

4.3.3. Challenges Related to Staff Administration Support

The vice-principal of the school revealed that the program of teaching students with hearing impairment began, whereas the regional education office made the placement of the regular education teacher in the 1976 academic year. Even when the program opened, the school administration didn’t provide full support for regular teachers to teach students with hearing impairment in the regular classroom.

He also added how the school administration supports

This indicates that the opening of regular education in this primary school does not mean that regular education teachers in teaching students with hearing impairment gained sufficient educational provision for the school administration. What the school administration has done has welcomed the regular education teachers teaching students with hearing impairment without sufficiently prepared the educational materials, but in a regular classroom, the support is better.

RET Respondents reported, “A lack of support from staff, administration and colleagues would have negatively affected their understanding towards the inclusion of teaching students with hearing impairment in the regular primary school. The inconsistent support from staff, administration negatively affect their perceptions.”

All the teachers interviewed reported support as a challenge that affects teachers’ perceptions to teach students with hearing impairment. These teachers also stated that support was not consistent throughout the regular primary school, they would view the practice of inclusion more negatively.

“Lack of support teachers mentioned the lack of administration or colleagues, support as negative challenge factors that affect their teachers’ perception towards inclusion, to teaching students with hearing impairment in the regular classroom.”

RET1: stated that “The administrator must be sensitive to the work we would be expected to do in an inclusive setting.”

The other four teachers who expressed, as follows:

Suggested that administrators, as well as teachers, may act as obstacles to the successful conceptualization of inclusion towards SWHI in the regular classroom. We explained that Teachers and administrators can be a stumbling block; if teachers and school principals do not buy into it [inclusion], be unable to remember it- it won’t work.

4.3.4. Lack of Resources/Material Support

Teaching materials/resources are the means to facilitate the teaching-learning process. The simplest teaching materials that might have been made in the school are not available in the school environment. The school didn’t have any commercial or locally produced educational support materials. As regular teachers reported and as it was interviewed one of the major

challenges that affect the teachers' perception towards the inclusion of teaching students with hearing impairments in the school has been the poor provision of modified materials and teaching resources. The teaching aid materials that suit regular teachers are not available in teaching SWHI in the regular classroom. The school directors also didn't initiate the regular teachers to produce teaching support materials. Teachers shared experiences in which the teaching materials were not often available to gain their needs.

The provision of teaching support materials for regular classroom teachers can enhance the attainment of their education. Concerning this, RET1 teacher reported that,

For regular classroom teachers, we haven't produced teaching support materials that support teachers yet. RET1 added more even though there are teaching support materials in the pedagogical center, the provision of the material is excluded from the teaching needs of the regular classroom teachers. In the past year, teachers haven't taught support materials in the school, particularly the production teaching aid materials for SWHIs is unthinkable.

This indicates that even regular teachers take part in the production of locally available teaching support materials; they didn't consider the provision of acceptable materials for students with hearing impairments, this implies that regular teachers also affect teaching SWHIs in the regular classrooms.

All of the teachers reported that a lack of resources or material support negatively affected their teachers' perception towards the inclusion of teaching students with hearing impairment. The teachers described resources as being critical to the conceptualization of any inclusion program. Many teachers expressed that inclusion requires many types of resources for both teachers and students.

RET2: reported, as follows: expressed concern regarding the provision of materials for teachers to teaching students with hearing impairment, "Whose responsibility will not it be to provide special equipment for these; the government or school."

RET2 teacher added, "For a school half-truth to be considered inclusive, state of the facilities or resources must be provided, but it doesn't fulfill enough material along with properly designed."

RET3: reported, as it follows: “If we can’t even get enough basal readers for one class, at this present time, how we can expect to get resources for an inclusive setting, which does not cost more than basal readers.”

Similarly, the RET4 teacher reported it as follows: “My administrators cannot give teachers a hard time when they ask for teaching materials.” Inclusive education is a joke.

Another teacher RET5: stated that,

This is why I doubt that inclusion would work because we’re [the regular classroom teachers] not seeing any improvement in the students who attend the resource room every day. So, if a child is being remediated daily by a teacher who is trained in regular education, and nothing is improving, what results would you expect from me, a teacher who is not trained in regular education.

About this, the vice principal stated that “the provision of educational material is not sufficient. Including overhead projectors, bulletin boards, computers, and televisions.” From the vice principals’ stated, the materials which the school bought were not useful for regular education teachers teaching SWHIs since the materials need to perceive signs.

The vice director also added that in the production of the teaching support materials, teachers did not voluntarily participate in the production of local teaching support materials in the pedagogical center. As it is conversed by the interview, there were no teaching support materials that were produced in the recent academic years.

Resource availability in Yekatit 23 primary school was also repeatedly mentioned as a challenge of inclusive education. Teachers discussed this challenge with examples of the absence of equipment like sign language textbook, hearing aids for students with hearing impairments. Most teachers also discussed that effective teaching of inclusive classes requires many resources which are not available in Yekatit 23 regular primary school. In line with this statement, a resource center is a pedagogical center that is equipped with specific materials and assistive devices as well as staff as professionals to give support to regular education teachers, teachers, and neighboring schools. (MoE, Guide for SNE, 2012). When the researcher observes the school setting and all the participants during the interview and focuses group discussion confirm that the school does not have a resource room for students with hearing impairment.

Participants argued that regular classroom teachers currently spend a strict amount of money on teaching materials/resources for each school year without being reimbursed by their school administration. For instance, visually teaching aids. Respondents suggested that understanding teachers' towards the inclusion of students with hearing impairment would only improve if they were granted by the government or the school administration that they would receive the resources needed to enhance the practice of inclusive education. This challenge has caused several teachers to doubt the success of inclusion in Yekatit 23, regular primary school.

4.3.5. Lack of Professional Support

The fifth theme is there is a lack of professional support focused on how to teach with students with hearing impairments in the regular education classroom. They also feel that the need for more professional support is needed in this area. Respondents, as follows:

RET1 reported that “the more severe the student issues the more support I need.” RET2 stated that they “had never had professional support of students with hearing impairments.”

RET3: reported, as follows:

I don't feel that I do enough of service for them.... I feel like a lot of the times they are overlooked or they are kind of passed over. We don't do enough, we don't have enough training and we don't do enough professional support. I don't have enough in my tool kit to give them the attention they need, give them the education they need.

RET4: stated, “I think I don't have enough professional support on supporting our students with hearing impairments in the classrooms and if we did, it would allow for more benefit for the regular education teachers.”

RET5: reported, as follows: “I don't get enough professional support to teach the students with hearing impairments in the regular school.”

This implies that a lack of professional support for regular classroom teachers towards the inclusion of students with hearing impairment would haven't appropriate support.

Participants of focus group discussion mentioned the lack of professionalism of special support for some teachers was identified as a barrier evidenced by this comment we are facing barriers such as the need for special care. We need professional support to provide this care.

Some participants of the discussion mentioned that the presence of trained regular teachers would help the provision of proper care and knowledgeable effort. Since these professional supports are very important, the school would take care of them.

4.4. Opportunities that affect teachers' perception towards the inclusion of SWHI

4.4.1. Sign Language Support from NGOs

The teachers reported that sign language support tries their best to arrange for an afternoon or break time where possible with the NGOs so that the teachers get assistance. Of all RET teachers reported that:

Maybe the support we get is from the sign language support that helps us to train for us. When we develop or understand the sign skills during the break time, the Sign language interpreter arranges to meet after school if they have time and explain again.”

4.4.2. Regular Teachers' Collaboration/Teamwork

The results revealed that the school places the regular teacher following subject knowledge. One teacher commented:

RET1: “teachers were given to understand the subjects that they have a diminutive of understanding knowledge in them.”

Similarly, any other four RET teachers: pointed out that, “We sometimes sit with the collaboration to plan the lesson together so that I can help the interpreter to understand and be able to collaborate teachers with understanding teaching students with hearing impairments.” In line with this statement providing education in mainstream classrooms naturally demands teamwork on the part of regular teachers, in regular education (Sargeant & Berkner, 2015).

Participants of focus group discussion mentioned that regular education teachers' teamwork/collaboration would help to support teachers to teach students with hearing impairment in the regular classroom. The importance of teamwork/collaboration is supported that teachers need to collaborate with students and other specialists to adapt to the whole program of inclusion.

CHAPTER FIVE

DISCUSSION

5.1. Teachers' Perception towards Inclusion of Students with Hearing Impairment

Understanding of inclusion

The finding of this study indicated that there is a lack of understanding about inclusive education of students with Hearing Impairment. There was also a negative view of the inclusion of students with hearing impairment. This resulted from the teacher's lack of training in inclusive education. This study finding coincides with those of the other studies, indicating similar results of the conceptualization of inclusion of students with Hearing Impairment in the regular primary school. For example (Hammond and Ingalls, 2003). When teachers feel this way, they become frustrated and negative feelings toward inclusive programs develop their understanding. The above discussion implies/ suggests that administrators, as well as teachers, may act as obstacles to the successful conceptualization of inclusion towards SWHI in the regular classroom.

One can infer from the above discussion that if teachers get adequate training in inclusive education, they develop a positive attitude and necessary understanding of the inclusion of students with hearing impairment. On the other hand, if there is a lack of training, lack of school support and resources in inclusive education, they tend to develop a negative attitude and lack of understanding regarding inclusive education of students with hearing impairment. This also implies that consistent professional development is needed for regular teachers of teaching students with hearing impairment to promote their perception of inclusion.

5.2. Challenges that affect Teachers' Perception Regarding Inclusion of SWHI

Lack of Teachers' Training

As earlier mentioned by the teachers also felt that teachers' training has a huge impact on the conceptualization of inclusion for students with hearing impairments.

A study by Mc Millan (2008) found that teachers were feeling ill-equipped to teach in an inclusive setting because they felt that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms. Regular education teachers feel heavily loaded when they are teaching in an inclusive setting because they are concerned

that they lack the knowledge and training to effectively implement inclusion in their classrooms. The above findings concur with the findings of this study. This study revealed that most teachers have alluded to a lack of training as the main challenge for proper implementation of inclusion. Most teachers are not adequately trained and have few or no skills and experience in dealing with students with hearing impairments. Hence, the study further revealed that some teachers lack the necessary experience and supports required for the effective inclusion of students with hearing impairments. The teachers, therefore, expressed the need for further training on how to teach and achieve students with hearing impairments.

Challenges Related to Interpreter

The success of inclusion can be hampered by various challenges. One of the challenges is the quality of sign language interpreters.

Samuel (2017) found that in addition to interpreters' limited sign language vocabulary, they lacked the required subject content knowledge. This study found the same findings that sign language interpreters had limited subject content. One teacher stated: "interpreters do not possess the knowledge of different subject content making it difficult to correctly interpret all information given presented by the teachers." These findings are consistent with the views of Kingotho (2016) that educators would be richer if the interpreter had basic content knowledge because familiarity with the content may lead to more appropriate sign selection and few misinterpretations of a teacher's emphasis.

Challenges Related to Staff Administration Support

This study revealed that teachers believe that lack of collaboration should exist between classroom teachers and staff administration. These findings imply that teachers' training should not be ongoing at the regular school level. Inclusion should not be carried out without educating all stakeholders [teachers, parents, students, and school community] first. Regular education strength is very puny therefore training won't take enough time. Therefore, it is difficult for training to be done during regular school. This implies, therefore, that teachers will not participate in training. Consequently, the regular school would have not created incentives for teachers as a way of encouraging them to participate in the training.

Lack of Resources or Material Support

In comparison to the literature review, this study has also revealed that one of the primary challenge factors that affected teachers' negative perception is that of the teachers' lack of confidence in their ability to teach students with hearing impairment due to a lack of training in the area of regular education. This means that not as much of regular education training teachers receive, the less comfortable they would feel teaching in an inclusive environment. In its annual budget, the regional government of the school should not allot appropriate funding or material support for teachers training in the area of regular education. Opportunities for training should not primarily be offered to teachers' who do not express an interest in regular education.

Lack of Professional Support

Previous research has shown that regular education teachers have not had sufficient training in inclusion through professional support. Wogamon (2013) found that the participants in his study had few or no less professional development on the topic of inclusion. The results are quite different in this study; the participants expressed that they have not received enough support through professional support. The school in this study must be doing something right for such a large percentage of regular education teachers to feel that they have few or no received sufficient professional support on inclusion. That is not to say that there is no more work to do on the professional support of the teachers involved in this study expressed that they had received insufficient professional support on inclusion.

5.3. Teaching Opportunity for Regular Education Teachers

Opportunity- available- the school should use these opportunities to enhance the inclusion of students with hearing impairments. NGOs, sign language support, collaboration /teamwork within regular education teachers.

Sign language support from NGOs

Results also show that sign language support also undertakes initiative from their side to ask the local and foreign NGOs support with teachers training in close partnership with the teaching profession to conduct afternoon class/break time with the regular teachers' if he/she notices that they develop or understand the sign skills. All RET teachers reported that: the

support we get is from the Sign language interpreter support that helps us to train for us. When we develop or understand the sign skills during the break time, the Sign language interpreter arranges to meet after school if they have time and explain again.

Regular teachers' collaboration

The other approach used by the school which could be carrying equal weight with the preceding plan is that of having a little/few teacher collaboration. Teachers and their colleagues come together and plan lessons together for them to have the same understanding. The importance of collaboration/teamwork is supported by Mpofu & Chimhenga (2013) by emphasizing that teachers need to collaborate with students and other specialists to adapt to the whole program of inclusion.

CHAPTER SIX

6. CONCLUSIONS, AND RECOMMENDATION

6.1. Conclusions

Promote perception, teachers' lack of understanding towards inclusion of SWHI negative perception due to the reasons for training, support from teachers, resource availability, would have the major solution towards inclusion of teaching students with hearing impairment. Challenges- teachers' training, interpreters, admiration support, resources/material support, professional support appropriate solution for regular teachers teaching students with hearing impairment. Opportunity available- the school should use these opportunities to enhance inclusion of students with HI. NGOS, sign language irritation support, collaboration /team work in regular teachers and their colleagues.

Generally, this study shows that regular teachers' perceptions towards the inclusion of students with hearing impairments face a lot of challenges because of the lack of understanding towards inclusive education. Even though the school prepared to facilitate sign language support of non-governmental organizations for regular teachers towards inclusion of students with hearing impairments, to increase understanding of inclusion.

6.2. Limitations of the Study

This study has a limitation since it is limited only in Yekatit 23 regular primary school and it could not include students and parents of the school. Although the research touched its proposed objectives. It would have been better if data were obtained from teachers through interviews.

6.3. Recommendations

Although, this study was conducted in a single school and transferability is not possible, the results of the study offer insight into the noticeable fact of how teachers' perception towards the inclusion of students with hearing impairments, challenges, and opportunities integrated into the regular primary. This recommends that further researchers need to work on a larger sample population in different regular/integrated schools. Moreover, the research on ways of teachers'

perception, challenge, and opportunities towards the inclusion of students with hearing impairment in regular primary schools would be valued.

As the literature looks over, plus the findings of this study show, in Yekatit 23 regular primary school teachers have a lack of clear understanding or view of inclusion. There is not a lot of work that needs to be done at the regional and the school level. Based on the findings obtained from the study and the conclusions drawn from, the following recommendations are suggested.

- The school administration should create opportunities for regular teachers about inclusive education, develop positive attitudes towards students with hearing impairment through different means such as experience sharing, in-service training, and soon.
- The school should provide supportive teaching materials such as sign language textbooks, hearing aids, and FM systems that are valid for regular teachers to include and teach students with hearing impairment.
- The school should ensure that regular teachers' perception towards the inclusion of students with hearing impairments is adequate training not only understanding but also the view of inclusion.
- The teaching-learning process is problematic because teachers and other school communities lack knowledge of training. Therefore budget incentives should be set to facilitate training on inclusion and other related training to the previously mentioned stakeholders.
- The administration of the school needs to increase support and provide ongoing teachers training to help them feel competent in teaching students with and without hearing impairments in inclusive classrooms.
- Finally, future research efforts should seek to broaden data collection to a greater number of Bahir Dar city administration with the region including teachers employed in the regular primary schools.

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Appendix A
BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview Guide for Regular Education Teachers

I greatly appreciate your willingness to take the time to answer the following questions.

Please give your frank and undeserved opinion. All the information you give will be used for research purposes and confidential.

Part One: Background Information.

Date time..... Place.....

Sex.....

Teaching experiences 18-20 years 20-25 years 25-30 years

Level of education Diploma Degree

Part Two: Questions Related to perception and Experiences towards the Inclusion of Students with Hearing Impairment.

1. What is your understanding of the concept of inclusion towards students with hearing impairments?
2. What are the opportunities? If there are no opportunities in the school, why should not be offered?
3. What do you think to make to include/inclusion in education appropriate for students with hearing impairment?
4. How do you see to include/ inclusion for students with hearing impairment?
5. What are the challenges that affect teachers' perceptions towards the inclusion of students with hearing impairment?

6. What are your views, and experiences about teaching students with hearing impairment?
7. Do you have experience teaching students with hearing impairment in a regular school? If yes, how do you see teaching in the inclusive classroom?
8. What are the opportunities for teachers' that affect teaching students with hearing impairment in a regular school?

Appendix B
BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview Guide for School Directors

I greatly appreciate your willingness to take the time to answer the following questions.

Please give your frank and undeserved opinion. All the information you give will be used for research purposes and confidential.

Part One: Background Information.

Date time..... Place.....

Sex.....

Name of the school.....

Position in the school.....

Level of service in current position.....

Educational qualification.....

Field of study

Part Two: Questions Related to perception and Experiences towards the Inclusion of Students with Hearing Impairment.

1. How do you understand the concept of inclusion towards students with hearing impairment?
2. How do you see inclusion for students with hearing impairment?
3. How does your school contribute to the success of the inclusion of students with hearing impairment?
4. Do you think the view of your school /institution affects the inclusion of students with hearing impairment?

5. In your opinion where do you think students with hearing impairment receive education /inclusive school why?

6. What are the major opportunities for teachers of inclusion in education? If there is no opportunity, why should it not be offered?

7. What are the major challenges that affect teachers' perceptions of the inclusion of teaching students with hearing impairment?

8. What do you propose to overcome the challenges?

9. Are there any other stakeholders who are working for the success of the inclusion of students with hearing impairment in your school?

10. Is there any positive or negative perception from teachers towards the inclusion of students with hearing impairment?

What is the positive perception?

What is the negative perception?

11. Why do such perceptions emerge?

12. How perception affected the teacher?

Thank you for your time.

Appendix C
BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Guiding Questions for Focus Group Discussions

1. Place
2. Date of FGD conducted
3. FGD started athour and ended at
4. Duration.....
5. The number of participants, Male.....Female.....Total.....

Part One: perception and Experiences to Include/Inclusion of Students with Hearing Impairment.

1. How do you understand the concept of inclusion towards students with hearing impairment?
2. Do you think regular education teachers are an opportunity from being included in a regular school? (What are the opportunities)?
3. What are the major challenges that affect the teachers' perception regarding the inclusion of teaching students with hearing impairment in a regular school?
4. Are there any challenges that you think your regular education teachers that affect teaching inclusion of SWHI in a regular school? (What are those challenges)?
5. What are the major opportunities that affect teachers' perceptions regarding the inclusion of teaching students with hearing impairment in a regular classroom?
6. What type of support do you think your regular education teachers need to facilitate his/her teaching experience of SWHI?
7. What type of resources do you think your regular education teachers need to teach in a regular school?

Thank you for your time.

ተቀጽላ “ሀ”

ባሕር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት እና አካቶ ትምህርት ትምህርት ክፍል

የዚህ ቃለ-መጠይቅ ዋና ዓላማ የአካቶ ትምህርት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለዎትን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ በአካቶ ትምህርት መስማት የተሳናቸውን ተማሪዎችን ለማሰተማር ለመምህራን ያለውን ምቹ ሁኔታዎች እና እንቅፋቶች አሰፈላጊ የሆኑ መረጃዎችን ለመሰብሰብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ ቃለ-መጠይቁን እንዳደርግልዎት በትህትና እጠይቃለሁ። የሚሰጡት ቃለ-መጠይቅ በሚሰጥር እንደሚጠበቅ ላረጋግጥልዎት እወዳለሁ።

ስለ ትብብርዎ በጣም አመሰግናለሁ።

ለመደበኛ-መምህራን የቀረቡ የቃለ-መጠይቅጥያቂዎች

አጠቃላይ መረጃ

1. የትምህርት ቤት ስም.....
 2. ቃለ-መጠይቅ የተደረገበት ቀን.....
 3. ቃለ-መጠይቅ የተደረገበት ሰዓት.....
 4. ያለቀበት ሰዓት.....
 5. ቦታ.....
 6. የማሰተማር ልምድ.....ዓመት
- ፆታ.....
- ዕድሜ.....

7. የትምህርት ደረጃ.....

የተዘጋጁ ጥያቄዎች ፤

1. አካቶ ትምህርትን እንዴት ተመለክተዋለህ/ሽ? እንዴትስ ትረዳለህ? ትረጃለሽ?
2. መሰማት የተሳናቸውን ተማሪዎች ከሚሰሙት ጋር አካቶ ለማስተማር ምን ምን ምቹ ሁኔታዎች አሉ? ካሉህ ምን ምን ናቸው?
3. መሰማት የተሳናቸውን ተማሪዎች ከሚሰሙት ጋር አካቶ ለማስተማር ምን ምን ተግዳሮቶች አሉ?ካሉህ ምን ምን ናቸው?
4. ስለ አካቶ ትምህርት ያለዎት ልምድ፣ አመለካከት እና ሰሚት ምን ይመስላል?

ተቀጽላ “ለ”
ባሕር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት እና አካቶ ትምህርት ትምህርት ክፍል

የዚህ ቃለ-መጠይቅ ዋና ዓላማ የአካቶ ትምህርት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለዎትን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ በአካቶ ትምህርት መስማት የተሳናቸውን ተማሪዎችን ለማሰተማር ለመምህራን ያለውን ምቹ ሁኔታዎች እና እንቅፋቶች አሰፈላጊ የሆኑ መረጃዎችን ለመሰብሰብና ጥናት ለማድረግ ነው። እርሶዎ የሚያደርጉት አሰተዋዖኑ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ ቃለ-መጠይቁን እንዳደርግልዎት በትህትና እጠይቃለሁ። የሚሰጡት ቃለ-መጠይቅ በሚሰጥር እንደሚጠበቅ ላረጋግጥልዎት እወዳለሁ።

ስለ ትብብርዎ በጣም አመሰግናለሁ።

ለትምህርት ቤት ር/መምህርና ም/ር/መምህር የቃለ-መጠይቅ ጥያቄዎች

አጠቃላይ መረጃ

1. የትምህርት ቤት ስም.....
2. ቃለ-መጠይቅ የተደረገበት ቀን.....
3. ቃለ-መጠይቅ የተደረገበት ሰዓት.....
4. ያለቀበት ሰዓት.....
5. በትምህርት ቤት ያሎት የስራ ድርሻ.....
6. የማሰተማር ልምድ.....ዓመት

ፆታ.....

ዕድሜ.....

7. የትምህርት ደረጃ.....

የተዘጋጁ ጥያቄዎች ፤

1. አካቶ ትምህርትን እንዴት ተመለክተዋለህ/ሽ? እንዴትስ ትረዳለህ? ትረጀዋለሽ?
2. መሰማት የተሳናቸውን ተማሪዎች በአካቶ ትምህርት ማሰተማር ለመምህራን ምን ምን ምቹ ሁኔታዎች አሉ በትምህርት ቤታችሁ ወሰጥ? ካሉስ ምን ምን ናቸው?
3. መምህራን መሰማት የተሳናቸውን ተማሪዎች በአካቶ ለማሰተማር ምን ምን ተግዳሮቶች አሉ? በትምህርት ቤታችሁ ወሰጥ? ካሉስ ምን ምን ናቸው?
4. አካቶ ትምህርትን ለማገዝ ከትምህርት ቤቱ ጋር የሚሰሩ አጋር ድርጅቶች አሉ? ካሉስ የሚያደርጉት አስተዋጽኦ ምንድን ነው?
5. አካቶ ትምህርትን መሰረት በማድረግ ጥሩ ወይም መጥፎ የሚሉት አመለካከት ከመምህራን አለ?
- ጥሩ የሚሉት አመለካከት ከመምህራን አለ?
- መጥፎ የሚሉት አመለካከት ከመምህራን አለ?
6. አካቶ ትምህርትን መሰረት በማድረግ መጥፎ አመለካከት መምህራን ላይ ካለ እንዴት ጫና ሊያሳድር ይችላል?

ተቀጽላ “ሐ”
ባሕር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነ-ባህሪ ኮሌጅ

የልዩ ፍላጎት እና አካቶ ትምህርት ትምህርት ክፍል

የዚህ ቡድን ወይይት ዋና ዓላማ የአካቶ ትምህርት መስማት ለተሳናቸው ተማሪዎች በተመለከተ ያለውን አመለካከት፣ የአመለካከታቸው ምክንያቶች፣ ያላቸውን ልምድ በአካቶ ትምህርት መስማት የተሳናቸውን ተማሪዎችን ለማሰተማር ለመምህራን ያለውን ምቹ ሁኔታዎች እና እንቅፋቶችን የሚመለከቱ ለቡድን ወይይት የሚወያዩት ወይይት አሰፈላጊ የሆኑ መረጃዎችን ለመሰብሰብና ጥናት ለማድረግ ነው። በሚሰጥር እንደሚጠበቅ ላረጋግጥልዎት እወዳለሁ። እርሶዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ሰለሆነ የቡድን ወይይት እንዲያደርጉልኝ በትህትና እጠይቃለሁ። የሚሰጡት የቡድን ወይይት በሚሰጥር እንደሚጠበቅ ላረጋግጥልዎት እወዳለሁ።

ሰለ ትብብርዎ በጣም አመሰግናለሁ።

አጠቃላይ መረጃ

ለመደበኛ መምህራን የቡድን ወይይቱ የተዘጋጀ መጠይቅ፤

1. የቡድን ወይይቱ የሚካሄድበት ቦታ.....
2. የቡድን ወይይቱ የሚካሄድበት ቀን.....
3. የቡድን ወይይቱ የተጀመረበት ሰዓት.....
4. የቡድን ወይይቱ ያለቀበት ሰዓት.....
5. የቡድን ወይይቱ በአጠቃላይ የወሰደው ሰዓት.....
6. የትምህርት ደረጃ.....
7. ለቡድን ወይይቱ የተሳተፉት ብዛት ወንድ.....ሴት.....ድምር.....

ተ.ቁ	የተሳታፊዎች ስም	ጾታ	ዕድሜ	ክፍል	የት/ት ደረጃ	የሥራ ልምድ
1						
2						
3						
4						
5						
6						
7						

የተዘጋጁ ጥያቄዎች፤

1. አካቶ ትምህርትን እንዴት ተመለክተዋለህ/ሽ? እንዴትስ ትረዳለህ? ትረጅዋለሽ?
2. በእናንተ አመለካከት የአካቶ ትምህርትን መሰረት ያደረጉ እንቅፋቶች በመማር ማስተማር ላይ ለመምህራን ምን አይነት ተእኖ ያሳድራል ብላችሁ ታስባላችሁ?
3. በእናንተ አመለካከት የአካቶ ትምህርትን መማር ማስተማር መሰረት ያደረጉ ግብዓቶች ወይም ምቹ ሁኔታዎች ምን ምን ናቸው?
4. መሰማት የተሳናቸውን ተማሪዎች አካቶ ለማስተማር ምን ምን ተግዳሮቶች አሉ?
5. መሰማት የተሳናቸውን ተማሪዎች በአካቶ ትምህርት ለማስተማር ምን ምን ምቹ ሁኔታዎች አሉ? ካሉ ሰ ምን ምን ናቸው?