

**ASSESSING THE CHALLENGES OF TEACHING AND LEARNING OF
HEARING IMPAIRED STUDENTS ENROLLED IN REGULAR PRIMARY
AND SECONDARY SCHOOLS IN TANZANIA**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: *“Assessing the challenges of teaching and learning of hearing impaired students enrolled in regular primary and secondary schools”*, in partial fulfillment of the requirements for award of the Degree of Masters of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

Dr. Sydney Mkuchu

(Supervisor)

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Date

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DECLARATION

I, Tellah Charles Mtuli, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my beloved father Charles Mtuli and my beloved mother Mary Mtuli. You have built me a foundation of education that has made me reach the place where I am. You have passed many challenges in my upbringing since when I was a child up to where I am. You passed a hard life and made a lot of sacrifices and you were ready to take risks to ensure that I reach my dreams. There are many good deeds that you have did to me in such a way that I cannot mention them all. May God bless you. I love you so much.

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ABSTRACT

The academic performance of students in regular secondary schools is worse compared to academic performance of pupils in primary schools special for the deaf. Iringa school for the deaf and Iringa girls' secondary school were selected to be the centre of this study. The general objective of the study was to assess the challenges in the teaching and learning process of hearing impaired students enrolled in regular primary and secondary schools. Specifically the study aimed at examining the challenges of teaching and learning to students with hearing impaired and examining the factors contributing to poor academic performance of hearing impaired students enrolled in regular secondary schools. This study used a case study design by the use of interviews and observation in order to evaluate the challenges of teaching and learning of hearing impaired students enrolled in regular primary and secondary schools. Purposive and simple random sampling procedures were used to select participants of the study who were students with hearing impairment according to their level/class they were studying, teachers of special education, heads of school and the District Education Officer for special education. Hence the study involved data collection that utilized observation, interviews to the respondents and both quantitative and qualitative research approach Recommendation based on the study findings, the researcher/study has made the following recommendations: - There should be improvement in the inclusion system of education like the use of

competent teachers in sign language, making available related teaching and learning facilities. Further research should also be carried out of related areas.

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ABBREVIATIONS

CRS	Catholic Relief Service
EFA	Education for All
ESR	Education for Self-reliance
IDEA	Individual with Disability Education Act
IE	Inclusive Education
IEP	Individual Education Program
IQ	Intelligent Quotient
LRE	Least Restrictive Environment
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NGOs	Non Governmental Organizations
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Sciences
TEN	Tanzania Education Network
UDHR	Universal Declaration of Human rights
UNESCO	United Nation Education, Science and Culture Organization
URT	United Republic of Tanzania
WHO	World Health Organization
ZPD	Zone of Proximal Development

CHAPTER ONE

THE BACKGROUND OF THE STUDY AND ITS CONTEXT

1.1 Introduction

This chapter presents the background to the problem, the statement of the problem and highlights of the main purpose of the study together with indicating the specific objectives, research questions and organization of the study.

1.2 Background to the Problem

The issue of disabilities has been gaining recognition worldwide. This is due to the fact that the levels of disabilities appear to be on the increase in most societies. Students with hearing impairment are more vulnerable to a number of problems that hinder their learning capability. Most of them suffer from social maladjustment, psychological problems, emotional disturbances, and difficulties in interpersonal relationships, having poor self concept and personality problems (Heward, 2006). Students with hearing impairment, therefore, need special education that will address the student individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipments and materials, accessible settings, and other interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community than would be

available if the students were only given access to a typical classroom education (Heward, 2006).

The right to education is universal and extends to include all children in spite of their sex, color, ability, disability or their social status. These principles of social justice, equity and basic human rights were advocated by various international declarations including the World Declaration of Education for All (EFA) of 1990, the Salamanca Statement of 1994, and the Convention on the Right of Child (UNESCO) of 1989. Since the 1990's inclusive schools movements have become the basis for educational reforms in many countries in the world. For the last two decades international policy on development has turned focus on providing quality education for all learners within the mainstream classes, thereby removing the stigma and stereotyping of learners with barriers to learning (Prinsloo, 2001). This significant shift from special education to inclusive education around the world both developed and developing countries aimed at including the children with special needs into mainstreams classes rather than educating them in an isolated environment (Chalmers, 1998).

Statistics show that about 25 million of disabled people in the world live in the developing countries and have little or no access to education. UNESCO (2006) indicates that more than one third of the 77 million of children who are out of schools are disabled. In Africa less than 10% of these disabled children are enrolled in schools. In Tanzania in particular the trend is worse whereby only four out of ten (4/10) children with disability attend school in the community (UNESCO, 2006).

Therefore, in order for children with special needs to enjoy the same access to education like the other children is to enroll them in the inclusive classrooms. Article number seven of the Salamanca Statement of 1994 requires all children to learn together regardless of their difficulties or differences they have. Also Catholic Relief Service (CSR), comment that, in order to receive quality education that is equal and accessible, all children must be educated to the best of community ability in general education (Gibbs, 1992).

Special education has however different approaches such as inclusion approach whereby students with special educational needs spend all, or at least more than half of the school day with students who do not have special educational needs. Because inclusion can require substantial modification of the general curriculum, most schools use it only for selected students with mild to moderate special needs. Such approach is accepted as a best practice specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services that might require specialized equipment or might be disruptive to the rest of the class.

The practice of inclusion has been criticized by many and some parents of children with special needs because some of these students require instructional methods that differ dramatically from typical classroom methods. Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the

same classroom. As a result, the educational progresses of students who depend on different instructional methods to learn often fall even further behind their peers (Heward, 2006).

In achieving quality education for all children in the inclusive classrooms, the changing of teaching practices is emphasized to respond to the learners' diversity. So the emphasis is put on the use of participatory teaching methods around the world, which will be able to accommodate the needs of all students in the participation of learning

In order to improve teaching and learning process in Tanzania, the main emphasis has been put on the use of the participatory teaching methods since 1990's. The participatory teaching methods are sometimes referred as learner-centered teaching methods (MOEC, 1995). This encourages learners to be actively involved and take responsibility of their own learning through participatory and interaction teaching and learning methods in the classroom. Participatory methods also help learners to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well with teams and groups.

Teachers have been reported to be using a combination of participatory methods in teaching, the most frequently used methods were group work and presentations, problem solving and enquiry, debates and group discussions (Tanzania Education Network (TEN, 2012).

Inclusion means educating students with disabilities in regular classrooms. The Least Restrictive Environment (LRE) principle requires that students with disabilities be educated in settings as close to the regular class as possible in which an appropriate program can be provided and the child can make satisfactory educational progress (Heward, 2006). Inclusion means that if a child with learning disabilities is in a general education classroom, she/he receives the type of explicit instruction needed to ensure meaningful academic progress (UNESCO, 2003).

1.3 The Statement of Research Problem

Effective learning for hearing impaired students in both primary and secondary schools is a challenge. This is because hearing impaired students enrolled in regular primary and secondary schools do not cope with the highly competitive complex rapid changing of the world of science and technology. However, according to the Tanzania Education and Training Policy, the students with special needs are currently placed into different secondary and primary schools regardless of their special needs. Students with hearing impairments are required to process information partly or totally through other sense channels and in manner different from that of the child who has intact hearing.

However, the liability to hear and the consequent interference with normal communication have effects on interpersonal relationships and adjustments as well as academic performance, as a result the academic performance for the students with hearing impairments was not good compared with other normal students. This is observed from Iringa girls' secondary school whereby in the year 2009, eight hearing

impaired students at Iringa girls secondary school completed Form Four but not even a single one got division one, two, three and four. All got division zero which was the worst result to the students of hearing impaired condition. In the year 2010 only one student passed Form Four examination level by getting division four of 33 points (National Form Four Examination Results Inventory-Iringa Girls Secondary School)). From this performance it raises some questions to the teachers as well as to the students such as; how far are teachers assessing learning and teaching of hearing impaired students enrolled in regular secondary school or are the students not capable intellectually? Even more, are students or teachers capable to support learning among hearing impaired students enrolled in regular primary and secondary schools? How did they pass in primary schools? Were they given secondary position on the fact that they are students with disability?

Why both levels of primary and secondary schools If the answers to the above questions are negative, what then are the challenges of teaching and learning among hearing impaired students in secondary and primary schools? This study will attempt to provide answers to last question in order to find better ways of supporting learning of hearing impaired students in regular secondary schools.

1.4 Significance of the Study

The study was considered important in a number of dimensions. It was first assumed that information generated would provide evidence for challenges encountered in

teaching and learning for both teachers and hearing impaired students. This evidence would provide a stepping stone for various measures tentative to the solution.

Secondly the study was expected to shed light to stakeholders on the capacity teachers had in teaching students with hearing impairment for the sake of mainstreaming programmes, workshops, seminars, in-service training that would enable them to handle students with special need effectively. In connection to that, the study anticipated to inform the policy makers on the need to establish education policy for children with disability and clearly stipulate various mechanisms that would enable children to acquire quality education in a friendly environment just like other children in regular schools which are comparably more equipped than schools for special needs children.

1.5 The general Objective of the Study

This study had two types of objectives, namely general and specific objectives. The general objective of the study was to assess the challenges in teaching and learning for teachers and hearing impaired students enrolled in regular primary and secondary schools.

1.5.1 Specific objectives

Specifically the study aimed at attaining the following:

- (i) To examine the challenges in teaching and learning of hearing impaired students in regular secondary schools in order to solve them.

- (ii) To investigate factors contributing to poor academic performance of students with hearing impairment in regular secondary schools so as to assist the students.

1.6 Research Tasks and Questions

Consistent with the research, broader purpose of the study and the conceptual framework, the following study tasks and questions were set:-

Task I: To Investigate the Challenges in teaching and learning of hearing impaired students in regular secondary schools.

Question: What are the challenges in teaching and learning of hearing impaired students in regular secondary schools?

Task II: To investigate the factors contributing to poor academic performance of hearing impaired students in regular secondary schools.

Question: What are the factors contributing to poor academic performance of the hearing impaired students in regular secondary school?

1.7 Organization of the Study

This study report has five chapters, Chapter one presents the background of the study, statements of the problem with the accompanying objective of the study, research questions, significance of the study, limitation and delimitation of the study. Chapter

two dwells on the review of related literature with the conceptual framework of the study and empirical studies Chapter three presents the research methodology. Chapter four presents analyses and discussed the collected findings. Chapter five gives a summary of the study, concludes the study and gives the recommendation based on the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature related to the study. It is divided into theoretical review, empirical review of studies and conceptual framework. Also reviewed literature include on how learning of hearing impaired children in regular secondary and primary schools, takes place, means of assessment of learning, historical background and the challenges that have faced them. Other findings are from researchers based on related problems, education policy all over the world.

2.2 World Situation in Education for the Students with Disabilities.

Recently, inclusive education has risen to be important and is becoming dominant in issues of education across a range of the world. Many developed and developing countries have accepted educational approaches that have facilitated movements towards more inclusive forms of education and intensive attempts have been made to identify the barriers to learning and development (Prinsloo, 2001). Peter (2004) has however argued that although a definite trend towards inclusive practice and inclusive education programming increases, it is evident in all countries that a considerable variation exists, most notably in the areas of classification and placement decisions. In addition, all countries face several challenges towards inclusive education. The most significant of these are in meeting the needs of

disabled students in primary and secondary schools in terms of funding and resource constraints (Prinsloo, 2001).

One of the greatest challenges that face individuals in most societies throughout the world is exclusion from participation in the economic, social, political and cultural life in their communities (UNESCO, 2004). So Inclusive education as a new trend of thought in international education and society which was introduced in the early 1990's, seeks to challenge exclusion and widen the struggle against the violation of human rights and unfair discrimination (UNESCO, 2002). So it is concerned with the quest for equity, social justice and participation and combating all forms of barriers of discrimination and exclusion in educational practices.

2.3 Africa Situation in Education to the Students with Disabilities

In Africa, many countries such as Nigeria, Zambia, Swaziland, Lethoso, Kenya and South Africa have also been emphasizing on the use of participatory teaching methods (Prinsloo, 2000). For this case, UNESCO (1998) suggests that teachers need to develop pedagogies for the diversity, effective use of learning support, teachers and other human and material resources for full participation of learners. However many ordinary teachers face problems in instituting integrated programs within inclusive classrooms, because they lack knowledge and strategies needed to implement such programs effectively.

These principles of inclusive education were adopted during the world declaration of education for all (EFA) in 1990 World Conference on special needs education, access

and quality in Salamanca, Spain in 1994. This was restated at the world education forum in Dakar, Senegal in 2000. Ainscow (2005) commented that children in special schools were seen as geographically and socially segregated from their peers and the whole society. So it was during the signing of EFA when all children with special needs were required to be educated in mainstream classes with their peers.

According to Peter, (2004), inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies that all learners, young people with or without disabilities being able to learn together through access to common schools and community educational settings.

However, this is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It considers all stakeholders in the system (learners, parents, community, teachers, administrators and policy makers) to be comfortable with diversity and see it as a challenge rather than a problem. Peter, (2004) indicates that most of sub-Saharan African countries view students with special needs as a problem rather than a challenge.

2.4 Policies and Practices of Inclusive Education in Tanzania

In Tanzania the situation is worse whereby inclusive education is not clear to the majority of the citizens including ordinary teachers who view it as a big problem (Mmbaga, 2002). Different scholars have explained inclusive education and the challenges which these new dimensions of education face. Contend that; inadequate

relevant resources and facilities is an obstacle to the implementation of inclusive education in developing countries. The preceding is collaborated by a study done by in Tanzania which revealed that appropriate materials were insufficient for children with disabilities enrolled in regular schools.

The government of Tanzania is promoting equal opportunities for all citizens' contributions to the development of the nation and introducing several national policies, some are direct results of the international policies. According to Mmbaga (2002), the policy of Education for Self Reliance (ESR) of 1967, was introduced to abolish the form of colonial education that which was segregating Africans. Therefore ESR was introduced for the aim of opening doors to all school aged children without any form of discrimination.

Universal Primary Education (UPE) of 1977 and Education Act of 1978, according to Nydal (2008) were at micro level and were geared towards the realization of those principles and values of ESR. Such opportunity was available during the pre-colonial education but it was restricted during the colonial period with the introduction of an elitist school system and establishment of separate institutions for children with disabilities (Nydal, 2008).

Inclusion in Tanzania is the result of signing of various international policies on education and is bound to adhere to and translate them into workable national policies for implementation. Such policies are the Universal Declaration of Human Rights (UDHR) of 1948 adopted by United Nations General assembly, whereby the

declaration admits that human beings are different from one another and that these differences should be respected and used as catalysts for ensuring provision of services to cater the needs of all people without discrimination (UNESCO, 1996).

Also the United Nations Conventions on the Rights of the Child of 1989 also clearly advocate for the rights of all children with disabilities to be assured of education as much as their fellow children without disabilities. The Jomtien World Declaration on Education for all of 1990 aims to ensure access and provision of education to all marginalized groups including children with disabilities (Eklindh & Van de Brule-Balescut, 2006). The Salamanca Statement of 1994 and The Dakar Framework for Action, which are document giving out a firm stand, point on inclusive education aiming at eliminating discrimination, creating welcoming communities, building an inclusive society and reaching for education for all (Eklindh & Van de Brule-Balescut, 2006).

Tanzania Education and Training Policy of 1995 advocate the right to education for every child to be offered within the general education framework (Mmbaga, 2002). The policy was introduced to ensure the right to education for every child regardless of sex, color or ethnicity (MOEC, 1995).

So since the declaration of independence from Britain in 1961, government policies have been directed to promoting inclusive principle in education in order to eliminate the effects of colonial practices which excluded the majority of the citizens from the

right to education (Mmbaga, 2002). It also put emphasis on the training of general teachers as well as teachers for students with special educational needs (MOEC, 1995).

2.5 Barriers towards Inclusion Education in Tanzania

In Tanzania, inclusion is perceived positively. However, there are several problems which hinder its implementation. For example, Haki Elimu (2008) is critical on the fact that the political statement of the government leaders that secondary education should be for all does not stipulate how students with special needs should be trained. Mbaga (2002) comments that poverty is one of the major problems affecting the budget for education, as a consequence he is of the opinion that the sector of education is giving low priority which does not enable to conduct inclusive education. Moreover the Education Act of 1978 which advocated education for all, that is, education has to be offered within the framework of general education does not empower stakeholders and parents (especially parents of children with special needs) to fully participate in providing education for these children. The main causes are that of creating negative attitudes to the students with disabilities because of isolating from normal students and lack interaction with other students which setback their social value. It should be observed that both types of education are planned to provide to the learners for the purpose of offering knowledge, skills and values so as to make the learners to be liberated, to be self-reliant and to have sustainable future (Heward, 2006).

2.6 Features of Inclusive Education

One of the seasons of inclusive education is that children with disabilities will learn appropriate skills and behaviors by spending time with typically developing peers. Although being a member of a group and participating in normalized setting is important, being there is just not enough (UNESCO, 2002).

One of the most significant findings about 40 years of research on mainstream and inclusion is that if you put a child with disabilities and a child without disabilities in a room together without any special programming, you will most likely get a child with disabilities and a child without disabilities who are in the same room but are not interacting (Nydal, 2008). To achieve social interactions and integration, there is need to plan for them. We need to figure out what support is needed by the child with disabilities, the children without disabilities and the adults who work in the classroom and how to provide the support. Inclusion is an active process whereas, “being there” implies that it is a passive process (UNESCO, 2002).

2.7 Challenges of Inclusive Education

The first aspect of challenge involves dumping rather than planning in inclusive education, it means placing students with disabilities and students without disabilities at school without necessary facilities. The other experience shows that of having a student with a disability placed in classroom with no advance planning and no ongoing support. Hence, inclusion requires that all participants, including general education teacher, be involved in program planning, implementation of education. In

other words inclusion requires that training for the adults in the setting is required to be done in advance. For example, for the general education teacher and professionals, it must be done before the child is placed in the setting. But also inclusion requires ongoing consultation and support as needed for all members of the team.

2.8 Features of Special Education

Special education has to be individually which means it is better to intervene earlier than later. The recent increase in special education and family- focused services for infants, toddlers and pre-scholars who have disabilities address the risk for developmental delay is a positive sign. More efforts must be made, however, to ensure that high-quality early interventions and special education pre-school programs become more widely available.

It has to be noted that settings where instruction will occur determine relative to opportunities to learn and use targeted skills. The significance of this aspect as stated previously is due to the fact that more than 6 million school-age students with disabilities are spending the majority of the school day in regular classrooms. This is borne out by a national survey that found that 96% of current general education teachers reporting that they had been teaching students with disabilities in the past (Heward, 2006).

In addition only 10% to 12% of school-age populations receive special education services, another 10% to 20% experience difficulties with learning or behavior

problems that interfere with their ability to succeed in school. This means special education educators in general must develop strategies for working together and sharing their knowledge and resources to prevent these millions of at risk and struggling students from becoming failures of our education system (Heward, 2006).

2.9 Current Challenges of Special Education

The first challenge concerns learners with disruptive behavior. This can be related to emotional distress including low-self-esteem, difficulties to concentrate because of neurological causes, not having learned how to behave in an acceptable manner or a combination of the other problems. Learners have to learn to behave in a socially acceptable way. However, too much negative communication – pointing out what is wrong is too often practiced and does not help to improve such behavior. How to deal with disruptive behavior will depend upon the causes for such behavior (UNESCO, 2003).

Secondly, difficulty in reading and writing is another challenge, that is, many learners are not developing proper reading skills. One could actually say that they have or are developing special needs or barriers related to reading and writing abilities. Skills in reading and writing as well as in mathematics are based on understanding of the language of instructions and basic concepts as well as ability to use oral (or sign) language as a means for thinking, reasoning and communicating. The main reasons why learners may develop difficulties in learning to read and write is because they do not understand enough or are not fluent in language of instruction (UNESCO, 2003).

2.10 Advantages of Special Education

Special education is individually planned, that is, the setting where instruction will occur determines the relative opportunities for students to learn and use targeted skills. In addition specialized education incorporates a variety of instructional materials and supports both natural and not natural to help student acquire and use targeted learning objective. Not only that but also intensive instruction presented with attention to detail, structure, clarify and repeated practice.

2.11 Difference between Special Education and Inclusive Education

Heward (2006) provide the difference between special education and inclusive education. In this study to contrast between the two concepts is important that will assist to determine the challenge of teaching and learning of hearing impaired students. The differences are summarized in Table 1.1

Table 2.1: The contrast between special and inclusive education

Special education	Inclusive education
Learning goals and objectives selected for each student based on assessment results and input from parent and student.	E Equal opportunity should be observed to all learners. They should be equal and not discriminated.
Teaching methods and instructional materials selected relative and adapted for each student.	Advocate for child centered curriculum and accessibility to the learning process and the curriculum by all learners.

Sometimes involves unique or adapted teaching procedures used in general education example self-monitoring.	Create teachers to be multipurpose in teaching by considered the requirements of both learners in a classroom at once.
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Source: Heward (2006)

One of the core aspects of Education and Training Policy (URT, 1995) is liberalization through Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP). As a result of the preceding policy the government has increased the construction of secondary schools in Tanzania under the policy of each ward to have secondary school.

By relating with the referenced increase of schools above the problem of quantity and not quality is also facing the hearing impairment students in secondary schools. This due to the fact that the students are not receiving quality education because most teachers in secondary schools lack sign language on how to teach the deaf students. In this way they are completing secondary schools in quantity but they don't have quality education of secondary schools (MOEC, 1995). There is a need to assess teaching and learning of hearing impaired students in order to have good performance academically rather than continue with such problem of not scoring well which is against the government policy of providing quality education for all (Kimengo, 2011).

2.12 Theoretical Review

The study conducted by Vygotsky, about children with special needs shows how students could be helped in the special program in the school. He described two ways of applying Vygotsky's theories to contemporary special education. His general theory is known in the west as "Cultural-Historical Activity Theory" and his special theory which is called the theory of "disontogenesis". Cultural-Historical Activity Theory is a very common theory in special education established by Vygotsky (1978). He formulated a unique theoretical framework for the most comprehensive, inclusive, and human practice of special education known in the 20th century. His theory model is a theoretical framework of helping students with special needs (hearing impairment).

The following are the steps in helping students with special needs as described by Vygotsky approaches:

2.12.1 Rehabilitation and education of the individuals with disabilities

Vygotsky wrote that the effectiveness of the compensatory strategies may be relatively free from the severity or type of the child's disability. Timeliness and appropriateness (in terms of methodology used) are more important. One of the most outstanding confirmations of this rather bold statement was the work of Vygotsky's with deaf-mute-blind children.

An innovative idea of Vygotsky's was that the most efficient compensation for the loss or weakness of natural functions can be achieved through the development of the

higher psychological functions. Paradoxically, while what may be impaired are the natural processes (visual, auditory, motor, etc.), the objects of rehabilitation include the cultural processes of abstract reasoning, logical memory, voluntary attention and goal-directed behaviors. Vygotsky pointed to the limitations of traditional sensory-motor training, saying that pure biological compensation (e.g., superior hearing in individuals who are blind) has been an exception rather than the rule, while the domain of higher psychological activities has no limits: "Training sharpness of hearing in a blind person has natural limitations; compensation through the mightiness of the mind (imagination, reasoning, memorization, etc.) has virtually no limits" (Vygotsky, 1978).

In Vygotsky's view, special education programs should have the same social/cultural goals as general education programs. Their specificity is in addressing the "secondary" disability syndrome that is, countering the negative social consequences of the "primary" disability. Instructions in special education should follow the same principle as general education, namely, that "education leads to development". In the essay "Defect and Compensation" Vygotsky (1978) wrote about the "two-sided nature" of a handicap: an underdevelopment or absence of the functions related to an organic defect and forming an adaptive-compensatory mechanism. The effectiveness of this mechanism depends on the adequacy and timeliness of the methods of correction used in educating the child.

The focus of the compensation should be the intensification of cultural enlightenment, strengthening of the higher psychological functions, the quantity and quality of communication with adults, and social relationship with a "collective" (an organized group of peers). Vygotsky believed that a physical/mental impairment could be overcome by creating alternative but equivalent roads for cultural development. Common laws of development (for children with a disability and their non-disabled peers) include internalization of the external cultural activities into internal processes via "psychological tools" and "mediated learning" provided by adults.

The concept of the internalization of psychological tools as the main mechanism of development has a special importance for rehabilitation in the field of special education. Different "tools" (e.g. various means of communication) may convey essentially the same educational information, the same meaning. Different symbolic systems correspond to one and the same content of education. Meaning is more important than the sign. Signs change but retain meaning. Vygotsky (1978) pointed out that our civilization has already developed different means (e.g. Braille reading, sign language, lip-reading, finger-spelling, etc.) to accommodate the unique way of acculturation for a child with a disability through acquiring different symbolic systems. He concluded by suggesting that it must continue developing special "psychological tools" to address special needs. This appeal was made well before the era of sophisticated electronic gadgets and computers and is now more compelling than ever.

The work of Vygotsky is related to my study in the following ways:

- Both Vygotsky and my study relate on improving learning to the people with disability specially hearing impaired.
- Vygotsky suggested different tools like total communication, sign language and lip-reading and my study from the respondents find out the same challenge and the same suggestion on how to improve learning to the hearing impaired students though the use of total communication, sign language and lip-reading.
- Both Vygotsky concentrated on how to improve education system to the students with disability example hearing impaired and my study find out the challenges of learning of the hearing impaired students and how to improve based on the same tools as Vygotsky. Therefore there is great relationship between Vygotsky which led to the use as conceptual framework.

2.13 Conceptual Framework

The conceptual framework is referred to as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo, & Tromp, 2008). Ineffective learning of hearing impaired students might be contributed by several factors such as structural, social and psychological factors. If the preceding factors are not adequately attended to, they can lead to unrealistic future plans which could result into too many consequences to students such as poor academic performance, poor self concept, and inferiority feelings and permanently

distort of students' future (Heward, 2006). According to the same author (2006) his view is that in order for the schools to be able to offer effective learning to hearing impaired students, students should get access of special teachers, resource rooms, enough books, teaching aids, special intervention, need of communication language (sign language), auditory training and controlled exposure to sensory experience to reduce adverse reaction to sensory stimuli among some students with hearing problem. The same factors happened in Kenya the provision of inclusive education faces problem of few books, classrooms and communication based on sign language still a challenge as the findings in my studies (Namaswa, 1989). The summary of the conceptual framework is depicted in Figure 2.1

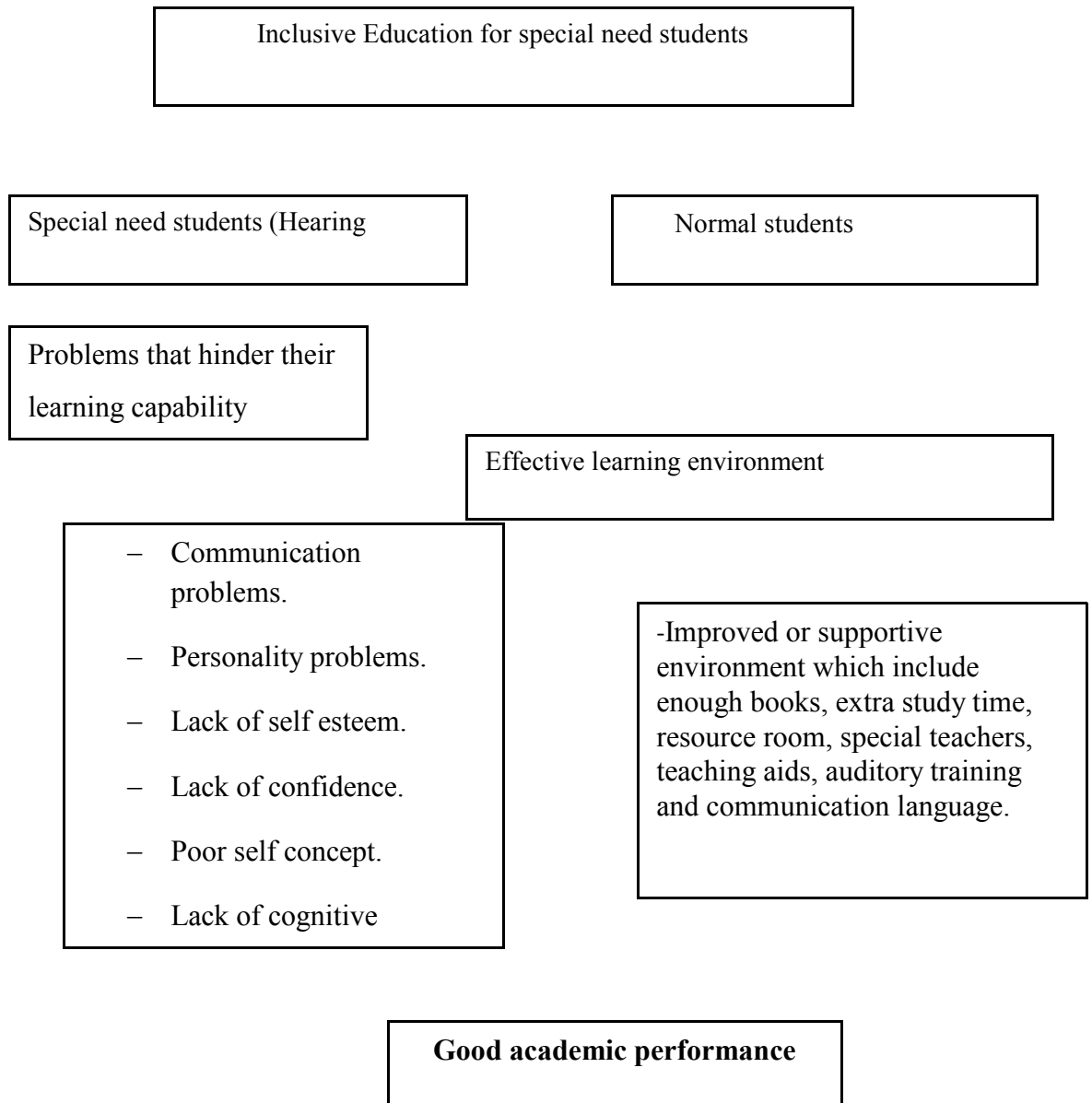


Figure 2.1 Conceptual Framework of the Study:

Source: Adapted from Heward (2006)

2.14 Empirical Review

Mlyuka (2011) indicates that empirical review refers to how the problem is related to previous research findings. Furthermore an empirical study is what other researchers and writers have with regard to the topic of study. So by reading previous studies done by other researchers one may find them interesting to repeat but in different situations. Many studies about supporting learning of the hearing impaired in education has been conducted and some explained that poor teaching strategies is the source of poor performance for the deaf (Namaswa, 1989).

According to Namaswa (1989) there are factors which interact with direct education intrinsic and extrinsic factors to bring about positive learning towards quality education to the deaf are provision of individual motivation to study hard as a source of performing much better. It is in this case that Namaswa, (1989) advocates using proper teaching aids which based on the use of signal and symbols special for the deaf students means distribution of a package of materials which can be used to initiate effective learning. This was conducted in Kenya Nairobi and the findings were lack of facilities, insufficient of classes and few teacher competences in sign language. It was recommended that the Government of Kenya needed to provide the required facilities.

2.15 Research Gap

After reviewing previous studies which are related to the study, the gap in between is that there is ineffective learning of hearing impaired students enrolled in regular primary and secondary school despite the fact that the Ministry of Education and Vocational Training provided education for all. Every person has the right to self-education and every citizen shall be free to get education in the field of his/her choice up to the highest level according to his/her merits and ability. The researcher has strong feeling that effective learning for hearing impaired students in both primary and secondary schools is a challenge. This is because students are not getting the supportive environment to empower them in order to cope with the highly competitive complex rapidly changing world of science and technology. According to the Tanzania Education policy, the students with special needs are currently placed into different situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures which were used in the study of assessing the challenges of teaching and learning of the hearing impaired students in regular primary and secondary schools in Iringa municipal. This chapter contains research design, population, samples, sampling techniques, method of data collection, research approaches, instruments, types of data, data analysis procedures.

3.2 Research Design

Research design is a plan of how the researcher carries out the investigations. Hence it includes a discussion, where, how and why the research was accomplished. This study applied cross-sectional survey design where the researcher used different categories of people at the same time, thus saving time and resources. The cross sectional research design was undertaken because it had a greater degree of accuracy and precision and more applicative in social science studies than other designs (Enon, 1995).

3.3 Population

According to Enon (1995), population refers to the people that a researcher has in mind from whom he/she will obtain information. So population simply means

possible people from whom information can be obtained. Therefore in this study of assessing learning of hearing impaired students who are enrolled in regular primary and secondary school in Iringa municipal, the populations were teachers' heads of school, students and education officers.

3.4 The sample and Sample Size

A sample refers to the people who will be selected as participants to be involved in research. Here the researcher decided to have 30 students of both primary and secondary school and ten teachers. This is because it was not possible for everybody among the accessible population to participate in the study. So the researcher planned of having a small proportion of the population selected. In which case, from researcher's accessible population which appeared to consist of 100 students, the researcher decided to select only 30 students to participate in the study. The following are the distribution of the participants/respondents which were used by the researcher to obtain required information.

Table 3:1 Category and size of the respondents of the study

Category of respondents	Number of Participants
Standard seven primary school pupils of Iringa school of the deaf	7
Form I students of Iringa Girls Secondary School	8
Form II students of Iringa Girls Secondary School	6
Form III students of Iringa Girls Secondary School	5
Form IV students of Iringa Girls Secondary School	4
Special teachers from Iringa Primary School for the Deaf	4
General teachers from Iringa Girls Secondary School	2
Academic Officer of Iringa Municipal	1

Heads of Iringa school of the deaf and Iringa Girls Secondary School	2
Education officer of Iringa Municipal	1
Total	40

3.5 Sampling Techniques / Procedures

Sampling procedure is the process of selecting samples based on techniques which enable to choose to select samples (Enon, 1995). Specific to this study, purposive and randomization approaches were used to get the sample. Purposive sampling is the type of sampling in which the researcher selects samples based on a certain purpose. This type of sampling techniques helps to increase utility of findings (Enon, 1995). Therefore, in this study the researcher used purposive sampling to selection educational officers and heads of school.

3.6 Types of Data

There are two types of data which are primary and secondary data. Secondary data are data obtained from literature sources or data collected by other people for some other purposes (Adam & Kamuzora 2008). Thus secondary data provide second hand information and include both raw data and published ones which include but not limited to newspapers, copies of letters, minutes of meetings, examination results, national results and school academic results (Adam, . & Kamuzora, 2008).

Primary data are those that have been observed and recorded by the researcher from the respondents for the first time. Like information from responses of teachers of special education, student of special needs, normal teachers, and heads of schools and

education officers through interviews questionnaires and focus through discussion (Mwaipopo *et al.*, 1992).

Hence in this study the researcher used both primary and secondary data to obtain the required information.

3.7 Data Collection Instruments/Tools

Instruments refer to the tools which are used to collect information in a research. A tool is a technique or method of data collection. There are many different techniques which can be used in data collection. Such techniques include observation questionnaires and interviews. The tool to be used depends on the type of research design (Enon, 1995). In this research, for that matter, the researcher used interviews and observations.

3.7.1 Interview

Interview process according to involves the oral or vocal discussion and the researcher becomes the interviewer and the respondents from the sample are the interviewees. The technique involves face to face interaction between individuals leading to self report. Responses from the interviewees are recorded and then analyzed. This method is advantageous because it gives a detailed account of what is being discussed and is quite flexible. An interview can be structured which provides limited responses and can be semi-structured which is open and allows more freedom for individual responses that in the former where the responses are somehow being guided (Enon, 1995). The interview guide for teachers of special needs, education

officer, students who are hearing impaired of primary and secondary schools, and for the Primary and Secondary academic teachers are found in Appendices 1, 2,3,4 , 5 and 6 respectively.

3.7.2 Observation

An observation data collection tool refers to the process of gathering information that relies on the researcher seeing, hearing, testing and smelling. It does not depend on getting information through someone else (Enon, 1995). This method therefore depends on personal intuition. Using observation has many advantages which include avoiding report bias from someone else, overcoming language barriers and observing the naturalistic behavior of the respondents. However there are also demerits or limitations of this method like misinterpretation and inability to observe correctly (Enon, 1995). The researcher decided to use the non participant observation in which the researcher was passive and merely took notes of what he/she observed. The observation checklist on classroom teaching and learning in primary schools and the observation schedule of teaching in a secondary school are found in Appendix 4 (Kombo & Tromp. 2008).

3.8 Validity and Reliability of Research Instruments

Validation of instruments is the process that aims at improving the quality of data collected or procedures so that the instruments can measure the issues they are intended to measure (Guthrie, 2010). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the

questions were designed, they were pre-tested to respondents not in the sample. Based on the findings from pilot test, the instruments were modified accordingly by considering the relevance, coverage and consistency.

3.9 Data Analysis Procedures

Data analysis is the process of examining what has been collected in the study by making deductions and inferences (Enon, 1995). In analyzing qualitative data which has been collected through interviews with the respondents was calculated in numerical, and presented in graphs, figures, tables and percentages. While qualitative method was used to critically present data obtained through observation directly by the researcher on how things transpired in the field. For example teaching and learning facilities through non participatory process (Kombo & Tromp 2008).

3.10 Research Ethical Considerations

According to Cohen and Marrison (2000), when people talk of ethics (morals) in research they think of rules for distinguishing between right and wrong. They point out that ethical observation during research is very important to ensure research norms are adhered to while considerations are given in order that knowledge and truth are kept to avoid errors. The researcher made use of a research clearance letter obtained from the Open University of Tanzania. The clearance letter was sent to the Municipal Education Officer who gave the permission to conduct the research study at the mentioned schools. After getting the granted permission letter from the Municipal Education Officer, the researcher then went and introduced himself to the

heads of schools to start the research work. The respondents were informed of the purpose of the study in advance. Also the respondents were assured that their views and opinions would be treated with maximum confidentiality. In addition, for the interview, the respondents were allowed to choose the time and the place where they felt comfortable for the exercise to be undertaken. The interviews were conducted on the prior permission of the respondents. For classroom observation, the respondents were also free to choose the date and the class that they were comfortable with to teach. The researcher informed the participants about the nature of the study and assured them that the study findings would be for academic purposes only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

Data gathered from the field are presented and analysed, then the findings are organised and discussed according to the themes corresponding to each research task accompanied with questions. The research questions were answered by using the information collected through interviews and direct observations.

4.2 Challenges in Teaching and Learning of Hearing Impaired Students in Regular Secondary Schools.

Research task 1 aimed at investigating the challenges in teaching and learning of hearing impaired students in regular secondary schools. The task was guided by one question.

Question: What are the challenges encountered by teachers in teaching hearing impaired students in regular secondary schools?

The interview with special education teachers heads of school, normal teachers and students of secondary schools were administered and they perceived as follows:-

A total of 6 teachers of secondary schools, the Municipal Education Officer, and 2 heads of schools responded to the topic of assessing the challenges of teaching and

learning of hearing impaired students enrolled in regular primary and secondary schools. The number of respondent of teachers who were interviewed is presented in Table 4.1

Table 4.1: Number of respondent teachers

Items	Participants	Percentage (%)
Teachers of special needs education	4	66.6
Normal teachers of secondary school	2	33.3
Total	6	100

Source: Research data August 2014.

Through interviews, 5 teachers out of 6 (83.3%) ; 19 students out of 31(61.2%) perceived that students in Iringa girls which are regular secondary schools were not supported and treated as special students compared to pupils in Iringa primary school for the deaf. Poor assistance contributed to poor academic performance of students with hearing impaired in regular secondary schools. Both Heads of schools agreed that the problem is still present and still on the increase because there was no action that has been taken by the teachers, government and schools management to reduce such state leading to poor performance of the hearing impaired students enrolled in regular primary and secondary schools. Moreover, the new policy of inclusive education has failed to uplift the performance of the hearing impaired students in regular schools compared to special primary schools for the deaf where pupils of the hearing impaired performed much better and led them to join secondary schools (Tables 4.5 & 4.6).

These responses reveal that there is a need of addressing the challenges of teaching and learning of students with hearing impaired enrolled in regular primary and secondary schools in order to find alternative ways to enable them to perform much better academically.

Interviews with Education Officer in Iringa District; Education Officer of special education of Iringa municipality; and the headmistress of Iringa girls' secondary school whose schools are among those of inclusive education agreed that there was a need of addressing the challenges of teaching and learning of the hearing impaired students of secondary school. For them the reason to address the challenges was because of the present poor results at school of the hearing impaired students which is worse compared with primary school results whereby all of them passed the standard seven examinations and were selected to join various secondary schools. The same view was voiced out by the District Education Officer of special education who repeated the same statement that there was a problem of poor performance of the hearing impaired students in secondary schools, and therefore there was a need of addressing the challenges of teaching and learning of hearing impaired students enrolled in regular primary and secondary schools.

In an interview with the education officer of special education and the headmistress of inclusive education gave out their views that there is a big difference between special school for disability and inclusive education which creates a wide gap in

education. They said the gap creates a very cumbersome situation to be faced in secondary schools through practicing inclusive education. In their views they mentioned out some experiences and challenges that were being faced by hearing impaired students as it related to communication. The hearing impaired students do not have normal language abilities whereas in inclusive education there is no signal language. This situation makes many students of hearing impaired fail to perform well under inclusive education.

The teachers' responses showed that they faced a number of challenges. For example, among six teachers who were interviewed, five said performance were good for pupils in a primary school special for the deaf than secondary school students. More over 18 secondary school students out of 21 (85.7%) disqualified the assistance they were receiving from their teachers and the school management as a whole while all 4 primary school pupils (100%) who participated in the interview appreciated that they were properly assisted in their learning. Lack of proper syllabus, teaching and learning facilities, lack of in service training for the teachers of special education and the knowhow to facilitate learning of hearing impaired students in inclusive education were at different times mentioned to be the main challenges affecting hearing impaired students in their learning process. The most significant challenge was the lack of teaching and learning facilities for the new syllabus of inclusive education. Tables 4.2 and 4.3 shows the status of teaching and learning facilities in both schools.

Table 4.2: Status of teaching/learning facilities in Iringa School for the deaf

S / N	Facility	Required	Available	Percent (%)	Deficit	P e r c e n t (%)
1	Sign language text books	121	0	0	121	100
2	Sign language dictionary	50	50	100	0	0
3	Hearing aid	121	14	11.6	107	88.4
4	Sign language teaching aid	105	19	18.1	86	81.9
5	Speech trainer	2	2	100	0	0
6	Hear mould manufacture equipment	3	3	100	0	0
7	Audiometer/audiogram form	2	2	100	0	0
8	Free test equipment	1	1	100	0	0
9	Auto scope hear light	1	1	100	0	0
	Total	178	92		314	

Source: School larger book

Table 4.3: Status of teaching/learning facilities in Iringa girls' secondary school

S/N	Facility	Required	Available	Percent (%)	Deficit	Percent (%)
1	Sign language text books	121	0	0	121	100
2	Sign language dictionary	39	0	0	39	100
3	Lab sign language apparatuses	0	0	0	0	0
4	Hearing aid	39	0	0	39	100
5	Sign language teaching aids	39	39	100	0	0
6	Sign language reference books	40	0	0	40	100
7	Sign language warning mark	10	02	20	8	80
8	Audiometer/audio gram	10	0	0	10	100
9	Free test equipment	6	1	16.6	5	83.3
10	Auto scope hear light	3	0	0	3	100
	Total					

Source: School larger book

Comparing the two schools, the headmistress of Iringa secondary schools had this to say:

Lack of teaching facilities based on the hearing impairment was a setback to students' performance. Moreover poor performance is caused by the lack of sign language during the instruction time, whereby most teachers use normal language such as English and Kiswahili, making the students of the hearing impaired learners to misunderstand the topics during class presentation” Interview with the Headmistress of Iringa girls' secondary school (August 2014).

The findings have revealed that many of the stakeholders were in agreement that students with hearing impairment were the victims of poor academic performance as the result of the number of challenges. Focusing on the potentials of the teachers, both heads of school claimed that there was no any in-service program that has been introduced to equip teachers with pedagogical skills to assist hearing impaired students effectively. Lack of in-service training on the new system of inclusive education caused difficulties in its effective implementation. Many stakeholders felt that the curriculum is inadequate towards producing good performance to the hearing impaired students because teachers were not competent enough in teaching them.

4.3 Factors Contributing to Poor Academic Performance of Hearing Impaired Students in Regular Primary and Secondary Schools

In the second research objective, the researcher was also interested to obtaining stakeholders opinions on the factors contributing to poor academic performance of hearing impaired students. The task was guided by one question.

Q. What are the factors contributing to the poor academic performance of students with hearing impairment?

Students and their responses from Iringa girls' secondary school are indicated in Tables 4.4 and 4.5

Table 4.4: Hearing impaired students in Iringa girls' secondary school.

Level of study	No. of respondents	Percentage
Form One	4	13.4
Form Two	6	20.0
Form Three	8	26.6
Form Four	12	40.0
Total	30	100.0

Source: Research data (August, 2014).

Table 4.5 Responses of students at Iringa girls' secondary school on the factors

Response items	No. of students	Percent
Inclusive education and examination	12	40.0
Incompetency of teachers in sign language	7	23.04
Inadequate teaching and learning facilities	4	13.6
Short period of time spent in studies	2	6.5
New instructional system of using normal language	5	16.5
Total	30	100.00

Source: Research data (August, 2014)

4.3.1 Inclusive education and examination

During the interviews with students with hearing impairment, teachers, heads of school and educational officers, various factors were pointed out. For example, 19 students out of 30; 5 teachers out of 6; 2 heads of schools out of two and both 2 educational officers pointed out that inclusive education as evaluated through inclusive examination left hearing impaired students out of the system that resulted into the poor performance of those students. For example, one of the students said:

This system of inclusive education does not achieve its intended objectives academically because the schools lack competent teachers in sign language which lead to the use of normal language in such a way that the hearing impaired students fail to understand. Moreover, the inclusion examination also contributes to such poor performance because the markers and those who set up the examination base on normal language which is not well understood by the hearing impaired students (Discussion with hearing impaired students August 2014).

The study found that there were no link between primary education and secondary education. This situation happens because in primary schools they affected students of hearing impairment who studied in special schools for the deaf whereby sign language was used for more than 99% percent for instructional and normal communication. While at secondary schools where there is inclusive system in which more than 99% percent of the instruction is based on normal language. Due to this situation of the differences in teaching styles it led to the poor performance. Moreover in primary education the common language of instruction used was Swahili. Thus the deaf have Swahili sign but in secondary schools English is used as

a medium of communication and also for instruction. English language is new to the hearing impaired students and they do not have sign language in English language. Hence the preceding situation creates a gap of education between primary schools and secondary schools. As a result of that gap it causes most of the hearing impaired students to perform worse in secondary schools (Interview with the respondents August 2014).

Interview with Academic Officer of Iringa revealed that the source of poor performance of the hearing impaired students was associated with inclusive education and inclusive examination. Inclusive education is the new system to the hearing impaired students at secondary schools. Good academic results for Iringa primary school for the deaf were associated with the familiarity of the pupils to the new system ever since they started primary education in a special school. The academic performance of form four students who are hearing impaired is shown in Table 4.6

Table 4.6 Examination result for form four students with hearing impaired in Iringa secondary school for five years document (2009-2013)

Year	Number of form four students who are hearing impaired	Divisions					Percentages	
		I	II	III	IV	0	Failure	Pass
2009	8	-	-	-	-	8	100%	-
2010	6	-	-	-	1	5	83.4	16.6
2011	6	-	-	-	1	5	83.4	16.6

2012	9	-	-	1	-	8	88.8	11.1
2013	10	-	-	-	-	10	100	-
Total	39	-	-	1	2	36	92.3	7.6

Source: Iringa girls' secondary school results document (August 2014)

Academic results for students in secondary school shown in Table 4.6 are not so impressive compared to results in primary school Table 4.7 which are comparatively good.

Table 4.7 Standard seven results from Iringa School for the Deaf (2009 to 2013)

Year	Total number of standard seven pupils	Pass	Failure		Percentages
2009	11	11	-	-	100
2010	13	11	2	13%	87
2011	14	13	1	7%	93
2012	13	13	-	-	100
2013	9	9	-	-	100
Total	60	57	3	5%	95

Source: Academic office Iringa School for the Deaf August 2014.

For five years from 2009 to 2013, a total of sixty (60) pupils completed primary education at Iringa School for the Deaf. Good luck to those pupils, a total of fifty seven (57) students which is equal to 95% passed and joined secondary school education and only three (3) which is equal to 5%. This indicates achievement in primary education and influences the need to assess secondary education system while for five years from 2009 to 2013 a total of thirty nine (39) hearing impaired students completed Form Four secondary school education at Iringa girls' secondary school. These are bad results because the majority 36 (92.3%) got division zero and only 1 (7.6%) got division three, and 2 scored division four. These results for secondary school indicate the worst trend of performance to the hearing impaired students. So there is a need for examining the factors for that and coming up with various measures tentative to the solution so as rescue hearing impaired students in

secondary schools from performing poorly and enable them to perform better in academic.

Moreover the system of examination set up does not meet the needs of the hearing impaired students which is a set back to their performance and fail to use total communication during instructional time. Additionally the Ministry of Education appeared to be unprepared because of not having enough inclusive education teachers, facilities, policy and appropriate curriculum as in primary schools whereby the deaf stay longer in primary education than other normal pupils. But in secondary education there was no such policy and also no proper English sign language compared with the Swahili used in primary schools. And since such students lack knowledge of English language proficiencies it all led them into poor performance. In the same way an evaluation on the quality of special education provided to the teachers of special needs education if it is proportional to the inclusive schools was done through interview among teachers, education officer and students. Their contributions show that inclusive education was one of such hindering factors resulting in poor performance.

For example, in 2009 a total of eight hearing impaired students completed secondary education and no one received division one, two, three and even four. These were the worst results to the students of hearing impaired and were an indication on how the system of inclusive education has failed to facilitate learning of hearing students in secondary schools. If we try to compare with the primary schools of the deaf students most of them performed well and were selected to join secondary education. In 2010

a total of six students of the hearing impaired completed Form Four level of education but no one received division one, two and three but only one student got division four of 29 points. The latter points were below those of the education policy of being given any post because normal pass to be considered was division four of 28 points. This situation is again informing the community, educators and researchers the need to address the factors for poor academic performance to students with hearing impairment and find the solutions.

According to research findings most teachers and education officer responded that the teachers who were prepared under the new curriculum of inclusive education were not competent in sign language to help the hearing impaired students. Students and pupils said that inclusive education lacks proper arrangements on how to accommodate the hearing impaired students in secondary schools, because of some weaknesses of this system of education. First most teachers are new to this system of inclusive education as they lack sign language competence which causes the hearing impaired students in a class to miss relevant information and remain isolated mentally, psychological, academically and communication wise. They only have physical interaction which is not necessary to the hearing impaired students and to the objective of inclusive system.

Academic subject content according to the respondents is the nucleus of teachers because of what it has in the nucleus of teachers' activities without which it is difficult to imagine the level of confidence teachers will have in the classroom. It

ought to be underscored that teachers are not born; they are made Nydal (2008). They can only be given proper education into the tools of this trade. In the first stage, a teacher would have to be properly stuffed with the content, with the right fathoms and right breathe of his/her subject. This ensures that when he/she speaks to his/her students, he/she has the knowledge information and confidence that give him/her the authority to speak and argue. Then in the second stage, he/she is properly groomed and practiced in the various ways of conveying the content, knowledge and any other relevant information to those under his/her charge.

Therefore, it can be argued that teacher education needs to equip them with profound conceptual understanding of what is going to be taught in primary and secondary schools. A wrong assumption is that student teachers are competent in subject matter area. Where by such teachers need in-service training in order to come up with competence in sign language and total communication on how to facilitate learning of hearing impaired students in order to have good performance in the new system of inclusive education.

The research findings have pointed out that the idea of inclusive education system came from above, as there was no study done to support such a claim. Cook (2004) has noted that in several countries in the world, teacher education is not only being called more fully to account for itself, but policies are being drafted which impose particular views of professional development on the way teachers are trained. Such approaches have the effect of reducing the academic demands of training for the sake

for promoting skills and knowledge on sign and total communication in facilitating learning of hearing impaired students under inclusive system.

4.3.2 Short period of time spent for secondary education

It was also perceived that short period of time (4 years) for ordinary level secondary education was not sufficient for students with hearing impairment compared to ten years instead of seven years in primary education for hearing impaired students. This therefore, caused poor performance in secondary schools compared to primary schools. It is noted that in primary education the hearing impaired took more than ten years rather than seven years as other normal students due to low capacity of receiving knowledge and skills. From this point of view, in secondary schools under inclusive education the time frame remains the same that is four years for both normal and hearing impaired students. Taking into account of their low capacity of receiving what the teachers delivered, the hearing impaired students were at a disadvantageous side. They were left behind in the teaching/ learning pace eventually students performed poorly in examinations. So it is better to rethink on how to facilitate learning of the hearing impaired students as far as the duration (timeframe) is concerned. (Direct interviews with Iringa District Special Education Officer August 2014).

4.3.3 Incompetency of teachers in sign language

From the respondents' point of views, teachers' incompetence in sign language led to the hearing impaired student's failure to understand the instruction in the class. In

that case they depended on asking other students of what the topic was all about and what is needed. By the teachers some ordinary students however had low skills and knowledge in that case failed to help them and sometimes misled them. In the same way those specialist teachers for the special need education concentrated in the use of normal language which benefited the normal students while hearing impaired students remained without receiving direct knowledge and skills from their teachers. In order to facilitate learning of hearing impaired students, it is better for those teachers to have in service training in sign language so that they can use total communication at the same time in the class during instruction time and others can interpret when other general teachers are teaching.

Other respondents said that inclusive education lacks proper arrangements on how to accommodate the hearing impaired students in secondary schools, because of some weaknesses of this system of education. First most teachers were new to this system of inclusive education as lack sign language competence which causes the hearing impaired students in a class to miss relevant information and remained isolated mentally, psychologically, academically and communication.

A more wrong assumption is that student teachers are competent in subject matter area. Such teachers need in service training in order to come up with competence in sign language and total communication on how to facilitate learning of hearing impaired students in order to have good performance in the new system of inclusive education. Logically, it can surely be argued that just as teachers are a key factor in

raising standards in schools, so are teacher educators crucial for improving the quality of the teaching force. Relying on mere assumption that teachers already know and can shift from one paradigm to another can be very far removed from the truth. It is a matter of common sense that when there is a change in teacher education and secondary school system, then, teachers who are the key players in realizing such changes should be well informed and well trained to acquire high competency.

Basing on the findings, it can be argued that teachers for example do not have adequate academic knowledge of sign language as only the weaker teachers of the hearing impaired skills are recruited in secondary schools. The views of teachers, students and education officer concern the inadequate academic capabilities of teachers of hearing impaired enrolled in secondary schools. It is worth to note that the best teacher is the one who has good mastery on the subject matter content and has skills to enable him/her to transfer or induce that knowledge of the subject content to learners. (Nydal, 2008).

In this case one ventures to ask oneself 'how those teachers of special education can be good teachers if they themselves have the problem of mastering the sign language be able to transfer knowledge and skills to the hearing impaired students'? From that point of view there is a need to give in service training to teachers so as to enable them to develop the mastery on the subject matter content and have the skills of sign language to enable them to transfer or induce that knowledge to the students of

hearing impaired which eventually leads to improved performance in secondary schools under inclusive system.

Teachers are important as other professionals; they need a serious preparation to become competent in their fields. Osaki (1996) puts it clear that teachers are the main implementers of curriculum in which they are compared to technicians carrying out the bold decisions of the higher echelons of the education system. They play double roles of supervisors and modifiers of curriculum. So failure to prepare the teachers well may lead into poor outcomes in education. Thus, teachers are very crucial in any education system. The multiplier effects of teachers in the society necessitate a solid formation of teachers.

There is a need to come up with strong ways to assess learning of hearing impaired students to have good performance as it is evident in primary schools where in the latter most of the hearing impaired students passed their Standard Seven examinations. So in the new system of inclusive education, it is better to prepare well the teachers of special education to be competent in sign language and to use total communication in the class. For that matter, the government is to take responsibility to have special priority consideration in learning environment and facilities. In the same way it should consider to give more time in secondary schools like five to six years for the purpose of facilitating learning of hearing impaired students to have good academic performance.

4.3.4 Inadequate teaching and learning facilities

The findings revealed that teachers and students with hearing impairment in secondary school said that training and learning facilities were inadequate to the hearing impaired students and teachers were inadequately prepared to meet the new system of inclusive education system. For example, teachers lamented that they lacked the books to teach the new syllabus of the inclusive education, audiometer machines, and sign language dictionaries. Basing on the above findings, teachers had a hard time to assist students effectively. Osaki (2000) observe that teachers need to know relevant teaching and learning material and have them at hand, should select relevant knowledge for each level of students and translate them appropriately to the developmental levels of students.

Specific special teaching and learning materials for students with hearing impairment facilitate teaching and learning processes in school hence enhance good academic performance. Barrett (2007) perceived teaching and learning facilities as those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not adequately provided and used. Inadequacy of facilities has the potential to hamper effective teaching and learning to both teachers and students in schools as what Ainscow (2005) posited out that when teaching and learning facilities are grossly inadequate or are in bad conditions it reduces the weight of instructions as little or nothing can be done when facilities to work with are not available. That being the case, one of the reason of poor academic

performance of students with hearing impairment in the state of inadequate teaching and learning facilities was an inevitable consequence

4.3.5 New instructional system of using normal language

The second reason of such worse performance of the hearing impaired students in secondary school is that there is no link between primary education and secondary education. Due to this situation it led to the poor performance. Moreover, in primary education the common language of instruction used was Swahili. Thus the deaf use Swahili sign language but in secondary English is used as a medium for instruction as such the language is new to the hearing impaired students and there is no sign language in English language. Hence the preceding situation creates a gap of education between primary schools and secondary schools. As a result of that gap it causes most of the hearing impaired students to perform worse in secondary schools examination.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and draws conclusions from the study as well as makes some recommendations for further improvement of the performance for the hearing impaired students in regular secondary schools.

5.2 Summary of the Study

This study sought to critically assess the challenges of learning and teaching of hearing impaired students enrolled in regular primary and secondary schools. In order to achieve the goal it gathered stakeholders' views on the challenges in teaching and learning for hearing impaired students in regular secondary schools and find the factors which have contributed to poor academic performance of hearing impaired students in regular secondary schools. Thus to fulfill the demand of specific objectives research tasks were set as follows (1) to examine the challenges in teaching and learning for students with hearing impaired in regular secondary schools (ii) To investigate the factors contributing to poor academic performance of hearing impaired students in regular secondary school. The information was expected to provide feedback for teachers, parents, and educational officers on the need to improve teaching and learning for both teachers and students in regular secondary

school. Chapter one included the general overview of the problem, objectives of the research topic, and a brief of what is discussed in the literature study.

Chapter two focuses on the literature review included on the main areas under research topic namely: assessing the challenges of teaching and learning hearing impaired students enrolled in regular primary and secondary schools. Chapter three describes the methodology used in the research and chapter 4 gives the details of data presentation analysis, and discussion of the findings.

The findings in this study have been presented according to research tasks. The findings were as follows: teachers, heads of the two schools, students and educational officers revealed that the new system of inclusive education needs more innovation for preparing quality education to the hearing impaired students of secondary schools. Furthermore it was found that lack of qualified teachers of special education in sign language led to poor performance for the hearing impaired students in secondary schools, lack of in-service training for total communication for the new system of inclusive education as a set back to the hearing impaired students' performance and lack of funds for implementing the curriculum at the school discouraged teachers of special education.

Another area was the lack of that sign language in English language in secondary schools unlike the hearing impaired students in primary schools under special school for the deaf where they used the Swahili Sign Language. Hence they are entered rapidly into inclusive system which has got a problem of English language without

sign language that causes poor performance for the hearing impaired students in secondary schools. In chapter 4 provide interpretation and discussion of the findings. The final chapter which is Chapter 5 outlines the conclusion and the recommendation of the study.

5.3 Conclusion

The following conclusions are made as an outcome of the study and provide some answers to the research questions. The myriads challenges of teaching and learning for hearing impaired students is still a threat to quality education provisioning which ought to be acquired by deaf students. Many of the challenges are out of reach by students and classroom teachers thus, raise a government concern to address the issue with total vigor.

In terms of limitations they are so many but the significant ones are inadequate of qualified teachers in sign language, lack of learning and teaching facilities, lack of funds and overcrowded classrooms which set back the consideration of special needs student in instruction time. Unless these limitations are dealt with amicably, otherwise students cannot learn as required.

5.4 Recommendations

5.4.1 Recommendation for action

Based on the findings of the study recommendation for action and recommendation for further research are made. Considering the outcome of the research, the topic on assessing the challenges of learning and teaching of hearing impaired students

enrolled in regular primary and secondary schools, particularly, the schools are Iringa primary school for the deaf and Iringa girls' secondary school at Iringa municipal, the research recommends the following:

- (i) There should be a need to improve inclusive system of education by employing competent teachers in both subject matter and sign language in order to improve learning of hearing impaired students.
- (ii) There should extension of time (years) to stay in secondary schools for the hearing impaired students from four years of O-level to six years for the purpose of improving learning in both English language and sign language as it is being implemented successfully in primary schools.
- (iii) There is a need to increase learning and teaching facilities for those inclusive schools in order to improve learning to the hearing impaired students.
- (iv) There should be in-service training for teachers of special education in order to increase competency in sign language, so that they can make use of total communication during instruction.
- (v) The special education teachers should be given opportunity in marking final examinations in order to consider the weaknesses of hearing impaired students so as to have good performance by understanding their language.

(vi) Examinations set up should consider the hearing impaired students and try to prepare special examinations for the hearing impaired as it is done with regard to the blind in order to facilitate the doing of the examination and terms to improve the performance.

(vii) To motivate the teachers of special needs for the purpose of using extra time for repeating subject for hearing impaired students by being paid them for extra duty. In this way will be possible to improve learning of hearing impaired students enrolled in regular primary and secondary school and give high performance.

5.4.2 Recommendations for further research

i. There should be further research on the challenges of teaching and learning processes to the similar students in both primary and secondary schools for the hearing impaired students

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APPENDICES

APPENDIX 1:

An Interview Guide to Teachers of Students with Special Needs

1. Is there any training to support teachers of special needs for students of hearing impaired in regular schools?
2. Which approaches do you use in supporting learning to the students of hearing impaired in regular primary and secondary schools?
3. What are the teaching methods used in the classroom?
4. What are your views on supporting hearing impaired students enrolling in regular secondary schools?
5. Are there any motivation provided to teachers of special needs in supporting learning of hearing impaired students enrolled in regular primary and secondary schools?
6. Which attitudes do students have on hearing impaired students when supporting learning in regular primary and secondary schools?
7. Are students of hearing impaired in general performing well academically in regular primary and secondary schools?
8. What is the opinion on the evaluation modalities by NECTA in terms of bringing equity to hearing impaired students in regular primary and secondary school?

APPENDIX 2:

An Interview Guide to the Municipal Special Education Officer

1. What are your views on inclusive education system appropriate to hearing impairment students?
2. Is the number of teachers for special needs proportional to the hearing impaired students?
3. Are facilities proportional to the hearing impaired students?
4. What are your suggestions on improving instructional system to the hearing impaired students to inclusive schools?
5. Is there any budget for supporting teaching and learning of hearing impaired students in regular primary and secondary schools?
6. What is your opinion on the system of evaluation conducted by NECTA in terms of bringing equity to hearing impaired students in regular primary and secondary schools?
7. Do you have in-services programs to train teachers for hearing impaired students?
8. What are the planned modalities of the in-service training?
9. What sources do you have in getting teaching and learning equipments for hearing impaired student?

APPENDIX 3:

An Interview Guide to the Primary School Students/Pupils of Hearing Impaired

1. Is the support in learning of enrolled in regular primary and secondary schools proper to your needs?
2. Does the communication system in the everyday schooling practices supporting learning of in regular schools?
3. What is your opinion on the support provided to learning of hearing impaired students your school?
4. How fair is the treatment you are give as students of hearing impaired in learning at regular primary and secondary schools?
5. Which factors are affecting students of hearing impaired in regular primary and secondary schools?
6. What is your opinion on the fairness of the assessment and evaluation procedures to hearing impaired students enrolled in regular primary and secondary schools?
7. What are your suggestions to improve the welfare academic and social education system of teaching and learning of hearing impaired children in regular primary and secondary schools?

APPENDIX 4:

An Interview Guide to the Secondary School Students who are Hearing Impaired

1. Is the support in learning of enrolled in regular primary and secondary schools appropriate to your needs?
2. Do the communication system in the everyday schooling practices support learning in regular schools?
3. What is your opinion on the support provided to learning of hearing impaired students in your school?
4. How fair is the treatment you are give as students of hearing impaired in learning at regular primary and secondary schools?
5. Which factors are affecting you students of hearing impaired in learning in regular primary and secondary schools?
6. What is your opinion on the fairness of the assessment and evaluation procedures to hearing impaired students enrolled in regular primary and secondary schools?
7. What are your suggestions to improve the academic welfare and social education system of teaching and learning of hearing impaired children in regular primary and secondary schools?

APPENDIX 5:

An Interview Guide to the Heads of Primary and Secondary Schools

1. What are your views on inclusive education system appropriate to hearing impairment students?
2. Is the number of teachers for special needs and facilities proportional to the hearing impaired students?
3. How do you assess the performance of the hearing impaired students in achieving education goals?
4. What are your suggestions on improving instructional system to the hearing impaired students to inclusive schools?
5. Is there any budget for supporting teaching and learning of hearing impaired students in regular primary and secondary schools?
6. What is your opinion on the system of evaluation conducting by NECTA in terms of bringing equity to hearing impaired students in regular primary and secondary schools?
7. Do you have in-services programs to train teachers for hearing impaired students?
8. What are the modalities of the in-service training?
9. What sources do you have in getting teaching and learning equipments for hearing impaired students?

APPENDIX 6:

An Interview Guide to the Academic Teachers at Primary and Secondary School

1. What are your views on inclusive education system appropriate to hearing impairment students?
2. Is the number of teachers for special needs and facilities proportional to the hearing impaired students?
3. How do you assess the performance of the hearing impaired students in achieving education goals?
4. What are your suggestions on improving instructional system to the hearing impaired students to inclusive schools?
5. Is there any budget for supporting teaching and learning of hearing impaired students in regular primary and secondary schools?
6. What is your opinion on the system of evaluation conducting by NECTA in terms of bringing equity to hearing impaired students in regular primary and secondary schools?
7. Do you have in-services programs to train teachers for hearing impaired students?
8. What are the modalities of the in-service training?
9. What sources do you have in getting teaching and learning equipments for hearing impaired student?

APPENDIX 7:**Observation schedule guide****Direct Observation**

Direct observation through non participant observation will be used in a naturalistic manner to gather information concerning teachers-student's interaction in the regular classrooms. Observation will be used to gather information concerning the participatory teaching methods used to teach students in regular primary and secondary classrooms and. Furthermore information on opportunities and challenges facing primary and secondary school teachers and also students in the use of participatory methods in regular classrooms will be observed.

Observation Checklist for Classroom Teaching in Iringa School for the Deaf

NO	THINGS TO BE OBSERVED	YES	NO
1	Teacher use different participatory teaching methods during teaching and learning process.		
2	Teacher provides group activities to meet the intended goals of the students with none and hearing impaired in the classrooms.		
3	Teacher moving around in the classroom during group activities to make sure that every disabled and hearing impaired students participate in the classrooms.		
4	Teacher provides immediate feedback to students when they do well, for example, by congratulating them.		
5	Teacher gives students time to think about the question before answering them.		
6	Teacher helps students to work independently both for non		

	disabled and hearing impaired.		
7	There is availability of teaching facilities like text books, libraries and laboratory to the students of hearing impaired.		
8	The schools environment from classrooms, dormitories, toilets and dining hall are friendly to the students of hearing impaired.		
9	Other comments from the research activities		

APPENDIX 8:

**Observation Checklist for Classroom Teaching in Iringa Girls' Secondary
School and Teaching Facilities**

NO	THINGS TO BE OBSERVED	YES	NO
1	Teacher use different participatory teaching methods during teaching and learning process.		
2	Teacher provides group activities to meet the intended goals of the students to non and hearing impaired in the classrooms.		
3	Teacher moving around in the classroom during group activities to make sure every non disabled and hearing impaired students participate in the classrooms.		
4	Teacher provides immediate feedback to students when they do well, for example, by congratulating them.		
5	Teacher gives students time to think about the question before answering them.		
6	Teacher helps students to work independently both for non disabled and hearing impaired.		
7	There is availability of teaching facilities like text books, libraries and laboratory to the students of hearing impaired.		
8	Healthily school's environment from classrooms, dormitories, toilets and dining hall to the student of hearing impaired.		

APPENDIX 9

RESEARCH CLEARANCE FROM OPEN UNIVERSITY COLLEGE

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2666752/2668445 Ext.2101
Fax: 255-22-2668759
E-mail: drpc@out.ac.tz

Ref. No. HD/E/112/T.12

Date: 18th July, 2014

Regional Administrative Secretary,
Iringa Regional
IRINGA

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992. The Act became operational on the 1st March, 1993 by public notes No. 55. Act number 7 of 1992 has now been replaced by the Open University of Tanzania Charter which is in line with the university act of 2005. The Charter became operational on 1st January, 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you **Mr. Mtuli Tellah Charles** a Masters of Education in Administration, Planning and Policy Studies student at the Open University of Tanzania **Registration No. HD/E/112/T.12**. By this letter **Mr. Mtuli Tellah Charles** has been granted clearance to conduct research in the country. The title of his research is **"Assessing the Challenges of Teaching and Learning of hearing impaired students enrolled in Regular Primary and Secondary Schools"** The research will be conducted in Dar es Salaam.

The period which this permission has been granted is from the 21st July, 2014 to 21st August, 2014.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P. O. Box 23409,
Dar Es Salaam
Tel: 022 2 2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. S. Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

C.C. Dr. Sydney Mkuchu

APPENDIX 10

**RESEARCH CLEARANCE FROM REGIONAL COMMISSIONER'
OFFICE TO IMC**

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

**IRINGA
REGION:**
Tele: 2702021
Fax: 2702082



Regional Commissioner's
Office,
P.O. Box 858,

Iringa.

Ref. No. RAS/IR/E10/64/Vol.II45

Date 24th October 2014

To Iringa Municipal Director
P.O. Box 162,
Iringa

**RE: A PERMIT FOR MR. MTULI TELLAH CHARLES A BONA FIDE STUDENT OF
MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY
STUDIES. (M.ED.APPS) AT THE OPEN UNIVERSITY OF TANZANIA TO CARRY
OUT AN EDUCATION RESEARCH IN YOUR COUNCIL**

I feel a great pleasure to inform you that the aforementioned party has been granted a permit by Regional Administrative Secretary to conduct an Educational Research in your AREAs of jurisdiction-namely Council.

The title of this research is, "ASSESSING THE CHALLENGES OF TEACHING AND LEARNING OF HEARING IMPAIRED STUDENTS ENROLLED IN REGULAR PRIMARY AND SECONDARY SCHOOLS".

I therefore kindly ask you to avail him with any needful support which is within your reach in order to make this cherished task a reality and best for the season.

A handwritten signature in dark ink, appearing to read 'Euzebio'.

.....
Mwl. Euzebio B. Mtavangu
For: REGIONAL ADMINISTRATIVE SECRETARY
IRINGA

CC. Ag: Director of Postgraduate Studies,
Open university of Tanzania
P.O. Box 234009
DAR ES SALAM

APPENDIX 11

RESEARCH CLEARANCE FROM IRINGA MUNICIPAL COUNCIL

IRINGA MUNICIPAL COUNCIL

TEL:+255 (26) 2702647
FaX. +255(26) 2702203
E-MAIL:
iringamunicipalcouncil@gmail.com
www.iringamunicipalcouncil.go.tz



Municipal Director's Office,
P.O. Box 162,
Iringa-Tanzania

RE. NO.IMC/T.40/36/378

26/10/2014

TO. HEADMISRESS
IRINGA GIRLS SEC. SCHOOL,
P.O. BOX PRIVET BAG
IRINGA

HEADTEACHER,
IRINGA SCHOOL FOR THE DEAF,
P.O. BOX 2095,
IRINGA

**RE: A PERMIT FOR MTULI TELLAH CHARLES TO CONDUCT RESEARCH IN
YOUR INSTITUTION**

Please refer to the above matter,

Has been granted a permit by the Iringa Municipal Director to carry out a field Research a Case of Iringa Municipality in your Institution. The title of this research I *"Assessing the Challenges of Teaching and Learning of Hearing Impaired Students Enrolled in Regular Primary and Secondary Schools"*.

You are kindly asked to avail them any needful cooperation in order to make the objectives of the given study realized accordingly

Mwalongo

.....
Jane Mwalongo
For MUNICIPAL DIRECTOR
IRINGA

COPY: Ag: Director of Postgraduate Studies,
Open university of Tanzania
P.O. Box 234009
DAR ES SALAM

