

**THE INFLUENCE OF SECONDARY EDUCATION DEVELOPMENT PLAN  
ON STUDENTS WITH HEARING IMPAIRMENT IN TANZANIA: A CASE  
OF TANGA CITY**

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**CERTIFICATION**

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University, the Dissertation entitled **The Influence of Secondary Education Development Plan on Students with Hearing Impairment**, in partial fulfillment of the requirements for the master of education in administration, planning and policy studies.

.....

Dr. Mary Ogondiek  
(Supervisor)

.....

Date

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**DECLARATION**

I, Athuman Majengo Mohamed, do hereby declare that this dissertation is my own original work and it has not been presented and will not be presented to other institutions for similar or any related award.

.....

Signature

.....

Date

**DEDICATION**

To my family, relatives and friends who have patiently endured and cheered me all through during the long period it has taken to complete this project. No words can express my feelings for them for the sacrifice they have made but this token gesture is the least I can do for their deep and real love, support and aspirations.

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**ABSTRACT**

There is a risk of students with hearing impairment being excluded from the teaching and learning that goes on; it prompted to study “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanga city”. The study focused on three specific objectives as to examine how school infrastructures facilitates students with HI to learn and interacts with environment effectively and efficiently, to identify teaching and learning materials applicable to students with HI as well as to determine the efforts being made by SEDP implementers to improve the teaching and learning process on students with HI. The study employed both qualitative and quantitative approaches and case study research design and three research tools used were questionnaires, observations and interviews to fulfill the researcher needs. The findings reveal that there are no training, frequent seminars and workshops to specialist teachers which concurrently leads to difficult in imparting appropriate knowledge that is in need to the learners mostly students with HI, The study recommended for Government, Nongovernmental organization (NGO’s) and other stakeholders to take full responsibility in supporting children with HI morally and materially.

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### **LIST OF ABBREVIATIONS**

dB	Decibel
HI	Hearing Impairment
ICISCR	International Covenant on Educational Social and Cultural Rights
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NSGRP	The National Strategy for Growth and Reduction of Poverty
PEDP	The Primary Education Development Plan
PMORALG	Prime Minister's Office Regional and Administration and Local Government
SEDP	The Secondary education Development Plan
TSD	Tanzania society for the deaf
UNESCO	United Nations Educational Scientific and Cultural Organization
UN	United Nations
UNICEF	United Nations children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
WHO	World Health Organization

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter intends to give an overview on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanga region”. Most children with hearing loss have difficulty in academic achievements specially reading and mathematics. The greatest difficulties faced by deaf students are in relation to language and communication. The acquisition of language and the development of a communication system are central to all aspects of learning and teaching for these students 25% of students who are deaf or hard of hearing have other disabling conditions, most notably learning disability (9%), mental retardation (8%), vision problems (4%) and emotional or behavioral disorders (4%) (Diaz, 1998).

Students with hearing loss in mainstream schools have mild to moderate hearing loss and use oral/aural methods as their main mode of communication. However, an increasing number of students with severe to profound loss are now entering mainstream education and some of these students choose to use sign language as their preferred mode of communication. Indicators of a hearing loss may include difficulties pronouncing some words or speech sounds, failure to pay attention when spoken to, frequent observation of peers for a lead as to what to do, giving incorrect answers to simple questions, a high frequency in asking for repetition of words and sentences, intense face and/or lip watching, mispronunciation of some words/sounds, straining to watch a speaker, a tendency to speak loudly and to have difficulty

monitoring voice level, and withdrawal (<http://www.sess.ie/categories/sensory-impairments>).

There are two main types of hearing loss that are Conductive which results from abnormalities or complications of the outer or middle ear. A buildup of excessive wax in the auditory canal can cause a conductive hearing loss as a disease that leave fluid or debris. Another type is sensorineural hearing loss which is the damage of the auditory nerve fibers or other sensitive mechanisms in the inner ear, the combination of both conductive and sensorineural impairment is called mixed hearing loss. Hearing loss can be Congenital (present at birth) or Acquired (appears after birth). Hearing loss is also described in terms of being unilateral (present in one ear only) or bilateral which is present in both ears.

In that context, Hearing impairment therefore cannot be avoided since it can be acquired through different ways in life stages. Students with HI like other human beings require basic needs of life that is food, shelter and clothes for their survival and other needs. In order to achieve these needs therefore students will get proper education that is concurrent to The Influence of Secondary Education Development Plan on Students with Hearing Impairment within the family level, community level, national and international at large.

## **1.2 Background of the Problem**

According to the World Health Organization (WHO), 15% of the world populations are currently affected by hearing loss. The number of people affected by hearing loss continues to rise due to the demographic aging of our society and the growing noise



pollution in our environment. Added to that, according to the UN children's funds UNICEF, over 665,000 children are born with significant hearing loss annually (<http://www.bing.com/>).

Hearing loss affects about 10% of the population to different degree from moderate to severe disability. It is viewed by some in the deaf community as a condition, not an illness; also treatments such as cochlear implants have caused controversy in the deaf community. Also Professor Adrian Davis of the British Institute of Hearing Research estimates that the total number of people suffering from hearing loss of more than 25 dB will exceed 700 million worldwide by 2015. Davis's statistics suggest that more than 900 million people worldwide will suffer from hearing loss of more than 25 dB in 2025. Generally, more is known about the incidence of hearing impairment in Europe and the United States due to the development of the healthcare systems. This sophistication allows for better record keeping and facilitates more accuracy than in underdeveloped countries where data is scarce ([www.hear-it.com](http://www.hear-it.com)).

Across the globe, more than 100 countries are considered "developing countries" and these same countries contain some eighty percent of the world's population, as well as two thirds of the hearing impaired population. Estimates shows that out of the 600 million hearing impaired worldwide, 400 million reside in developing countries. It indicates that more than 278 million people have moderate-to-profound hearing loss in both ears, and also present that most people who have hearing loss live in developing countries ([www.Audiology.org](http://www.Audiology.org)). Although 50% of these hearing losses could be prevented, the availability and cost of health care in these developing nations often makes treatment prohibitive. In developed countries, the incidence of

congenital, bilateral sensor neural hearing loss (greater than 40 dB) is estimated at 2 to 4 per 1,000 live births, while in developing countries, the incidence of congenital is estimated to be not less than 6 per 1000 live births. In addition to the availability of healthcare, living conditions, poor governments and other factors contributing to congenital hearing impairment, there are cultural issues that contribute to hearing impairment. One such factor in many developing countries is consanguineous marriage.

The earliest record of attempt to educate people with hearing impairment could be traced In Spain around 1620. Melchor de Yebra and Juan Pablo de bonnet were prominent during this era. De Yebra was familiar with the hand alphabet used by monks sworn to vows of silence. He published those hand shapes and published their use for religious purposes among people with hearing impairments to promote understanding of spiritual matters. The effort to provide education to people with hearing impairments continued in 1755. Samuel Heinicle established the first Aral school for deaf in Germany (Reynolds & Fletcher Janzen, 2007).

Abbe Charles Michel (1712-1789) established the royal institution of deaf and mutes in Paris in 1755 which was the first free school for the deaf in the world (Dilka, 2006). Also published his method of educating those with hearing impairment in a book entitled instruction of deaf and dumb by means of methodical signs and supported the school at his own expenses until his death where the French government began to support the school. The efforts were increasing where during 18<sup>th</sup> Century many schools for the deaf were established in England, France and German where both oral and manual methods of instruction which were used during

that period. Also Thomas Gallaudet (1787-1851) developed a formal education for people with hearing impairments and American Sign Language (ASL), (Dilka, 2006). He founded and served as the principal of the first institution for education of the deaf in the United States opened in 1817 as American asylum for the instruction of the deaf and dumb at Hartford, it is now known as the American school for the deaf.

The deaf were among the first groups of handicapped children to receive special education in the United States, there was American school for the deaf. During the second half of 19<sup>th</sup> Century educational opportunities for deaf children in regular public schools had become widespread only in recent years. In Africa, Andrew Jackson Foster( the first black deaf person to earn bachelor degree from Gallaudet college in 1954 and master's degree from Eastern Michigan university) founded Christian mission for the deaf African in 1956 and eventually set out for Accra Ghana, where he established the first school for the deaf on the entire continental of Africa. As the deaf began to become literate, Foster would supplement the education with trade skills and the gospel of Jesus Christ. He also convinced existing churches and missionaries to expand their ministry to include the deaf. Over time foster travel from country to country opening some 30 different schools, churches, Sunday schools and centers for the deaf in countries all across central Africa, from Senegal to Kenya, (Karakoski and Strom, 2005).

In Tanzania Special needs education was developed and supported by efforts of Non-Governmental Organizations (NG'Os). The first services (residential special schools) for the children with disabilities were provided by religious organizations.

(Karakoski and Strom, 2005). Missionary had a big influence in education of the children with hearing impairment in Tanzania because they bring the experience they have to teach deaf student in religious education and vocational skills.

So that student in special schools become more academically competent compared to those in integrated schools who were socially more competent. The first school for the deaf was Tabora opened in 1963 by the Roman Catholic Church. Later many schools for the deaf were established, For example, Buguruni 1974 by TSD, Mwanga 1984 by ELCT, Njombe 1993 by ELCT, Ruhuwiko 1980 BY RC, Mugeza 1986 BY ELCT, Mtwivila 1996 by Anglican, Dongobesh 2000 by ELCT, Msandaka 2003 Moshi Municipality, Kigwe 2003 Dodoma, Tumaini 2005 Singida Municipality and Lukuledi 2006, Mtwara.

Missionary who come from Europe were the early educators of students with hearing impairment and were commended for investing in the education for the handicapped. Some of the units for the deaf in Tanzania to moment are as follows, Meru (Arusha), Patandi (Arusha), Katesh (Manyara), Maisaka (Babati), Mramba (Mwanga), Chuda (Tanga), Mugabe (DSM), Msasani (Dsm), K/ndege (Morogoro), Kilakala (Morogoro), Kihonda (Morogoro), Itigi (Singida), Uvinza (Kigoma), Urambo (Tabora), Mbinga (Songea) and Kabanga (Kigoma).

The efforts of Tanzania Government on recognizing the right of children with hearing impairment to education was strengthened in the middle of 1970 where the first late president J.K Nyerere held a first meeting with Dr. Chande who was a founder of the Round Table Movement in Tanganyika; it was held at Dar es Salaam

which resulted into the establishment of Tanzania society for deaf. Dr. J.K Chande was the first chairman of Tanzania society for the deaf (TSD). (Mnyanyi, 2007). Many contributions from in and out of Tanzania which made to construct two classrooms for deaf children and that was Buguruni primary school, where the foundation stone was laid down by late President J.K Nyerere, the school was ready in 1974 [www.andychand.com].

Also in July 2004, the government of Tanzania launched the Secondary Education Development Plan (SEDP), covering the five year period from 2004 to 2009. The plan overhauls secondary education across the country. SEDP operationalizes key policy commitments in the vision 2025 and National strategy for Growth and Reduction of Poverty (NSGRP or MKUKUTA in Swahili) which identify education as critical to the country's overall economic and social development. SEDP has five main objectives that are Access improved; Equity improvement; Quality improvement; Management reforms and devolution of authority and education management system improvement (URT, 2006)

### **1.3 Statement of the Problem**

Inclusive education is currently a topical subject that is widely discussed and debated in the field of education. It has been referred to as part of the global education for all agenda as a new education paradigm and as an education reform (Andersen, 2004). Therefore disabled children need more attention in terms of curriculum adaptation teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems as well as funds for more assistance in adapting school environment.

Currently in the education services there are gradual changes towards special needs education as it is moving towards inclusive settings, positive changes of attitudes are taking places (Mboya, and Possi 1996). But special needs education is not given much attention. Records of Ministry of education and Vocational training show that fewer than 5% of disabled children in Tanzania go to school, even if they can get there, sustaining that vital education isn't easy, with inaccessible buildings, a lack of sustainable teaching materials and a shortage of teachers makes for a difficult learning environment to students with special needs. For students with HI need teachers who know sign language effectively and efficiently (<http://www.ippmedia.com>).

Among the goal of SEDP were access improvement and equity improvement, despite the efforts to improve the quality of education, the performance of students in Certificates for Secondary Education Examinations (CSEE) is still low. For example, the pass rate in CSEE was 50.4% in 2010 compared to 72.5% in 2009. In Advance certificate of Secondary Education Examinations (ACSEE) the pass rates decreased slightly to 92.1% in 2011 compared to 93.2% in 2010. Pass rates in CSEE have been declining from year to year since the beginning of SEDP, whereby the highest was in 2004 (91.5%) and the lowest in 2010 (50.4%) (URT, 2011).

For past five years, particularly the years 2010 and 2011, students' performance in the form four National Examinations has steadily declined, with majority of candidates scoring between Division IV and zero. For example, of the 354, 04 candidates who sat for the 2010 National Form Four examinations, 177,021 (50%) candidate scored division zero and 136,633 (38.6%) scored division IV. Thus 88.6%

of the candidates scored division IV and zero (Hakielimu, 2012). Also experience and observations shows that in 2006 URT reported a total of 716 students with special needs including students with hearing impairment were enrolled in secondary education representing about 0.1% of the total secondary school population across the country but still the learning and teaching methods as well as school environment remained the same with no trained teachers on how to use sign language in teaching and without modifying teaching and learning materials on HI students to secondary schools. In that aspect researcher intended to conduct the study in order to examine to what extent SEDP had influenced access and equity to students with hearing impairment.

#### **1.4 General and Specific Objectives of the Study**

##### **1.4.1 General Objective of the Study**

Main objective was;

To assess the influence of Secondary Education Development Plan (SEDP) on students with hearing impairment in Tanga city Tanzania in order to improve its practicability in secondary schools.

##### **1.4.2 Specific Objectives of the Study**

The proposed study had the following specific objectives:

- i. To examine how school infrastructures facilitate students with hearing impairment to learn and interact with environment effectively and efficiently
- ii. To identify teaching and learning materials applicable to students with hearing impairment.
- iii. To examine the efforts being made by SEDP implementers to improve the

teaching and learning process on students with hearing impairment.

### **1.5 Research Questions**

- i. How does school infrastructure facilitate students with hearing impairment to learn and interact with environment effectively and efficiently?
- ii. What teaching and learning materials are applicable to students with hearing impairment?
- iii. What efforts are being made by SEDP implementers to improve the teaching and learning process on students with hearing impairment?

### **1.6 The Significance of the Study**

Significance of the study is when the researcher points out the solutions to the problem or answer to the question that can or will influence education theory or practice (Omari 2011:32). According to UNESCO (2004), there are deaf professors in some countries, for example, in the United States of America. There are university departments for deaf students where many of the lecturers are deaf too, for example, in England. In some countries like Norway deaf students go to regular universities and colleges and have sign language interpreters, note takers and others help.

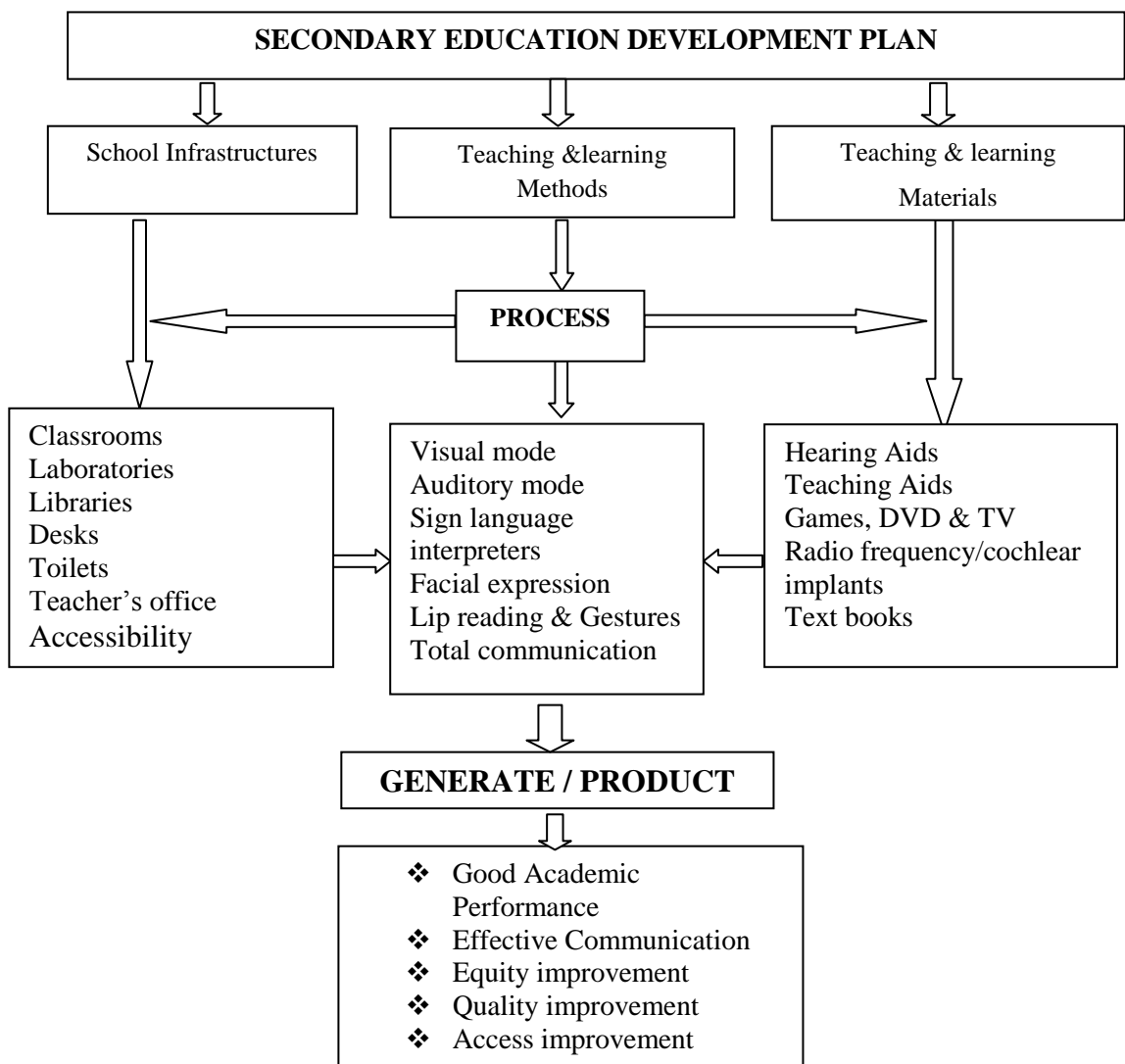
The study will encourage inclusive education to students with special needs as well as creating motivational attitudes of constructing conducive environments that facilitate inclusive learning for all students with special educational needs. If HI students were well educated and trained, they will be productive members to the general society. Therefore the study created awareness to all levels that is family level, community level, national level and international level, teachers, stakeholders and to the curriculum developers to accommodate education needs of pupils with HI



as well as to modify curriculum that meet their needs. Moreover, the study is beneficial in initiating other educational researchers as a source of references for more extensive studies. Also teachers will be informed different methods and techniques which are suitable in teaching students with hearing impairment in secondary schools.

### 1.7 The Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts.



**Figure 1.1: Conceptual Framework**

**Source:** Modified from (Mosha, 2006)

It is used to make conceptual distinctions and organize ideas, Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply ([http://en.wikipedia.org/wiki/Conceptual\\_framework](http://en.wikipedia.org/wiki/Conceptual_framework)). It is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate. Omari defines it as some imagination, some hypothetical thought (2011:43).

The conceptual framework of this study is built in the input, processing and output of the research variable. The variables of the study are school infrastructures and availability of teaching and learning materials. The researcher is in the view that if there are supportive infrastructures in schools and variability of teaching and learning materials, performance of Students with hearing impairment improved effectively and efficiently, so the impacts of SEDP in academic was positive and perspective inclusively on teaching and learning.

### **1.8 Scope and Delimitations of the Study**

Delimitation is simply defined as the boundaries set by the researcher to control the study. Most often these will be defined prior to any research or studies that are going to be done [www.ask.com]. This study was conducted at Tanga city in Tanga region; this is due to availability of different secondary schools constructed under SEDP assistance. Therefore District Education Officer (DEO), Special Needs Education Officers, Head of schools, Teachers and students with hearing impairment provided information.

### **1.9 Limitations of the Study**

Limitation of the Study indicates the challenges anticipated or that will be faced by researcher (Kombo, 2006:49). The researcher faced the following constraints;

**Financial limitations**, this is among of very vital factor in ensuring the success of the study. Research do costs a lot in terms of buying essential equipments for conducting the study such as computers, stationeries, transport costs, food, just to mention a few.

**Language barriers**, language was a problem to some respondents in answering questionnaires in English therefore; the questions were translated into Kiswahili. Also sign language was applied to the students with hearing impairment although there was no uniformity of sign language and students were coming from different areas and sometimes local sign language were used by students. Difference of languages was unavoidable due to diversity of groups of participants and difference in educational level, professionals, experiences and exposure. Donald & Delno, (2006).

#### **1.10 Definitions of terms**

**Hearing impairment;** Hearing impairment is a generic term indicating the hearing disability that may range from mild to profound which includes the subset of deaf and hard of hearing. Hearing Impairment refers to an individual manifesting hearing disability which may range in severity from mild to profound (www.prenhall.com/heward). According to the study students with HI may have partial or full hearing loss on one or both ears in that context it will affect teaching and learning to be acquired effectively.

**Deaf;** Include individuals who manifest moderately severe (71 dB) to profound (91 dB and over) degree of hearing loss. Specifically their hearing disability precludes success processing of linguistic information through audition with or without hearing

aid (Heward, 2006). Therefore Deaf is the total inability to hear. According to the study deaf students needs total communication while learning in order to get what supposed to be learned in a school.

**Hard of Hearing;** Hard of hearing are those persons who manifest mild 26 dB to moderately severe 70 dB hearing loss. They are called Hard of Hearing because they generally with the use of hearing aid have residual hearing sufficient to enable successful processing of linguistic information through audition (Heward, 2006:342). According to the study a student who is hard of hearing has a significant to makes some adaptation necessary like to able to use hearing aids to understand speech.

**Secondary Education Development Plan (SEDP I);** Is the Plan introduced in 2004-2009, it outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, and quality and management issues. According to the study it addresses the Government's policy on decentralization of the management of delivery of social services, including education and focuses on capacity building for the central government in order to improve execution of its core functions of policy formulation, provision of a responsive regulatory framework, quality assurance, and improved monitoring and evaluation.

### **Effectiveness in Education**

According to the oxford advanced learner dictionary (2006:469). The term effectiveness refers to produce the result that is wanted or intended, producing successful result. According to the study it is the degree to which education

objectives are achieved and the extent to which targeted problems in education matters are well solved.

**School Infrastructure;** Is an institution or building at which children and young people receive education, (Collins English Dictionary, 2000).

**Teaching and Learning materials;** These include all materials that are useful in giving knowledge to the teachers as well as students like, example textbooks which allow mainstreamed hearing impaired students to be successful in their studies, (Adoyo, 2008). The best resources for teaching and learning to Hi students are Visual Aids, Microsoft power point and interactive whiteboards.

**Efforts Made by SEDP Implementers;** SEDP is the plan introduced in 2004 – 2009; it outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, and quality and management issues. Also it addresses the government's policy on decentralization of the management of the delivery social services, including education and focus on capacity building, (URT (2006).

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an overview of related empirical reviews of literature on what various researchers from educational psychologists, behaviorists, researchers who did study on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment. Some specific books, research articles, dissertations/theses and journals are going to be reviewed.

#### **2.2 Theoretical Literature**

According to the World report on disability (WRD) supported by the Convention on the Rights of Persons with Disabilities (CRPD) in 2011 and by the World Health Organization (WHO) as well as the World Bank, the report assembles scientific information on disability, with relevance to the fields of public health, human rights and development. It indicates that more than 1 billion persons in the world have some form of disability. This corresponds to about 15% of the world's population; between 110-190 million people have very significant difficulties in functioning (WHO, 2011).

Also Children with disabilities are less likely to attend school than non-disabled children. Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. Even in countries where most non-disabled children go to school, many children with disabilities do not go to school. For example in Bolivia about 98% of non-disabled children go to school, but 40% of disabled children attend school. In Indonesia, over 80% of non-disabled

children go to school, but less than 25% of children with disabilities go to school. People with disabilities experience increased dependency and restricted participation in their societies. Even in high-income countries, 20-40% of people with disabilities lack the help they require to engage in everyday activities. In the United States of America, 70% of adults with disabilities rely on family and friends for assistance with daily activities. (WHO, 2011)

In Tanzania inclusive education approach has been in an integrated school setting and in general school setting where they provide a link between inclusive education and wider community. Tanzania Inclusive education Public Policies are Education Act (1978), the Education and Training Policy (1995) and the Primary Education Development Plan (PEDP) all ensures access and equity on inclusive education arena. (UNESCO, 2007). The Coalition for Education Disability and Non-Disability Members from the Tanga Region conducted a study in 2005 which highlighted some key concerns inclusive education in Tanzania. A report given by the Maadili Centre in 2006 articulated the following major concerns:

Most disabled children drop out because of teacher and peer abuse, and stigma. Also report shows that about ninety-five per cent of integrated schools visited were ill equipped and lacked trained teachers and resources, few schools designed for children with special needs lacked the resources to meet even basic needs and there was no data on children with learning disabilities are available because the children are often hidden from public view. A number of policies and programs in government and most NGOs exclude the disabled in development issues. Also there was poor provision and administration by government and poor financial

accountability of funds to specialized schools (<http://www.angonet-tz.org>).

In Developing Countries data on children with disabilities and special needs estimated enrollment rates of children who have disabilities are only a tiny fraction of that of non disabled children: Statistically there were 24,003 students with disabilities in Tanzania that is less than 1% of the total enrolment of primary school children. Inclusive education helps to reduce discrimination, enhance cooperation, creativity, capacity building, improved communication skills, awareness of disabilities, improved support and care, and improved policies for children with disabilities and those without disabilities, parents, teachers and the general community. (MoEVT, 2007)

Education has been defined as one of the basic rights in both the International Declaration of Human Right in 1948 and in the International Covenant on Educational social and cultural Rights (ICISCR) of 1966. According to United Nations resolutions adopted by the General Assembly at its 48<sup>th</sup> session on 09<sup>th</sup> December 1993, it lead to the UNESCO Salamanca Statement and framework of Action which states that education of person with disabilities is the integral part of the education system ([www.unesco.org](http://www.unesco.org)).

The Salamanca statement on principal policy and practice in Special Needs education adopted by the world conference on Special Needs Education held at Salamanca Spain in 1994, it proclaimed that “every child has unique characteristics of physical, intellectual, social, emotional, linguistics or other interests’ abilities and learning needs. Therefore education system should be designed for program implemented to



take into account the wide diversity of characteristics and needs (Karakoski and Strom 2005). So the prime goal of providing education to children with hearing impairments is to equip them with skills that will allow them to participate fully in all aspects of life.

Also Dakar Framework of Action (2000) has appreciated the world declaration on Education for All (EFA) of 1990 under the support of the universal Declaration of human rights and convention on the rights of the child, that all children young people and adults have the rights to benefit from an education that will meet their learning basic needs. The former President of URT Julius K. Nyerere reaffirmed that all disabled children had right to education in special and in regular schools. However the Tanzania government lacked resources to provide special school depend in large part on the contribution of Non Governmental organizations and their donor partners.

Also President Nyerere in 1974 rejected victimizing concepts that people with disabilities were not able to contribute to society “what disabled people need is the opportunity to participate fully and with equity in National activities, to have a lame leg or hand does not make someone half a person”. Most people could be productive citizens wherever they were located nyerere insists that even Arusha declaration give rights to people with Special Needs like those with hearing impairment, handicapped, visual impairments and intellectual impairments.

Ministry of Education and Vocational Training (MoEVT) launched Secondary Education Development Plan (SEDP). This plan implemented in collaboration with prime minister’s office Regional and Administration and Local Government

(PMORALG) under the following administration arrangement namely; MoEVT, Region, District and Ward levels (MANTEP 2012:04). Through the (MoEVT) the responsibilities was to focus on policy development, quality assurance and setting National standards and monitoring as well to support the delivery of secondary education and personnel at the center through collaboration and participating effectively in the development of guidelines and policies for secondary education.

In 2006, a total of just 716 students with disabilities were reportedly enrolled in secondary education, representing about 0.1% of the total secondary school population of those 51% were female and 49% were male. The following table shows the female number of students with various disabilities enrolled in secondary school for the year 2006 students categorized as physically handicapped make the largest category of students with disabilities followed by visually impaired as well as hearing impaired. The following table shows number of students with various disabilities in each category;

**Table 2.1: Number of Students with Various Disabilities in 2006**

	<b>Physically Handicap</b>	<b>Visual Impaired</b>	<b>Hearing Impaired</b>	<b>Albino</b>	<b>Multi Handicap</b>	<b>Mentally Handicap</b>	<b>Others</b>
Male	131	47	56	37	08	11	62
Female	61	54	47	54	18	14	93
<b>Total</b>	<b>192</b>	<b>124</b>	<b>103</b>	<b>91</b>	<b>26</b>	<b>25</b>	<b>155</b>

**Source:** BEST 2006

According to United Republic of Tanzania (URT 2006), the distribution of schools countrywide and the enrolment of Children with Special Needs in Primary Education were as follows.

**Table 2.2: Enrolment of Children with Special Needs in Primary Education in 2006**

<b>Type of Disability</b>	<b>No of Schools</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Visual Impairment	25	716	597	<b>1313</b>
Hearing Impairment	18	198	451	<b>649</b>
Intellectual Impairment	89	1051	198	<b>1249</b>
Physical Disability	4	140	85	<b>225</b>
Deaf Blind	1	2	4	<b>6</b>
Autism	2	10	5	<b>5</b>
Resource Centers For Visually Impaired	22	196	161	<b>357</b>
<b>TOTAL</b>	<b>161</b>	<b>2313</b>	<b>1501</b>	<b>3814</b>

Source: URT 2006

**Table 2.3: Enrolment of Students with Special Educational Needs in Secondary Schools in 2006**

<b>Type Of Disability</b>	<b>Level</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Visual Impairment	Certificate	15	8	<b>23</b>
	Diploma.	4	2	<b>6</b>
Hearing Impairment	Cert.	24	20	<b>44</b>
	DIPL.	5	2	<b>7</b>
Intellectual Impairment	Cert.	19	18	<b>37</b>
<b>Total</b>	Cert.	58	46	<b>104</b>
	DIPL.	14	6	<b>60</b>

Source: URT 2006

MoEVT research (URT, 2001), shows that only one percent of children with disabilities of school age have access to basic education. More emphasis was on inclusive education for children with slight abnormality were enrolled in special schools and units (URT, 2008a). The majority of students with disabilities enrolled in schools are in the category of physical impairment (40%), mental impairment (21%) and hearing impairments (17%). This could imply that there are the most common disabilities which make up a greater proportion of people with disabilities which also could be reflected in enrolments.

### **2.3 Facilitation of School Infrastructures on Students with Hearing Impairment**

The school infrastructure or school plant includes the school buildings, play ground, furniture's, classrooms, libraries, hostels, apparatus and equipments. So School infrastructure or school plant is the nerve center of the educational process. If a better school program is desired, an environment in which the classroom teacher can be creative and can improve teaching must be established. A good learning environment can speed up the learning process; it will help in all round development of the student physical, emotional, social, cultural aesthetic and moral, Dash B. (2011).

According to John Dewey in 1959 describes the term school as a special environment where a certain quality of life and certain types of activities are provided with the object of securing children development along desirable lines. Regardless of school and classrooms placement, students with hearing impairment require special provisions, including such things as a specialist practitioner, hearing technology, access to the curriculum in their first language (Duncan et. al, 2012).

President Abraham Lincoln of United States of America in 1863 reminded Americans that their country had been founded with a "government of the people, by the people, and for the people" in like manner, thirty years later in Lincoln's home state of Illinois; the Chicago mission for the Deaf was founded as a movement of the deaf by the deaf. As early as 1892, the Chicago mission was recognized as having the largest deaf congregation in the country. Furthermore, untold hundreds of deaf people who were not member of the congregation benefited from its work over the years. This uniquely deaf institution transcended limitations of geography,

denominational affiliation, ethnicity, and even gender roles in its success Cleve (2007).

Some established theoretical models showing the importance of environmental factors in learning have been influential in education, (Aldoyo, 2008). Report on the influence of Brofenbrenner's model, identifies four levels that influence children's learning outcomes. These are the Microsystems, which is the immediate context of the child like the school, classroom and home), the ecosystem, which is about the outside demands that affect children), and the macrosystem, which is about the cultural beliefs or institutional policies that influence individuals' behavior.

The ecosystem perspective indicates that the learning environment needs to be considered in the light of the students' needs and include all aspects of the system described above as each can influence the educational outcome. Understanding the importance of the environment can minimize the effects of a learning difficulty and enhance performance and self esteem (Reid, 2005). In regular secondary schools, there can be two groups of hearing impaired children, those wearing hearing aids and those whose hearing disability does not require them to wear assistive devices. Hearing aid users have residual hearing and the hearing aid brings their hearing almost to a normal level, through the amplification process.

Some students may require lip reading to reach a normal level of comprehension and these will need preferential seating arrangements, the ideal physical environment for students with hearing impairment. The classrooms should be away from noise and controlled for acoustics that affect hearing aids. There is need to add carpets,

window treatments, or acoustical wall or ceiling coverings to absorb sound and reduce noise from furniture scrapping on hard surfaces by attaching rubber shoes to the legs of students' desks and chairs.

The classrooms should also be well lit to enable the hard-of hearing and deaf students to speech read and to read the signing. Besides the acoustically treated classrooms, speech rooms and auditory training centers should be available. These are sound proofed and have special equipment to help in speech and auditory training and conducting audiometric tests at school level. The purpose of the various accommodations is to level the 'playing' field, (Someth and Lewin, 2005). Decisions as to which supplementary aids and services, accommodations, modifications or supports are appropriate for a particular student, are to be made on an individualized basis, even at secondary school level, (Adayo, 2008). Also, the study can be conducted on noise factors and illumination, reported that, a certain level of working noise is tolerated particularly where students are using a variety of resources or working on group tasks.

According to the students, few classrooms were carpeted and low level of working noise in regular schools can cause problems for students who rely on hearing aids because all sounds are picked up and amplified by an aid. Learning environment also are related to achievements, it is difficult for any child to learn in a noisy classroom, but children who are deaf or hard of hearing are especially reliant on good classroom acoustics in order to hear and comprehend spoken language .Moore and Martins (2006). Most of the studies have identified that classroom climate as an important concomitant of student achievements. Education should be designed and

implemented in consideration to diversity of these characteristics interests, abilities and learning needs. Among of the learning needs are good and conducive school infrastructures that facilitate learning and teaching in secondary schools for the deaf ([www.unesco.org](http://www.unesco.org)).

The extent to which any school is able to facilitate the learning of any child is largely the function of classroom practice, Wearmouth, J. (2005), notes that, for pupils with special needs inspectors are directed to look for evidence in lessons that; Appropriate resources and special equipment is available and in use, students work is assessed against any individual learning targets, Work is well matched to pupils need and teachers plan and manage the work of support assistants in the lesson. All in all there is the most grateful need to offset physical difficulties for hearing impaired students in secondary schools (Reed, 2004).

### **2.3.1 Applicability of Teaching and Learning Materials on Students with Hearing Impairment**

About 25% of students who are deaf or hard of hearing have another disabling condition, most notably learning disabilities (9%), mental retardation (8%), visual problem (4%) and emotional or behavioral disorders (4%) Heward, (2006). It is estimated that 9% of students with hearing impairment have two or more additional disabilities. Most students with hearing impairment have difficult of all areas of academic achievements especially reading and mathematics. Studies assessing the academic achievement of students with hearing loss routinely found them to lag far behind their hearing peer and the gap in achievement between children with normal hearing and those with hearing loss usually widens as they get older, most children

with hearing loss face difficulty in all areas of academic achievement, especially reading and mathematical concepts (Heward, 2006:347).

On the same note Adoyo (2008) suggest more key teaching adaptations for students with hearing impairment. These include adapting the regular classroom materials (e.g. different textbooks), planning assignments and activities that allow mainstreamed hearing impaired students to be successful, providing individual instruction (e.g. plan for one to one sessions),making adaptations for students when developing daily plans (e.g. be alert to problems that could pose special difficulties to stunts),providing extra time (e.g. for skill reinforcement) and adapting pacing of instruction (e.g. break down material into smaller segments). Reed, (2008) asserts that hearing impaired students are more likely to succeed in regular education classrooms if they receive targeted support services in the classroom.

Deaf students are comprehended more from scripts that were accompanied by video than they did by reading the scripts alone. Therefore acquiring television literacy through the use of captioned videos in the classroom might advance the reading skills of deaf students by exposing them to English vocabulary and syntax The most good resources for teaching and learning are visual Aids, Microsoft power point and interactive white boards, also students learning with computers, e- learning, Information Communication and Technology (ICT) and Information and Learning Technology (ILT) ([www.geoffpetty.com](http://www.geoffpetty.com)). Also some individuals who are deaf or hard of hearing use special devices to alert them to certain sounds or events. For example to signal the doorbell, a fire alarm or an alarm clock, a sound or vibration – sensitive switch can be corrected to a flashing light or vibrator.



Deaf or hard of hearing students can be educated in number of ways one of these are is the auditory oral approach. Hard of hearing children acquire spoken language in an environment in which spoken language is used exclusively including both classroom and the school. Also the home environment is crucial in this process as the use of hearing amplifiers, such as hearing aids and cochlear implants depending on the seriousness of the hearing problem Duncan et al, (2012).

Assistive hearing technology that used includes digital programmable hearing aids, cochlear implant, hybrid cochlear implants and personal frequency modulation (FM) system (Seewald et al., 2005). Also children with hearing loss may use Sign language, Spoken language or combination of signed and spoken language. Learning cannot be contextualized, it does not occur in isolation from the circumstance in which it occurs. Underpinning all teaching strategies is belief that no pedagogical domain is compartmentalized or can be considered in isolation but, rather integrated (Duncan, 2006).

Working with students with hearing loss is complex. It requires the continual surveillance of many learning domains concurrently (Duncan et al 2012) generated a set of guiding principles that assist novice specialist practitioners (as well as classroom teachers) to focus on pedagogy and practice for students with hearing loss. These guiding principles are conceptually important to educational practice in general;

- a) Use ongoing consistent formal and informal assessment as a foundation for setting goals and objectives
- b) Use predictable developmental hierarchies in all planning

- c) Prioritize essential knowledge and skills with students and their care givers
- d) Use process focused approach so that “how to learn” is prioritized over “learning what to learn”
- e) Use metacognitive strategic process knowledge with domain specific knowledge in an effort to get the student to think about their own thinking
- f) Use a fluid dynamic process approach continuously scaffolding learning
- g) Use a responsive and needs based approach to working with student, family and school personnel
- h) Use challenging materials that is meaningful to the student
- i) Recognize and promote student abilities
- j) Integrated learning so that no one domain (linguistic, auditory, cognitive, speech and social skills) occurs in isolation (Duncan et., 2012)

Quality was to be improved through improving teacher’s competence, teaching styles, and methods in the classroom and building teachers’ knowledge. This observation implies that for a teacher to be competence should have good style of teaching should have appropriate pedagogical skills that are academically sound and child friendly. Three specific accomplishments in the area of special needs education during the period July 2005 to June 2006;

- (i) Over 300 teachers were trained on various topics related to special needs education.
- (ii) Equipment to support pupils with hearing impairment, visual and speech disabilities were distributed
- (iii) 96 schools or units of children with special needs were assisted to develop

their infrastructure for accommodating pupils with disabilities.

- (iv) These efforts are a steps in the right direction, however the number of teachers trained and school supported is a small proportions of total number and far from meeting estimated needs (URT, 2006)

There are several factors that limit children with special needs (Haki Elimu, 2008a), four major problems that school face in teaching these children is;

- (a) Poor physical infrastructure (school buildings) whose construction did not take into account the particular needs, such as the need for ramps and lifts. This limits the movement of some students around the school, especially those with visual and physical impairments.
- (b) Teachers have been inadequately trained to teach students with disabilities resulting in teachers using inappropriate teaching methodologies
- (c) Lack of teaching and being materials and facilities for children with disabilities with which constrains effective teaching of these students, items like hearing aids for hearing impairments, Braille machines and walking sticks for the blind and wheelchairs for physically challenged students.
- (d) A lack of political will from policy makers has resulted in a failure to overcome these difficulties
- (e) False perception or negative attitude of the community towards people with disabilities that they are people who only need to be assisted without putting in place concrete strategies to promote and protect their rights as well as giving them opportunities to contribute social, political and economic development.

### **2.3.2 Efforts being Made to Improve Teaching and Learning of Students with Hearing Impairment**

Many efforts have been done by different NGO's, Government, stakeholders and well wishes in education of children with hearing impairment. For example globally, as stated by Erickson, (2004), the deaf community made continuous efforts to help preserve sign language communication as oralist made many attempts to suppress the language and promote oral communication. Many deaf people spent most of their free time socializing with their deaf peers and joined clubs within the deaf community after graduating from school. Their efforts continued in the promotion of the preservation of sign language.

In china special education has become an important area of focus. The schools for the disabled created in the later 19th century were established by western missionaries. Since the late nineteen hundreds the legislation has expressed its concern and made effort to encourage the progress of special education in china. In Canada effort had been made to adapt a bilingual by cultural model of education, using American Sign Language as its standard language for instruction. It assumed that this approach will lead to an enhancement in learning, expression and achievement in deaf students.

All-zyoudi's (2006) did research on teachers' attitudes towards inclusive education in Jordanian schools. The findings reveal that there were a greater willingness among teachers to include children with certain types of disabilities such as physical disabilities rather than students with mental retardation and hearing impairment that affect reading, writing, arithmetic and behavior. The nature and the severity of the

disabilities influence the attitudes of the teachers. Teachers surveyed ranked the needs of children with emotional and behavioural difficulties as most difficult to meet, followed by children with learning difficulties, followed by children with visual impairment and followed by children with a hearing impairment.

Other factors related to teachers' attitudes are training, gender and grade level taught. It was found that high school teachers displayed more positive attitudes towards inclusion than primary school teachers. Also Babyegeya, (2006) argued that the body of knowledge and skills in education is ever changing and thus teachers' knowledge need to be changing constantly to meet the challenges caused by changes in the society in which it provides services. There is a belief that teacher development leads to change in teacher behaviour which in turn positively influences teacher classroom practices and hence improves the teaching and learning practices (Pearson, 2007). In that case a need to develop teachers' knowledge for the purpose of enhancing teaching and learning in the classroom is imperative. Also sign language training is of importance since the learner uses it as means of communication.

Mushoriwa and Gasva's (2008) did a research on teachers' attitudes towards inclusion, the study reveal that mainstream secondary school students are accepting to the inclusion of students with disabilities. It showed that teachers at schools with inclusion with resource room support had more positive attitudes towards inclusion of students with disabilities than those at schools with unplanned inclusion. The positive attitudes may be influenced by the regular education teacher getting support from the resource room teacher. Studies that have involved teachers' attitudes

towards inclusion indicate that this area is still dicey and shrouded with discrepancies and controversies. Some studies conducted report positive attitudes while others report to the contrary. There is very little information on teachers' attitudes towards the inclusion of hearing impaired students in regular secondary schools. Mainstream secondary school students are accepting to the inclusion of students with disabilities.

It appears deafness is a fundamental educational handicap because it interferes with normal linguistic and intellectual development. However, with proper support, most hearing impaired children can and do succeed in school, by so doing demystifying labels or stereotypes associated with hearing impairment. To this effect Al-zyoudi (2006) contends that every child has unique characteristics, interests, abilities and learning needs.

The Tanzania education and training policy (1995) recognizes special teachers' education by pointing out the necessity of training of teachers of children of special needs hearing impairment included. It talks about school buildings and education materials. Therefore these facilitate learning to pupils with disabilities. Further Sebastian Kolowa Memorial University under Lutheran Church Northern-Eastern Diocese in Lushoto District in Tanga Region-Tanzania is among institution which provide special educational to learners. It aims to prepare specialist teachers who will work with children with disabilities including children with hearing impairment.

Among the courses includes early intervention to children with disabilities, Clinical assessment to deaf children, Inclusive education, Classroom administration and management. Sign language I, II and III, Aural rehabilitation and classroom methods

and management. All these courses focus on supporting children with disability to better education ([www.sekomu.ac.tz/](http://www.sekomu.ac.tz/)). Also, Patandi teachers college in Arusha region in Tanzania under the government offers certificate and diploma courses of special needs education. It provides different experience to learners on how to deal with teaching and learning to children with disabilities including children with hearing impairment.

Following the relatively recent appearance of disability issues on the international development agenda, they are also emerging in Tanzania at the national level and at the sector level - also in education. A profound change has taken place globally in the thinking on disability issues, whereby disabled people including hearing impairment have been acknowledged their rights in the society as its full and active members with equal rights and opportunities. This human rights and inclusion approach is also the basis of Tanzanian National Policy on Disability in 2003. Other Legislation and policy play great role in related to Special Needs Education in Tanzania are as follows;

The 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities which states to ensure that education of persons with disabilities is an integral part of the education system. The Salamanca Statement and Framework for Action on Special Needs Education adopted by the World Conference on Special Needs Education held in Salamanca from 7 to 10 June 1994. The Salamanca Statement on Principles, Policy and Practice in Special Needs Education<sup>2</sup> proclaims that ‘every child has unique characteristics, interests, abilities and learning needs’. Therefore, ‘education systems should be designed and

educational programmes implemented to take into account the wide diversity of these characteristics and needs.

The first Poverty Reduction Strategy Paper of Tanzania (2001-2003) does not discuss people with disabilities, although they are likely to be among the most vulnerable people and poorest of the poor. The National Strategy for Growth and Reduction of Poverty (NSGRP, or Second Poverty Reduction Strategy 2005-2009) demonstrates a remarkable policy change towards disabled persons' inclusion in the society, and improvement of their services. Also, Universal Primary Education Policy of 1974 (UPE) emphasizes the right of all Tanzanian children to a free primary education has often been referred to when justifying provision for children with special educational needs. Compulsory Education Act of 1978 made education for all school age children (between 7 and 13 years) compulsory.

The notion of primary education as a human rights issue was reinforced in the act. Tanzanian Education and Training Policy (ETP) Education as a basic human right for all children was further reinforced in the revision of the educational policy in the middle of the 1990's. The Education and Training Policy (1995) states that every child has a right to proper primary education as a human right regardless of sex, colour, ethnicity and abilities. This general education policy statement indicates that people with disabilities have the same rights as everyone else.

Some statements in the policy document refer to children with disabilities and their right to "special programmes" is acknowledged. The Education Sector Development Programme and Primary Education Development Programme do not attach a high



priority to special needs education, even though measures related to special needs education are integrated within the programmes. The Secondary Education Development Programme is somewhat more specific in terms of SNE.

## **2.4 Empirical Literature and Research Gap**

### **2.4.1 Empirical Literature**

The provided an in-depth exploration of how the learning materials of Deaf and hard of hearing students could be developed and assist them to achieve their full potential in the institutions of higher learning. The provision of the support service has a significant impact on Deaf and hard of hearing students in terms of equitable access and success in learning in secondary schools to Deaf and hard of hearing students.

Different research has been done, among of them are as follows; ‘Analysis of teaching and learning of pupils with HI in Tanzania Primary schools’ Seif, (2013) findings reveal that school infrastructures were not conducive but proper methods and techniques in teaching and learning to pupils with hearing impairment, discovered that 100% of specialist teachers use appropriate methods and techniques during teaching these learners. Such methods are participatory methods (interactive methods) like sign language, lip reading and total communication. The techniques are demonstration, group work, peer teaching, pictures, role play, storytelling, brain storming, tests, questions and answers, flash cards and real objects.

Also Gudyanga (2014) did research on ‘Challenges Face Students with Hearing Impairment in Bulawayo Urban Regular Schools’; The Researcher pointed out that secondary school buildings and classrooms, should be designed and equipped in

such a way as to harmonize with the personal and didactical needs of students they are to accommodate. The existing infrastructure at regular secondary schools offering inclusive education needs to be adjusted to accommodate all learners' needs, also noted that the content of the least restrictive environment should be in the perspective of accessing the curriculum.

The environment is least restrictive, if it facilitates the acquisition of knowledge and skills. The research was conducted Bulawayo Urban Regular Schools in Zimbabwe Open University, so in Tanzania this report will fill the gap on how students with hearing impairment use school environment as well as learning materials effectively and efficiently to influence learning in most Secondary schools in Tanzania. William (2012) conducted research on the 'Effects of mild and moderate hearing impairment on language, educational and psychological behavior in public secondary schools in Tanzania mainland'. Research findings indicated that communication strategies, accommodations to deafness, and perceptions of the communication environment were correlated with psychological difficulties among deaf persons.

Persons with postlingual acquired profound deafness was administered the Communication Profile for the Hearing Impaired (CPHI) and several standardized tests of psychological functioning and adjustment. Inadequate communication strategies and poor accommodations to deafness reported on the CPHI were associated with depression, social introversion, loneliness, and social anxiety. Limited communication performance at home and with friends was related to both social introversion and the experience of loneliness; perceived attitudes and behaviors of others correlated with depression as well as loneliness.

### **2.4.2 Research Gap**

Therefore this study aims to fill the gap by investigating how SEDP facilitate school infrastructures to be conducive in teaching and learning in concurrently with specialist teachers to use appropriate methods and techniques in teaching students with hearing impairment in secondary schools. Researcher findings show that, no training, frequent seminars and workshops to archer specialist teachers. From the findings researcher discovered that the government do not offer training to specialist teachers on different areas like speech training, sign language training, audiology training and frequent seminars and workshops to the teachers on improvement of teaching to pupils with hearing impairment. Therefore all these findings mostly conducted in primary school but still there is a gap that needed so as to foretell future good results on Secondary schools due to SEDP implementations.

In general, the pattern of correlations obtained suggests that specific communication strategies and accommodations to deafness, may contribute to the presence of some psychological difficulties to the HI students which influence poor studies concurrently to poor performances to the learning concern. All in all experiences of Deaf students with regard to support services in higher education is still a complex phenomenon in Tanzania especially in secondary school which is the sensitive level before reaching higher levels.

For that gap there is utmost need to accomplish it effectively and efficiently, so that the researcher will focus on ‘The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanga region.

## 2.5 Synthesis

Literature reviews on influence of SEDP to students with HI reveals that there are poor physical infrastructure (school buildings) whose construction did not take into account to the particular needs, such as the need for ramps and lifts. This limits the movement of some students around the school, especially those with visual and physical impairments. Teachers have lack of teaching materials and facilities for children with disabilities which constrains effective teaching of these students, items like hearing aids for hearing impairments, Braille machines and walking sticks for the blind and wheelchairs for physically challenged students and lack of political will from policy makers been inadequately trained to teach students with disabilities resulting in teachers' using inappropriate teaching methodologies.

All in all government must well support in social, economical and political in order to solve these situations in teaching and learning, classrooms should be well lit to enable the hard-of hearing and deaf students to speech read and to read by signing.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology used in the study. It describes the research paradigm, research design, the population of the study, sampling techniques, sampling procedures, sample size, data collection methods, data collection procedures data analysis and reliability and validity of the study.

#### **3.2 Study Area**

The study was conducted in Tanga city, Tanga region has four Administrative divisions namely; Chumbageni, North Ngamiani, South Ngamiani and Pongwe. The study was conducted in Tanga due to availability of Secondary schools constructed under SEDP and some schools are inclusive teaching students with special needs specifically students with HI. Therefore research examined the influence of SEDP on students with HI for future betterment in teaching and learning.

#### **3.3 Research Approaches**

Research approach is the mental and philosophical dispositions a researcher may have, consciously or unconsciously, on the nature of knowledge, how it is acquired and the nature of human beings, as respondents in any social reality under microscope and can only be qualitative or quantitative Omari , ( 2011:2). Qualitative approach assists the researcher to gain understanding of the particular social situation, events, roles groups or interactions (Gay, et. al. 2006). The study applied both qualitative and quantitative approaches due to information collected from the field which contains descriptions and numerals data.

### **3.4 Research Design**

Research design refers to the chosen and planned ways of investigating the social reality or the planned arrangement of how to address the research problem and is organized in such a manner as to optimize on research outcomes (Omari 2011:49). The study aimed to make analysis of teaching and learning mostly to the students with HI in Tanzania secondary schools. A case study design was focused on descriptive, analytic and interpretive perceptions depends on the objectives of a research, also it gives a clear insight that facilitates access to enough information for the study

### **3.5 The population of Study**

Population include all measurement of interest to the research, it must be special enough to provide reader to clear understanding of applicability of the study to their particular situations and their understanding or that same population [www.voices.Yahoo.com]. The targeted population in study was 58 respondents include district educational officer, 08 Head of schools, 14 teachers and 32 secondary students with HI .

### **3.6 Sample Selection, Sampling techniques and Sample Size**

#### **3.6.1 Sample Selection**

The selection of the respondents based on the probability sampling and non-probability sampling. In probability sampling, the researcher selected respondents by using random sampling, that is to say every unit has equal chance to be selected. While in non probability sampling, the researcher used purposively sampling especially for those respondents to seek specific and detailed information.

### **3.6.2 Sampling Techniques**

Sampling techniques are methods used to select research participants (Kothari, 2004). The purposive and random sampling techniques used in this study. This is due to the fact that Random sampling selects sample without bias from the target population. It ensures that each member of the target population has an equal and independent chance of being included in the sample. On the other hand, purposive sampling was used to select educational officers, teachers and the head Masters or head Mistress. Purposive sampling is handpicking the cases to be included in the sample on the basis of one's judgment of their typicality (Orodho, 2005). In purposive sampling, the goal is to select cases that are likely to be information rich with the respect to purposes of the study. It enables to collect sufficient data for the study ( Kothari, 2004).

In this study, Districts Education Officers, Special needs Education officers, Head of schools and teachers were selected in purposive sampling to participate in the study simply because they are knowledgeable in a subject matter regardless their age, sex and qualification level of education. By using these administrators researcher got relevant information on influence of SEDP in school infrastructures, availability of teaching and learning materials as well as challenges facing students with hearing impairments in Tanga Municipality.

Also random sampling was used to students with hearing impairment whereby 32 students out of 84 were taken as a sample from total number or universal populations. Then rotary technique where by numbers on the piece of paper labeled one and two was given to those pupils to select and those who selected number one

became the sample. Through this process of selecting sample it emphasized elimination of human bias. Through using a selected sample of students', the researcher got relevant information on how supportive infrastructures in learning or school environment influence learning to students with Hearing impairment? In addition, researcher expects to get students information on challenges facing their study and propose on how to mitigate those challenges concern.

### 3.6.3 Sample Size

According to Okech, (2009), sample size refers to the total number of objects as well as human beings. In this study area the sample size was consist of one District Education Officer, one Special need Education Officer, eight head of schools, fourteen teachers and thirty two students with hearing impairment. The total was fifty eight respondents. Also the issues of gender were highly regarded.

The sample size composition is indicated in the table below.

**Table 3.1: Sampling Composition**

Participant	Male	Female	Total
District Education Officer	01	01	02
Special Need Education Officer	01	01	02
Head of Schools	04	04	08
Teachers	07	07	14
Students With Hearing Impairment	16	16	32
Total	29	29	58

### 3.7 Data Collection Methods

Three methods were used to obtain data from the research participants, namely interviews, Questionnaire and observation aimed at obtaining information on analysis of teaching and learning of students with HI. As McMillan and Schumacher (2004) put it, qualitative techniques collect data in the form of words rather than



numbers and provide an in depth verbal description of phenomena. The main goal of the verbal description, however, is to capture the richness of behavior that occurs in a natural setting from the participant's perspective. It is therefore the aim of the researcher to observe educators in action in their classrooms, teaching their learners.

### **3.7.1 Questionnaires**

The questionnaire is the schedule of questions in which the respondents fill the answers. It use written and printed list of questions to be answered by a number of people when collecting data. According to Omari (2011) questionnaires and the interviews account for over 90% of all research done in any year. In this study questionnaire was used by students with hearing impairment. This method is cheap, free from bias of the researcher since answers are in respondents own words and respondents have adequate time to give well thought out answers. It also gives room for respondents to express their views as it is private. The demerits of this technique are; low rate of return of filled in questionnaire, the control over questionnaire may be lost once it is sent and it is difficult to know whether willing respondents are truly representative (Kothari, 2004). Both open ended and closed questionnaires were used in this study with a clear question sequence, formulation and wording. Hence collection after being filled by the respondent's for data analysis.

### **3.7.2 Interview Method**

An interview is a conversation between two or more people where by questions are asked by the interviewer to elicit facts or statements from the interviewee. It is the conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the researcher on a content specified

by research objective of systematic description, prediction or explanation. An interview guide was used when the interviewer interviewed her respondent; this made it possible to obtain the data required to meet the specific objectives of the study (Orodho, 2005).

Through interview district educational officer, special education officer, head of schools and teachers provided more data readily in this study, The individual interviewing enables detailed data (in-depth information) and there is greater flexibility under this method as the opportunity to restructure questions is always there, person information can obtained easily, the interviewer can usually control which persons answered the question, the language of the interview can be adopted to the ability or educational level of the person interviewed and as such misinterpretations concerning questions can be avoided. In addition the researcher by his own skill can overcome the resistance if any, of the respondents. Its disadvantages are; relative more time consuming especially when the sample is large and recall to the respondents are necessary, the bias of the interviewer as well as that of the participants may cripple in and it is very expensive especially when large and geographically widely spread samples is taken (Kothari, 2004:96).

### **3.7.3 Observation Method**

Kothari, (2004:96) states that, observation is the use of all sense to perceive and understanding the experience of interest to the researcher. Through this method the researcher saved more time and expense in transcribing. It provides information about actual behaviour and it eliminated bias if observation done accurately. Observation method are of two types namely, participant observation and non

participant observations.

The researcher used observation method in order to get answers from research questions, by observing school infrastructures and teachers in action teaching their learners. One of the objectives of this study is to examine how SEDP facilitate teaching and learning materials on students with hearing impairment. However, it is therefore relevant to use this method in order to get first-hand information applicability of teaching and learning materials to students with HI.

#### **3.7.4 Validity and Reliability of Instruments**

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or extent to which a method of data collection measures what it is supposed to measure (Amin, 2005). To establish validity of instruments, the researcher sat with students of masters of education to discuss the validity of instruments and then administered a pre-test to five teachers so as to correct any errors that might be identified before the study. Finally, researcher sat with her supervisor and discussed the validity of the instruments in order to get final draft of the instruments.

Reliability is the extent to which the scale brings the same research findings if the research were to be repeated later or with a different sample of subject (Veal, 2006). There are several devices for checking reliability in scale and tests (Bell, 1997). These are such as test, retest, and alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertained by pre-testing the instruments before going to the field. The researcher gave questionnaire guides to

the same groups of the respondents and re-tested them.

### **3.8 Data Analysis**

In analyzing qualitative data, content analysis was employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises until a final perspective emerge. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba et al, 2006). With this regards qualitative data allowed a researcher to make description of the data collected from the field basing on the research objectives and made decision what to take and what to leave basing into its usefulness in the study. Also quantitative data was categorized and presented in tabular form and frequencies such as percentages were calculated.

### **3.10 Ethical Issues to be Considered**

Ethical issues involve right and wrong or what is considered good, and what is considered evil in a society (<https://answers.yahoo.com/question>). The researcher consulted supervisor on ethical issues in the university as well as abide with confidentiality from the people whom need information; there was no exposing or leaking of information without consent of the person who provided information. The researcher was humbled to cultural and belief of respondents. There was no bias, exposing leaking, hyperbolizing and understatement of the information from the respondents (Wells, 1994).

So ethical issue was considered involving human beings because it serves to protect human rights and privacy from being infringed by researchers, it also safeguards

credibility of the research enterprises. On the other hand, the research insured the validity of information by applying the concept of worthiness as well as informs the correspondent that the information that was provided treated and assured confidentiality. There was a permit from The Open University and Tanga city whereby researcher meets with Head of school and teachers concern in order to get required necessary information. Further, the researcher will not interfere with the religious faith of the respondents. Any question relating with faith will be careful handed.

## CHAPTER FOUR

### 4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter deals with presentation of findings, analysis of data and discussions. The chapter is divided into three main parts according to the specific objectives of the study which includes; To examine how school infrastructures facilitates students with hearing impairment to learn and interacts with environment effectively and efficiently, also to identify teaching and learning materials that are applicable on students with hearing impairment and to determine the efforts being made to improve the teaching and learning process on students with hearing impairment.

#### 4.2 Socio- Demographic Information of the Respondents

This part provides general information of respondents. The researcher provided respondents background information such as gender and responsibilities as shown in the Table 4.1.

**Table 4.1: Demographic Characteristics on Research Respondents**

<b>Participant</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
District Education Officer	01	01	02
Special Need Education Officer	01	01	02
Head of Schools	04	04	08
Teachers	07	07	14
Students With Hearing Impairment	16	16	32
Total	29	29	58

This study had 58 respondents who were comprised of the Head of schools (13.8 %); students with HI (55.2 %), teachers (24%), SNEO (3.5 %) and DEO (3.5%). It also comprised gender balance

### **4.3 To Examine How School Infrastructures Facilitates Students with Hearing Impairment to Learn and Interacts With Environment Effectively and Efficiently**

Under this part the researcher was examining on how school infrastructures facilitates students with HI to learn and interacts with environment effectively and efficiently. In this area, interviews was conducted to educational officer, special needs education officer, head of schools and teachers also questionnaires were administered to students with HI. The interview questions and questionnaires based on school infrastructures as well as its interactions with learning environments.

#### **4.3.1 Responses from Educational Officers**

The aim of the study was to examine how school infrastructures facilitate learning on students with hearing impairment. Interview was conducted to the education officer and special needs officer whereby researcher asked number of questions in which the common question asked to them was; how school infrastructure is supportive to facilitate learning environment on students with hearing impairment? The results were as follows;

Responses from DEO who was interviewed in this objective, she revealed that most of the school infrastructures in Tanga city are not conducive enough to facilitate learning mostly to students with hearing impairment.

*“She said that recalling from SEDPII the government provided capitation grants to 26 schools in Tanga city for improving school infrastructure like classrooms and laboratories as well as latrines but still are not supportive enough to students with HI perhaps in Tanga technical School it’s a little*

*bit supportive''.*

Furthermore researcher make effort to meet also statistical and logistic officer after being given some clues on him concern with, but there was the same results to the discussions that there are no conducive environment in supporting learning to students with HI in Tanga city schools. Also responses from Special Needs Education officer (SNEO) interviewed on how school infrastructure facilitate learning to students with hearing impairment,

*''she said there is no conducive environment to facilitate learning to students with hearing impairment as well as other majority with special needs in Tanga city but in Tanga technical school there is a support that's why we advice them to learn over there''.*

To that aspects, this is supported by UNICEF (2009) said that, If a better school program is desired, an environment in which the classroom teacher can be creative and can improve teaching must be established. Also Aldoyo, (2008) said that by showing the importance of environmental factors in learning have been influential in education.

#### **4.3.2 Responses from head of schools**

Responses from head of schools in Tanga city, the interview was conducted from eight secondary schools, that were MACECHU, Old Tanga , Mkwakwani, Chumbageni, Pongwe, Maweni, Kihere and Tanga technical school. There were 8 respondents, 7 respondents were actively involved in interview and discussions out of 8 respondents which is equals to 87.5%



The findings revealed that there are no supportive infrastructures to students with HI, most secondary schools built up under SEDP do not consider infrastructure needs like classrooms with enough windows to allow ventilation of air and light. According to (www.unesco.org) supported that among of the learning needs are good and conducive school infrastructures that facilitate learning and teaching in secondary schools for the deaf. One headmistress said that:

*“We don’t have any special infrastructures for students with HI, they just use normal infrastructures further more we recognize them according the needs and sending them to special schools where they can learn with all supportive environments”.*

One respondent out of 8 equals to 12.5% didn’t respond to the interview questions.

### **4.3.3 Responses from Teachers**

Interview conducted to teachers on school infrastructures to students with HI, it shows that about 14 respondents out of 14 equals to 100%. The findings showed that there is no conducive infrastructure to students with hearing impairment for instance classrooms, latrines, laboratories, playgrounds as well as libraries. One teacher in Tanga technical school said that:

*‘Infrastructures for students with HI are not conducive to support learning; this is because there are no special facilities for students with HI’.*

This was supported by Reid, (2005) who said that understanding the importance of the environment can minimize the effects of a learning difficulty and enhance performance and self esteem.

#### **4.3.4 Responses from Students with Hearing Impairment**

Improper sitting arrangement due to overcrowded classes that caused by insufficient classes to students with hearing impairment. As long as the specialist teachers has a knowledge on how to arrange these learners in a proper sitting arrangement it becomes difficult for them to apply the knowledge simply because the classes are overcrowded due to insufficiency. Pupils who are deaf and hard of hearing are supposed to sit in a circular arrangement as recommended by the specialists in steady they sit like their peers hearing hence those who sit at the center and backward do not catch the teacher.

In acoustic classrooms, from the findings the researcher discovered that all classrooms are not sound proofed. This allows peripheral (environmental) sounds in classrooms hence interfered with sound of the teacher when teaching as a result pupils lose concentration during lessons. Also during diagnosing the hearing loss of the pupils it becomes difficult to get the exactly measurement due to absence of sound proofed rooms. Supportive ideas was given by Moores and Martins (2006) said that learning environment are related to achievements, it is difficult for any child to learn in a noisy classroom, but children who are deaf or hard of hearing are especially reliant on good classroom acoustics in order to hear and comprehend spoken language.

Shortage of specialist teachers, through findings the researcher discovered that despite the government efforts allocate specialist teachers at Tanga technical school, still the number do not meet the needs of the all learners in Tanga city. Also there were inadequate dormitories; the findings revealed that the school has shortage of

dormitories which cannot accommodate all learners. This is supported by Dash, (2011) who said that a good learning environment can speed up the learning process; it helps in all round development of the student physical, emotional, social, cultural aesthetic and moral.

**Table 4.2: The Distribution of Respondents on School Infrastructures and Its Facilitation to Students with Hearing Impairment**

Respondents	Number of Respondents	Frequencies					
		Conducive	%	Unconducive	%	No response	%
DEO	01	-	00	01	100	-	00
SNEO	01	-	00	01	100	-	00
Head of Schools	08	-	00	07	87.5	01	12.5
Teachers	14	-	00	14	100	-	00
Students With HI	32	-	00	28	87.5	04	12.5

Questionnaires administered to students with HI total were 32. 28 students out of 32 equals to 87.5% responded to questionnaires and revealed that the school infrastructure are not conducive to facilitate learning due to poor construction of classes which allow penetration of noise which affect learners when they are taught by their teachers. One student of form four at old Tanga secondary school said that;

*‘Noise in the classrooms or outside the classrooms make their ears to feel more pain, mostly when one push or pull the chairs or tables by squeezing, also affects our hearing sensitivity’.*

The rest 4 respondents out of 32 equals to 12.5% did not respond to the questionnaires given. The table below shows in summary how respondents comments on the matter of how school infrastructures facilitates learning to students with HI.

#### **4.4 To Identify Teaching and Learning Materials Those are Applicable on Students with Hearing Impairment**

##### **4.4.1 Responses from Education Officer and Special Needs Education Officer**

The findings revealed the following under this specific objective.

The researcher had an interest in identifying teaching and learning materials those are applicable on students with hearing impairment example text books, reference books and printed materials, multimedia resources which embraces audio visual teaching aids, computer software packages and school libraries but all these was discovered that are inadequate to meet the needs. On responding interview to the district education officer answered:

*‘Although seminars sometimes are given to the teachers but materials are not enough to facilitate teaching and learning to students with HI’.*

Also on responding interview to the special needs education officer answered:

*‘There are no specialized materials to teach students with hearing impairment but they always learn inclusively through sharing the common materials with other normal students. Through that sharing materials with other normal students, they fail to cope with the situation hence it hinders the performance mostly to the students with HI’.*

##### **4.4.2 Responses from Head of Schools**

The study was interested to get information from the respondents because it one of the important factor in identifying teaching and learning materials applicable to students with hearing impairment. The study revealed that most of the interviewed heads of schools who were 7 out of 8 equals to 87.5%, materials for teaching

students with hearing impairment like text books, audio- visual materials and other supplementary materials are not enough and no materials for students with HI an one head of school equals to 12.5 % didn't respond the concern.

However one of head of school at Pongwe said:

*“Through SEDP facilitate learning to students with HI by giving materials like books, most of them are science subjects books like physics, mathematics, chemistry and biology but in case of arts subjects like history, Kiswahili and English are very few which makes all learners to share book s, but there are no materials for students with HI”.*

#### **4.4.3 Responses from Teachers**

The study in this part sought to seek for information on teaching and learning materials applicable on students with hearing impairment. The study employed interview and observation to collect information in this aspect. The study revealed that a total of 14 respondents equals to 100%. Therefore, teachers' responses indicate that teaching and learning materials are available but not sufficient for effective and efficient teaching and learning.

In an interview with a teacher from Tanga technical secondary school said:

*“Teaching and learning materials are not enough for all students but they share the few available”.*

Another interview with a teacher from Old Tanga Secondary school said:

*“Teaching and learning materials are really not enough to students with HI as well as students with other disabilities”.*

#### 4.4.4 Responses from Students with HI

**Table 4.3: Teaching and Learning Materials Applicable on Students With Hearing Impairment**

Respondents	Number of respondents	Frequencies					
		Available	%	Deficit	%	Not available	%
DEO	01	-	00	01	100	-	00
SNEO	01	-	00	-	00	01	100
Head of Schools	08	-	00	07	87.5	01	12.5
Teachers	14	-	00	14	100	-	00
Students With HI	32	04	12.5	28	87.5	-	00

Questionnaire conducted to students with HI who were 32. On filling the questionnaires total of 28 respondents out of 32 equals to 87.5% indicated that learning materials are inadequate, they come up with the following answers;

*“Majority of the teachers are not competent in sign language, teaching and learning materials are not enough because there are few books and no hearing aids at all”.*

Also one student from Chumbageni secondary school said:

*“When students want to borrow a books are not given by the teachers because there are very few in numbers”.*

While the rest 4 students out of 32 equals to 12.5% responded positively on identifying teaching and learning materials applicable to students with hearing impairment. On filling the questionnaires they said,

*“There are teaching and learning materials in our school, mostly we are given science books because are available in a great extent”.*

With references from literature reviews, Working with students with hearing loss is complex. It requires the continual surveillance of many learning domains

concurrently (Duncan et al. 2012) generated a set of guiding principles that assist novice specialist practitioners (as well as classroom teachers) to focus on pedagogy where teaching and learning materials are highly needed to teach students with hearing loss.

Also Adoyo (2008) suggested that more key teaching adaptations are required to students with hearing impairment. These include adapting the regular classroom materials (e.g. different textbooks), planning assignments and activities that allow mainstreamed hearing impaired students to be successful. Heward, (2006) supported that, it is estimated that 9% of students with hearing impairment have two or more additional disabilities. Most students with hearing impairment have difficulty in all areas of academic achievements especially reading and mathematics to this aspect materials for teaching are highly in need.

#### **4.5 To Determine the Efforts Being Made By SEDP to Improve the Teaching and Learning Process on Students with Hearing Impairment**

The researcher sought to examine the efforts being made by SEDP to improve the teaching and learning process to pupils with hearing impairment. Questionnaires were given to the students with hearing impairment while the interview was done to the educational officers; special needs education officers, head teachers and teachers. The researcher asked number of questions in which the common question asked to them was; Are there any efforts being made by the government through SEDP to improve teaching and learning process to students with hearing impairment?. The results were as follows;

#### **4.5.1 Responses from Education Officer and Special need Education Officer**

Under this part the researcher was investigating efforts made by SEDP to improve teaching and learning process on students with HI and discovered the following;

From the findings the researcher revealed that there are efforts being made by government, stakeholders, NGOs and parents on supporting the teaching and learning to students with hearing impairment, efforts being made are increase number of teachers in secondary school although most of them are not specialist, increase number of schools in Tanga city like MACECHU, Pongwe, Chumbageni, kihere and Maweni which are new schools. Also there was a capitation grants which facilitate in buying books and other school needs.



**Figure 4.1: Classrooms being Constructed by SEDP at MACEHU Secondary School**



Also through SEDP it brings decentralization and increased attention for secondary school teachers as a result we now have District Secondary Education officers who handle everything to do with teachers except policy matters (Hodgson et al, 2010). Through SEDP it brought capacity building whereby training was given to all DEOs and Council academic officers to build their capacity on monitoring and evaluations issues and follow up on the implementation of SEDP II activities (URT, 2011). Also this was supported by Haki Elimu (2005), by saying that education opportunity specifically for the disabled depends in large part on the contribution of Non – Governmental organizations and their donor partners.

Also researcher found that there were no training conducted to the teachers, no frequent seminars and workshops to the teachers as well as no enough specialist teachers who are conversant for teaching students with HI. From the findings researcher discovered that the government do not offer training to specialist teachers on different areas like speech training, sign language training, audiology training and frequent seminars and workshops to the teachers on improvement of teaching to students with hearing impairment. This is supported by Perraton, Creed, and Robinson (2002), further asserts that in- service teacher training improves teachers' general education background and provides knowledge and skills linked to the ever changing needs of a dynamic society. In that aspect absence of specialist teachers, absence of seminars and workshops causes incompetence to learners.

#### **4.5.2 Responses from Head of Schools**

Seven heads of school equals to 87.5% responded positively on the same objective, while one respondent equals to 12.5% did not respond to the efforts being made

by SEDP to improve the teaching and learning process on students with hearing impairment.

Head of school indicated that;

*‘‘Government via SEDP has done more to support buildings like classrooms, libraries and laboratories, also it facilitate on availability of books which support learning and teaching activity, not enough through SEDP the government increased number of secondary schools as well as providing capitation grants was also supported’’.*

This is supported by (URT 2011), said that the number of government secondary schools which offer A’ level secondary education also increased from 177 in 2010 to 205 in 2011, representing an increase of 15.8%.

#### **4.6.3 Responses from Teachers**

Responses of teachers on the efforts being made by SEDP to improve the teaching and learning process on students with hearing impairment, teachers indicated that through SEDP the government reduced load of teaching by employing more teachers in this professional, so it gives teacher chances to teach according to specialization what they learnt from the college. Also they indicated that there are increase number of classes, laboratories and libraries which most of them built through SEDP support. This was supported by URT, (2008a) that majority of students with disabilities enrolled in schools are in the category of physical impairment (40%), mental impairment (21%) and hearing impairments (17%). This could imply that there are the most common disabilities which make up a greater proportion of people with disabilities which also had been reflected in enrolments.

#### 4.6.4 Responses from Students with HI

**Table 4.4: The Efforts being Made by SEDP to Improve Teaching and Learning Process On Students With Hearing Impairment**

Respondents	Number of Respondents	Frequencies					
		Agreed	%	Not agree	%	No response	%
DEO	01	01	100	-	00	-	00
SNEO	01	01	100	-	00	-	00
Head of Schools	08	07	87.5	-	00	01	12.5
Teachers	14	14	100	-	00	-	00
Students With Hi	32	32	100	-	00	-	00

The researcher administered questionnaires to 32 students with HI equals to 100% where by revealed recently classrooms and laboratories are in constructed. On filling the questionnaires they come up with the following answers;

*‘‘The government played a great role on secondary education, but there are no enough laboratory apparatus and chemicals as well as scarcity of chairs and tables to facilitate learning’’.*

This is supported by (URT, 2008), through SEDP there is increasing level of form one enrolment by almost 48 %. In that context conducive learning environments to students with HI is the most paramount to support effective and efficient learning. It was also supported by John Dewey in 1959 who said that the term school is a special environment where a certain quality of life and certain types of activities are provided with the object of securing children development along desirable lines. In addition Duncan et al. (2012) add by saying; regardless of school and classrooms placement, students with hearing impairment require special provisions, including such things as a specialist practitioner, hearing technology, and access to the curriculum in their first language.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents a summary of the study findings, conclusions and recommendations for practice and future studies.

#### **5.2 Summary of the Study**

The study was intended to examine the Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanga City. The investigation focused in three specific objectives which were; to examine how school infrastructures facilitates students with hearing impairment to learn and interacts with environment effectively and efficiently, to identify teaching and learning materials those are applicable on students with hearing impairment as well as to determine the efforts being made by SEDP to improve the teaching and learning process on students with hearing impairment.

The study revealed that after SEDP being introduced by the government which was in two phases SEDP I (2004 -2009) and SEDP II (2010 -2014) it influenced the increase of enrolment of more students in secondary schools and mostly influence the increase in number of schools as well as number of classes, moreover findings show that there were no training, frequent seminars and workshops to specialist teachers which concurrently lead to difficulty in imparting appropriate knowledge that was needed by the learners mostly students with HI. Much more, the school has inadequate support on teaching and learning materials to students with hearing impairment whereby researcher observed very few teaching materials being used by

teachers in the teaching and learning process. Also, the classes had no sound proof as a result students lose concentration during lessons and during diagnosing the hearing loss of the students it became difficult to get the exactly measurement of hearing capacity (decibels).

The researcher further discovered that there was a barrier of communication between teachers and students with HI, also there was improper sitting arrangement due to overcrowded of classes that was caused by inadequate classes to students with hearing impairment. In addition the study established the incompetence of specialist teachers in sign language and shortage of specialist teachers to meet the needs of learners.

### **5.3 Conclusions**

The findings revealed that most of secondary schools had no dormitories except Tanga technical school; most of schools are daytime schools which make more students to suffer in transport issues although the schools are in the city. These barriers had caused negative attitudes of learning to students with HI and teachers to do not teach in effective manner hence cause inefficiency and poor performance in academic success to the National wise perspectives. Implication of findings in regards to significance showed that effective learning and teaching depends much on school infrastructures or conducive school environment, academic qualification of teachers, teaching and learning strategies, availability of teaching and learning materials, competent teachers and cooperation from parents, NGOs and other stakeholders, when all these concerns well handled from family level to National level students with Hi will meet the needs hence learning acquired.

All in all the results showed that educating students who were deaf and hard of hearing were challenging compared to students without HI. These challenges included; lack of communication, lack of motivational support morally and materially, insufficient teachers, inadequate teaching and learning materials, overcrowded classes, the classes were not sound proofed, shortage of specialist teachers, incompetent teachers in sign language, shortage of dormitories, poor sitting plan and rigid curriculum.

#### **5.4 Recommendations for Immediate action and Further Research**

##### **5.4.1 Recommendations for Immediate Action**

On the basis of these research findings and conclusions, the following recommendations are made;

- i. The Government, NGO's and stakeholders should provide seminars and workshops to the teachers and administrators to acquire knowledge and skills needed to address relevant issues and develop strategies for ensuring a comprehensive educational service delivery system for all students who are deaf or hard of hearing. Much more, through seminars and workshops, administrators will ensure students who are deaf and hard of hearing are supported and have all necessary accommodations and modifications necessary to address their unique educational needs.
- ii. Teachers should use an appropriate teaching and learning materials when teaching students with hearing impairment in order to understand well the concepts.
- iii. Government, Nongovernmental organization (NGO's) and other stakeholders

should take full responsibility in supporting children with hearing impairment financially and materially by improving infrastructure, teaching and learning materials like hearing aids, language dictionaries and sign language alphabetical charts, buildings like sound proofed classrooms and conducive environment for learning in general.

- iv. The government should initiate learning of sign language through television. This will help students with hearing impairment to communicate and change ideas with the whole society that around them
- v. Ministry of Education and Vocational Training should introduce teaching sign language for all trainee teachers in all colleges of education and universities, allocate more graduates from Patandi, SEKOMU and UDOM to different secondary schools countrywide, colleges as well as allocating special education inspectors in each district and zone in Tanzania, who will regularly make follow up on teaching and learning of students with hearing impairment.
- vi. In order to overcome the problem of class size the government, non-governmental organizations and other stakeholders should volunteer on constructing more buildings and having more teachers so that to make a reasonable number between students, teachers and classrooms. Sufficient classrooms will facilitate the sitting arrangements and other teaching strategies will be easily applicable.
- vii. NECTA together with Curriculum developers should well prepare learning and teaching materials with consideration students with HI as well as other students with special needs

#### **5.4.2 Recommendations for Policy**

- i. Education policy must well clear and supportive to students with HI as well as all students with special needs, together with that special need education should be taught in all teachers training colleges from certificate level to degree level so as to help trainee teacher to acquire skills and approaches of teaching learners with hearing impairment to all levels.
- ii. The government should also give clear directions on learning and teaching concerns to the students with special needs especially students with hearing impairment.

#### **5.4.3 Recommendations for Further Research**

Based on the findings, the study was conducted in Tanga city only, so there is a great need of being conducted all over the country to check on how students with HI get challenges in learning process. Also there is a great need to conduct research on curriculum context on students with HI as well as to other students with other special needs. It was therefore not possible to generalize the findings Countrywide.



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## APPENDICES

### **Appendix 1: Interview Questions for District Education Officer**

My name is Mohamed Majengo Athuman, Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). Am conducting a research on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanzania”, Case study of Tanga Municipality. Therefore, I request your assistance in this research by responding to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

Thank you for your cooperation

#### Biodata of Respondent

Name .....

Age .....

Gender: Male (  )                      Female                      (  )

Marital status: Married (  ) Not Married (  ) Divorced (  )

Education Background.....

Teaching Experience.....

Position .....

District .....

Region .....

**Questions**

1. What is the total number of secondary schools in your district?
2. How many schools supported by SEDP?
3. Are school infrastructures supportive to students with special needs including students with hearing impairment?
4. Do you think availability of teaching and learning materials in your district are enough to teach students with hearing impairment?
5. Are there any seminars in your district that are conducted to teachers in order to be inclusive in teaching students with HI?
6. What are the efforts made by SEDP to improve teaching and learning on students with hearing impairment?
7. What are the challenges facing students with hearing impairment in your district?
8. What should be done to improve teaching and learning on students with HI?



## **Appendix 2: Interview Questions for Special Education Officer**

My name is Mohamed Majengo Athuman, Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). Am conducting a research on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanzania”, Case study of Tanga Municipality. Therefore, I request your assistance in this research by responding to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

Thank you for your cooperation

### **Biodata of Respondent**

Name .....

Age .....

Gender: Male ( ) Female ( )

Marital status: Married ( ) Not Married ( ) Divorced ( )

Education Background.....

Teaching Experience.....

Position .....

### **Questions**

1. How many students with hearing impairment in your district?
2. What do you think are efforts made by SEDP to improve teaching students with hearing impairment?

3. Are school infrastructures supportive to students with special needs including students with hearing impairment?
4. Do teachers get seminar on how to teach students with hearing impairment?
5. What are the challenges facing students with hearing impairment?
6. What do you think should be done to improve the challenges above?

### Appendix 3: Interview Questions for Head of Schools

My name is Mohamed Majengo Athuman, Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). Am conducting a research on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanzania”, Case study of Tanga Municipality. Therefore, I request your assistance in this research by responding to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

Thank you for your cooperation

#### Biodata of Respondent

Name .....

Age .....

Gender: Male ( ) Female ( )

Marital status: Married ( ) Not Married ( ) Divorced ( )

Education Background.....

Teaching Experience.....

Position .....

District .....

Region .....

1. What is the total number of students in your school?

.....  
 .....

2. How many students with hearing impairment in your school?

.....

3. Is your secondary school benefit from SEDP?

.....

4. What are the efforts made by SEDP to improve teaching and learning on students with hearing impairment?

.....

.....

5. Are teaching and learning materials enough to students with special needs? Mostly to HI students!

.....

.....

6. What do you think are the efforts made by SEDP to improve teaching students with hearing impairment in your school?

.....

.....

7. How school infrastructure is supportive to students with special needs mostly student with HI?

.....

.....

8. How students with hearing impairment get support of learning in your school?

.....

.....

.....

9. Do teachers get seminar on how to teach students with hearing impairment?

.....  
.....  
.....

10. What are the challenges facing students with hearing impairment?

.....  
.....

11. What do you think should be done to improve the challenges above?

.....  
.....

#### **Appendix 4: Questionnaires for Teachers**

My name is Mohamed Majengo Athuman, Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). Am conducting a research on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanzania”, Case study of Tanga Municipality. Therefore, I request your assistance in this research by responding to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

Thank you for your cooperation

#### **Biodata of Respondents**

Name .....

Age .....

Gender: Male (  )                      Female                      (  )

Marital status: Married (  ) Not Married (  ) Divorced (  )

Education Background.....

Teaching Experience.....

Position .....

District .....

Region .....

#### **Questions**

1.        What is the total number of students in your class?.....

2. How many students with hearing impairment in your class?

.....  
.....

3. Is school infrastructure conducive to teach students with special needs, mostly hearing impairment?

.....  
.....

Are the learning and teaching materials enough to teach students with hearing impairment?

.....

4. Are you aware (specialist) in teaching by using sign language?

Yes ( ) No ( )

7. Have you ever attended any seminar dealing on teaching students with hearing impairment? Yes ( ) No ( )

8. What are the efforts made by SEDP to improve teaching and learning on students with hearing impairment?

.....

Do teachers get seminar on how to teach students with hearing impairment?

.....

9. What are the challenges facing students with hearing impairment?

.....

10. What do you think should be done to improve the challenges above?

.....

.....

### **Appendix 5: Questionnaires for Students with Hearing Impairment**

My name is Mohamed Majengo Athuman, Student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). Am conducting a research on “The Influence of Secondary Education Development Plan on Students with Hearing Impairment in Tanzania”, Case study of Tanga Municipality. Therefore, I request your assistance in this research by responding to this interview questions for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher.

Thank you for your cooperation

#### **Instructions**

1. Please provide the information requested below only.
2. Put a tick in the appropriate box provided and fill in the blanks given.

#### **Biodata of Respondents**

Your name .....

Name of school.....

District .....

Region.....

Gender: Male (                    )                    Female    (            )

Class.....

Age.....

#### **Questions**

1. Are your school infrastructures supportive in learning? Yes (    ) No (    )
2. Do you satisfy with learning environment in your school? Yes (    ) No (    )



3. Is there any effort made by the government to support your learning? Yes ( )  
No ( )

4. Do you have enough books for learning? Yes ( ) No ( )

5. Which subject do you like more? Yes ( ) No ( )

6. Which subject is the most difficult to you? Yes ( ) No ( )

7. What are the challenges facing other students with hearing impairment in your school? Mention them

.....  
.....

8. What do you need to be done in your school so as to facilitate learning?

.....  
.....  
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