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Academic and Social Challenges of Deaf Students in Integrated Classrooms of Mengesha Jenberie Primary School, Dangla

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ACADEMIC AND SOCIAL CHALLENGES OF DEAF
STUDENTS IN INTEGRATED CLASSROOMS OF
MENGESHA JENBERIE PRIMARY SCHOOL,
DANGLA

By
Melese Smachew

July, 2020
Bahir Dar, Ethiopia

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By
Melese Smachew

A Thesis Submitted in the Partial Fulfillment of the Requirements for the Degree of
Masters of Arts (MA) in Special Needs and Inclusive Education

Advisor: Anteneh Wulolign (Assistant Professor.)

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INCLUSIVE EDUCATION

Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis/ dissertation titled **“Academic and Social Challenges of Deaf Students in Integrated Classrooms of Mengesha Jenberie Primary School, Dangla”** by Melese Smachew prepared under my guidance. I recommend the thesis be submitted to oral defense.

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Approval of Thesis for defense result

As members of the board of examiners, we examine this thesis entitled “**Academic and Social Challenges of Deaf Students in Integrated Classrooms of Mengesha Jenberie Primary School, Dangla**” by Melese Smachew. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of “Masters of Arts (MA) in Special Needs and Inclusive Education.

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Acknowledgement

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Declaration

I declared that this study is my original work towards the degree of masters of art in special needs and inclusive education and has not been submitted for any degree or diploma and this research is the best of my knowledge. All sources of materials used for the study have been appropriately acknowledged. I have undertaken in the study independently with the guidance and support of the research adviser.

Melese Smachew

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Name of the Candidate

Date

Place

Abstract

The major objective to conduct this study in Mengesha Jenberie Primary school of Dangla town was to explore the academic and social challenges of deaf students. From Mengesha Jenberie primary school 30 participants those includes 6 deaf students, 11 hearing peers, 10 teachers, 1 special needs educator and 2 school principals to represent the sample size in the study were selected. In this study, the researcher was used a case study design under qualitative approach. I used a purposive sampling technique for teachers and hearing peers; and comprehensive sampling technique for Deaf students, school principals and special needs educator. The data collection tools used by the researcher were face to face semi-structured interview for school principals, special needs educator and Deaf students as well as focus group discussion for teachers and hearing peers and also observed by the researcher. The researcher first identified the exact number, gender, age and grade level of Deaf students enrolled, the data collected from primary sources were analyzed qualitatively by thematic analysis technique. The study found that from participants, like Education For All and realizations of the Deafness as a part of human character that may not limit the contribution and participation of any individual person in all aspects of life. On the other hand absence of Ethiopian' sign language interpreter in integrated classroom, lack of cooperative learning share of Deaf students with their peers in the school and lack of teaching devices, inappropriate classroom seating's and lack of incentive supports, limit the interaction between deaf students and hearing peers as well as administrative staff and teachers were the most problems in integrated classroom. The above expressed point of view implied the attempt that showed the beginning of integrated education for Deaf students at Mengesha Jenberie primary school has aggravated.

Keywords: *Deaf students, Integration, Challenge, Academic, Social*

Acronyms

CWD	Children with Disability
DoE	Development of Education
EFA	Education for All
ESL	Ethiopian Sign Language
ENAD	Ethiopian National Association of the Deaf
FGD	Focus group discussion
FAD	Finish Association of the Deaf
IDEA	Individual with Disabilities Education Act
ICDR	Integrated Education for Disabled Children
ICDR	Institute of Curriculum and Research Development
MoE	Minister of Education
MDG	Millennium Development Goal
SWHI	Student with Hearing Impairment
SNEPS	Special Needs Education Program Strategy
TGE	Transitional Government of Ethiopia
UN	United Nations
UK	United Kingdom
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WHO	World Health Organization

Table of Contents

Content	Page
Acknowledgement	i
Declaration.....	ii
Abstract.....	iii
Acronyms.....	iv
Table of Contents.....	v
List of Tables	ix
CHAPTER ONE.....	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	6
1.3. Research Questions.....	9
1.4. Purpose of the Study.....	10
1.5. Significance of the Study.....	10
1.6. Theoretical Framework of the Study.....	11
1.7. Scope of the Study	13
1.8. Limitation of the Study	13
1.9. Conceptual, Definitions of the Basic Terms.....	14
CHAPTER TWO	15
REVIEW OF RELATED LITERATURE.....	15
2.1. The Concept and Categories of Hearing impairment	15
2.2. Historical Development of Educating Deaf Students	18
2.3. Inclusive Education.....	19
2.4. Sign Language and its Development in Ethiopia.....	22
2.5. Integration of Students with Hearing Impairment	23
2.6. Academic Challenges of Deaf Students.....	26
2.6.1. The Impact of Deafness on the Academic Achievement of Deaf Students	26
2.6.2. Teachers' Training.....	27
2.6.3. Inappropriate use of Instructional Methodology.....	28

2.6.4. Lack of Resources for Improving Learning Progress of Students with Hearing Impairments	29
2.6.5. Improper use of Instructional Terminology and Strategies	30
2.6.6. Inaccessibility of the School, and the Perception of their Peer.....	30
2.6.7. Supportive System for Deaf Students in Integrated Classroom.....	31
2.7. Social Challenges of Deaf Students	32
2.7.1. Deaf Students Interaction in the Classroom.....	34
2.7.2. Social Interaction between Deaf Students and Their Hearing peers.....	34
2.7.3. Social Interaction between Deaf Students and their Teacher.....	35
2.7.4. Play and Social Interaction with Peers.....	36
CHAPTER THREE	38
RESEARCH METHODS	38
3.1. Research Design.....	38
3.2. Description of the Study Area	39
3.3. Sources of Data.....	39
3.4. Population	39
3.5. Sample and Sampling Technique	40
3.6. Data Gathering Instruments	41
3.6.1. Interview Guide.....	41
3.6.2. Focus Group Discussion (FGD) Guide.....	42
3.6.3. Observation Guides.....	43
3.7. Trustworthiness of the Study	43
3.8. Data Collection Procedure	43
3.9. Method of Data Analysis.....	44
3.10. Ethical Consideration.....	45
CHAPTER FOUR	46
FINDINGS.....	46
4.4. Academic Challenges	47
4.4.1. Communication of Ethiopian Sign language	47
4.4.2. Peer Support.....	49
4.4.3. Teacher Encouragement.....	50

4.4.4. Educational Material/ Resource Room	52
4.4.5. School Support.....	53
4.5. Social Challenges.....	54
4.5.1. Social Integration with Peers.....	54
4.5.2. Social Integration with Staff and Acceptance.....	56
CHAPTER FIVE	58
DISCUSSION.....	58
5.1. Academic Challenges.....	58
5.1.1. Communication of Ethiopian Sign language	59
5.1.2. Peer Support.....	60
5.1.3. Teacher Encouragement.....	61
5.1.4. Educational Material/Resource Room	62
5.1.5. School Support.....	63
5.2. Social Challenges.....	64
5.2.1. Social Integration with Peers	64
5.2.2. Social Integration with Staff and Acceptance.....	66
CHAPTER SIX.....	68
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	68
6.1 Summary	68
6.2. Conclusion	68
6.3. Recommendations for Future Research.....	69
6.4. Recommendations for Challenges.....	70
References.....	72
Appendixes	I
Appendix A	I
Appendix B	II
Appendix C.....	III
Appendix D.....	V
Appendix E	VII
Appendix F	VIII
Appendix G.....	X

Appendix H.....	XI
Appendix I.....	XII
Appendix J.....	XIV
Appendix K.....	XVI
Appendix L.....	XVIII
Appendix M.....	XIX
Appendix N.....	XX
Appendix O.....	XXI

List of Tables

Tables

Table 3.5.1 Summarize the Sample Size of the Study.....	41
Table 4.1 Background Information about Deaf Students.....	46
Table 4.2 Background Information about Hearing student.....	46
Table 4.3 Background Information about Integrated Classroom Teachers.....	47

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a key to development. It contributes to personal improvement and individual self-esteem to a sense of inner value in addition to individual worth. And also It is considered to be a lifelong process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life (Thomas, 2001). According to recent estimates, globally, an estimated 93 million children – or 1 in 20 of those aged up to 14 years of age – live with a moderate or severe disability people in the world experience disabilities of various types and degrees Disabled World (2007).

In most low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children. Children with disabilities have very low rates of primary enrolment, (Webster & Wood, 1995). Even if they do attend school, children living with disabilities are often more likely to drop out and leave school early. In some developing countries like Ethiopia, having a disability can more than double the chance of a child not being in school, compared to their non-disabled peers.

Since, the Salamanca statement and framework for action, which was accepted by the conference: “Educational policies should take full account of individual differences and situations. The importance of sign language as the medium of communication among the students with hearing impairment, for example should be recognized and provision made to ensure that all student with hearing impairment persons have access to education in their national sign language’ (UNESCO, 1994, P.18).Hence, in Ethiopian context, children with hearing impairment addressed as “Donkoro” and “Duda” and people perceived that they cannot do any activity without any support and deaf students restricted to learn in the school (Trussew, 1995). In a long period of time the teaching learning process for deaf children is not responsive to address special education needs. The academic performance of the deaf students is naturally lower than the hearing first

and for most the absence of sign language and lack of hearing and provision puts the deaf disadvantage in the teaching process.

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

Knoors&Wauters, (2008) have reviewed empirical articles on Social integration of deaf children in inclusive Settings. They indicated that deaf children in integrated education often have few friends, have less interaction with hearing peers, and are more often rejected or neglected than their hearing peers. The study also revealed that deaf students may feel isolated and lonely. Accordingly, Meadow, (1980) is also of the opinion that hearing loss children are often viewed as lagging behind their peers in their linguistic development. This implies that deaf individuals are at a great challenge in acquiring the basic elements of spoken language for effective communication due to this brings about serious difficulties in laying the foundations for positive and effective within school community interaction and developments. The student with hearing impairment often feels rejected, less able and different from their hearing peers (Meadow, 1980). Hence, it is difficult because it is wrought with fears and apprehensions on the part of, teachers, and other children in the education of deaf students.

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

According to Department for International Development, UK Aid (2011) education can reduce discrimination against CWD and tackle poverty. Education, mainly inclusive education, is not restricted to children with disabilities or it is not just about specific group. It encompasses all children; addressing exclusion in all forms to enable

meaningful and quality education for all and able to reduce discrimination through enabling children with and without disabilities to learn together, play together, work together, vacation together generally grow up together and develop strong relationship between students with and without disability means education under inclusion. Because, inclusive education system believes that open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments.

The first school for the hearing loss in South Africa was established in Cape Town in 1863 by the Irish Dominican Order under the leadership of Bishop Grimley and was known as the Dominican Grimley Institute for the Deaf that enrolled all races (which was probably tolerated because of its being the first service for hearing loss learners and primarily a mission endeavor. The learning provision most of the time focuses broadly on the learning and teaching process by identifying and addressing learner educator and institutional needs, (DoE, 2008) supported above mentioned.

In Ethiopia, educating deaf children have no longer history. Fore stance, first the Alfa Special School for the Deaf in Addis Ababa, Ethiopia was founded by Lutheran missionaries in the early 1960s. Next to that the Ethiopian Evangelical Church, Mekane Yesus, opened a boarding school in Hosanna in 1982, when there were only two day sschools teaching deaf children in the country, Jenny whom was the famous teacher of the deaf, taught at Hosanna until 1998. After the above work done in 2001 she moved to involved in starting a second school in Nekemte, to meet the needs of children in western Ethiopia and to be a training ground for teachers of the deaf. On the other hand the right group organs imposed all countries to take mandate for recognizing the accurate choice of persons with disabilities stated by International conventions (Stubbs, 2008) Supported above mentioned.

Due to these reasons the teaching and learning practices at all levels attempted to secure the international conventions by applying integrated the placement of all students at a standardized point with different local contexts. Subsequently, Several gaps have been identified in the provision of appropriate services for students with impairments as laid down in the principles of the Standard Rules on Education of deaf students in integrated classroom, as well as the Salamanca Frameworks for Action that were ratified by the

Ethiopian Government(MoE, 2006:1).With the view to overcoming these gaps and fostering inclusive education at all levels of schooling, the Ethiopian government launched a Special Needs Education Program Strategy (SNEPS) in 2006.

Education is the key to sustainable economic growth and reducing poverty. The Ethiopian government is committed to achieve the millennium development goals (MDG) and education for all (EFA) goals. The constitution accepts the international declarations and convention states, education as human rights. Even if, there is still a gap in proving access to all children and realizing special needs education for students with disabilities. Children with disabilities have been less to get access to education and have been ignored, excluded and segregated from the society and the school environment (Kirk & Gallagher, 1989). However, during the last few decades, numerous changes have taken place in the educational systems of special need students.

According to Tirussew, (1995), hard-of-hearing and deaf persons in Ethiopia account around 14.9% of the total population of People with disabilities. The right to education is ensured in the Universal Declaration of Human Rights. Accordingly, (UN 1948) everyone has the right to education because education is the road to equality and come around inclusion. Without education people cannot be adequately employed in productive work that is a means of allowing a person to contribute to the development of a country as well as a means of personal development. According to Kirk & Gallagher (1989), there are several factors involved in describing hearing impairment: the age at which the loss occurs (pre lingual or post lingual), the type of hearing loss (conductive, sensor neural or mixed) and the degree of hearing loss (from mild to profound).

Consequently, deafness in children does not only make it difficult for them to communicate with other people; it also slows down, or even prevents altogether, their learning. Compared to early times, the modern period gives great emphasis in education. Persons with different kinds of disability as well as with persons without disability have attended in learning situations.

Accordingly, deafness is the key concern of this study, is one of the sensory impairments which is well recognized all over the world as one hindrance to Education access. Besides, deafness is the total loss of the ability to hear in one or both ears caused by

damage to or malformation of one or more parts of the ear (Rafi, 2008). Deaf people mostly have profound hearing loss, which implies very little or no hearing. They often use sign language for communication (WHO, 2014). These groups of people suffer from communication problems because of hearing majorities do not know their medium of communication-sign language. Accordingly, this study focused only deaf students.

An important task of education is to promote the social development of the child, including affective relationships with peers. Peer relationships contribute to the development of social skills that reduce the likelihood of social isolation; support the acquisition of attitudes, values, and information for mature functioning in society; and promote psychological (Polat, 2003). These academic performance patterns illustrate the great difficulty experienced by deaf children perceiving and learning spoken language and visual representations of speech, namely written and read language. Moreover, parental involvement in education and the child's comfort in communicating with teachers and peers; both affect academic and reading outcomes in deaf children (Reading research and deaf Children, 2011).

The greatest disability facing the hearing-impaired individuals (deaf individual) is not the hearing impairment itself but the failure of parents, professionals and people in general to understand and accept the deaf person. Even deaf students may experience feelings of loneliness because they cannot easily participate in social activities with peers due to communication difficulties. They may also begin to identify themselves as helpless individuals and avoid participating in school activities (Scheetz&Lee, 1993). In inclusive education, in which deaf students are included in integrated classes with other students, it was expected to develop the perception among deaf students on the benefits of social and academic skill development. However, because of different arguments the integration of deaf students with hearing peers continues to be a controversial issue (Asrat, 2013).

A critical part of the development of deaf children is their education, and through that, their social foundations are also built. During the primary-school development period, friendships are formed through common interests, school activities and sports. For these friendships to form, an obvious requirement is communication. For deaf children unable to utilize effective communication methods with the people around them, the difficulty in

Acquiring new friendships typically leads to a decrease in self-esteem (Hineth, 2004). Therefore, many children in general usually lack the social skills necessary for peer interaction. One major factor that has been identified in deaf children's social interactions is a repeated misunderstanding of how deaf children need to communicate with the people around them dismissal (Martin & Bat-Chava, 2003).

Furthermore, in 1994 the Ministry of Education has developed a strategy for special need education that is directed by Education and Training Policy. This strategy assures that the disadvantaged groups will receive special support in education, create awareness among school administrators and teachers about the need to provide support to all groups of learner. This strategy has also been developed support system, procedures and basic skills prior to primary education, especially for deaf students in order for successful inclusion of all citizens and the society at large. Sign language is taken as a medium of instruction to ensure access to learning for hearing impaired children (TGE, 1994).

Currently, there were many integrated classrooms in primary schools were started in Amhara regional state particularly Awi administrative Zone. However, as the researcher identified few deaf students were trying to learn with their counterparts from these integrated classrooms in primary schools without adequate learning social supports while the objective of "Inclusive and Rights-based Approaches to Education stated the basic ideas to take the necessary measures on the remained problem at the study site" (UNESCO, 2005).

The focus of this study, therefore, was primarily on the academic and social challenges of deaf students in integrated classrooms, school community with the possible measures to be considered to overcome the challenges.

1.2. Statement of the Problem

The government of Ethiopia has recognized the right to education by declaring a slogan, i.e. "Education for All" in its laws and education policy, strategies and programs. Moreover, this declaration emphasis on creating inclusivity for students with and without disability. These students with disability are students with physical impairment, students with intellectual disability, students with hearing impairment, students with visual

impairment, and others. Among these students with these disabilities have a hearing impairment; particularly deaf students can be in use into the description. These students have a right to learn a significant number of children and students are excluded from education (TGE, 1994) Supported above mention.

However, in Ethiopia prepared for the Education for All Global monitoring report 2010 stressed that a lack of sign language skills and special needs training among teachers, and inadequate accessibility of schools and teaching materials prevented children with hearing impairment from accessing education. The hearing peers and teachers lack knowledge about hearing impairment seems to contribute negative impact on the, social as well as academic development of the deaf pupils. Moreover, the deaf pupils' school attendance, educational activities at school, and the educational encouragement of the teachers were found to be low (Tilahun, 2012).

In 21st century, the quality of schools should be measured from the structure of the school, accommodation of children with disability (inclusive preschools), the school resources, the trained special need professionals, and the curriculum development, (Martin wood head, Patricia Ames, Uma Vennan, Workneh Abebe& Natalia Streuli, 2009). Furthermore, today, integrated education is viewed more as a place and an integrated system of academic and social supports designed to help students with disabilities particularly deaf students. So, integrated education should be given a great deal of help thus deaf students are live normally and dealing with their school community. However, these deaf students are facing many challenges in their academic and social development, like lack of Ethiopian sign language teachers, unfulfilled educational support and lack of curriculum flexibility. Even if, they started learning in unequipped conditions, they can be fine competitors with their hearing peers. The researchers seen that deaf students are not able to reach to the level of higher education and that there is no professional Educational interpreter in Ethiopia.

Moreover, the problem is that whenever the interpreter is absent the students who know the Ethiopian sign language (student interpreters) try to interpret for their peers in integrated classrooms. In this primary school, when the deaf students are reaching in grade five, these students integrate into a regular classroom without any Ethiopian sign

language interpreter. Because of this, deaf students face difficulties understanding the concept of the lessons in such occasions. Accordingly, most of the time, the regular teachers in the school might not consider deaf students while teaching in the classroom. Deaf Students have problems in learning when their needs and style of learning cannot be addressed they have a problem with their education comparing with other peers. In addition, lack of qualified teachers regarding special needs and lack of skill in ESL to teach deaf students by sign in integrated classrooms. So, as the result the deaf students face many challenges in their academic endeavor. The learning process in integrated classroom is occupied by other peers.

Children with disabilities in general and deaf students in particular are integrated into the formal classroom without facilitating a learning environment in the classroom. These may result in many academic challenges to deaf students. According to gathered information and informal observation, the education for deaf students in integrated classrooms at Mengesha Jenberie primary school, lack of adequate material facilities and inadequate skills of teachers to help those students are some problems hampering for the academic of deaf students in the school.

Deaf students often feeling isolated in the school activities. That intent deaf students are going in school experiences without friends, and unhappy in integrated classroom and the school, particularly when their socialization with other peers. So, these social problems appear to be more in the school and teachers to integrate the deaf pupils in school activities so that they tackle the problem as a group. The usual approach of teaching has influenced the learning and academic achievement of deaf student integrated in the regular classroom environment. In this way deaf students are not in a position to compete with the hearing students.

A Support system for the school for deaf students in different ways like provided when teachers plan lessons with all students in mind, recognizing their different starting points, experiences and learning styles or when students help each other in terms of social interaction and academic progress. Supporting ways lead to increase the participation of deaf students in integrated classroom and out of the classroom environments' like playground with other peers. For instance, the extent to which the school provided,

academic information by Ethiopian sign language, tutorial services and available Materials in the resource room are directly relevant to school learning. But, in Mengesha Jenberie primary school, deaf students did not get much attention and support as the researcher understood from informal discussion carried out with some, students, and teachers.

The pressing problem that initiated the present study is the existing situation that the number of deaf children pursuing their primary education was quite low as revealed from communication made with schools in the study area in particular. Some studies conducted on deaf education in the region for example Aklilu, (2009), Tsega and Belete, (2016), Tadesse, (2015), however, did not focus on integration the larger construct giving focus and weight for either academic and social, challenges of integration, rather all of them tend to study single aspects of integration challenges of the deaf students either practices, integration in general and practice of sign language interpretation of the deaf children in general; Therefore, the current study was believed to bridge the gap by studying in depth academic and social challenges in the integration of the deaf students. With these all, the deaf student's academic challenges and their socialization in integrated classroom was not yet measured in Mengesha Jenberie primary school. Considering this problem, the researcher decided to conduct this study. Since, there is no research conducted on this issue. Hence, the researcher conducted this study to explore the academic and social challenges of deaf students in an integrated classroom of Mengesha Jenberie primary school.

1.3. Research Questions

This study was guided by the following research questions:

1. What are the academic challenges of deaf students face in the integrated setting?
2. What are support systems from the school for deaf students in the integrated setting?
3. What are the social challenges of deaf students face in the integrated setting?

1.4. Purpose of the Study

The general Purpose of the study was to find out academic and social challenges of deaf students at Mengesha Jenberie primary school.

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

1. Examine the academic challenges of deaf students in the integrated setting.
2. To find out support system from the school for deaf students in integrated setting.
3. Explore the social challenges of deaf students in the integrated setting.

1.5. Significance of the Study

The primary significance of this study is investigating the academic and social challenges of deaf students and also forwarding the solutions to minimize these challenges of deaf students at Mengesha Jenberie primary school. Moreover purposely, the research result has a significant role in the following bodies:

- The students under this study are the primary beneficiary from the result of the research that it will help them to enjoy the right to education being treated equally with their peers with necessary facilitates.
- It helps with the school and teachers to examine their practices understand the current educational view of inclusion so as to provide equitable educational services according to the needs and interests of the deaf students.
- It will create enough awareness among inhabitants in the school about the nature of deafness and deaf students, particularly and they would develop the positive mindset to catch up the academic and social challenges do deaf students have at school center.
- To serve as a source for further research on deaf students.
- It must create healthy environments for common share of cooperative learning between deaf students and their peers in classroom sections.
- The school in general and special need department will have a common understanding of the academic and social challenges of deaf students in their learning progresses.
- Although this study is primarily conducted as an educational requirement for deaf students in integrated classrooms, it provides feedback for educational leaders,

teachers, students and other stakeholders on the current practices and challenges in education of deaf students in this primary school. Besides, it serves as a reference for various stakeholders such as students, researchers and policy makers.

1.6. Theoretical Framework of the study

To be deaf is not a good indicator of the difficulties individuals may face or how they adjust themselves to work in acquiring language, social skills. It is good to see the basic social problems that may hinder these social groups to acquire knowledge and develop skills to support their lives and become productive citizens (Allodi, 2000). Traditionally, many professional involved with exceptional children have assumed that social and academic problems emanated from the students themselves.

Therefore, intervention efforts focused on exceptional children with little attention given to the possible influence of environmental variables (Allodi, 2000). Here the researcher is interested in identifying the academic and social challenges of deaf students in the primary school. Therefore, the researcher adopted the ecological systems theory propounded by Urie Bronfenbrenners (1917-2005). According to the theory, children develop within multiple social systems that influence every aspect of their lives in education. Elements within the various systems potentially influence the self-efficacy and educational outcomes of children with disabilities.

Bronfenbrenner argues that, various immediate and distant forces affect an individual's development. He classified these systems into five; namely, the microsystems, mesosystems, exosystems, macro systems, and chronosystems in which the first four interact with or are linked together in a system of nested, interdependent and dynamic structures ranging from the proximal, consisting of immediate face-to-face settings, to the most distal, comprising broader social contexts such as classes and culture (Bronfenbrenner 1999). He believes that development involves a reciprocal and dynamic relationship between all these five systems, in which each developing person is significantly affected by interactions between numbers of overlapping systems.

So, the study was used the theoretical framework as a guide to show how a theory is related to the research problems of academic and social in integrated classrooms of deaf

students. If successful social strategies and intervention for integrated education of deaf students are taken the deaf students would be able to develop social and academic integration, which in turn will make the integrated education program successful and appropriate for the deaf students. If so, the deaf students would be able to develop healthy social and academic development. If Successful social strategies and intervention for integrated education of deaf Students were not taken the reverse would happen.

Moreover, the immediate environment of the deaf student (microsystem); integrated classroom teachers were directly influenced on those students (meso system). For instance, the teacher in the integrated classroom plays very important role in the school system since he/she is one of the key persons who can help deaf students. The study showed that the teacher's encouragement has an effect on the climate in the classroom with respect to pupils' learning. Again, it came out that children achieve more in an academic environment where they feel happy since, the classroom environment is controlled directly by the teacher.

Deaf students to be achieved in academic and social aspects in the school, when lecturers have an understanding of what deafness is and encourage the deaf learner to actively participate in integrated classrooms. It is equally motivational when the sign language interpreter is conversant with the course content and has a good grasp of Ethiopian sign language. A motivated lecturer carries out supervision of their teaching by finding out the mode of delivery of instruction to deaf students in integrated classrooms. For example teaching process can be supported by visual aids. It is satisfactory to the deaf students and supervision of learning of the student by constantly asking the deaf student questions to evaluate level of understanding and also by giving incentives. In addition, adequate and available resources and infrastructure creates an environment that is conducive for the deaf student to learn in an integrated classroom. An environment that is socially accept in terms of relationship between hearing peers and deaf students as well as teachers and administration staff that treats the student without bias or discrimination will lead to a student have good academic and social progress and minimize these social challenges.

Academic and social challenges of deaf students are not minimized, due to lecturers without an understanding of deafness, when learners are not encouraged to participate,

Ethiopian sign language interpreters in the classroom and social participation in the school. The integrated classroom teachers do not understand course content, inadequate infrastructure and resources, ill-motivated lectures and learners without learning incentives. Moreover, social challenges of deaf students would be in the form of discrimination and isolation from peers, lack of participation in integrated social forums in the school environment, negative attitude from teachers, hearing peers and administration staff and lack of assistance. All the above activities lead to academic and social challenges of deaf students in integrated classrooms.

1.7. Scope of the Study

Geographically, the study was delimited on only at Mengesha Jenberie primary school; in Awi zone Amhara regional, state Dangla administrative town in the year 2019/2020. Accordingly, secondary schools were not included in this study because of specification.

Conceptually, the study was aimed at explored the academic and social challenges of deaf students. Therefore, in this study the researcher was applied the case study design within qualitative approach to examine the academic and social challenges of six (6) deaf students in integrated classroom within ten (10) regular classroom teachers, one (1) special need educator, eleven (11) hearing (their peers) and two (2) school principals were included in this study area.

1.8. Limitation of the Study

There were several potential limitations in this study related with current epidemic virus in the world particularly in our country.

The primary potential limitation of this study it took long time to get school principal, deaf student, hearing peers and teachers because of the Corona Virus and some participants were not volunteered to come to school and the shortage of adequate time that were selected as sample respondents. However, a lot can be done with integrated education in relation to the deaf students that need special attention.

Secondly, the researcher observation of lesson, classroom within the student and the playground was not done. The researcher was proposed to triangulate the data from focus

group discussion, interview and observation from the participants, but this is some failed due to Corona virus. However, the researcher may didn't face these challenges the study was other face.

1.9. Conceptual, Definitions of the Basic Terms

Integrated classroom: This is the principle of educating students with special needs and those without special needs together, interacting and sharing the facilities educational Institutions have to offer particularly deaf students.

Challenges: Refers to the difficulties or problems that deaf students facing during their learning set up in an integrated classroom that not encourage deaf students to favor their integration.

Academic challenges: Unable to access instructional material in the school, human resources and school environment for deaf students.

Social challenges: Refers to interpersonal barriers for social relations, particularly in the formation of friends, relationship with their developing peers, teachers and the school principal.

Sign language: The natural language of the deaf ("hearing through the eyes speaking through the hand").

Interpreter: A person who uses sign language and/or finger spelling to translate spoken communication so hearing impaired individuals can understand it in integrated classrooms.

Deaf: Refers to a person who has profound hearing loss and adversely effects on their academic ability and used sign language.

Pre-lingual deaf: Students having lost the ability to hear before developing language.

Post-lingual deaf: Students having lost the ability to hear after developing language.

School community: The communities of school only principal, special need educator, teachers who are teach deaf students, deaf students in integrated classroom and hearing peers in integrated classrooms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept and Categories of Hearing impairment

The definitions given to be side to pose controversies and to convey different meaning to different people. Different definitions and terminologies may be used in different countries in different purposes. In its place of including all types of definition and concepts, it is desirable to consider only the most important one for the determination of this study. Therefor hearing impairment as a disability category like other disability, but it is not the same. The official definition of a hearing impairment by the Individuals with Disabilities Education Act (IDEA) is “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance”.

According to Alemayehu, (2005) defined as hearing impairment as a generic term including a continuum of hearing loss from mild to profound, which including the sup-classifications of hard -of- hearing and deaf. Accordingly, hard of hearing, a term to describe persons with enough residual hearing, to use hearing usually with hearing aid as a primary modality for acquisition of language and in communication with others. Whether, it is permanent or fluctuating it ranges between 29 and 69 Db (Decibels). These conditions can adversely affect the child’s educational performances to some extent (Smith, & Luckasson, 1995). Deaf, a term used to describe persons whose sense of hearing is non-functional for ordinary use of communication, with or without hearing aid and hearing loss is usually above 70Db. It is so severe that a person is impaired in processing linguistic information which adversely affects the educational performance (Schulz, & Carpenter, 1991).

The disability prevents successful processing of linguistic information through audition, with or without hearing aid. Every one using sign language and belonging to that community is Deaf. According to Kirk & Gallagher (1989), There are several factors involving in describing hearing impairment: based on onset of the problem –Congenitally haring loose (born hearing loss) and adventitiously hearing loss (hearing loose acquired

some times after birth), based on the age of which loss occur before and after language developed, pre-lingual hearing loss (present at birth before speech is developed) or post-lingual hearing loss (occurring after the development of speech). Those who are Deaf at birth are at a greater disadvantage than those who acquire their deafness after learning some language skills. Therefore, it can be said, that the former as pre lingual loses, and the latter is post lingual lose.

Moreover, hearing loss is categorized into different types, depending on where or what part of the auditory system is damaged. Accordingly, a hearing loss can be classified as a conductive, sensory, neural, or mixed hearing loss, based on the anatomic location of the problem (site of lesion, i.e., middle or inner ear) (Alemayehu,2005).

Conductive hearing loss: Conductive hearing loss occurs when sound is not conducted efficiently through the outer ear and/ or the middle ear. In other word, reduce the intensity of sound reaching the inner ear, where auditory nerve begins. This means conditions whereby there are any problems in the ear canal, for example wax or foreign body in the ear, and / or any problem in the middle ear, for example, perforation (hole) in the eardrum. Conductive hearing loss usually involves a reduction in sound level (or the ability to hear faint sounds). This type of hearing loss can often be medically or surgically corrected, (Attias&Noyek, 2006).

Sensory neural hearing loss: According to Bess, Dodd J, & Parker (1988), sensor, neural hearing loss occurs when the sensory receptors of the inner ear are dysfunctional. Sensor neural deafness is a lack of sound perception caused by a defect in the cochlea and/or the auditory division of the vestibule cochlear nerve and also this involves damage to the fine structure in the inner ear or auditory nerve transmitting the impulse to the brine. This type of hearing loss is more common than conductive hearing loss and is typically irreversible. It tends to be unevenly distributed, with greater loss at higher frequencies. Sensory neural hearing loss may result from congenital malformation of the inner ear, intense noise, trauma, viral infections, autotoxin drugs (e.g., salicylates, loop diuretics), fractures of the temporal bone, meningitis, genetic predisposition, either alone or in combination with environmental factors.

Mixed hearing loss: Sometimes a conductive hearing loss occurs in combination with a sensori- neural hearing loss. In other words, there may be damage in the outer / middle ear and in the inner ear (cochlea) or auditory nerve and both hearing loss are present. When this occurs, the hearing loss is referred to as a mixed hearing loss. Individuals with mixed hearing loss have both conductive and sensory dysfunction. Mixed hearing loss is due to disorders that can affect the middle and inner ear simultaneously, such as otosclerosis involving the ossicles and the cochlea, head trauma, middle ear tumors, and some inner ear malformations. Trauma resulting in temporal bone fractures may be associated with conductive, sensor neural, and mixed hearing loss (Alemayehu, 2005).

Moreover, as the general population continues to age, the prevalence of hearing impairment can be expected to increase. Since the use of hearing aids or surgical intervention to improve hearing loss has been shown to have a positive impact on quality of life, more screening programs for elderly adults should be established, followed by appropriate referral to audiologists based on individual needs. Without early diagnosis and treatment of hearing impairment, quality of life and functional status are likely to decline in the aging population (Mulrow, 1990, 1992; Weinstein, 1991). Besides, hearing loss is considered to be the most prevalent congenital abnormality in newborns and is more than twice as prevalent as other conditions that are screened for at birth, such as sickle cell disease, hypothyroidism, and phenylketonuria. It is one of the most common sensory disorders and is the consequence of sensor neural and/or conductive malfunctions of the ear.

According to the WHO (2012), there are 360 million persons in the world with disabling hearing loss (5.3% of the world's population). Among these, 328 million (91%) of these are adults (183 million males, 145 million females) and the rest 32 (9%) millions of these are children. The prevalence of disabling hearing loss in children is greatest in South Asia, Asia Pacific and Sub- Saharan Africa. The prevalence of disabling hearing loss in adults over 65 years is highest in South Asia, Asia Pacific and Sub-Saharan Africa. Approximately one-third of persons over 65 years are affected by disabling hearing loss (Mahwish, 2012).

2.2. Historical Development of Educating Deaf Students

Historically, schools for the deaf were established by Henry Baker in England in 1700s, Thomas Braidwood in Edinburgh, Abbe Charles Michel de Epee in France, and Samuel Heinicke in Germany (Smith & Luckasson, 1995). Again, in 1817, the first permanent school for deaf students in the United States was established by Thomas Hopkins Gallaudet in Connecticut. That institution was called the American Asylum for the education and instruction of the Deaf and Dumb (Yesseldyke & Algozzin, 1995).

The American Asylum for the Education of the deaf and Dumb (now the American school for the deaf) was begun through the efforts of Thomas Hopkins Gallaudet. Gallaudet was greatly influenced by the effectiveness of these methods, and he brought Laurent Clerc, a French man who was deaf and a well-known educator of the deaf. The United States Clerc is often credited with being the father of education for the deaf in the United States. Other Americans interested in deaf education also went to Europe and were impressed by the oral approaches in deaf Education used in Germany (Smith & Luckasson, 1995; Yesseldyke & Algozzin, 1995).

In Ethiopia also, historical development of education of the deaf is more or less the same that deaf student's school was established by foreigners. The education of the Deaf and hard of hearing children in Ethiopia was out of the scope of the society for a long history. The first school for the Deaf was established in 1961 with twenty Deaf children in a rented building in the Vicinity of the piazza under the leadership of Carl Thomposon and Lary Darton, hearing professional from the USA (Hailu, 2003). The permanent site in Mekanissa area on a land donated by Princess Tenagne work Haile Selassie, and school after arrival of the young couples, Mary Curl and Billy Curl in 1964. It is now renamed Mekanissa School for the Deaf. The school used simultaneous communication through the English language as a means of instruction, and was in use until 1969 when Amharic sign was introduced and expanded the curriculum to include all subject areas taught to hearing children up to the 8th grade, culminating in the development of the first sign language text in Amahric in 1978 (Hailu, 2003).

Later, the schools known as EzneTsimuman School, popularly known as Bole school for the Deaf was come to existence in 1974 was over taken by the government as a result of

pressure from parents and teachers for its ineptness to run the program and began operation under the name known as Alpha special school for the Deaf. This school has expanded up to 8th grade (ibid, 2003). In Ethiopia, modern education for disabled persons was started in by voluntary and religious missionary organizations around 1944 at the time the first school for the blind was established in western Ethiopia, Dambidolloo (Dagne, 2001). At that time, these educational services offered to visually impaired, hearing-impaired and mentally retarded children of the country. Scholars in a country agree that the trend of development of education of the disabled in general and the hearing-impaired in particular is similar to that of other developing countries. Missionaries established almost all of the special schools for hearing-impaired children in Ethiopia (Ababa, 1996).

Later, because of introduction of Education and Training Policy of the country, recognition is given to children who deserve special attention to their education due to their various disabilities. This policy encourages the establishment of more schools and enrollment of disabled children particularly hearing impaired ones. Currently, there are many schools which are offering education for students that are entitled to get special need education comparing to the late governments with education policy that does not include disabled children at all (Hailu, 2003)

2.3. Inclusive Education

Most scholars believe that education is a basic human right and that it provides the foundation for a more productive society. For this reason all human beings participate in education without any discrimination. To practice this type of educational system we must define and practice of inclusive education. When we see the definition of inclusive education according to UNESCO, (2001) defines inclusive education as a developmental approach in education that seek to address the learning need of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

The concept of inclusion implies a sense of belonging and acceptance, (Chakuchichi, 2002), a positive response to individual differences (Pijl, Meijer & Hegarty (1997) and developing inclusive environments that promote educational success for all students

(Hodkinson& Vickerman,2009), and the physical placement of students with hearing impairment in regular primary and secondary schools is often overemphasized, while other aspects of developing inclusive environments are neglected (Chimedza& Peterson, 2003). Therefore, it is necessary to consider the facilities and services available in the schools which need to be adapted to the needs of special need students such as the design of the classroom, the teacher, a specific teaching adjustment and curriculum adaptation and organizational environments classroom space, design, location, lights, elevations and supportive material (Alahmadi, 2001, Schmidt, Cagran, 2008, cited in Alqaryovti, 2010).

Inclusive education means welcoming all children, without discrimination in to regular classroom. It is an approach that looks in to how to transform education systems and other learning environment in order to respond to the diversity of learners (MOE, 2012). It is said to involve constant institutions and classrooms genuinely adapting to and changing to meet the needs of all students (Loreman&Deppler, 2001). It is based on the idea of social justice that advocates equal access to all educational opportunities for all students regardless of the presence of a disability. In recent years, much debate has taken place concerning the viability of inclusion as a realistic educational option for all students, and this debate continues as the research base on inclusion continues to grow and inform arguments (Loreman, 2003).

Lip sky & Gartner, (1996) describe inclusive education as placing students with disabilities of all ranges and types in general education classrooms with appropriate services, positive attitude and supports provided primarily in that context. This trend has been supported by the United Nations policies which affirm the rights of children: UNCRC (UN, 1989), the United Nations Standard Rules for the Equalization of Opportunities for Persons with Disabilities (UN, 1993) and the Salamanca Statement (UNESCO,1994). Educational policies in developing countries have also responded to the social justice agenda in different ways. In Ethiopia, for instance, the 1994 Ethiopian Constitution art.41, the 2006 Special Needs and inclusive Education Policy etc. for all the work in attainment of inclusive education for children with disability.

Benefit of inclusive education in general education classroom provides students with disability with access to students without disabilities, access to curricula and textbooks to

which most other students are exposed, access to subject matter content taught by subject matter specialists, access to instruction from a general education teacher whose training and expertise are quite different from those of special education teacher, access to all of the stresses and strains associated with the preparation for, taking of and passing or failing of the statewide assessments (Tirussew, 2005). Moreover, in inclusive education, all learners learn and grow in the environment that they will eventually live and work in as participation of those who are "different" takes root, all learners and teachers gain the virtues of being accommodating, accepting, patient and co-operative.

The history of special education, according to Smith, (1998) has evolved in three distinct phases, from relative isolation/segregation, to integration and mainstreaming, and finally to our current phase of inclusion. The segregated approach which placed learners with disabilities in special learning institutions for the purpose of meeting their educational needs was seen as a way of discrimination. Then integration and mainstreaming arose as some of the ideal solutions to exclusion. These approaches did not produce the expected wide-scale improvement as the academic achievement gap between the regular students and those with disabilities in the integration and mainstreaming setups continued to widen (Adoyo, 2007). Students with disabilities who are included in regular institutions tend to become adults who spend more time in leisure activities outside home, with others who are non-disabled and spend more time in community work than their counterparts in segregated institutions (Loreman, 2003).

In addition, Davern & Schnorr, (1991) state that another benefit of inclusive education is that it assists with the great development of general knowledge for student with disabilities. According to Tufekcioglu, (2000), one benefit of inclusive education for Deaf students is to have a constant input of spoken language through interaction with hearing peers to acquire the language of a hearing society. So, the Deaf student will have access to a richer and wider curriculum to prepare for a competing world of work.

A key factor in the inclusion of hearing impaired students in regular schools is resource mobilization (Chimedza & Peters, 2001). Starting with the recognition that many students with hearing impairment are still excluded from education for reasons based on lack of resources there is need to ensure that adequate resources are made available

(Chakuchichi, 2003). Resources does not only refer to teaching methods and materials but also to time available for instruction and to the knowledge and skills of teachers acquired through training and experience (Pijl, Meijer and Hergarty, 1997). Attending to the needs of various students with hearing impairment implies that there should be profound changes in the curriculum, methodology and organization of the schools in order to accommodate the needs of all learners (Hergarty, 1994). Curriculum includes structures, practices and organization within schools and the social relationship which students foster and sustain as well as what is taught, the way teaching takes place and the way in which pupils are organized for learning (Adoyo, 2008).

2.4. Sign Language and its Development in Ethiopia

Historically, in 1971, Minasie Abera was the first person to attempt producing finger spelling signs for the Geeze Alphabet. He revealed his first Creations to Mr. Teklehaimanot Deerso, one of the founders of Ethiopia National Association of the Deaf (ENAD). After they had taken time studying and experimenting, Mr. Minasie Abera presented the finger spelling to Mr. Hailu Yesuneh, who was the chairman of the Ethiopia National Association of the Deaf executive committee at the time (Tesfaye, 2004).

Alemayehu (2000) indicated historical trend that the chairman immediately formed a three sperson committee where Mr. Minasie Abera, Mr. Teklehaimanot Derso, and Mr. HailuYesuneh were members. The committee proceeded to further refine the signs and after it satisfied them that the finger spelling is adequate, it was decided that it should be put to use. It disseminated among the members of the Ethiopian National Association of the Deaf to see how it would be taken (Hailu, 2003). Members found it very useful and the Ethiopian National Association of the Deaf forwarded it to the Ministry of Education for use at all schools for the Deaf. Before the preparation of the National finger spelling, the students of the mission- run schools had no option except learning in a foreign language and they had problems of interacting with their community. The preparation of the National finger spelling not only solved this problem, but also laid the ground work for the preparation of a National sign language (Tesfaye, 2004).

The first National sign language is prepared in 1978 by member of ENAD at that time, teachers of deaf students from former Amha Desta School and Ezine Tsmuman Deaf School, and staff members from Ministry of Education. This book was said “Amharic sign language for Hearing and speech difficulty” was released. The first book is organized by Ministry of Education and the book contains 976 signs and 33 signs for Geeze alphabet, a total of 1009 signs, it has 171 pages (Hailu, 2003).

The second National sign language books are organized by Institute of Curriculum and Research Development (ICDR) Ministry of Education with the collaboration of Hossana and Mekanissa Deaf School in 1998. This book contains 1314 signs and 22 signs for additional Geeze alphabet that has no sign in the first book, a total of 1336 signs. It has 132 pages. This book is different in the number of signs, types and presentation from the previous book. This book is not to use in school of the deaf now because of different reasons (Tesfaye, 2004).

The Third National sign language dictionary preparation project in Ethiopia (2002-2004) is funded by the Finish Association of the deaf (FAD) through the Ministry of foreign Affairs of Finland and it is a beginning implemented by the Ethiopian National Association of the Deaf with professional support and advises from the FAD. The project was collected a total of 1238 sign in 2003 (Hailu, 2003). Currently, the third National sign language Dictionary is finished and ready for use after taking more than five years preparation. The dictionary contains about 1321 terms. The dictionary is unique because it contains signs that are related to natural signs and home signs in Ethiopian contexts.

2.5. Integration of Students with Hearing Impairment

In the 1970s, the government launched the Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC). The scheme aimed at providing educational opportunities to learners with disabilities in regular schools, and to facilitate their achievement and retention. The objective was to integrate children with disabilities in the general community at all levels as equal partners to prepare them for normal development and to enable them to face life with courage and confidence. A cardinal feature of the scheme was the liaison between regular and special schools to reinforce the integration

process. Moreover, the advocates of integration argued that the central concept of integration is placement of students with disabilities in the general education classroom who have an ability to manage the expectations of that classroom (Friend & Bursuck, 1999). They further stated that Integration places greater emphasis on the child being able to adapt to the general education classroom.

Therefore, to integrate a child successfully, it is first necessary to evaluate the child's readiness to function within the classroom. In the position of Pijl et al. (1997), integration is an effort to place pupils with special needs in the mainstream in regular education. Other advocate of segregated classrooms argued that "integrated classroom is the selective placement of a deaf or hard of hearing student in a regular classroom, requiring that this student has the ability to participate in the school programmed" (Stubbs, 2008 p.5). This integration of hearing impairment is well recognized all over the world in general and particularly in Ethiopia as main factor being considered as big factor for many children not to access education (Central Statistical Agency, 2010). The enrolment rate and literacy achievement of deaf children is far below the average for the population at large. Illiteracy and semi-literacy are serious problems among Deaf people, without appropriate education, advancement in society as an independent, employed, contributing citizen becoming problematic. Now a day, in absence of strong educational and language base, it is difficult to succeed in today's communities and marketplaces and in the world of technology and information (World Federation for the Deaf (WFD), 2001).

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 in general. In particular students with hearing impairment and also not only the access, but also the quality of education received by children with hearing impairment 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&Yinebeb, 2010). Integration 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. Integration involves the removal of barriers that might prevent enjoyment of these rights, and requires the creation of appropriate supportive and protective environments.

In integrated 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 (Sentayehu, 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, school curriculum, teaching methods, organization and 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 implementation and the satisfaction of hearing impaired students is under question. Deaf students have academic challenges in integrated classrooms, even though there are improvements in some cases (Susanne, 2008).

Also, like other disabled students, hearing impaired students are not in a way to be competent with other hearing students and academic success is not equivalent to others. School curriculum, teaching methods, organization and 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 academic and social challenges of deaf students in integrated classrooms set up.

2.6. Academic Challenges of Deaf Students

2.6.1. The Impact of Deafness on the Academic Achievement of Deaf Students

Children with hearing loss have difficulty with all areas of academic achievement, especially reading and mathematical concepts. The gap in academic achievement between children with hearing and those with hearing loss usually widens as they progress through school. The level of achievement is related to school effort and the quantity, quality, and timing of the support services children receive (Mpofu & Chimhenga, 2013).

Deaf children's significantly delayed language development, in sign or speech, leads to poor reading achievement; on average it is lower than literate levels. However, many deaf children read as well as their normally hearing peers; successful reading achievement can be based on either successful spoken language development or successful sign language development. Deaf children's incomplete language development also delays their ability to understand the motivations and actions of other people (Carrington & Robinson, 2006).

In addition, children who are born deaf frequently experience severely delayed and impoverished language development regardless of mode of expression, that is, spoken language or sign language. The delayed and depressed language development of deaf children, as a group, is not caused by, and does not cause, general intellectual deficiencies in cognitive domains that function independent of language (Flem, 2004). In general, hearing loss affects social experiences, which threatens deaf early adolescents' well-being in school along with their academic progress.

According to Hear, (2012) there are so many challenges encountered by students with hearing impairment in integrated classrooms. Even children with "minimal" hearing loss are at risk academically compared to their hearing peers. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term, according to the American Better Hearing Institute. Some study has found that the children with hearing difficulties had a lower grade point average than their school mates. The pupils

with hearing problems were found to have lower average grades. Children with Hearing impairment experience problems when attending mainstream schools unless they receive proper help and support. They may not become properly integrated, and they tend to keep in the background as they try to avoid standing out from their classmates. Many children fail to communicate that they cannot hear what the teacher or the other pupils are saying. They may never ask the other pupils to repeat themselves, and some even tell the teacher that no special microphone is required even though sound amplification would make it easier for them to hear properly.

Generally, there are different challenges associated with the academic achievement of deaf student. The most common problem faced when learners with hearing impairments educated in integrated classroom is improper communication between the learners with hearing impairments and their hearing peers as well as the teachers. (McLeish,2010) who investigated the teaching and learning processes as it relates to inclusion of learners with hearing impairments, found common challenges in the inclusion of learners with hearing impairments in inclusive schools. These included challenges related to teacher's training and attitudes, mode of communication, inappropriate curriculum, instructional methods, materials and support services. In another study, Peel, (2004) examined the situation of schools for the Deaf throughout South Africa. The result shows that negative attitudes, inflexible curriculum, and inappropriate communication as well as inadequately and inappropriately trained teachers were among the barriers in the inclusion of learners with hearing impairments. Consequently, in Ethiopia academic challenges of deaf students are accrued in primary school age at integration classroom. Some of these challenges are discussed below.

2.6.2. 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' beliefs, attitudes, knowledge and skills according to the principles of inclusion, abolishing the traditional view 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 of teachers are not trained in the area of special needs education. Similarly, Haitembu, (2014) stated that teachers are not prepared to deal with learners with special education. 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 factors hindering the implementation of inclusive education.

In another study, the researcher found that teachers teaching learners with hearing impairments have minimal prior training in special or inclusive education and are not adequately prepared to teach learners with hearing impairments. In the same study teachers are ill-equipped to teach in an integrated 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 prepared to serve learners with hearing impairments in general education classrooms.

Wadesango, Eliphanos& Gudyanga, (2014) found that teachers had little training in dealing with individual differences and specific instructional processes developed for learners with hearing impairments. Therefore, the teacher teach in inclusive/integrated classroom are not adequately encouragement to handle learners with hearing impairment and other students with special needs. So teacher training is the one academic challenge of students with hearing impairment in education of students with hearing impairment.

2.6.3. Inappropriate use of Instructional methodology

In a study of the history of Deaf education, Marschark& Spencer, (2010), found out that valuable techniques for instruction such as providing Meta cognitive skills to enhance reading or using writing as a process to assist learning the curriculum were methods that were promoted by teachers of Deaf children a century ago but are not applied extensively in classrooms today. Therefore some children with severe disabilities may need withdrawal from regular classroom; it is a recognized fact that most of them learn best in regular classroom situations with children who have no such limitations (Robbins, 2002). Since educating in such a way has a number of social, economic and psychological

benefits for CWDs, most people recognize it as the most widely accepted modern method of teaching (Tilahun, 2000).

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

In many primary and secondary schools, that has students with hearing impairment teachers and students use verbal language but not sign language. On the other hand, students with hearing impairment communicate using the sign language. Thus, these children face problem of communication. This gap of communication among the two groups of student in the mainstreaming class is one of the major challenges of children with hearing impairment generating low academic performances (Robbins, 2002). Furthermore, regular teachers do not have the necessary skills such as, sign language; some regular teachers seem to be unwilling to accept children with special needs mostly thinking that teaching Student with hearing impairment is the only responsibility of special teachers.

2.6.4. Lack of Resources for Improving Learning Progress of Students with Hearing Impairments

Instruments like: audiometer which is used to measure the hearing level of an individual, hearing aids that supports the child with hard of hearing and slightly hearing in amplifying sound that comes to the ear, clinical room with sound proof for audiology services and other resources rooms, for sign language training, for speech therapy and counseling services are important imputes in the regular school which are currently the main challenges (Calderon & Low, 1998). This indicates even if the deaf students are accepted by the school and the teacher they could be still ineffective due to the facts that

there aren't sufficient special educational materials and facilities that can improve special educational services.

2.6.5. Improper use of Instructional Terminology and Strategies

There are many researched factors that lead to the benefits and disadvantages of all facets of the inclusion spectrum (Robbins, 2002). These factors can become muddled because of improper use of terminology as related to inclusive schooling. This confusion is widely spread among districts, school personnel and parents making it difficult to discuss and agree on best practices for children with special needs. Many teachers have found themselves summoned to arbitrations or cases in where the courts must determine that terminology of the law (Webster, & Wood, 1995).

In the region the existed governments' role is very weak and dose not good going to integrate deaf students and admit its unsuccessful measures to ensure the national and international conventions those determine the rightful choice for all people regardless of social, economic, culture, academic and political background of any individual person. Several court cases in the past have helped to determine the proper usage and implementation of inclusive schooling for future public school, yet there is no specific language that states how this is to be done (Calderon, & Low, 1998); within the laws that govern the civil rights of each student with special needs there is room for debate as to the language of the law. Each school has now and in the past, deciphered the language depending on their views of inclusive schooling.

2.6.6. Inaccessibility of the School, and the Perception of their Peer

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

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

2.6.7. Supportive System for Deaf Students in Integrated Classroom

Special support is provided the inside the classroom, during the class lessons or, if necessary, outside classroom teaching; part-time or full-time depending on the individual, organizational, personal or institutional situation. This form guarantees the right of impaired students at any school environment (Cawthon, 2001).

There is a range of teaching strategies that can assist all students to learn. But there are some specific strategies that are useful in teaching a group which includes deaf students in integrated classes. As a method, encouraging deaf students to a seat the front of the lecture class where they would have an unobstructed line of vision is good (Cawthon, 2001). This approach is particularly important if the student is using an interpreter, lip-reading or using a hearing aid which has a limited range. Again, there is need to provide written materials to supplement all lectures, tutorials and laboratory sessions to deaf students. Announcements made regarding class times, activities, field work should be given in writing as well as verbally (Mpofu & Chimhenga, 2013, Myers & Bagree, 2011).

In integrated class, the way teachers teach is also of critical importance in any reform designed to improve integration. If the method of instruction in the classes for a large group is teacher directed, so many of the students are not actively engaged in the learning process. There can be challenges, but also huge personal rewards, for teachers in knowing that they can be influential in opening up children's life chances and changing their future prediction for the better (Susanne, 2008). Recognizing individuality in learners is important, but must be managed in a way that puts neither the individual nor the class at a disadvantage. Regardless of the type of the hearing status, a teacher should greatly improve the ability of students with hearing impairment to function in the classroom by making minor changes and arrangements based on his/her teaching style.

However, the main challenge with inclusive education is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching learning strategies. This lack of organization change has proved to be one of the major barriers to implementation of inclusive policies. Based on the challenges faced so far, incorporating inclusive education as a guiding practice typically requires change in education systems, and this change process is frequently faced with several challenges (Cawthon, 2001; Myers & Bagree, 2011).

Practically, the move toward inclusive education is not simply a technical or organizational change, but also movement with clear philosophy. In order for inclusive education to be implemented effectively, countries need to define a set of guiding strategies together with practical ideas to guide the transition towards policies addressing inclusive education in education (Mpofu & Chimhenga, 2013).

Moreover, according to (Gearheart, Weishahan & Gearheart, 1988) indicate that, Students with hearing impairments can benefit from sitting next to an alert and competent peer during verbal conversations; peers can help students with hearing impairments follow along by indicating changes in the speaker. A peer also assigned the role of alerting students when and what information is being conveyed. Therefore, supportive system in the context of this study, refers to those efforts, academic and social integration and designed by school personnel and used for deaf students in integrated classrooms of Mengesha Jenberie primary school to mitigate the academic and social challenges imposed by hearing limitation in pursuit of education.

2.7. Social Challenges of Deaf Students

Deaf students may have a number of social problems because the way others treat and look at them affect their lives. In other words, children with hearing impairment face difficult circumstances not from the disability itself, but also from the views of others in the community towards them and the way others treat and consider them (Warner, 1988 & Daniel, 2000). This suggests that society can have the influence on their human development. Consequently, whatever social experience of SWHI have, it is influential in their well-being and development. From such perspective, it should be clear that family

members, peers, neighborhood and all others are significant to this vulnerable group of the society. Since individuals in the society or each community have decisive roles in laying down the necessary foundation for the CWHI social development and well-being, therefore awareness creating and attitudinal changes are essential.

In relation to social support of the CWD, Hagner (1992) stated that; Good likes for person with sever disability depend on whether they are recognized as members of the social networks and associations as that constitute community. People recognized as members benefit from every day exchanges of support that create opportunities to play socially valued roles to form personally significant relationships. Generally people excluded from membership are at risk for loneliness, isolation and powerlessness. Therefore, social problems are not limited to problems that have social effects. They are environmental, technological, cultural and demographic as well as social and psychological in their multiple origins.

Moreover, deafness is considered a disability, therefore the people who are deaf carry with them the stigma of lacking a typical human characteristic (Linton, 1998).The concept of stigma can be negative, because it separates the individual from the norm (Brewster, 1995). It has been argued by Foster & Brown,(1988) that when people with disabilities identify with other people who have disabilities they do not regard themselves as stigmatized, but as members of a select group, and this has an overall effect on social integration with the hearing persons. Social integration can be defined as the ability to interact with, make friends with, and be accepted by peers. Students need to be able to participate in social activities and develop close and emotionally secure relationships with peers (Stinson and Antia, 1999).

Deaf students may experience feelings of loneliness because they cannot easily participate in social activities with peers due to communication difficulties. They may also begin to identify themselves as helpless individuals and avoid participating in school activities (Scheetz and Lee, 1993). The experiences of the hearing impaired students in integrated classroom seem to indicate that during their attendance in primary schools they encountered feeling of marginalization and isolation because they could not communicate easily with their classmates (Angelides&Aravi, 2007).

2.7.1. Deaf Students Interaction in the Classroom

Hearing peers who did not cooperate with deaf students or apart from their peer groups showed, low levels of commitment and motivation toward their integrated education, and low participation in extracurricular activities (Dzulkifli, 2011). Hearing is essential to classroom performance. The visual cues in the environment are not sufficient to allow Deaf students to compensate for their inability to hear (Boothroyd, 1978 cited in Shea, 1994). Though students with hearing impairment may learn to speech read, many word; look alike on the lips and cannot be discriminated without some kind of auditory information. Deafness leads to social adjustment problem in hearing peers. As a result, deaf students are poor in social skills. They are poor neither to initiate socialization with others nor to receive the initiation of others. Nevertheless, children with hearing impairment do not lack the potential for normal socialization. The lack of social skill in deaf students comes from limited communication, and interaction with others. (Winzer, 1990; Luckasson, 1995 & Trussew, 2000). In some situations, social isolation occurs because other children may find the student with hearing impairment's communication attempts either difficult to understand or slightly embarrassing.

2.7.2. Social Interaction between Deaf Students and Their Hearing peers

The issue of social interactions and relationships between deaf children and hearing peers is clearly an important and growing area of concern. However, deaf children's social experiences in mainstream schools can vary widely (Christiansen & Leigh, 2002 as cited by Batten, (2014).

According to Lawrence, (1997) stated that if the deaf students have problems in mixing with peers and in making and/or sustaining friendships, the student may develop a poor self-image and this may result in a lack of confidence. Such problems are not and cannot be easily solved. However, the skilled teacher should continually seek to encourage the students to develop good social skills and positive relationships with peers.

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

with opportunities to develop specific social, emotional, and cognitive skills, alongside increasing their overall well-being and self-confidence. However, rejection by peers or the absence of friendships could lead to increased social and academic difficulties for deaf children, over and above the challenges they can already face (Moog & Geers, 1985 as cited by Batten & et.al. (2014).

Alongside the communication difficulties that deaf children can face, deaf children's social behavior has been found to be more withdrawn and less collaborative than that of their hearing peers. Research indicates that deaf children do not have as many close friendships with hearing peers in their mainstream class and these relationships are more sporadic Wauters & Knoors, (2007). There is a limitation in social relations between students with disabilities and non-disabled students at this study site. Consequently, psychological reactions such as feelings of rejection, loneliness and depression are observed among some students with disabilities. The peer support is also very minimal. Furthermore, anxiety and worries of employment after graduation are frequently reported by students with disabilities Tirussew & Elina (2005). In a study it has been found that hearing peers had varying attitudes toward deafness, with negative attitudes centered on frustration, misinterpretation, communication breakdowns, fear, and lack of familiarity with deaf peers and an unwillingness to consider children who are different Stinson and Liu, (1999) as cited by Batten, (2014).

Peer acceptance and popularity, had different effects on well-being for deaf early adolescents in mainstream schools compared to the effects on those in special education schools. In addition to Peer relationships, has been found to affect well-being in the classroom (e.g., Hamre & Pianta, 2001 as cited in Knoors, (2012).

2.7.3. Social Interaction between Deaf Students and their Teacher

One qualitative study (Heine & Browning, 2002) showed that deaf students often experience a communication breakdown in conversational situations. This can lead to feelings of social isolation and low self-confidence, which in turn can lead to them withdrawing from social situations, which then increases the risk of social isolation and loneliness. Relationship with the teacher had different effects on well-being for deaf early

adolescents in mainstream schools compared to the effects on those in special education schools. In addition to peer relationships, the teacher–student relationship has been found to affect well-being in the classroom (e.g., Hamre&Pianta, 2001 as cited in Knoors, 2012). In mainstream education, the relationship with the teacher was the strongest predictor of wellbeing in school for hearing children. In addition, to start with, deaf integrated students experienced lower well-being than hearing peers (Knoors, 2012). Teachers’ experience was another significant variable that was positively correlated with ratings on the social adjustment of deaf students. The teachers who held special education degrees in deaf education were found to give more positive ratings of emotional and overall adjustment of their students compared with a reference group. As is evident from the results of this study, peers and teacher-related factors play relatively important roles in the social adjustment of deaf students, as do student-related factors (Polat, 2003).

2.7.4. Play and Social Interaction with Peers

Children with disabilities benefit from playing particularly when it comes to social skills and social development. When a child has limited responsibilities and a lack of decision-making experiences, that child may come to believe he or she is not competent (Carmichael, 1994). Play provides a stage for these decision-making experiences to occur and these experiences help develop self-confidence. For children with disabilities, play also helps in developing self-determination, control and identity (Woolley, Armitage, Bishop&Curtis, 2006). Learning social standards and values are also important skills in the development of children with disabilities and these skills are learned through peer play (Prellwitz & Skär, 2007).

One of the results of children with disabilities not having play is a risk of developing secondary impairments, such as depression, and decreased balance, strength and endurance (Guralnick, 1986; Johnson, 2009). Without play, children with disabilities also tend to spend much of their time in the company of adults rather than with other children. However, when there is a platform for encouraging social interactions, such as a playground or in-class free-play, children with disabilities tends to interact with other children more frequently (Wolery&Wilbers, 1994).

Social plays may have positive benefits for social development in younger children. Research shows that prior social experience promotes social interactions for preschool aged children. For example, in an observational study by Harper & Huie (1985), the play behaviors of 3- to 5-year-olds that had previous experience in-group childcare were compared to children who had never attended a preschool environment. Compared to their inexperienced peers, preschoolers who had previous childcare experience were more inclined to engage in cooperative play with their peers and less likely to spend time alone. In addition, experienced children spent less time with adults and more time engaged with their peers in play. Similar benefits of social experience have been found in research with school-aged children that examined student participation in extracurricular or outside of school activities, such as clubs and sports activities.

CHAPTER THREE

RESEARCH METHODS

3.1. Research Design

The main objective of this study was to explore the academic and social challenges of deaf students at Mengesha Jenberie primary school. In this study qualitative approach was employed using design of case study. The case study design is the systematic collection of information about a person, a group, or a community, social setting or event in order to gain insight it's functioning. As indicated in Creswell, (2007) case study research involved the study of an issue explored through more cases within a bounded system. Thus, the academic and social challenges of deaf students face in the integrated classroom were analyzed using case study design because it provides an in depth understanding of the cases. Among case study design, multiple case study design was used to explore academic and social challenges of deaf students in integrated classrooms.

The researcher choose this approach, because this approaches enable the researcher to identify major issues to address and to examine the academic and social challenges of deaf students and its constraints basic questions and also the researcher must listen carefully to what participant say, engage with them according to their individual personalities and styles and use probes to encourage them to elaborate on the answer. Moreover, the approaches help to draw recommendations that are subtracted from the findings of diversified sources and that helps to minimize the challenges of those students.

Marshall& Rossman, (2014) also presented that case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. As mentioned in Yin (2003), Case studies are preferred strategy about the contemporary set of events over which the investigator has little or no control. Kothari (2008), also suggest as Case study is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, a person, a family and an institution.

3.2. Description of the study area

This study was conducted in Dangla administrative town. Dangla town is found in Amhara region state in Awi zone and consists of five sub-city. This town is located 472 Km road distance northwest of the Ethiopian capital, Addis Ababa, 11°16'N Latitude, 36°50'E Longitude including 50,755 populations according to the Population and Housing Census report of 2007. There are ten (10) primary schools these have integrated classrooms in this zone and in Dangla town, Mengesha Jenberie primary school is one of them.

Special needs education program opened for students with visual impairment, students with intellectual disabilities and hearing impairment established in 1998 E.C. At the school, integrated deaf students in the general class-room began over four years the program has started. Deaf students have been joined in the program. Further, the school provides educational facilities to the students are completing grade eight.

3.3. Sources of data

The researcher was used primary sources of data to obtain information about the subject under the study. These primary sources of data were obtained from special need educator, principals, regular classroom teachers, deaf students and hearing peers in this school through interviews, focus group discussion and observation by the researcher.

3.4. Population

The population of the study was consisted of five groups; these were regular classroom teachers, principals, special need educator, deaf students and other hearing peers. The reason why the researcher purposely selects this primary school is it is the only primary school in the town that accepts deaf student. Sure, that these deaf students from the school can express themselves because of the researcher can get enough sign language interpreters. The researcher also decided that regular classroom teachers who were taught deaf students in the school has been contributing of the study; they were also participants in this study because these teachers have many real experiences with deaf students and challenges in the school. The principal of the school and special need educator has also

contributed in the research area by providing information on both the academic and social challenges in which deaf students face. The researcher also believed other hearing peers have knowledge's about the challenges of deaf students in integrated classrooms.

3.5. Sample and Sampling Technique

The sample size of this study was selected from five population groups. These include regular classroom teachers, special need educator, principals of the school, deaf students and their peers. Consequently, the total population of the study were 141, where 6 deaf students, 116 hearing peers in the two integrated classrooms, 2 school principal, 1 special need educator and 16 regular teachers. Among that total population, the participants of the study were 30. Those were 2 principals, 10 integrated classroom regular teachers, 1 special need educator, 6 deaf students and 11 hearing peers.

Therefore, the researcher was drawn non-probability sampling technique, including purposive sampling technique and comprehensive sampling technique for these population groups. Purposive sampling, one of the most common sampling strategies, group's participants according to preselected criteria relevant to a particular research question (Woods & Namey, 2005). Thus, purposive sampling technique was drawn for regular classroom teachers and hearing peers. Because of the researcher choose a purposive sampling technique for hearing peers, these were more time spend and set together in the integrated classroom during and after the class time. And also, the teacher who teaches deaf students and they were more time, contact during the week or the month in subject area was selected by purposive sampling technique. On the other hand, deaf students, special need educator and principals of the school were drawn by comprehensive sampling technique. Because, the principals of the school, special need educator and the deaf students learn in integrated classroom were small in number and the researcher was taking all these participants in order to collect information through interview, focus group discussion and observation by the researcher from key informant in related to the research issues.

Table 3.5.1 Summarize the Sample Size of the Study

Target population	Population			Sample			Sample in (%)	Sampling technique
	M	F	T	M	F	T		
Regular classroom Teachers	6	10	16	4	6	10	62.5	Purposive
Special need educator	–	1	1	–	1	1	100	Comprehensive
Principals	2	–	2	2	–	2	100	Comprehensive
Deaf students	2	4	6	2	4	6	100	Comprehensive
Hearing peers	61	55	116	3	8	11	9	Purposive

3.6. Data Gathering Instruments

Face- to- face interview, observation and focus group discussion were employed based on the research questions.

3.6.1. Interview Guide

The interview is a data gathering method in which an interviewer asks a question of an interviewee. So as to, the interviewer collects the data from the interviewee, who provides the data (Johnsen& Christensen, 2008). As Bogdan&Biklen (1992) explained, the interview was used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpreted some pieces of words.

Semi- structured interview for the participant was employed to collect the primary data from that is expected to relate information to the study interview data collection tool is one of among qualitative data collection tools. Semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries (willam, 2015). So, the researcher believed this tool is appropriate for this study. Accordingly, semi-structured interview was aimed at studying the respondent's opinion, emotions or beliefs on the basis of an interview guide.

This is generally a lengthy procedure designed to encourage free expression of his/her feeling, emotion, and his knowledge about a particular area of study.

The interview provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2007), (Merriam, 1998) further explained that “interviewing is necessary when we cannot observe behavior, feeling or how people interpret the world around them”.

Hence, the researcher was provided open-ended questions for the principals of the school, special need educator and deaf students in order to gather detailed information and to have in-depth discussion with participants on the issues through interviews. These open-ended questions would be included forty nine (49) question items for all participants in this study. For deaf students nineteen (19) question items that indicate academic and social challenges of deaf students, for special need educator seven (7) question items and for the principal of the school six (6) question items that indicate academic and social challenges and also the support systems do for deaf students in the school means, interview guide to explain and elaborate the important information freely from the participants to the researcher.

3.6.2. Focus Group Discussion (FGD) Guide

FGD is making stronger information from the prepared research questions. It is familiar and most researchers are used in qualitative research approach, means of providing a detailed set of qualitative data on group interaction. Cohen, (2000) states that focus group discussions were, 6-12 people are brought together for discussion. Therefore, Focus group discussion was conducted within classroom teachers and hearing peers (their peers) and the researcher was created only two (2) groups. One (1) group was arranged for classroom teachers within eleven (11) question items and the other group from hearing peers (their peers) within six (6) question items. These question items were to guide for the participants to explain the academic and social challenges of deaf students in this school by the question of ‘how’ and ‘why’. So in this study FGD is one of the data collection instruments the researcher was conducted.

3.6.3. Observation Guides

Observations are those in which the researcher takes notes on the Behavior and activities of individuals at the research site (Creswell, 2009). Hence, it is a scientific data gathering instrument and an important tool to investigate the academic and social challenges of deaf students in regular classrooms. The Researcher was developed checklist to lesson observation guide, allocated instructional resources, classroom observation guide to resources available and playground, observation guide, in order to; triangulate the information get from the participants. But, these observation guides were not done except allocated instructional resources in the class and out of the classroom. Because, of Corona Virus the students and the teachers were not available in the playground and classroom.

3.7. Trustworthiness of the Study

The trustworthiness of the study was administered by triangulating the data to check whether the instrument was taken on appropriately to investigate the academic and social challenges of deaf students in Dangla administrative town at Mengesha Jenberie primary school. Trustworthiness in qualitative research concerned with establishing that the researcher's interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how the conclusions and interpretations have been reached (Tobin & Begley, 2004). Moreover, in qualitative research trustworthiness is established by presenting the knowledge of participants accurately and the researcher was trying to do so. For this reason, in this study, the researcher was trying to ensure the trustworthiness of the study by discussing with the advice-giver and other professionals from research education.

3.8. Data Collection Procedure

To collect data for this study, academic and social challenges of deaf student, interview, focus group discussion and observation was administered from participants in a period of three weeks. In the first five days of the data collection period, the researcher made formal contacts with the head of Mengesha Jenberie primary school through a letter from

the Department of Special Needs Education, Bahir Dar University. By presenting and discussing the objectives of this study with the head of Mengesha Jenberie primary school, the present researcher was trying to get the list registered members of the population in that school in general, in particular deaf students and their teachers. Then, thirty (30) participants were selected from the researcher decide population groups to collect the relevant data.

In the next eight days, researcher gathered information from the participants by hire Ethiopian sign language interpreter to interpret the interview of the deaf student to the researcher, the remains eight days; the researcher collected information from principals, special need educator, regular classroom teachers, deaf students and hearing peers. The information was noted by the researcher and was ordered. And then, go out to collect data from the selected participants, by explaining the purpose of the data, give grateful and the confidentiality of their responses. The researcher was monitoring the whole data collection activities by assisting the data. Finally, all the data that were getting by Amharic and then translated into English by taking attention to keep entire all the data as original as it was getting.

3.9. Method of Data Analysis

Depending on the purpose of the study, qualitative method of data analysis was used to interpret the data gathered through different data collection tools. In this study, the data gathered through qualitative manner by the tool of focus group discussion, observation and interview.

Therefore, the researcher was employed thematic data analysis technique. Braun & Clarke, (2006) argued that thematic analysis should be a foundational method for qualitative analysis and it is a flexible way of the description of phenomena from sets of data that allows for descriptions to emerge. Thematic analysis is useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (King, 2004). Due to the qualitative nature of the study, this analysis method is suitable as the

aim is to explore and describe on participants' academic and social challenges in the integrated classroom for deaf students.

The interpretation and analysis is done by triangulation of the results obtained through different data gathering instrument based on the stated purpose. Generally, all the data were recorded and then transcribed to describe to see related conditions in the school compound. Finally the result of interpretation was discussed and summarizes to reach dependable conclusion.

3.10. Ethical Consideration

In any research responsibility, researchers are probable to employ high standards of behaving with honesty and integrity. It has been assumed that because Qualitative research does not involve physical manipulation as that of the experimental Method and it poses less risk to participants. Referring to ethical consideration, after identifying the key informants with whom to begin the interview process, discussion and focus group discussion with all participants of the study was done.

When conducting this study, the researcher was followed same ethical guidelines. Thus, that the first activity the researcher was doing is to get permission from the participants. To keep the confidentiality of the information and security of the respondents, the data are collected without asking their names. Additionally, the researcher was started by explaining the purpose of the research to participants. After securing their permission to participate, the ground rules are introduced to be followed during focus group discussions (Bogdan&Biklen, 2007; Cohen, et.al. 2000; Neuman, 2007).

Therefore, after permission is gotten, the researcher was making the participants feel safe and secure regarding the information they were provided on the issue of the investigation. In other think, the researcher was insured participants that the information is used only research purpose and hence create a good opportunity for them and free to talk with in the researcher and interpreter to the data collection to finish. Moreover, to make the participants feel more confident about the information was they provided, each informant would be pre- informed that his/her real name was not being used while reporting the results.

CHAPTER FOUR

FINDINGS

The major findings were based on interpretations of the explored academic and social challenges and faced of deaf students in Mengesha Jenberie primary school in Dangla administrative town. According to the researcher's sampling technique recorded in chapter three, the number of respondents those included deaf students who faced the academic and social challenges in their learning experience, Special Need Educators and integrated classroom teachers who have a mandate to minimize those challenges for deaf students and school Principals and hearing peers, those were key role player overall activities in the school environment their finding outcomes were explained based on various variable recorded in the following table.

Table 4.1. Background Information about Deaf students

No	Name/Pseudonyms	Sex	Age	Grade
1	Alemu	M	16	5
2	Metalign	M	21	8
3	Yenenesh	F	19	5
4	Addisie	F	17	5
5	Brtukan	F	20	5
6	Slenat	F	18	5

Table 4.2 Background Information about Hearing students

No	Name/Pseudonyms	Sex	Age	Grade
1	Alemitu	F	15	8
2	Beletech	F	16	8
3	Sisay	M	14	5
4	Habtamu	M	18	8
5	Kidst	F	15	5
6	Beletu	F	14	5
7	Belete	M	13	5
8	Kalkidan	F	17	8
9	Mekdes	F	14	5
10	Zenebech	F	16	5
11	Asemach	F	16	5

Table 4.3. Background Information about Integrated Classroom Teachers

No	Name/Pseudonyms	Sex	Age	Qualifications	Service year	Position
1	Mekete	M	56	Diploma	25	Teacher
2	Chane	M	40	Diploma	16	Teacher
3	Bereket	M	35	Diploma	13	Teacher
4	Tazash	F	41	Diploma	18	Teacher
5	Metadel	F	58	Diploma	27	Teacher
6	Esualegn	M	39	Diploma	14	Teacher
7	Yenework	F	31	Diploma	12	Teacher
8	Tewochgn	F	45	Diploma	10	Teacher
9	Abebech	F	53	Diploma	18	Teacher
10	Tadfalech	F	33	Diploma	20	Teacher
11	Worknesh	F	49	Diploma	11	Special Need Educator
12	Abeje	M	51	Degree	10	Principal
13	Tewolgn	M	42	Degree	12	V.principal

4.4. Academic Challenges

Academic and social challenges of deaf students in integrated classroom in the school were collected from different participants (such as, six deaf students, one special need educators, two principals of the school, eleven hearing peers and ten teachers who thought deaf students in integrated classroom) through interview, focus group discussion (FGD) and observation by the researcher. According to collected data from those respondents, the researcher interpreted and discussed the results thematically. Deaf students at Mengesha Jemberie primary school have some major academic challenges; under these major challenges, communication of Ethiopian sign language, peer support; teacher encouragement, educational material/ resource room and school support were emerged themes.

4.4.1. Communication of Ethiopian Sign language

The limitation of Ethiopian sign language requires the availability of sign language interpreters in the classroom. Participant teachers who thought deaf students discussed that, mostly we don't address the needs of deaf students in the integrated classrooms.

Because, there is the limitation of Ethiopian sign language skills to support these students in integrated classrooms. Another response from those teachers thought in integrated classrooms was we have communicated facial expression and textual (written) messages instead of using Ethiopian sign language.

Three female deaf students from grade five told to the researcher that, “I’ve been communicating only with special needs educator and my deaf friends”. They feel embarrassed with the sign language. They don’t know the Ethiopian Sign Language (ESL). They prefer to communicate with the same (deaf student) friends.

The respondent students who are not deaf explained that, the challenges of deaf students in attending integrated classroom have lack of participation in activities because of inadequacy in communication with non-deaf peers and teachers. As the descriptions that lack of communication with deaf students of sign language and they do not have the skills in sign language. As the result of this barrier deaf students could not participate in activities in the classroom. On the other hand, they also respond that, teachers’ limitation of sign language skill affect the academic success of deaf students and lack of using participatory methods of teaching also other challenges facing those students. Moreover, they explained that, they need to provide support in each activities to participate equally, but the limitation of communication and least encouragement of teachers towards participation of deaf students affect the classroom activities. School principals, they told to researcher that,

“Deaf students face many academic challenges in their education in integrated classrooms of Mengesha Jenberie primary school. Among these academic challenges, the teachers have limited sign language skills, lack interest toward sign language training and practices and lack of commitment to provide support to those students”.

In addition to this, they explained themselves cannot communicate with them due to limitation in sign language. As the result of this and other problems, the deaf student easily stacked. On the other hand, they also mentioned that the challenges which relate to the students themselves are, being hopeless, have low self-confidences, low self-esteems, and being dependent on others as the result of limited fulfillment of needs. Moreover, as

mentioned by the school principal, that some teachers who teach these students in integrated classroom do not take care of participating the deaf students in activities equally with other hearing peer students. This ignorance of taking care of participation of the students in all activities with their peers is one of the other academic challenges of deaf students in integrated classrooms.

According to responses from all participants, through interview and focus group discussion (FGD), the major academic challenges of deaf students in integrated classrooms in the school were the limited skills of Ethiopian sign language and appropriate communication skills among teachers and students. In related to this limitation, the flow of instruction which helps to construct knowledge is deviated. As the result of this deviation the deaf students could not be successful. On the other hand, all the respondents also mentioned that “there is no sign language interpreter for the purpose of teaching-learning activities in integrated classroom”.

4.4.2. Peer Support

The findings of this study regarding peer support revealed that peer support was ineffective in providing the best assistance for deaf students. To make them effective, there is providing necessary support but, lack of training program at the school level, conducts regular meetings with teachers to identify a supportive problem and then to identify solutions to this deficiency. Moreover, hearing peers were not capable enough in assisting deaf students to conduct academic aspects. Respondents responded and discuss from the focus group discussion (FGD) we are not voluntary to help deaf students in activities because of communication barriers. In addition, hearing peers have no cooperatively work and study with deaf students.

This means gaining peer support in the integrated classroom is appalling support. As participant explained, peers, academic support in the integrated classroom enhances the academic involvement of deaf students; those deaf students who didn't gain peer support to attend their academic in a miserable way.

Metalign is only one deaf student in grade eight, and said that,

“When the teacher come to the class and giving a topic in order to discuss in the group. But my classmate and teacher are not able to communicate Ethiopian sign language; and also Ethiopian sign language interpreter is absent. So only I’m seeing in the blackboard that writes it”.

Moreover, most respondents states that limited peer support in academically because, of communication barrier. As the above responses infers that, the deaf students preferred hearing students’ assistance each other; but, lack of communicators by Ethiopian sign language from hearing peers was main barrier in the integrated classroom. And also, Students prefer the student- centered approach method that could create openness and interaction with peers.

Consequently, regarding to hearing peers support in the integrated classrooms, the type of peer support not good surfaced. Deaf student participants stated mostly not encouraging experiences interrelated to hearing peers supporting us in the integrated classroom. Here, hearing peers discussed on how they had a system of friends; they could depend on for assistance in the integrated classrooms.

4.4.3. Teacher Encouragement

It is believed that, the teachers who thought those deaf students in an integrated classroom should encourage the students to participate in academic activities and make clear concepts about the lesson topics before moving to the next. The respondents answered the question related to teachers’ encouragements to participate in the classroom activities and making clear the lesson before moving the next topic.

One deaf student from grade eight said that, “I didn’t get equal encouragement with hearing peers. Even the teacher doesn’t checkup, I’m present or absent in the classroom”.

In related to this, the deaf students mentioned that some teachers do not encourage deaf students in academic activities and this limitation does not make them to develop our potentials. Also, another issue also raised by those participants is that teachers move from one lesson to the next topic without making clear understanding of the topic ideas. In related to the classroom condition they answered that the classroom is not favorable

because of there is high number of students in each classroom. In related to this, managing and supporting individual deaf students is impossible. As their response, these challenges face them during the teaching learning process in integrated classrooms.

Another issue that they discussed is the lack of using visualized instructional materials because, those students do not use their hearing sense and instead of this, they need visualized material; unless they could not participate and understand concepts effectively. The respondents also explained that teachers do not break down the lesson topics into small in order to be clear to deaf students. They mentioned that having a limitation of adjusting tutorial class for deaf students, lack of using concrete instructional media instead of abstract concepts, and some teachers having no extra attention to deaf students are also the main challenges. In related to this, they also mentioned that the classroom accommodation is not favorable because of an extra number of students.

One deaf student told to researcher that,

“The integrated classroom teachers of this primary school have lack of encouragement. My teacher provided me that instead of using sign language; the teachers use oral presentation, lack of providing short notes and limitation of well strained professionals in special needs education is my academic challenges”.

As response of special needs educator; however, they provide professional supports for school communities by giving sign language training, awareness, creating towards deaf students, and other important activities still now the challenge is not solved.

Bereket is Sport teacher, related to teacher encouragement, questions; he said that “I don’t have enough motivation for deaf students during sport learning in field play because of communication barrier”. And also one of the teachers said that, “Don’t have neither the training nor a related education to take care of deaf students in integrated classrooms. But I understand their situation as I am Amharic teacher.” The other added that, “I have no reflective understanding of Ethiopian Sign Language and explaining what I write on the blackboard.”

All deaf students told to researcher that, the teachers' communication by Ethiopian sign language is limited except teachers who are special needs educators. The classroom is not comfortable for deaf students to follow teaching-learning process, and for teachers to manage the students because of extra students in the classroom. The participation of deaf students is lost in the activities in the classroom because limited communication skills. Related to this, the teachers' face to face interaction during the teaching-learning process in the classroom is limited. Some teachers do not revise the daily lesson before completing the period, as the result the students could not understand the concepts of the lesson.

4.4.4. Educational Material/ Resource Room

Availability of sufficient teaching materials and provision of assistance during and after the classroom is a great issue to be integrated deaf students with in integrated classrooms. And also providing appropriate instructional materials and equipment's are the purpose of coming good integration of those students within hearing peers.

From special needs educator participants in the study, responded answers to provide interview questions that,

“Having less organized resource centers for deaf students, limitation of knowledge and teacher skills of sign language and restricted communication with those students are the major challenges. Those are limited and inadequate resource centers for deaf students in order to enhance to their potentials and increase participation in the practical activities equally with hearing classmate students”.

According to observation of the researcher, the resource room through prepared observation checklists, the availability of sufficient teaching aid and resource are not adequate for deaf students. The resource room which is organized as a center for deaf students was not adequate and sufficient because, the appropriate instructional materials were not fully available. As the researcher observed; some visualize materials were available like materials indicated by the Ethiopian sign language.

In addition to this, most deaf student respondent responded that do not use the resource centers (library, and laboratory.) equally with their peers who are hearing students, as the result they could insufficient gains equal chances to develop their potentials.

Another observation of the researcher was in the two classrooms; hence, when I was observing in 5th A class no enough light and also the blackboard puts on the ground. Due to this the deaf students in this class were difficult to see that written it on the blackboard. In 8th B class has sufficient light and the blackboard put appropriately in the wall.

4.4.5. School Support

With regard to supports from teachers, principals and special need educators, all semi-structured interview and FGD participants forwarded the same. Two of the deaf students disclosed that “sometimes there is a support from special need educators. Other ways, no one helped me from the staff in any activities in terms of material and academically in the school. I feel sorry for their ignorance.”

School special need educator said that, face to face interview our school had already failed in the point views of support, but our responsibility the upper part of the government structure without their direct and indirect supports the school alone would produce nothing for those deaf students. And also the school principals added that, the program of teaching deaf students began while the Woreda education office made placement of special needs education teacher. Even the program opened, the school didn't provide full support for deaf students in an integrated classroom. They also added, they indicates that the opening of special needs education in this primary school not mean that deaf students gained sufficient academic provision from the school. What the school done has welcomed the deaf students without sufficiently prepared the academic support, however in special unit the support is better. Because of they are learning by Ethiopian sign language teachers.

The FGD participants agreed that, supporting deaf students in the school was very low. One participant of the FGD also agreed that there was also limited support for deaf students in the school. Concerning adequacy of academic support provided to deaf students, the discussion group strongly shares common suggestion that support provided

to deaf students in the school was not adequate. The reason they suggested was some teachers lack commitment to support deaf students and shortage of Ethiopian sign language.

4.5. Social Challenges

4.5.1. Social Integration with Peers

Social integration in this study referred to a student's ability to interact, make friends, be accepted by peers and their teachers. From the findings of the study, deaf students pointed out peer acceptance and social interaction in the school community, schools as evidenced in the interviews and discussion below. During a semi-structured interview Respondents responded, "Sometimes we are not playing with hearing peers." Moreover, sport teacher said that "deaf students have problem in interacting with hearing peers." Among these deaf student participants two female deaf students from grade five reported that,

"when we went to sport field during sport class with our hearing peers, we felt not good because, that the sport activities gave to every hearing peers instead he given me lesser attention than other hearing ones because we did not contribute what expressed by hearing students which means my being deaf undermine the equal gain handed to every sport activities".

Similarly, one deaf student's said that, "I am not play with some my friends who are hearing students. But, mostly "I play with deaf students. Because When I need support, I cannot ask my hearing friends. Therefore, I didn't play equally with all hearing friends." Consequently, Bereket is sport teacher he said that,

"During sport class and going on field, deaf students were participating in the playground within football. But they prefer moving from one side to the other alone without interaction with other hearing students. And sometimes they tried to play alone with football by kicking up into the sky. Other hearing students do not want to play with them. Their reason is that they cannot communicate easily with them. Sometimes, hearing peer kick and fun each other in the same class. The

deaf students showed some part of egocentricity and selfishness in the playground''.

Furthermore, one of hearing classmates and sport teacher added that, the deaf student's social interaction is not equal with both hearing and non-hearing students. And also mentioned that; deaf students seemed not sociable that have good physical contact with hearing classmates and teachers.

All hearing peers discussed that, the "school has not provided Ethiopian sign language training for us. And sometimes we have communicated with deaf students by custom sign language". Similarly, from most semi-structured interview of deaf students does not have good social interaction and lack of positive relationship with the hearing students; this is due to lack of Ethiopian sign language communication training with the hearing peers.

Deaf students Respondents said that "most of the time not seen good things when we are among heard students like those of hearing student are exist for in all things and the like". And three respondents said that "we have not always seen good things when we are among the heard student, because they do not act something good for us when we are together". Also, another thing is two students think we cannot hear and socially isolated at all. And they said that only deaf students are our friends.

In group discussion, most of hearing peers discussed that "we have interest to make relationship with deaf student. Since, we have interest to play together with them within sign language communication barrier". But two respondents answered that "we don't have interest of relationship from those of deaf students".

Depending on discussion from hearing peers, at break time deaf students limited recreate with their peers who are hearing students by playing different kind sports, and others. In related to this, deaf students play and recreate with most their hearing peers, they can develop social skills. But these practices are very limited in the school. Moreover, some hearing peers are very limited interacting and play freely with deaf students. And also, the real social relationship between deaf students and their peers are very poor.

Further, from semi structured interview and FGD, deaf students do not have good social interaction and positive relationship with the hearing students, thus, is due to lack of communication with their hearing peers.

4.5.2. Social Integration with Staff and Acceptance

The findings indicated that, when came to the social relationship between staff members and the deaf students was not good. Several participants reported there was a difficulty to build positive and effective relationships with the staff members. There were a variety of reasons for this including the perceived attitudes and lack of knowledge about deafness by some staff members. But the Main reason difficulties with sign language communication as indicated in the interviews below.

These findings were indicative of the fact that most of staff members lacked the knowledge about Ethiopian sign language and deafness. It showed that some staff members were not too quick to offer solutions even in instances where the students needed options for them to make a decision that suited them to dismiss. The relation between deaf student and staff members is going without appropriate knowledge; the staff members were ill-prepared to make decisions about how to effectively provide accommodations in their relation. Because, of school society with the exception of few teachers were not taken Ethiopian sing language training.

Four deaf students of the participants of this study said that “societal integration of the conditions of the deaf student is very poor”; the other two deaf students said that “mostly the school is ignored on social activity and not equal participate with hearing peers”

Therefore, it should be underlined that the school society in general has still a long way to change their attitudes towards the deaf student, with the exception of very few teachers. For instance, when, the deaf student can become participation, some teachers do not believe it or do not want to accept it. They think deaf student cannot learn properly because of his or her deafness.

Hence, Matalign’s classroom teacher states that,

“This time things might have improved gradually. The underlying reason for these attitudinal changes could be attributed to the existence of deaf student who are practically enjoying a good life. But most school communities didn’t have interest to enjoy with me because of the sign language limitation in all school society except special need educator”

Consequently, Addisie’s teacher added, when the school society experienced these successful people, they consider deaf students’ potentials on equal level like any one of them; hence, they treat them a bit better and this becomes power for themselves esteem, moral, and self-confidence.

As all deaf students participated in the semi- structured interview they expressed similar ideas. Their participation in social functions was very low for both the number of teachers in the integrated classroom and the principals of the school.

CHAPTER FIVE

DISCUSSION

5.1. Academic Challenges

Deaf student those learn in integrated classrooms in Mengesha Jembrie primary school face academic challenge. But those students were still learning in integrated classrooms within the challenges. The study aimed at identifying the academic problems of deaf students in integrated classrooms of primary school level. The results of study showed that deaf students were facing a number of academic challenges. They were experiencing problems of following and understanding instructions, lack of adequate sign language interpreters in the classroom, and lack of teachers' assistance inside and outside the classroom.

The primary goal of an integrated education is to encourage full inclusion of deaf students in a regular education classroom that includes both deaf students and hearing classmates. Deaf students in this study were enrolled in their academic and social perspective. The fear of many educators that the integrated movement would result in placing students in regular education classrooms without the good willingness and to accept deaf students need a welcoming environment, positive attitude, respect, acceptance, communication access, classroom modifications and other necessary accommodation to be successful (Anita & Stinson, 1999).

In addition, Susanne, (2008) argued deaf students have academic challenges in integrated classrooms, even though there are improvements in some cases. Moreover, (John & Sylod, 2013), the level of academic achievement is related to school effort and the quantity, quality, and timing of the support services children receive. But the study finding is different in Mengesha Jenberie primary school. The academic needs of deaf students are not being met due to the lack of Ethiopian sign language interpreter in integrated classroom; teachers' instructional methods and support in the integrated classrooms didn't address deaf students.

Furthermore, this study finding was supported by (McLeish, 2010), the most common academic problem faced when deaf learners educated in integrated classroom is improper communication between the deaf students' learners and their hearing peers as well as the teachers.

5.1.1. Communication of Ethiopian Sign language

Safe Ethiopian sign language communication is the main way of transferring academic knowledge from one another, if there is a barrier in Ethiopian sign language communication the academic of deaf students educational is highly impacted (Mpofu & Chimhenda, 2013).

All the respondents also mentioned that there is no sign language interpreter for the purpose of teaching-learning activities in integrated classrooms. If there is limitation to communicate in sign language among teachers and students there should be a sign language interpreter in all periods of the lesson. Therefore, this study finding was toughly supported by; Mpofu & Chimenga (2013). The unavailability of an Ethiopian sign language interpreter is also the main academic challenges which impact on the performances of deaf students in integrated classrooms.

It was found out that no one used Ethiopian sign language in integrated classrooms of the 5th grade and 8th grade. Failure in Ethiopian sign language communication exists among deaf students and teachers as well as between hearing students. In related to this limitation, the flow of instruction which helps to contract academic knowledge is deviated. As the result of this deviation the deaf students could not be successful in education and they might be a failure in their academic performance. In addition, National Deaf Children's Society, (2013) stated that, deafness presents a very significant barrier to learners acquiring language, communicating, making educational progress, develop socially and academically.

Furthermore, (Slow, 2000), argued Ethiopian Sign Language interpreters are essential to access integrated education setting and are a vehicle to interpret for hearing and deaf individuals. Moreover, not only the classroom, but also the sign language interpreter-tutor is must locate just outside the direct line of sight from the student to the teacher,

somewhat facing the student, thereby allowing the student to read directly the speech of the teacher or interpreter. The interpreter repeats what the teacher is saying through signs, finger spelling, and no vocalized speech. He or she may paraphrase or modify what the teacher is saying if the student is not familiar with the words or concepts being said. Interpreter- tutors are not teachers, but must be experts in total communication.

5.1.2. Peer Support

As mentioned in chapter four, the peer support system seemed too inadequate. Due to lack of Ethiopian sign language communication. However, (Mlay, 2010), stated that, Peer support is essential for alleviating academic challenges of deaf students'. And also Peer support involves learners, helping one another. It was during their physical education lessons, when playing together, those players who are deaf students and their hearing peers started to support one another.

Frequently, the hearing peers initiated the interaction by being the referee or by commenting on the deaf student actions, but deaf students' players did it too, when playing in the best way they could. The present finding revealed that most hearing peers have no habit of studying with deaf students; Due to Ethiopian sign language communication barrier. Moreover, this statement has been confirmed by many researchers (e.g. Dzulkifli, 2011) that suggested hearing peers who did not cooperate with deaf students or apart from their peer groups showed, low levels of commitment and motivation toward their integrated education, and low participation in extracurricular activities. Moreover, this study was supported by; Tirussew, (2005). Noted peer mediated intervention found to have a vital role in promoting academic progress of deaf students. Therefore, lack of peer mediated intervention probably attributed to the deaf students' academic challenges.

As discussed in the literature, a major academic problem encountered for the deaf students is an Ethiopian sign language barrier. For deaf students, because of being included with hearing students, the interaction is becoming difficult because the hearing peers lack knowledge of the Ethiopian sign language. Sometimes some hearing peers speak orally and are unable to meet impaired students' needs. Hearing peers cannot

provide deaf students any kind of support. Due to the absence of communication with other hearing peers in the school, deaf students sometimes get quarreled with hearing peers. This is due to the misunderstanding that hearing students have (Asrat, 2013). Even if deaf students want to play with them, they do not understand their interest.

The reason hearing peers do not have interest and study with deaf friends is lack of communication. And, deaf students show that the tendency of isolating themselves from their hearing peers.

5.1.3. Teacher Encouragement

In this study most of the teachers are serving more than ten years and qualified to diploma (as we have seen Table 4.3). Even though most teachers are qualified and serve more years, still there are a number of deaf students attend in integrated classroom has a lack of motivation from their teachers. Thus, due to teachers' lack of in service training to Ethiopian sign language and how to deal with diversity in the classroom and in turn contributes to the existence of like large class size.

As discussed in the literature, teachers' training, and this study were likeness with Wadesango, Eliphanos & Gudyanga, (2014). Found that teachers had little training in dealing with individual differences and specific instructional processes developed for deaf learners. Therefore, the teacher teaches in integrated classrooms are not adequately encouraged to handle deaf and other students with special needs. Moreover, (Cawthon, 2001), stated that as a method, encouraging deaf students to set the front of the lecture class where they would have an unobstructed line of vision is good.

Integrated classroom teachers, as they have little awareness, they rarely try to help the deaf student to involve them in the teaching and learning process. For example; by using the blackboard, showing visual aids and arranging the seats. Moreover, the effectiveness is still questionable because there should be clear communication to be effective in the teaching and learning process or where there is communication barriers one can't expect consistent interaction of education. And, teachers also complain about the shortage of time, being loaded and they develop a negative perception. And integrated classroom teachers also lack orientation of the school when deaf students enrolled in the integrated

classroom teachers and student should be informed clearly about the nature and the intensity of the deaf student to recognize and address effectively what they want to impart (teach). Since, there is individual difference to acquire academic issues and social challenge; teachers should know diverse individual needs to support them accordingly. Teachers cannot provide students any kind of encouragements except for hearing students. As a result of these, the deaf students have a lack of self-confidence and are found very weak in their academic progress.

Further, this implies that, integrated classroom teachers don't aware the presence of deaf students in the classroom. They teach all students without giving attention to deaf students. Teachers didn't plan how to deliver the content and learning activities to deaf students. When teachers use, oral teaching aids in their instruction, they didn't visualize about the instructional materials for deaf students in integrated classrooms.

5.1.4. Educational Material/Resource Room

Inaccessible educational materials are considered as big academic challenges that can prevent the successful enrollment of deaf students in an integrated classroom in Megesha Jenbrie primary school. Deaf students are isolated by inaccessible educational materials. In relation to educational material and resources support of deaf students in integrated classrooms the study finding looks like with the work of (Calderon & Low, 1998). Human resources' in special needs are important imputes in the integrated classrooms which are currently the main challenges. In addition, Chimedza& Peters (2001), a key factor in the integrated of deaf students in regular school is resource mobilization. In relation to this idea, the limitation of resource mobilization in the school, impacts on the academic of deaf students in integrated classrooms. As the result of using mobilized resource centers, enhance the holistic development of the students' skills, knowledge and attitudes; unless it would be declined.

Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback (Azeb, 1994). This implies deaf students demand

appropriate instructional material method that can help them to grasp information. They are also required to actively engage in the process.

Basically, method in teaching concerning the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives. Because the teaching method includes selecting content and instructional materials as well as teaching procedures, it determines to a large extent what students actually learn (Clark And Starr, 1982) cited in Azeb (1984).

The implication here is that contenting presented to deaf students should be delivered using a method that helps to meet the objectives. Selecting contents that matches to deaf students demand is mandatory in order to help deaf students learn.

5.1.5. School Support

Special supports from the school were supposed to reduce negative effects of the above challenges. However, deaf students in integrated classroom were not getting enough support from their teachers, their class works and home works were not checked by teachers and feedback was not given to them, no tutorial class was arranged separately for them and deaf students were not supported with separate reading materials or notes. Teachers and school principals also confirmed the prevailing gap in supporting deaf students academically in the school. It was indicated that deaf students were suffering from information gap and support in an integrated class of this primary school.

In line with this UNESCO, 2001 noted that the support provided to school should have variety and effectiveness so that all learners with diverse needs can learn. Support in inclusive school includes everything that enables learners with diverse educational needs to learn. Due to these reason, the most important supporters of school which are at the disposal of every school is that children, supporting children, teachers supporting teachers and communities as supporters of schools. There is support from teachers with special training, support from other professional. All forms of support should contribute effectively to an inclusive approach. However, these supportive processes in Mengesha Jenberie primary school were not enough for students with special needs in integrated class seating.

Furthermore, in relation to this, the finding of this research is similar with Mahwish (2012) as he stated, the lack of commitment from primary school can have a profound effect on the educational integration of deaf students. It makes a great difference to these deaf students, whether the commitment and actions of school community reflect considerations for their real needs of these students. The adjustment of deaf children in an integrated classroom to the school society begins with the ability to adjust to their own school environment. Therefore, the school support and commitment shape the academic involvement of the deaf students.

5.2. Social Challenges

Depends on the finding, the social challenges of deaf students at Mengesha Jemberie primary school had different factors to learn in integrated classrooms. Integration with peers, and administration staff seemed to be strained due to factors such as a communication barrier, perceived attitudes, and lack of information on deafness. From the findings sign language skill problem of teachers to handle their student's lack of a training program about how interact with deaf students in the school environment, the interaction of teachers and students in the school are challenges in an integrated class. As the result of the data collected indicated there are problems that affect deaf students in their social interaction with the school environment.

5.2.1. Social Integration with Peers

The findings indicated that social integration was a crucial aspect in a deaf student's life when enrolled in the integrated education. Good relationship between deaf students and hearing peers proves to be important to student's social development. All deaf student participants of this study, except Metalign 8th grade, said that in our school, my hearing friends did not invite to play competitive games during social play. The problem may emanate from a lack of communication. Consequently, deaf students do not have as many close friendships with hearing peers, and if there are, these relationships are more sporadic (Wauters and Knoors, 2008). This is mainly because many hearing peers are not sensitized about game integration. So, they think that deaf students cannot play most games. In this respect, deaf students feel badly depressed and lonely, because although they cannot hear, they can see if they were joining with them.

Moreover, under this theme this finding was supported by (Scheetz & Lee, 1993). They argued that, deaf students experienced feelings of loneliness because they cannot easily participate in social activities with peers due to communication difficulties. They may also begin to identify themselves as helpless individuals and avoid participating in school activities.

Consequently, Davis et al. (Cited in Kirk et al. 2003), stated that, deaf students in rare case effects the ease with which communication occurs, and communication forms the basis for social interaction. The deaf students' self-concept and confidence influence how rejection by others is perceived and handled. It is a rare deaf student who does not perceive his social relations as inadequate and does not long for full acceptance by his peers. If being different thing is the worst thing that can happen then, the next worst thing is associated with someone who is not different. One cannot always control the former, but one can control the latter. It is from this fact that social problems encountered by deaf students often stem.

Furthermore, in relation to peer support the finding looks like with the work of Lawrence, (1997) stated that if the deaf students have problems in mixing with peers and in making and/or sustaining friendships, the student may develop a poor self-image and this may result in a lack of confidence. Such problems are not and cannot be easily solved. However, the skilled teacher should continually seek to encourage the students to develop good social skills and positive relationships with peers. Lawrence also added that peer's lack of training influences his/her attitude towards children with hearing impairment. The attitude of peers is more negative to integrated classrooms without training.

Here this study finding was supported, by (Winzer, 1990; Luckasson, 1995 & Trussew, 2000). Argue that, the lack of social skill in deaf students comes from limited communication, and interaction with others. In some situations, social isolation occurs because other children may find the student with hearing impairment's communication attempts either difficult to understand or slightly embarrassing. Similarly, in Mengesha Jenberie primary school was accrued lack of social relationships between deaf students and hearing peers in integrated classrooms due to limited communication from hearing peers.

Moog & Geers, 1985 as cited by Batten & et.al (2014), the Report supports, rejection by peers or the absence of friendships could lead to increased social and academic difficulties for deaf children, over and above the challenges they can already face. And the finding is the same in Mengesha Jemberie primary school. Deaf students viewed that the social relation aspects of their inclusion are negative and they didn't prefer being a part of the integrated class. They don't feel that they have gained social activity with peers from this school and can't make their own choices. Actually the social integration without accessibility and adaptation of social participation and school isn't a solution. However, the finding of this study under social integration of deaf students with hearing peers was contradicted in the work of (Danford, 2010). He stated that, they are interacting everywhere with each other. They used to play the games which themselves understood from each other according to their situation.

5.2.2. Social Integration with Staff and Acceptance

Regarding to this theme, the deaf students in Mengesha Jemberie primary school lack of acceptance in social aspects. Therefore, my study finding was supported by (Heine & Browning, 2002); they showed that deaf students often experience a communication breakdown in conversational situations. This can lead to feelings of social isolation and low self-confidence, which in turn can lead to them withdrawing from social situations, which then increases the risk of social isolation and loneliness.

Moreover, deaf students not engaging by motivation of staff in social interaction more generally which can lead to feelings of social exclusion and ultimately increase the risk of social isolation and loneliness. Deaf students receive fewer positive responses to their social bids or attempts to engage in social interaction and as a result, demonstrate less interest in their teachers, which make them more prone to social isolation (Moreover, Lawrence, (1997). Societal integration and acceptance of the conditions of the deaf students in staff except special needs educator is not good; because their teachers and principals are not closer and, hence, more aware of their learners dire conditions. Even though the school special need educator prepared the trainings of Ethiopian Sign Language and awareness about the deaf students, but the lack of socially motivation and acceptance and halt social interaction with deaf students. If deaf students have any

question; they went to ask the only special needs educator in the school. Because of deaf students are able to communicate by Ethiopian sign language with her. In addition, as literature suggested that deaf students need social acceptance from a teacher with expertise in the areas of deafness, and sufficient training in effective use of strategies. This finding is an evidence for the literatures. Adverse social practices of deaf students in this school have been linked to teachers' low level of understanding about deaf students and intervention techniques and inadequate special education support. And also integrated classroom, students and teachers did not have sufficient information about the significance of integrated education.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The Salamanca Statement and framework for Action declare education for every individual as a basic human right for all, irrespective of individual differences (UNESCO 1994). However, deaf students in integrated classroom face different academic and social challenges in school setting. The main purpose of this study was to investigate the academic and social challenges deaf students in integrated class rooms of Mengesha Jenberie primary school. In order to achieve these purposes, the following research questions were raised:

1. What are the academic challenges of deaf students in the integrated setting?
2. What are support systems from the school for deaf students in integrated setting?
3. What are the social challenges of deaf students in the integrated setting?

Concerning with Approaches, the researcher employed a qualitative research design by thematic way of description. The total participants were six deaf students, eleven hearing peers, one special need educators, ten teachers who teach deaf students in regular class room and two principals of the school. The participants in the study were selected by non-probability sampling techniques that are purposive and comprehensive sampling technique. Necessary data required for this study were collected from participants through semi-structured interview, focus group discussion (FGD) and observation by the researcher. The data collected from different participants were organized and analyzed qualitatively by words, phrases, and sentences. Based on the results of data analysis, the major findings of the study were discussed along with literature reviewed primarily.

6.2. Conclusion

The main purpose of this study was to explore the academic and social challenges of deaf students at Megesha Jenberie primary school in integrated classrooms. Based on the

results and findings of the study the following conclusion has drawn concerning to academic and social challenges of deaf student.

The study has confirmed that in terms of academic challenges of deaf students, it is found that deaf students in integrated classroom face difficulty in communication by Ethiopian sign language, lack of Ethiopian sign language interpreter in the classroom, lack of classroom accommodations, lack of using concrete instructional methods in order to understand abstract concepts, unfair use of educational materials/ resource centers, lack of interest in paying extra attention, lack of willingness of teachers to provide support, and as a result, their academic success and participation in the classroom is very low related to those who are deaf students. If this group has not equally benefitted from the educational service in the school, therefore, the aim of ensuring quality education for all can't be achieved and the human rights to learn regardless of the individual difference which is approved by international documents will be violated. Therefore, it is important to minimize their academic challenges by providing necessary support and materials to facilitate their learning in the school setting and classroom.

In terms of social challenges, integration with peers and administration staff seemed to be strained due to factors such as Ethiopian sign language communication barrier. Deaf students in an integrated classroom in the school have isolated from most social participation. And also a special needs educator supportive in the school was rare.

This study has extremely exposed Sign language interpreter in integrated classroom were absent and also classroom teachers did not have sufficient knowledge about the significance of integrated education of deaf students in the regular classroom. There were no special preparation of the curriculum for deaf students; there was no extraordinary support system. Because, of these academic and social challenges, the education of deaf students these learning in an integrated classroom would at risk.

6.3. Recommendations for Future Research

In fact, this study was conducted in only primary school and other secondary school is not included, the results of this study vision in the noticeable fact of what academic and

social challenges of deaf students, in integrated classrooms. This recommends that further researchers need to work on a secondary school sample population in different integrated classrooms in the schools. Moreover, the researcher was only seen academic and social aspects. Other challenges need to be explored in the integrated classroom of deaf students and in ways of eradicating the challenges of deaf students in integrated classroom would be valued. Tangible and training approaches might be developed for the integrated classroom teachers and other peers.

6.4. Recommendations for Challenges

Based on the conclusion made above, the following recommendations were forwarded to minimize the academic and social challenges of deaf students in integrated classrooms of Mengesha Jenberie primary school.

- Deaf students should be informed about their own personal values and potential to make them develop a positive self- image in their interaction with the hearing school community.
- The teachers and school principals should be responsible the academic challenges and progress of deaf students and then facilitate the support system to improve their practice.
- The special needs educators as a professional and school principal in cooperation with each other should facilitate at least short training for school community on the Ethiopian sign language skill, techniques and strategies to deal with deaf students. And also, should facilitate all necessary materials needed to help target students.
- The schools should prepare a meeting to raise awareness of the school community. The value of the school community involved in deaf student's academic and social life is very great role. So, the teachers and school should initiate hearing students to support and encourage deaf students.
- The teachers should use visualized and concrete instructional materials to have more understanding of abstract concepts. Organize and rearrange resource rooms and centers in adequately for deaf students equally with hearing students.
- The black board should be put on the wall with enough light. Due to clearly see, the deaf student what the teacher write and take notes.

- The school should create, play opportunity (like parallel, associative, and cooperative play types) for the deaf student with hearing peers for social development since they learn to share everything with playmates, and join play groups.
- There is a need to facilitate Ethiopian sign language interpreters who have appropriate educational skills; at least a minimum of a bachelor's degree as well as provide compensation commensurate to work done. So, Woreda education office should have to hire an Ethiopian sign language interpreter in integrated classrooms. Experts and assign them to schools to help students and teachers.

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Appendixes

Appendix A

BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview questions for school principal

The objective of this interview is to collect necessary information to identify the academic and social Challenges of Deaf Student in integrated classrooms and come up with some solution for better education. Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation!

Part One: Personal profile

Name_____ Sex_____ Age_____

Qualification _____

Trainings taken/skills_____

Part two: Questions indicate academic challenges of deaf students in integrated classrooms.

1. How do you see the integration of deaf students and hearing students in one regular class? Is it good?
2. Are there challenges facing by deaf students within the integrated classroom in your school? If yes, what are they?
3. Do the challenges impact on the educational performance of deaf students in your school? If yes, how?
4. What special supports are being offered to deaf students by your school? Mention the kind of support, if you have provided any.
5. Are there resource rooms in the school? If yes, is it comfortable for deaf students?
6. In your opinion, which are some of the challenges experienced by staff in working with deaf students?

Appendix B

BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview questions for special needs educator

The objective of this interview is to collect necessary information to identify the academic and social challenges deaf students in integrated classrooms and come up with some solution for better education. Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation!

Part One: Personal profile

Name_____ Sex_____ Age_____

Qualification Major_____

Trainings taken/skills_____

Part two: Questions indicate academic challenges of deaf students in integrated classrooms.

1. Did you take training in national sign language program?
2. In which way do you teach the Deaf students being placed together with their hearing peers and share the common academic adequate knowledge?
3. Have you an experience about Ethiopian sign language instruction and pedagogical approach from your previous life, and for which teaching approach do you deliver it to your deaf students?
4. What are the technological materials available in your school for integrated teaching strategies, if they are available from where did you get them?
5. What challenges do the deaf students face in integrated/classrooms?
6. What academic advantages and disadvantages do the integration has for deaf students in regular classes?
7. What Solutions do you suggest to minimize the academic challenges of Deaf students in your school?

Appendix C

BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

FGD questions for integrated classroom teachers

The objective of this FGD is to collect necessary information to identify the academic and social challenges of deaf Student in integrated classrooms and come up with some solution for better education. Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the FGD question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation!

Part One: Teacher's profile

Name_____ Sex_____ Age_____

Qualification Major_____

Trainings taken/skills_____

Grade level you teach_____

Part Two: questions indicate social challenges of deaf students in the school.

1. Have you ever taken training about how to teach and communicate with deaf students? If yes, what knowledge did you get?
2. Do you give sign language trainings for Deaf students and classroom teachers? And others; like guards, janitors? Etc.
3. Do you allow your students to play in-group with others? If yes, what problems you face in group-play having deaf students?
4. Do you give equal chances for deaf students to participate in the classroom and play activities? If not, why?
5. Do you think integrated education brings tolerance, love and respect between hearing and deaf student? If not, what social problems are common for deaf students?

Part Three: Questions indicate academic challenges of deaf students in the integrated classrooms.

1. What academic challenges do your deaf students face because of learning in integrated classroom?
2. Do you address the needs of deaf students in teaching learning activities in and out of the classroom? If yes, how? If no, why?
3. How do you make the classroom condition comfortable for deaf students?
4. What challenges are faced by deaf students in the integrated classroom?
5. What techniques do you use to support deaf students in the classroom?
6. Does provides tutoring for deaf students independently?

Appendix D

BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Interview Guides for Deaf students

The objective of this interview is to collect necessary information to identify the academic and social challenges of deaf students in integrated classroom and come up with some solution for better education. Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Part One

Gender _____
Age _____
FGD date _____
Grade _____

Part Two: the questions indicate academic challenges of Deaf students in the integrated classrooms.

1. What challenges did you face in the classroom during teaching-learning activities?
2. Do teachers' pay extra attention to you during and after class?
3. Do teachers make sure that you understand before moving to the next topic?
4. Are teachers always ready to give your assistance during and after classroom?
5. Are sufficient teaching materials available for you in the classroom?
6. Do your classmates or friends help you when you feel stacked?
7. Do you participate in the classroom activities?
8. Do teachers provide tutoring for you independently?

9. Does the teacher use different techniques to support you in the classroom? If yes, what are the techniques?

Part Three: questions indicate social challenges of Deaf students in the integrated classrooms.

- 1) What are social challenges face in your school?
- 2) How do you get the school environment? Is it friendly relationship? What are the most social challenges you face at school compound?
- 3) How do you see a friendly relationship with school society, it is good or bad?
- 4) Do you allow your teachers to play in-group with others? If yes, what problems you face in group-play?
- 5) Do you provide equal chances form teachers to participate in the classroom and play activities? If not, why?
- 6) What do you feel when your friends do not understand your saying?
- 7) Do the friends you hear, spend their rest time with you?
- 8) What has been your experience been like interacting with other students within the school?
- 9) Which social activities do you take part in within the school?
- 10) How do administration staff and treat/relate with you when you go seeking services within the school?

Appendix E

BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

FGD question Guides for Hearing Peers.

The objective of this FGD is to collect necessary information to identify the academic and social challenges of deaf students in integrated classroom and come up with some solution for better education. Since your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the FGD question presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance for your cooperation.

Part One: Background Information

Gender _____

Age _____

FGD date _____

Grade _____

Part Two: the questions indicate academic challenges of Deaf students in the integrated classrooms.

1. Are there challenges that hinder the Deaf students during the classroom activities to participate equally with you? If yes, what are they?
2. Do you support your peers who are Deaf students to improve their academic performance? If yes, how? If not, why

Part Three: questions indicate social challenges of Deaf students in the school.

- 1) Did you get any orientation and sign language trainings about how to communicate and play with Deaf students by the school?
- 2) Do you play in-group with Deaf student peers? If not, why? If yes, what kind of play you enjoy most?
- 3) Do you face any problem at the playground in relation to Deaf students? If yes, what are those problems and their causes?
- 4) Do you hang out with students who can't hear your vacation? If so, what do they do?

Appendix F

BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

The objective of this observation check list is to collect necessary information to identify the academic and social challenges of deaf Student in integrated classrooms by the researcher and come up with some solution for better education. Since the researcher observation is a great contraption on data gathering procedure by checklist instrument.

I. Background Information

1. Name (pseudonym) _____
2. Age _____ Sex _____ Grade _____
3. Age of onset (Deafness) _____
3. Current status of hearing capacity (Mark an "x" on the line).
- 3.1 I hear speech very slightly _____
- 3.2 I hear sounds very slightly _____
- 3.3 I don't hear at all _____
4. Date of observation _____
5. The Subject to be taught _____
6. Length of the Observation Period _____

Instruction: Put a check mark "x_" in the column which tell

0 =No 1= Low 2 = Good 3= Very good

NO	Variable description	0	1	2	3	Opinion
	From the classroom					
1	Use any visual aids in learning when the teacher teaches in the classroom?					
2	Use sign language interpreter during teaching?					
3	Is the classroom environment (student position, student number, adequate lighting) convenient?					
4	Deaf students participate in classroom instruction					

5	Teachers encourage deaf students to participate					
7	Teachers use face-to-face communication when teaching and speaking					
8	The teacher reviews key ideas to help students complete the day's lesson					
9	Teachers have good knowledge about teaching when teaching					
10	Other Hearing Students Help Their Deaf Friends					
11	Presence of charts, models and pictures					
12	Hostile and angry language					
	Out of class					
1	Are there different learning centers in the school					
2	Do you use different learning centers (libraries, laboratories, resource development centers) equal to the rest					
	On the playground					
3	Organized playground					
4	Do deaf students have fun with other friends					
5	Deaf students play alone					
6	Deaf students isolate in social affairs					
7	Deaf students' isolation from peers					
8	Presence of game teachers					

Appendix G

ባሕርዳር ዩኒቨርሲቲ የትምህርትና ስነ ባህሪ ሳይንስ ኮሌጅ የልዩ ፍላጎት አካቶ ትምህርት ክፍል የሁለተኛ ዲግሪ ማሟያ ቃለ-መጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ መስማት የማይችሉ ተማሪዎች ያለባቸውን የት/ት ና የማህበራዊ ተግዳሮቶች ላይ አስፈላጊ የሆኑ መረጃዎችን ለመ ሰብሰብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ ቃለ መጠይቁን እንድያደርግለዎት በትህትና እጠይቃለሁ። የሚሰጡትቃለ መጠይቅ በሚስጥር እንደ ሚጠበቅ ላረጋግጥለዎት እወዳለሁ። ስለ ትብብረዎ በጣም አመሰግናለሁ።

ለት/ቤቱ ር/መ/ር የተዘጋጀ ቃለ-መጠይቅ

የቃለ መጠይቅ መመሪያ

ክፍል አንድ

- ጾታ _____ ዕድሜ _____
- የት/ቤቱ ስም _____
- ቃለ መጠይቅ የተደረገበት ቀን _____
- በት/ቤቱ የርስወ የስራ ድርሻ _____
- አሁን ያሉበት ዘርፍ _____
- ትም/ት ደረጃ _____

ክፍል ሁለት :- መስማት የተሳናቸው ተማሪዎች በአካቶ የትምህርት ክፍል ሲማሩ ያላቸው የትምህርት ተግዳሮቶችን የሚመለከቱ ጥያቄዎች፤

1. መስማት የተሳናቸው ተማሪዎች መስማት ከሚችሉት ጋር በአድ ክፍል ውስጥ/በአካቶ መማራቸውን እንዴት ታየዋለህ? ጥሩ ነው ብለህ ታስባለህ?
2. በትምህርት ቤታችሁ በአካቶ ትምህርት ክፍል ውስጥ መስማት የተሳናቸው ተማሪዎች ሲማሩ የትምህርት ተግዳሮቶች አሉ? አዎን ከሆነ ምን ምን ናቸው?
3. እነዚህ የትምህርት ተግዳሮቶች በትምህርት ውጤታቸው(ብቃታቸው)ላይ ተፅዕኖ ያደርሳሉ?
4. በትምህርት ቤቱ ውስጥ መስማት ለተሳናቸው ተማሪዎች ምን ዓይነት የተለየ ድጋፍ ይደረግላቸዋል? የሚያቀርብላቸው ድጋፍ ካለ የድጋፍ ዐይነቶችን ዘርዝሩ።
5. በትምህርት ቤቱ ውስጥ መርጃ ቁስለቁስ ያለበት ክፍል/resource center/ አለ?
6. በእርስዎ አስተያየት መስማት ከተሳናቸው ተማሪዎች ጋር አብሮ በመስራት ሠራተኞች ያጋጠሟቸው ተግዳሮቶች የትኞቹ ናቸው?

Appendix H

ባሕርዳር ዩኒቨርሲቲ

የትምህርትና ስነ ባህሪ ሳይንሥ ኮሌጅ

የልዩ ፍላጎትና አካቶ ትምህርት ክፍል

የሁለተኛ ዲግሪ ማሟያ ቃለ - መጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ መስማት የማይችሉ ተማሪዎች ያለባቸውን የት/ት ና የማህበራዊ ተግዳሮቶች ላይ አስፈላጊ የሆኑ መረጃዎችን ለመ ሰብስብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ ቃለ መጠይቁን እንድያደርግለዎት በትህትና እጠይቃለሁ። የሚሰጡት ቃለ መጠይቅ በሚስጥር እንደ ሚጠበቅ ላረጋግጥለዎት እወዳለሁ። ስለ ትብብረዎ በጣም አመሰግናለሁ።

ለት/ቤቱ የልዩ ፍላጎት ባለሙያ የተዘጋጀ ቃለ-መጠይቅ

የቃለ መጠይቅ መመሪያ

ክፍል አንድ

- ጾታ _____ ዕድሜ _____
- ቃለ መጠይቅ የተደረገበት ቀን _____
- በት/ቤቱ ያለዎ የስራ ድርሻ _____
- የትምህርት ደረጃ _____

ክፍል ሁለት፡- መስማት የተሳናቸው ተማሪዎች በአካቶ ክፍል ውስጥ ሲማሩ ያላቸው

የትምህርት ተግዳሮቶችና በትምህርት ብቃታቸው ላይ የሚደርስባቸው ተፅዕኖ

በተመለከተ የተዘጋጀ ቃለ መጠይቅ

1. ብሔራዊ የምልክት ቋንቋ ስልጠና ወስደዋል?
2. መስማት የተሳናቸው ተማሪዎች ና መስማት ከሚችሉት ብቁ የሆኑ ትምህርታዊ ዕውቀት እነዲጋሩ በምን መንግድ ያግኟቸዋል?
3. በኢትዮጵያ ምልክት ቋንቋ ትሳብ እና የማስተማር ስነዘዴ ላይ ልምድ አለወት መን አይነት የማስተማር ስነዘዴ ያደርሳሉ?
4. በትምህርት ቤቱ ውስጥ የሚያደርሷቸው የቴክኖሎጂ ቁሳቁሶች ምንምን ናቸው? ካሉ የትስ ይገኛሉ?
5. በትምህርት ቤታችሁ መስማት የተሳናቸው ተማሪዎች በአካቶ ክፍል ሲማሩ ምን ዐይነት የትምህርት ተግዳሮቶች ያጋጥሟቸዋል?
6. እነዚህን ተግዳሮቶች ልመቀነስ ትምህርት ቤቱ ምን አይነት መፍትሄዎችን ይጠቀማል?
7. መስማት የተሳናቸው ተማሪዎች በመደበኛ/አካቶ ክፍል ውስጥ ሲማሩ ያለዎ ጥቅም እና ጉዳት ምንድን ነው?

Appendix I

ባሕርዳር ዩኒቨርሲቲ

የትምህርትና ስነ ባህሪ ሳይንሥ ኮሌጅ

የልዩ ፍላጎትና አካቶ ትምህርት ክፍል

የሁለተኛ ዲግሪ ማሟያ የቡድን መወያያ ጥያቄዎች

የዚህ የቡድን ውይይት ዋና አላማ መስማት የማይችሉ ተማሪዎች ያለባቸውን የት/ት ና የማህበራዊ ተግዳሮቶች ላይ አስፈላጊ የሆኑ መረጃዎችን ለመ ሰብሰብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ የቡድን ውይይቱን እንዲሳተፉልን በትህትና እጠይቃለሁ። የሚያደርጉት ውይይት በሚስጥር እንደ ሚጠበቅ ላረጋግጥለዎት እወዳለሁ። ስለ ትብብረዎ በጣም አመሰግናለሁ።

ለመምህራን የቀረቡ የቡድን መወያያ ጥያቄዎች

ክፍል አንድ ፤ የመምህሩ/ሯ ዝርዝር ሁኔታ

ስም _____ ጾታ _____ ዕድሜ _____

የት/ት ደረጃ _____ የተመረቁበት ዋና የት/ት አይነት _____

የተወሰደ ስልጠና (ሙያ) _____

የሚያስተምሩበት ክፍል _____

ክፍል ሁለት፤ መስማት የተሳናቸው ተማሪዎች በት/ቤቱ ውስጥ የሚያጋጥማቸውን የማህበራዊ ችግር የሚመለከቱ ጥያቄዎች፤

1. መስማት የተሳናቸው ተማሪዎች ጋር ለመግባባትና ለማስተማር አስፈላጊ ስልጠና ወስደዋል? አዎን ከሆነ ምን አይነት ዕውቀት አግኝተዋል?
2. የምልክት ቋንቋ ስልጠና ለተማሪዎች፣ ጥበቃዎች፣ ዕዳት ሠራተኞች ሰጥተው ያውቃሉ?
3. ተማሪዎች በቡድን እንዲጫወቱ ይፈቅዳሉ? አዎን ከሆነ ያጋጠመዎት ችግር ካሉ ይዘርዝሯቸው?
4. መስማት የተሳናቸው ተማሪዎችን እንደሌሎች እኩል ያሳትፋሉ? ካልሆነ ለምን?
5. አካቶ ትምህርት በተማሪዎች መካከል መከባበር፣ ፍቅርና መቻቻል ይፈጥራል ብለው ያስባሉ? ካልሆነ መስማት የተሳናቸው ተማሪዎች የሚያሳዩት ማህበራዊ ችግር ካሉ ቢገልጻቸው።

ክፍል ሶስት፡ መስማት የተሳናቸው ተማሪዎች በአካቶ ትም/ት ክፍል ሲማሩ ያላቸው የትምህርት ተግዳሮቶችን በተመለከተ የተዘጋጀ የቡድን መወያያ ጥያቄዎች

1. መስማት የተሳናቸው ተማሪዎች በአካቶ ትምህርት መማራቸውን በትምህታቸው ላይ ያደረሰባቸው ተፅዕኖ ምንድን ነው?
2. መስማት የተሳናቸውን ተማሪዎች ሲታስተምሩ በክፍል ውስጥም ሆነ ውጭ በፍላጎታቸው ላይ ትኩርት ያደርጋሉ? አዎን ከሆነ እንዴት? አይደለም ሆነ ለምን?
3. በክፍል ውስጥ ሁኔታዎችን መስማት ለተሳናቸው ተማሪዎች እንዴት መቻቻል?
4. መስማት የተሳናቸው ተማሪዎችን በአካቶ ክፍል ሲማሩ ምን ዓይነት የትምህርት ተግዳሮቶች ያጋጥሟቸዋል?
5. መስማት ለተሳናቸው ተማሪዎች የማጠናከሪያ ት/ት ለብቻ ይሰጣሉ? አልሰጥም ከሆነ ለምን?
6. መስማት የተሳናቸውን ተማሪዎች ለመደገፍ ምን ዓይነት ዘዴዎችን ይጠቀማል?

Appendix J

ባሕርዳር ዩኒቨርሲቲ
የትምህርትና ስነ- ባህሪ ትምህርት ኮሌጅ
የልዩ ፍላጎት እና አካቶ ትምህርት ክፍል
የሁለተኛ ዲግሪ ማሟያ ቃለ መጠይቅ

የዚህ ቃለ መጠየቅ ዋና አላማ መስማት የማይችሉ ተማሪዎች ያለባቸውን የት/ት ና የማህበራዊ ተግዳሮቶች ላይ አስፈላጊ የሆኑ መረጃዎችን ለመ ሰብስብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ ቃለ መጠይቁን እንድያደርግለዎት በትህትና እጠይቃለሁ። የሚሰጡት ቃለ መጠይቅ በሚስጥር እንደ ሚጠበቅ ላረጋግጥለዎት እወዳለሁ። ስለ ትብብረዎ በጣም አመሰግናለሁ።

መስማት ለተሳናቸው ተማሪዎች የተዘጋጀ ቃለ መጠይቅ

መመሪያ

ክፍል አንድ-ዳራ መረጃ

ጾታ _____ ዕድሜ _____

ውይይት የተደረገበት ቀን _____

ክፍል _____

ክፍል ሁለት :- መስማት የተሳናቸው ተማሪዎች ትምህርት ተግዳሮቶች እና

በትምህርት ብቃታቸው ላይ የሚያደርጉት ተፅዕኖዎችን በተመለከተ የተዘጋጀ ቃለ

መጠይቅ

1. በአካቶ ክፍል ስትማሩ ምን ዐይነት የትምህርት ችግሮች ያጋጥማችኋል?
2. መምህራን ሲያስተምሩ ለእናንተ የተለየ ትኩረት ይሰጣሉ?
3. መምህራን ሲያስተምሩ ከአንድ ርዕስ ወደ ሌላ ከመሄዳቸው በፊት ተማሪዎች መረዳት አለመረዳታችሁን ያረጋግጣሉ?
4. መምህራን ሁልጊዜ ክፍል ውስጥም ሆነ ውጭ እናንተን ለመደገፍ ዝግጁናቸው?
5. በክፍል ውስጥ ስትማሩ በቂ የትምህርት መርጃ መሳሪያዎች ይኖራል?

6. የክፍል ጓደኞቻችሁ ለእናንተ ድጋፍ ያደርጋሉ? አወ ከሆነ በምን አይነት መልኩ?
አያደርጉም? ከሆነ ለምን?
7. በክፍል ውስጥ የትምህርት ስራዎች ላይ ትሳተፋላችሁ?
8. አስተማሪዎች የማካካሻ ት/ት ይሰጡዎታል?
9. መምህራን መስማት የተሳናቸውን ተማሪዎች ለመደገፍ የተለያዩ ዘዴዎችን
ይጠቀማሉ? አወ ከሆነ ምን አይነት ዘዴዎችን ?

**ክፍል ሶስት በት/ቱ ውስጥ መስማት በተሳናቸው ተማሪዎች ላይ ያሉ የማህበራዊ
ችግሮችን የሚመለከቱ ጥያቄዎች፡፡**

- 1) የትምህርት ቤቱን አከባቢ እንዴት ያገኙታል? ወንድማማችነቱ ተስማሚ ነው?
- 2) በትምህርት ቤቱ ውስጥ የሚያጋጥሙዎት የማህበራዊ ችግሮች ምንድን ናቸው?
- 3) የት / ቤቱን ማህበረሰብአዊ ግንኙነት እንዴት ያዩታል ጥሩ ወይስ መጥፎ እንደ ሆነ
ያያሉ?
- 4) አስተማሪዎችዎ ከሌሎች ጋር በቡድን ሆናችሁ እንትጫወቱ ይፈቀዳችኋል?
መልስዎ አዎን ከሆነ በቡድን ሆነው ሲጫወቱ ምን ችግሮች ያጋጥሙዎታል?
- 5) በክፍል ውስጥ ለመሳተፍ እና ለመጫወት አስተማሪዎችዎ እኩል ዕድሎችን
ይሰጣሉ? ካልሆነ ለምን?
- 6) ጓደኞችዎ ቃልዎን በማይረዱበት ጊዜ ምን ይሰማዎታል?
- 7) የሚሰሙት ጓደኞችዎ የእረፍት ጊዜያቸውን ከእርስዎ ጋር ያሳልፋሉ?
- 8) በትምህርት ቤቱ ውስጥ ከሌሎች ተማሪዎች ጋር መግባባትና ልምድ (ተሞክሮዎ)
ምን ይመስላል?
- 9) በትምህርት ቤት ውስጥ የትኛውን የማህበራዊ እንቅስቃሴ ይሳተፋሉ?
- 10) በትምህርት ቤት ውስጥ አገልግሎቶችን በሚፈልጉበት ጊዜ የአስተዳደር ሠራተኞች
እርስዎን እንዴት ይይዛሉ / ያነጋግሩዎታል?

Appendix K

ባሕርዳር ዩኒቨርሲቲ
የትምህርትና ስነ- ባህሪ ትምህርት ኮሌጅ
የልዩ ፍላጎት እና አካቶ ትምህርት ክፍል
የሁለተኛ ዲግሪ ማሟያ የቡድን ውይይት

የዚህ የቡድን ውይይት ዋና አላማ መስማት የማይችሉ ተማሪዎች ያለባቸውን የት/ት ና የማህበራዊ ተግዳሮቶች ላይ አስፈላጊ የሆኑ መረጃዎችን ለመ ሰብሰብና ጥናት ለማድረግ ነው። እርስዎ የሚያደርጉት አስተዋጽኦ ለዚህ ጥናት መሳካት ወሳኝ ስለሆነ የቡድን ውይይቱን እንዲሳተፉልን በትህትና እጠይቃለሁ። የሚያደርጉት ውይይት በሚስጥር እንደ ሚጠበቅ ላረጋግጥለዎት እወዳለሁ። ስለ ትብብረዎ በጣም አመሰግናለሁ።

መስማት ለሚችሉ እኩዮች የተዘጋጁ የቡድን ውይይት ጥያቄዎች

መመሪያ

ክፍል አንድ-ዳራ መረጃ

ጾታ_____ ዕድሜ_____

ውይይቱ የተደረገበት ቀን_____

ክፍል_____

ክፍል ሁለት-ጥያቄዎች በተቀናጁ የመማሪያ ክፍሎች ውስጥ መስማት የተሳናቸው ተማሪዎች የትምህርት ችግሮችን ያመለክታሉ ።

1. በትምህርት ክፍል እንቅስቃሴ ወቅት መስማት የተሳናቸው ተማሪዎች ከእርስዎ ጋር በእኩልነት እንዳይሳተፉ እንቅፋት የሆኑ ችግሮች አሉ? መልስዎ አዎን ከሆነ ፣ ምን ምን ናቸው?

2. መስማት የተሳናቸው ተማሪዎችን ትምህርታዊ አፈፃፀማቸውን ለማሻሻል እኩዮችዎን ይደግፋሉ? አዎን ከሆነ ፣ እንዴት? ካልሆነ ለምን?

ክፍል ሶስት-ጥያቄዎች በአካቶ የመማሪያ ክፍሎች ውስጥ የሚማሩ መስማት የተሳናቸው ተማሪዎች የማህበራዊ ችግሮችን ና ሁኔታዎችን ያመለክታሉ ::

- 1) በትምህርት ቤቱ መስማት የተሳናቸው ተማሪዎችን እንዴት መገናኘት እና መጫወት እንደሚችሉ የሚገልፅ የትርጉም እና የምልክት ቋንቋ ስልጠና አግኝተዋል?
- 2) መስማት የተሳናቸው ተማሪዎች እኩዮች ጋር በቡድን ሆነው ይጫወታሉ? ካልሆነ ለምን? አዎን ከሆነ ፣ በጣም የሚወዱት ምን ዐይነት ጨዋታ ነው?
3. መስማት የተሳናቸው ተማሪዎችን በተመለከተ በመጫወቻ ስፍራው ላይ ማንኛውም ችግር ያጋጥምዎታል? መልስዎ አዎን ከሆነ ፣ እነዚህ ችግሮች እና መንስኤዎቻቸው ምን ናቸው?
4. የእረፍት ጊዜዎን መስማት ከተሳናቸው ተማሪዎች ጋር ያሳልፋሉ ? አዎን ከሆነ ምን እያደረጉ ያሳልፋሉ?

Appendix L

Teacher Consent Form

The Title of this research study is Academic and Social Challenges of Deaf students in integrated classrooms of Mengesha Jenberie primary school. My name is Melese Smachew and I am master student of special needs and inclusive education at Bahir Dar University. I invited you to take part in this study. Before you decide to participate in this study, it is important that you understand why the study is being done. He is being guided by Professor Anteneh Wulolgn. The purpose of this study is to explore the academic and social challenges of deaf students in integrated classrooms of Mengesha Jenberie primary school.

You are participating in the discussion and you are answering those questions based on your opinion. Your answers are only used for academic and social purposes. Participants' data are kept confidential. Your response is not discussed with any one and your real name is not writing on this form and was also never used in connection with any information you tell me. You may decline to answer any question or you may terminate from the focus group discussion at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate. Your participation is voluntary and it is up to you to decide whether or not to continue.

By signing this consent form, I confirm that I read and understood all the information. I also understood that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I am also willing to tap recorded my voice. I voluntarily agree to take part in this study. If you have any questions or concerns about this research study, you should contact me at 09 23 22 20 47 or, you may contact my advisor Professor Anteneh Wulolgn at 09 20 25 62 47.
Name_____Signature_____Date:_____

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

Appendix M

Deaf Students Consent Form

The Title of this research study is Academic and Social Challenges of Deaf students in integrated classrooms of Mengesha Jenberie primary school. My name is Melese Smachew and I am master student of special needs and inclusive education at Bahir Dar University. I invited you to take part in this study. The purpose of this study is to explore the academic and social challenges of deaf students in integrated classrooms. He is being guided by Professor Anteneh Wulolgn. You are chosen to participate in this study because you are one of deaf students who are learning from grade 5 up to grade 8 in integrated classroom of Mengesha Jenberie primary school.

You asked some questions and you will give your opinion on it. Your answers are only used for academic and social purposes. Participants' data kept confidential. Your response done by your own and your real name will not be written on this form and also never be used in connection with any information you tell me. You may decline to answer any question or you may terminate to be done answers for the given questions at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate. Your participation is voluntary and it is up to you to decide whether or not. However, your honest and genuine answer to these questions help the researcher to better understand the situation.

By signing this consent form, I confirm that I heard the Ethiopia sign language from translators' explanation, and understood all the information. I also understood that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. I am also willing to audiovisual recorded my response. I voluntarily agree to take part in this study.

Name_____Signature_____Date_____

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

Appendix N

Hearing Peers Consent Form

The Title of this research study is Academic and Social Challenges of Deaf students in integrated classrooms of Mengesha Jenberie primary school. My name is Melese Smachew and I am master student of special needs and inclusive education at Bahir Dar University. I invited you to take part in this study. Before you decide to participate in this study, it is important that you understand why the study is being done. He is being guided by Professor Anteneh Wulolgn. The purpose of this study is to explore the academic and social challenges of deaf students in integrated classrooms of Mengesha Jenberie primary school. You are chosen to participate in this study because you are learning with deaf students in integrated classroom.

You were participated in the discussion and you were answering those questions based on your opinion. Your answers are only used for academic and social purposes. Participants' data were kept confidential. Your response was not discussed with any one and your real name is not writing on this form and also never used in connection with any information you tell me. You may decline to answer any question or you may terminate from the focus group discussion at any time if you feel uncomfortable. If you do not want to be in the study, you may choose not to participate. Your participation is voluntary and it is up to you to decide whether or not to continue.

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

Name_____Signature_____Date:_____

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

Appendix O

School Consent Form

The Title of this research study is Academic and Social Challenges of Deaf students in integrated classrooms of Mengesha Jenberie primary school.

My name is Melese Smachew and I am master student of special needs and inclusive education at Bahir Dar University. I am being asking to gain permission for a research study in the school. The purpose of this study is to explore the academic and social challenges of deaf students in the integrated setting. Around six deaf students, eleven hearing peers, one especial need educator and ten integrated classroom teachers will take part in this study. And also School principal will participate in this study. The school will get benefits from this study that is aware academic and social challenges of deaf students in integrated setting. Information about the school will be kept confidential. Any audio and written information about the school will not be shared with anybody. A copy of this research study may be put in your school. If you have any questions or concerns about this research study, you should inform meat 0923222047.

Consent: I have read this information. I gave a permission to conduct this research study.

Name _____ Signature _____ Date _____

Signature of the Researcher _____ Date _____