

**ACADEMIC ACHIEVEMENT OF PUPILS WITH HEARING IMPAIRMENT IN
INCLUSIVE EDUCATION:**

**A CASE STUDY OF ST. JOHNS SENIOR SECONDARY SCHOOL-NYABWINA
SHEEMA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN
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DECLARATION

I, **Nyesiga Bruce**, hereby declare that, this study paper is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirements of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for award of a certificate, Diploma or Degree in special needs education.

I further declare that, all material cited in this paper which are not my own have been fully acknowledged.

Signed.....

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APPROVAL

This is to acknowledge that **Nyesiga Bruce's** work has been under my supervision and is now ready for presentation for the award of a Bachelors Degree of Education in Special Needs of Kampala International University.

Signature.....

Mrs. Chebet Shamim

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Date.....21/09/2018.....

DEDICATION

I dedicate this research report to the Almighty God for having been with me throughout my academic study. Due to the love, care, protection wisdom you have accorded to me I bow myself to you and seeing that may your name be glorified forever and ever amen.

I further dedicate this research report to my supervisor Ms. Chebet Shamim for being there for me during the preparation, formulation and correction of this research paper may your effort accorded to me be rewarded by the Almighty God.

LIST OF ABBREVIATIONS AND ACRONYMS

GOU.....	Government of Uganda
PLE.....	Primary Living Examination
UNICEF.....	The United Nations Children's Fund
H.I	Hearing impairment
CWH.I	Children with Hearing impairment
I.E	Inclusive Education
UNESCO.....	United Nations Educational, Scientific and Cultural Organization
SPSS.....	Statistical Package for Social Sciences
EFA.....	Education for All

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CHAPTER ONE:

1.0 Introduction

This chapter presents the introduction, background of the study, problem statement, purpose of the study, research objectives, research questions, scope of the study, significance of the study and the conceptual frame work.

1.1 Background of the study

There is a distinctly declared agreement in the world that all children have the right to education regardless of their race, gender, nationality, disability and etc. And these agreements have been indicated in universally important documents. The United Nations Declaration on the Rights of Mentally Retarded Persons (1971), the UN Declaration in the Rights of Disabled Persons (1975), World Program of Action Concerning Disabled Persons (1982) adopted by the United Nations General Assembly, the United Nations Convention on the Rights of the Child (1989), the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and UNESCO's Salamanca Statement and Framework for Action (1994) form a strong basis for international legal standards on disability and function as critical documents providing children with disabilities the right to education and abolish discrimination against them (Kokkala, 2006).

According to United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) emphasizes principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. But United Nations Guidelines for Inclusion provides the clearest statement: "Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education "(UNESCO, 2010).

In Africa, for certain reasons Hearing impairment education has always been of inferior importance both in developed and developing countries (Broomé, 2011). Stereotypically, children with disabilities have been deemed to be indifferent to education and unable to perform

as perfectly as others. This misconception led to exclusion of children with disabilities in education which left them out of focus not only in education but also in almost all areas of social life (Burgstahler, 2010). Therefore this sphere always demanded special, harder and affectionate consideration throughout all stages of history as disabilities vary in terms of mental and physical aspects and both require deep consideration and professional approach in every corner of the world (Armstrong, 2006). To be successful in Hearing impairment and inclusive education major and far reaching reforms in education were conducted mainly based on western educational experience. These reforms are still in progress and are intended to continue gradually to update national education system in order to integrate into contemporary and firstly developing western education system (Andeson, Isherwood& Merhaut, 2013).

In Uganda, vast majority of people including most policy makers claim that involvement of children with Hearing impairment in public schools will negatively affect lessons decreasing the quality of education and achievements (Avramidis, Bayliss &Burden, 2010). As a result of this conception public schools segregated all children with disabilities from general educational institutions. Special schools and kindergartens were allocated to children with Hearing impairment mostly in central cities (Barton, 2013). As for those living in rural regions they lived in special child institutions away from their families in order to get education. As a strict isolation institutionalization usually caused undesirable consequences for the children hampering their integration into society after graduation (Barton & Armstrong, 2007). The collapse of the Soviet Union made situation much worse. Financial aid for special education decreased dramatically and most institutions stopped functioning. Consequently, children and adolescents with disabilities underwent complete marginalization from quality education and society. Unfortunately, at the moment situation is not much better than before (Burton & Bartlett, 2009). Children and adolescents with disabilities have very restricted opportunities to be part of regular education process. People with disabilities are to attend specialized schools or kindergartens or alternatively receive education at home depending on the severity of the disability (Corbin, J. M., and Strauss, 2008). Nevertheless, decision makers are becoming aware of the importance of involving people with disabilities into regular education process (Corbett, 2001). According to Friend & Bursuck (2006) an important initiative towards inclusive was Development Program (2005-2009) on organization of education of children with Hearing impairment in the Republic

of Azerbaijan. The main objective of the Program was to protect rights of children with Hearing impairment to education, and provide equal opportunity for them to get education; to realize the transition towards inclusive education; to strengthen social protection of children under patronage of the government; to involve all children with Hearing impairment of all categories into education (European Agency for Development in Special Needs Education, 2010). In comparison with the period of Soviet Union and early years of independence, nowadays legislations become more sophisticated relating to inclusive education, social and health services for persons of special needs. However, this sphere still demands more careful consideration to upgrade quality of education and other services for those who need special care in Uganda, (Dyson et al., 2014).

In Sheema district, theoretically, there are laws and regulations most especially at St. Johns Secondary-Nyabwina in envisaging privileges for persons with disabilities, whereas in fact sometimes these laws are not implemented properly and this consequently prevents better inclusion (Fredricks & Paris, 2014). The mission, of course, is not over by only focusing on laws and regulations. Another problematic issue is that there is a big gap in special education both in terms of experienced teachers familiar with progressive methodologies and indispensable teaching aids to educate the disabled (Frederickson & Cline, 2009). Teachers are regularly trained, but they can hardly be called professionally trained expertise since inclusive education, being quite challenging occupation, requires academic background (Gall & Borg, 2007). Obviously, the solution of this problem is a matter of time and more diligent attempts to be made by government in association with goodwill organizations. Actually, there are some local pilot projects initiating inclusive education in some schools which are organized by non-governmental organizations in collaboration with government which has not been enough to bridge the gap between non special and special needy pupils in Sheema district which calls for present study.

1.2 Statement of the problem

In Uganda, for certain reasons, the education of learners with hearing impairment has always been inferior. Stereotypically, children with disabilities have been deemed to be indifferent to education and unable to perform as perfectly as others (Hennink et al., 2011). This

misconception has led to exclusion of children with disabilities in education most especially learners with hearing impairment which has left them out of focus not only in education but also in almost all areas of life. In order to enable all children to develop in terms of academic, social, and physical abilities, schools should create inclusive and student friendly environment (Kirk et al., 2011). It is a fact that academic potential of all children grow effectively when it is based on social and emotional potentials. However, the majority of children with Hearing impairment do not attend schools or they are enrolled in special schools which keep them away from society (Mastropieri & Scruggs, 2006). To provide children with Hearing impairment with quality education in regular schools, it is necessary to have a critical look at school policies and practices to make sure that they can properly accommodate all children with diverse education needs. Many people are skeptical about enrolling children with Hearing impairment in public schools since they are not sure how this practice can affect the quality of education for other children. However, if public schools could remain loyal to inclusive principle, it would be possible to educate all pupils equally (Lodico et al., 2010).

For this reason, the study intends to analyze the academic achievement of pupils with hearing impairment in inclusive education in Sheema district a case of St. Johns Senior Secondary.

1.3 Purpose of the Study

The purpose of this study was to analyze the academic accomplishment of children with Hearing impairment (CSN) in St. Johns Senior Secondary School-Nyabwina in Sheema district.

1.4 Research Objectives

The objectives of the research study were:-

- To find out the causes of poor academic performance among children/learners with Hearing impairment a case study of St. Johns Secondary-Nyabwina
- To establish the level of staff training of teachers handling learners with hearing problems;
- To find out how these children relate with others in classroom, school and in the society and other modes of communication while communicating.

1.5 Research Questions

- What are the causes of poor academic performance among children with Hearing impairment
- What is the level of staff training of teachers handling learners with hearing problems;
- How do these children relate with others in classroom, school and in the society and other modes of communication while communicating.

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in Sheema district within western Uganda. The district is preferred because it the only district within the region with inclusive education.

1.6.2 Subject scope

This study was limited to the academic achievements of Children with Hearing impairment in inclusive education; Methods are used to raise academic achievements of CSN and The challenges of teaching in inclusive education

1.6.3 Time scope

This study was carried out in a period of 4 months, that is from April, 2018 to July, 2018. This period helped the researcher to design the report, questionnaires, carry out field research and write the finally dissertation.

1.7 Significance of the Study

- i. The study will probably be of benefit to parents, who do wish their children to be included into mainstream schools, enlightening them about academic aspects of Inclusive Education.
- ii. The study will help the school to know the causes of poor academic performance among Hearing impairment of learners in St. Johns Secondary-Nyabwina
- iii. The study will also aid the school to know the level of staff training of teachers handling learners with hearing problems;

- iv. The current study will enable the researcher to fulfill the academic requirement for the award of degree of education with Hearing impairment of Kampala International University.
- v. Finally, this study will also contribute to the enrichment of knowledge of teachers, school administrators and also empirical researches in inclusive education.

1.7 Definition of Key Terms

For Guskey (2013), **academic achievement** refers to successful performance in schooling. Schooling, in its term, includes academic skills such as writing, reading, problem solving etc. Techniques which has boosted educational attainments of children with special needs are the usage of didactic materials in addition to textbooks in the sphere of social studies (Gersten et al., 2006), and using an inquiry-based approach to science with a focus on varied ways of communicating learning.

Basically, **Inclusive Education (IE)** means educating learners with special educational needs in regular education settings. However, IE is not limited to only placement. Rather, it means facilitating education of pupils with Hearing impairment with a whole suite of provisions which include curriculum adaptation, adapted teaching methods, modified assessment techniques, and accessibility arrangements. In short, inclusive education is a multi-component strategy or, perhaps, a mega-strategy (Odom, et al., 2011).

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all (EFA). Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2009).

1.8 Theoretical Perspectives

The study will be aided by the use of Social Constructivist Theory which perceives disability as a socio-cultural developmental phenomenon. This is the peculiarity of his approach to disability. Vygotsky argues that disability appears as disability when it appears in the social context. Vygotsky decisively argued that the challenge of developing the higher psychological functions and personality of child with Hearing impairment can be implemented by providing really differentiated learning environment. Vygotsky proposed to set a learning environment in which children with disabilities are supplied with alternative ways of communication and development. By alternative ways Vygotsky implies psychological tools which are especially suitable for a disability.

Vygotsky's Social Constructivism has important implications for teaching methods in IE, and it is noteworthy for reference in inclusive education for several reasons. This theory is also called socio-cultural theory which obviously indicates that it has dual concentrations: the history of human development and cultural tools which determine the direction of human development and give it specific shape.

The core of the theory emphasizes that development of a human occurs in accordance with the dominant values of the culture and through interaction with it. This interaction involves a wide collection of cultural factors ranging from animate and inanimate beings such as people and artifact respectively. Vygotsky underlined the importance of tools/artifacts' (languages, number systems, signs and symbols) claiming that they perform dual function: they serve as a means for integration of a child into culture and transform a child into that culture simultaneously.

For Vygotsky, appropriation of cultural tools enriches mental capacities and leads a child to learn in cultural context and use the tools while interacting with others. In early ages a child depends on others, mainly parents. Parents usually lead a child's action guiding them what and how to do. Parents, as a salient representative of culture who transfer cultural values to a child, apparently interact with a child through language. While guided by a speaking parent a child grasps information through interaction (an interpersonal process) and this interaction results in the assimilation of the language by a child (an intrapersonal process).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The following chapter elaborates the theoretical review; then illustrates the related Literature of this study is an important part that provides the reader and other people what other writers and researcher have said on the same study. It provides evidences and facts that support the study undertaken by the researcher. Therefore, this chapter critically reviews the related literature, from reports, journals and other publications done by other scholars and writers in relation to academic achievements of pupils with hearing impairment in inclusive education.

2.1 Theoretical Perspectives

The study was guided by the use of Social Constructivist Theory which perceives disability as a socio-cultural developmental phenomenon. This is the peculiarity of his approach to disability. Vygotsky argues that disability appears as disability when it appears in the social context.

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Hearing Impairment is a general term indicating of learning disability that may vary in severity from mild to profound. In the past, the term 'deaf' was used to refer to all persons with such impairment. This was wrong because the term describes a person who cannot hear any sound.

The researcher has reflected on the contributions made by other people in addressing problems related to learners with hearing impairment such as Growth of special education in Uganda, Education for children with hearing impairment, prevalence of hearing. Definition of hearing impairment, types and degrees of hearing impairment, causes of hearing impairment, prevalence

of hearing impairment, personal characteristics of learners with hearing impairment among others. They are explained below;

2.2 The concept of Academic Achievement

Student achievement forms the basis of almost aspects of education. Simply, achievement means “*the accomplishment of something*”, and in education that “*something*” generally refers to articulated learning goals. Although learning process takes place in various contexts, the focus of educators rests on learning that occurs in established instructional environments such as schools and classrooms where educators interact with students to help them achieve explicit knowledge and skills (Guskey, 2013).

For Fisher (1995) academic achievement refers to successful performance in schooling. Schooling, in its term, includes academic skills such as writing, reading, problem solving etc. which are integral parts of academic content. School environment is critically important for advanced educational performance. The level of achievements of CSN in IE depends on several factors one of which is teaching approach of an educator. Teaching strategy has appeared to improve academic success throughout all grade levels for both with and without special needs (Fisher et al., 1995). Other techniques which has boosted educational attainments of CSN are the usage of didactic materials in addition to textbooks in the sphere of social studies (Gersten et al., 2006), and using an inquiry-based approach to science with a focus on varied ways of communicating learning (Pulincsar, Magnusson, Collins, and Cutter, 2001).

Armstrong (2006) proposes more detailed definition of AA: academic achievement is the totality of speech acts and written communications that view the purpose of education primarily as supporting, encouraging, and facilitating a student's ability to obtain high grades and standardized test scores in school courses, especially in courses that are part of the core academic curriculum. For Armstrong (2006), first and foremost in academic achievement is an emphasis on academic *content* such as literature, science, and math, and academic *skills* such as reading, writing, problem solving, and critical thinking. Armstrong (2006) gives secondary status to the study of history, the social sciences, and foreign languages, and considers some content and skill areas to be outside AA such as music, drama, art, physical education, vocational education, and “*life skills*” (e.g. personal care, and health education).

Some studies show that (Sanders and Horn, 1998; Bailleul et al., 2008, as cited in European Agency for Development in Special Needs Education, 2010) that a competent teacher can support and boost academic achievements of children more than other factors. A teacher who is equipped with necessary knowledge and experience is apparently a leading factor to provide equal opportunities and education for all within inclusive setting. Reynolds (2009, as cited in European Agency for Development in Special Needs Education, 2010) suggests that a teacher's joint features such as theoretical and empirical knowledge, teaching approach, and values can create a suitable learning environment for all.

2.3 Inclusion and academic achievement of children without special needs

The concern of IE is not only taking care of those who need affectionate care but also take care of those without disabilities so that they are not affected by participation of exceptional children. To look into this issue, several researches have been implemented most of which have resulted in favor of IE. Based on a pre-test – post-test research design Sharpe et al. (1994, as cited in Dyson et al., 2004) measured the influence of being educated in an inclusive classes on academic performance of children without special needs. The researchers investigated the two groups of pupils one of which included CSN and the other did not. The findings demonstrated that there were no great differences between the two groups. Moreover, the result of another study by Affleck et al., (1988, as cited in Dyson et al., 2004) also came to conclusion that there were no huge differences between the achievements of two groups of pupils who attended inclusive and non-classes respectively. Schleien et al. (1994, as cited in Dyson et al., 2004) studied achievements in more specific areas, general science. The researchers concentrated on the impact of participation of children with severe disabilities on other pupils. The findings appeared in favor of inclusion showing that children without disabilities made statistically important progress in learning environmental education concepts.

According to Avramidis, Bayliss and Burden (2010) they argue that hearing impairment is a general term indicating a hearing disability that may vary in severity from mild to profound. They argue that in the past term 'deaf was used to refer to all persons with such impairment. This was wrong because the term deaf describes a person who cannot hear any sound. However it's only a small percentage of all people with hearing impairment that is unable to hear any sound. In describing this group of children Barton, (2013) caution that hearing impairment is not an either proportion; rather hearing impairment occurs along a continuum, ranging from being

mildly hard of hearing to profoundly deaf, Burton and Bartlett, (2009), argue that 92 to 94 percent of the entire population are individuals with hearing impairment and not deaf are functionally hard of hearing. In general it is estimated that in every one thousand children, one is deaf, three or four are severely hard of hearing and thirty have an educationally significant hearing loss (Broomé, 2011).

2.4 Children with hearing impairment Interaction in the Classroom

Students spend at least 45 percent of the school day engaged in listening activities (Berg, 1987). Hearing is essential to classroom performance. The visual cues in the environment are not sufficient to allow learners with hearing impairments to compensate for their inability to hear. Though learners with hearing impairment may learn to speech read, many words look alike on the lips and cannot be discriminated without some kind of auditory information (Guskey, 2013).

Though children with hearing impairment may recognize that hearing loss is the cause of their problems in communicating in the classroom, they tend to not want other children to know they are hearing impaired (Frederickson & Cline, 2009)

To avoid recognition, may not ask for clarification, request changes in the classroom setting such as a better seat, or discuss adjustment in requirements with the teacher . In some situation social isolation occurs because other children may find the learner with a hearing impairment attempts either difficult to understand or slightly embarrassing. According to the researcher these children hind their hearing problem because they do not want to be isolated by others because of being a burden to them when they want clarification on what the teacher said (Guskey, 2013).

These appears to have no consensus in the field as to where and how to educate individuals with hearing impairments. In a national/survey of 576 programmes (King 1984) found that many educators combined different parts of various language instruction approaches rather than adhering closely to one single method. The type of symbol system to use and how to use the symbol system varied greatly among the programs (Burgstahler 2010). The three most commonly methods of instructions and communication include:-

- a) Oral communication

- b) Total communication
- c) Sign Language (American)

Burton & Bartlett, (2009) states that the priority in the education of learners with hearing impairment is to ensure that all learners with usable hearing have the maximum opportunity to develop listening and oral skills, with the maximum opportunity to speak for themselves to be understood, and to participate actively in decision regarding their own lives and goals.

It is important to support students in the use of their residual hearing. Children typically begin wearing hearing aids as early as possible to increase awareness by environmental sounds (Barton & Armstrong, 2007).

The development of speech reading requires learners to follow all the cues related to message not only do many sounds vary in their visibility when spoken but speech movement vary from individual making speech reading as extremely complex skill. Cued speech is sometimes used to augment speech reading helping the student to differentiate sounds that appears similar on the speakers pace when spoken (Barton, 2013). Cued speech is the use of hand cues which together with speech reading, permit the visual identification of sounds.

Most parents initially select oral communication programs to their children, (Avramidis, et al., 2010). Before the mid-1960s oral programs were the most prevalent programs and in many cases, signing was prohibited (Armstrong, 2006). During this time, total communication programs emerged with the development of a system called "Signed English". In the signed English communication system, the individual signs are equivalent for each word and diacritical marking.

Within the continuum of communication strategies for learners with hearing impairment ranging from spoken English to ASL another issue emerges. Depending on the context learners with hearing impairment may "code switch" or change in one form of communication to another and back again (Barton, 2013). Code switching is a complex and pervasive part of daily communication of individuals with hearing impairments. Barton & Armstrong, (2007) suggested that code switching by teachers can solve to help children understand more complex concepts, by moving into whatever mode of communication is most readily understood.

In an effort to evaluate various forms of communication, Burton & Bartlett, (2009) found that in isolated task, such as standardized receptive vocabulary test communication modes using manual communication, including manual communication without mouth movement, total communication with audio and total communication without audio, yielded performances significantly superior to those of oral communication with or without audio.

The council of education of the Deaf 1976 formally stated that no single method on instruction at communication can best meet the needs of all students with hearing impairment. The council indicates that:

1. A continuum of services from assistance in the regular classroom to residential placement should be available.
2. The method of instruction should be available during the day.
3. The child's program should be constantly monitored to assure that it is meeting his or her needs.

The courts in an attempt to define an appropriate public education have entered into decision regarding the mode of communication to be used with learners who are hearing,(Commission of the European Communities, 2007). In a case in which parents' desired placement in an oral program for their children the officer appointed under PL 94-142 procedures stated that the dominant view among scholars and practitioners in the profession is that total communication is a private approach.

In terms of social adjustment, Burton & Bartlett (2009), found that children with Sensori Neural Hearing losses who attended ordinary schools had significantly better levels of social adjustment and behavior than did their peers with hearing impairments who attended special schools.

According to Frederickson & Cline (2009), Interpreters may support learners with hearing impairment in general education setting. Interpreters are hearing individuals who communicate spoken language usually through one of the manual or signed system to a learner who is hearing impaired. Since 1964, the national registry of interpreters for the deaf has maintained a list of certified interpreters Kirk, (Samuel, al. 2011). The interpreter may communicate what has been said in some form of sing language or finger spelling or may inaudibly repeat the same message

more slowly and with clear enunciation so that speech reading is facilitated (Guskey, 2013). Interpreters may also convert the signs of the learner who is hearing impaired into English. The interpreters should be positioned so that the learners with hearing impairment can see both the interpreter and the speaker. In addition, teacher's frequency provide educational interpreters with vocabulary lists, lesson outlines, study guides and other materials to help them in explaining materials to the learners with hearing impairments for hearing learners (Mastropieri & Scruggs, 2006).

Amplification is not a cure for hearing impairment; it simply increases the intensity or loudness of the sounds, augmenting the individuals' residual hearing while the amplification device is in place. The selection and the use of appropriate amplification may be the single most important tool available for the learner with hearing impairments (Mittler, 2011). Mitchell (2008) indicates that the main purpose of amplification is to permit the learner to use his or her residual hearing to perceive speech. She contends that the characteristics of the learner and the communication environment are the basis regarding the amplification system, but that nearly all children with hearing impairment will benefit from classroom use of FM amplification in addition to personal amplification, because even the best classroom is not a good acoustic environment (Odom, Buysse & Soukakou, 2011)..

In a review of research related to the language learning of children with hearing impairment in classrooms, though much remains unknown, the ways in which students with hearing impairment cope with educational demands is very similar to that of peers with learning disabilities (Opdal, Wormnæs & Habayeb, 2011).

Salvia, Ysseldyke & Bolt S., (2013) found that when understanding the multiple meaning of words and idioms learners with hearing impairments described ways of understanding reading materials from the context similar to those strategies used by their peers. However learners with hearing impairment used some strategies such as rereading and background knowledge more than student who could hear, Smith (2008), states that in a study which assessed the independent behavior of children with hearing impairments, those children as well as children with normal hearing demonstrated equivalent independent social behaviors in areas of motor development, personal living and community living. Significant discrepancies were identified between

expected skills and the student's abilities to independently deal with money and its value, and social and communication skills,(Sokolowski, 2010).

In the recent years technology has facilitated the community functioning of learners with hearing impairments. Among these supports are closed caption television, computer assisted instruction, videodisc, the telecommunication device for deaf (TDD) and the teletype writer (TTY) and Printer. The use of telephone communication remains a major obstacle for learners with hearing impairments even with the use of amplification; many learning aid users report difficulty understanding speech over telephone (Thomas, Walker & Webb, 2015). The TTY allows a person with hearing aid to communicate by telephone. Typed letters are converted to electric signals through a modem. The signal is transmitted through the telephone line and converted back to a typed message by the receiver's telephone. This according to the researcher is good for it will not keep those with hearing impairment in isolation but due to social and economic strains in Kenya, the technology has a long way to go.

Effective educators consider classroom environment and make necessary adaptations in order to make sure that it facilitates academic and social needs of students (Friend and Bursuck, 2006). Since one of the essential preliminaries of inclusive classroom is suitable classroom arrangement that contributes to learning and development of all students including those with special needs, it is important to form a universal design so that all students have physical access to all materials and activities. Universal design for classroom environment includes principles that support creating classroom environment and instructions so that they lead to learning of all children (Samuels, 2007).

For Burgstahler (2008), universal design means arranging classroom setting to be usable by all students without modifying and applying special design. Pielstick (1999) classified three aspects of the classroom environment: the physical, social and instructional. Sundstrom et al. (1990) also suggest that classroom arrangement that promotes informal and face-to face interaction empower inter-member communication and higher level of integrated group activities. The Centre for Universal Design (1997) defines universal design as the design of products and environments to be usable by all people without the need for adaptation or specialized design, and suggests seven principles: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. Universal

design is not only about access, but also about creating a more inclusive and learning-friendly environment in schools. With universal design principles schools enable all students to learn, develop, and participate (UNESCO, 2009.).

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter offers detailed and explicit perspective on the research methodology of the study. This research is underpinned by quantitative and qualitative research design which is considered to be suitable and relevant approach to address the phenomena of the research. Moreover, the report will also focus on validity, reliability and ethical issues along with weaknesses and strengths of the methodological aspects.

3.1 Research design

The study used a cross-sectional research design strategy. According to Paul (2010), a cross-sectional survey design is a research design where data are collected to make inferences about a population of interest. The researcher used this strategy because it provides numeric description of some part of the population describing and explaining events as they are, as they were or as they would be. This enabled the researcher to rapidly collect data and provide him with the ability to understand a population from part of it.

3.2 Study Population

Orodho (2005) defines population as all the items or people under consideration. For this study, a total of 100 respondents constituted the study population. However due to limited time, only a sample of 50 respondents was used for the study.

The reason of selecting these categories of respondents is due to the fact that the researcher expects them to have a good understanding of the academic achievements of pupils with hearing impairment in inclusive education at Secondary School-Nyabwina in Sheema District.

3.3 Sample size

The study utilized a sample size of 30 respondents in which 5 of them were teachers teaching in inclusive education, 2 school member committees, 5 parents who have children with hiring impairment problems and 18 pupils with and without hiring impairment problems. This was further simplified in the table below;

Table 3.1. Sampling frame

Categories of respondents	Target Population	Sample Size
Teachers	10	5
School Member Committees	4	2
Parents of children with hiring impairment	10	5
Children With and without Hiring Impairment	36	18
Total	60	30

Source: Primary Data

3.4 Data Source

3.4.1 Primary data

The research utilized Primary data which included answers gathered by the researcher from respondents using the questionnaires. It is the data collected from respondents by use of either observation of raw data from the respondents.

3.4.2 Secondary data

Secondary data was obtained from the available literature review, text books, journals, reports, newspapers and research magazines. On the other hand, Internet and libraries was also utilized as a significant source of secondary data to fully utilize the research process.

3.5 Data Collection Methods

3.5.1 Questionnaire

This study used a close ended questionnaire to collect data from the respondents. McMillan and Schumacher (2001), recommend a questionnaire if the researcher knows that the respondents was in position to answer the questionnaire. A closed ended and scaled item was carefully used so as to generate information of influence and facilitate response since the questions was in multiple choices. The scaled items, according to Macmillan and Schumacher (2001) allowed fairly accurate assessments of opinions.

3.5.2 Documentary Analysis

Secondary data from materials such as textbooks, newspapers, journals and internet was used to back up primary information and was related to the findings to other approaches already in existence.

3.6 Validity and Reliability of Research Instruments

Validity: refers to the extent to which a method of data collection presents what it is supposed to do, or the extent to which a method of data collection measures what it is supposed to measure (Amin, 2005, Bell, 1997). To establish the validity of instruments, instruments were pre-tested by administering the questionnaires to 5 teachers at St. Johns senior secondary school and 2 school member committees. This is intended to correct any errors that might be identified before the main study. Construct validity was used as index to measure the validity of the instrument. The questionnaire's validity was determined by getting the relevant items according to the experts divided by the total number of items; that is;

$$CVI = \frac{\text{relevant items}}{\text{total number of items}}$$

$$CVI = \frac{10}{12}$$

$$CVI = 0.83$$

The construct validity for this study was 0.83, according to Amin (2005), if the Construct Validity Index is 0.70 and above, it means the instrument used will be valid. Data collection started as soon as the head of department provided authorization for it to take place.

Reliability: Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). According to Bell (2009) there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or the split half method. As he recommended, reliability of this study's instruments were ascertained by pre-testing the questionnaires and interview guide in the field. The researcher established the reliability of the questionnaire by using pre-testing. The researcher gave out questionnaire guides to the same groups of respondents and re-testing was done. In both tests, the results were the same, a confirmation that they were reliable for the study.

3.7 Data Collection Procedure

After approval of the research report, an introduction letter was obtained from the college of Education of Kampala International University to solicit approval to conduct the study from the selected respondents. The researcher drafted a cover letter that was attached to the questionnaires. A sufficient number of questionnaires were printed and distributed by the researcher.

The respondents were briefed about the study and explained about its academic nature. The respondents were requested to completely fill the questionnaires and keenly follow the instructions. The data gathered was edited, encoded into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS) version 16.

3.8 Data Analysis

After the researcher had sorted out the valid questionnaires and coding accomplished, to derive useful meaning from the data, and examine the propositions of this study, data from the survey was analyzed using SPSS (Statistical Package for Social Sciences) version 16. In all levels of analysis, tests was based on 0.05 level of significance. SPSS was preferred because it enabled large number of variables to be tested simultaneously.

3.9 Ethical Considerations

The following strategies were adapted to ensure the moral justification of the investigation.

Anonymity and Confidentiality: The names or identifications of the respondents were anonymous and information collected from them was treated with utmost confidentiality.

Integrity: The researcher will act honestly, fairly and had to respect all other stakeholders that will be involved in this study.

Ascriptions of authorships: The researcher was accurately attributed to the sources of information in an effort to celebrate the works of past scholar or researchers. This ensured that no plagiarism occurred.

3.10 Limitations of the Study

Uncooperative behavior of some respondents, un-approachable respondents and those who were reluctant to give information. Some respondents may require more time to respond to the questionnaires. The researcher endeavored to assure them that the facts discussed would remain confidential. Assessing data may be a problem since many respondents may doubt the confidentiality of research process. An introductory letter however was used to persuade the respondents that the research was purely academic.

The researcher, besides being required to meet the full cost of the study had very little time to develop, collect data, compile and submit the report.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows the response rate, profile information of respondents, the causes of poor academic performance among hearing impairment of learners, the level of staff training of teachers handling learners with hearing problems, and how these children relate with others in classroom, school and in the society and other modes of communication while communicating.

4.1 Responses to the Questionnaires

Many of the teachers (Regular and trained teachers) and learners in St. Johns Senior Secondary School-Nyabwina responded well and filled the questionnaires. Out of the questionnaire sent out to the teachers in the school, the researcher received the following response.

Table 2: shows Number of questionnaires sent to the school

Number of questionnaires sent to the school	Questionnaires returned
30	25

Source primary data, 2018

The response was 95% positive out of the questionnaires sent out.

Teachers Table 3 response of the respondents on the level of education

Category	Frequency	Percentage
O, level	2	8
Diploma	20	80
Graduate	3	12
Total	25	100

Source: primary data, 2018

Table 3 above on the respondents academic qualification, it was revealed that majority of the respondents had diploma 20(80%), 3(12%) of the respondents were degree holders and those with o' level class were 2(8%). This meant that the study was of more elite who gave right information on academic achievements of pupils with hearing impairment in inclusive education.

TABLE 4 shows the training level of teachers they have in inclusive education

Category	Frequency	Percentage
General education in teaching	23	92
Special Education	2	8
Others	0	0
Total	25	100

Source: primary data, 2018

The analysis shows that majority of the teachers in the field have no other training apart from the general education training they acquired from their respective universities. It has taken 92% of the teachers, 8% have attained Diploma in special needs education. This is an indication that pupils with hearing impairments have problems during school activities as those teaching them have no special needs education qualification

4.3 Causes of poor academic performance among hearing impairment of learners in St.Johns Secondary-Nyabwina

TABLE 5 showing if there learners with hearing difficulties in St. Johns Secondary-Nyabwina

Responses	Frequency	Percentage
Yes	5	20
No	20	80
Total	25	100

Source: primary data, 2018

According to the responses it shows that at *St. Johns Secondary-Nyabwina* 20% have hearing problems while 80% don't have problems. This response from the respondents showed that the school is majorly for pupils without inclusive education and these pupils with special education have inadequate services pertaining education since they are few in this school which makes the perform poorly in academic field.

4.3 How Children relate with others in Classroom

Table 6: Shows how children who have hearing problems relate with others in the classroom

Responses	Frequency	Percentage
Very Well	1	4
Well	5	20
Not Well	19	76
Total	25	100

Source: primary data, 2018

The data shows that majority of the children with hearing problems have social problems which is represented by 76% while a negligible number relate well with the other children. This is represented by 26%. According to Frederickson & Cline, (2009) though children with hearing impairment may recognize that hearing loss is the cause of their problems in communicating in the classroom, they tend to not want other children to know they are hearing impaired.

One of the respondents narrated that "In some situation social isolation occurs because other children may find the learner with a hearing impairment attempts either difficult to understand or slightly embarrassing". According to the researcher these children hind their hearing problem because they do not want to be isolated by others because of being a burden to them when they want clarification on what the teacher said

Table 7 showing how children with hearing problems communicate to those who can hear and teachers

Responses	Frequency	Percentage
Talk	22	88
Sign Language	2	8
Unrecognized Show	1	4
Total	25	100

Source: primary data, 2018

The analysis indicates that majority of the children with hearing problems can talk though have speech problems this is shown by 88%, 8% can communicate efficiently in sign language while 4% cannot talk and doesn't know sign language. According to Avramidis, Bayliss and Burden (2010) they argue that hearing impairment is a general term indicating a hearing disability that may vary in severity from mild to profound. They argue that in the past term 'deaf' was used to refer to all persons with such impairment. This was wrong because the term deaf describes a person who cannot hear any sound. However it's only a small percentage of all people with hearing impairment that is unable to hear any sound.

Table 8 showing the position placement of children with hearing impairment in the classroom

Responses	Frequency	Percentage
Any Position in Class	19	76
Centre of The Class	2	8
In front of Class Near Window	4	16
Total	25	100

Source: primary data, 2018

The respondents have various sitting positions of these children in class with 19 out of the 25 giving anywhere in the classroom, minority gave the preferred sitting position i.e. near the Chalk

Board and near a source of light 2 gave the centers of the class. Basing to this findings it was revealed that pupils with hearing impairment perform poorly in their academic exams due to failure of teachers to take part in positioning them in good sites or near the blackboard so that they can hear very well.

Table 9 showing if children with hearing problems participate well in classroom activities and discussion

Responses	Frequency	Percentage
Wholly	0	0
Partly	9	36
Not At All	16	64
Total	25	100

Source: primary data, 2018

The data shows that majority of the children with hearing problems do not participate in classroom activities especially in discussion. This is represented by 64%. Minority of the respondents indicated that 36% will be involved in class activities. The study revealed that participation of children with severe disabilities on other pupils is always ineffective due to fair and poor demonstration among themselves. The findings appeared in favor of inclusion showing that children without disabilities made statistically important progress in learning environmental education concepts.

Table 10 shows pupils with hearing impairment participate in Physical exercises and outdoor activities;

Responses	Frequency	Percentage
Wholly	25	100
Partly	0	0
Not At All	0	0
Total	25	100

Source: primary data, 2018

According to the responses it shows that these children participate very well in Physical Education (P.E.) and outdoor activities. The findings demonstrated that there were no great differences between the two groups that of hearing impairment and those without. Moreover, the

result of another study by Affleck et al., (1988, as cited in Dyson et al., 2004) also came to conclusion that there were no huge differences between the achievements of two groups of pupils who attended inclusive and non-classes respectively.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents discussion, conclusion and recommendation.

5.1 Discussion of the study findings

According to the information collected and analyzed 92% of the respondents are teachers who have learners with hearing impairment who have repeated one class or two classes. This is in line with Davis (1988) who researched and proposed several assumptions regarding personal characteristic of learners with hearing impairment.

First, students hearing losses result in speech and language challenges of varying degrees which in turn affect either academic achievement or social adjustment or both second schools present communicative. Demands that are particularly difficult for learners with hearing impairment. Communication is primarily verbal, persons speaking frequently do not face the person they wish to communicate with, schedules are mentioned by bills and audio and audio- visual aids are used frequently. In addition if the unique needs of these learners are not met poor self-esteem and social isolation may occur. Any degree of hearing impairment can put a learner at a risk of reduced academic achievement Davis (1988) in a survey of 376 learners with hearing impairment. According to Lowa Davis and Associate (1982) (1986) reported that over a fourth of those children had repeated at least one grade.

According to the researchers own experience this is true because these children have their language not fully developed. This makes the learner not to be involved in discussions because they fear to pronounce some words which are not fully developed grammatically.

An observation about level of staff training of teachers handling Hearing impairment learners shows that majority of respondents are not trained on the necessary skills to handle these learners. This is represented by 92% of the respondents while only 8% have undergone special training to handle learners with Special needs education. Due to this regular teachers have continually used method which shows that 56% of the respondents do not involve these children in classroom activities because they feel that these children cannot learn like others. Further

analysis shows that 88% of the respondents have negative attitudes towards these learners because they feel that they lower the class Mean Standard Score. According to the data 96% of the respondents are willing to acquire knowledge and skills to assist these children.

Such skills are early assessment. This qualifies Ying (1990) when he argued of purpose of assessment, change of attitude by teachers and general public towards these learners and many others. In the researchers own experience there is need for the teachers to be equipped with the necessary skills and knowledge in order to change their attitude about these learners. Many ignore them, use derogatory words and they think that these learners cannot perform like others.

An observation on hearing aids indicates that 95% of the respondents (learners) don't have anything to assist them hear well only 5% have hearing aids. This qualifies North Coit (1980) when he researched on priority in the education of learners with hearing impairment. Also children should start using hearing aids as early as possible to increase an awareness of environmental sounds (Sanders, 1982). Children should be assessed early enough and provided with hearing aids as research has shown that children with hearing impairment have been found to be generally less assertive than their hearing peers (Macklin & Matson, 1985). They have been found to be more fearful of the unknown, injury and small animals than their hearing peers (King Mulhal & Callore 1989).

If a learner is less assertive, fearful of unknown injuries and small animals cannot learn effectively. An observation of the language used while communicating is indicated by the results of the data analysis which shows that 82% of the responds can talk to learners who are hard of hearing and profound hearing impairment. The students hearing losses result in speech language challenges of varying degrees. This qualifies Davis (1988) when he proposed several assumptions regarding personal characteristics with hearing impairment learners. Through these, learners recognize that hearing loss is the cause of their problems in communication they tend not to want other children to know that they are hearing impaired. To avoid these, they may not ask for clarification, request changes in classroom, sitting arrangement or discuss adjustment in requirements with teacher. There appears not to be consensus in the field as to where and how to educate individuals with hearing impairment. This qualifies King (1984) when he researched on different types of language instruction approaches that many educators combine in teaching these children.

In order for those learners to study effectively different modes of communication have to be used depending on the most readily understood methods to ensure that children with hearing impairment understands the teachers teaching instruction. This qualified Crittenden, Ruttennan and Wilcox (1936) what they found about various forms of communication. The council on the education of the deaf (1976) found that no single method of instruction or communication can best meet the needs of all students with hearing impairment.

On interpreter the data analysis shows that 100% of the respondents (learners) don't have interpreters. In the study findings, students spend at least 45 percent of the school day engaged in listening activities. This qualifies (Berg, 1987). Hearing is essential to classroom performance without it no learning can take place effectively. Interpreters support learners with hearing impairments. In general, education setting, interpreters hear communication and then speak it through one manual or signed system to learner who is hearing impaired. Interpreters are important to learners with hearing impairment because they act as a bridge to those with hearing impairment and who cannot hear during classroom conversation, discussion during assembly or when there is an occasion in the school.

An observation about the relationship of learners with hearing impairment and other learners in school, and in the society shows that these children are 76% do not relate well with others while 20% relate well and 4% relate very well with others. Some practices by the teachers such as not involving them in class activities as indicated by data there before can result to this poor attitudes of teachers towards them and many others. Some others are natural, such as hearing losses result in speech and language challenges of varying degrees which in turn affect either academic achievement or social adjustment. Our schools present communicative demands that are, particularly difficult for learners with hearing impairments. Communication is particularly verbal, persons speaking frequently do not face the person they wish to communicate with, schedules are maintained by bells (audio) and audio-visual aids are used frequently. In addition, the unique needs of these students are not met, poor self-esteem and social isolation may occur. We must realize that social adjustment is communication dependent, social adjustment is grounded in interpersonal interactions such as talking, laughing, joking and discussing. These learners are challenged in environment such as their classroom, school and community, all of which make a variety of communicative demands. This qualifies what Maxori Bracket and Van

der Berg (1991) found regarding how hearing impaired learners in verbal expressions of emotions, verbal aggression, physical aggression and interpersonal interactions. It also qualifies (Davis 1988) when he researched and found that in some situations social isolation occurs because other children may find the learners with hearing impairments perform poorly in academic performance. This is due to poor practices by our regular teachers, lack of knowledge and negative attitudes towards these learners. Despite this, efforts have been made to ensure that teachers handling these children have the necessary skills and knowledge to handle these children. Ugandan Government has embarked on training of teachers and by the year 2015, every primary school will have at least one teacher trained. Public has been made aware of these learners and their needs.

5.3 Conclusion

The study concluded that the academic achievements of pupils with hearing impairment in inclusive education at St. Johns Senior Secondary School Nyabwina was indeed poor in academic performance among the learners is as a result of hearing problems as teachers lack demonstrative or use of sign language to students in order to understand properly. The researcher concluded that the school needs to hire Interpreters to support learners with hearing impairment in general education setting. Interpreters are hearing individuals who communicate spoken language usually through one of the manual or signed system to a learner who is hearing impaired. The interpreter may communicate what has been said in some form of sign language or finger spelling or may inaudibly repeat the same message more slowly and with clear enunciation so that speech reading is facilitated. Interpreters may also convert the signs of the learner who is hearing impaired into English.

5.4 Recommendations

The researcher would like to give the following recommendations:-

- ✓ Regular teachers should be equipped with knowledge and skills necessary for handling learners with hearing impairment.
- ✓ The government should ensure that every school has at least one teacher trained and qualified to handle learners with special needs in education.

- ✓ The District Educational Assessment Resource Coordinators should make regular visits to schools to ensure that learners with special needs are assessed early enough for early intervention and placement.
- ✓ There should be more creation of awareness to the parents and the public at large about the need to educate children with different diversities. This can be done by the personnel in the assessment centers and the special needs education teachers who are in the field.
- ✓ Children and parents of children with different diversities should be helped to cope with the impairment and use the remaining senses. This should be done through guidance and Counseling.
- ✓ Education Assessment Resource Centre in collaboration with the government and support groups should assist learners without hearing aids to get them.
- ✓ Regular teachers should try to get time to support and help hearing impaired learners cope with curriculum.
- ✓ Teachers and 'normal' learners in regular school should change their attitude towards learners with hearing impairment.

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am doing a Bachelor's Degree in Special Needs Education of Kampala International University conducting a study on **"Academic Achievements of Pupils with Hearing Impairment in Inclusive Education setting at St. Johns Senior Secondary School-Nyabwina Sheema District"** your kindly requested to participate in this research study for the purpose of my academic success.

Your contribution is highly valuable, the information provided will only be used for academic purposes and they will be treated with high confidence.

1. What is the highest academic level that you have achieved?

Junior O-level A-level Graduate

2. Which teacher training have you undergone?

Primary Teachers Education (P. T. E.)

Special Education

Others

3. do you experience some challenges while teaching learners with hearing impairments?

Yes No

4. What is the attitudes of other teachers towards these children in their learning?

5. a) Do these children have other health problems apart from hearing problems?

No Yes

b) If yes, specify.

—

6. How do children who have hearing problems relate with others in classroom?

Very well Well Not well

7. How do children with hearing problems communicate to those who can hear and the teachers?

Talk

Sing language

Un recognized show

8. Where do you place these children in the classroom?

Any position in class Centre of the class

In front of class Near the window

9. Do children with hearing problems participate well in classroom activities and discussion?

Wholly Partly Not at all

10. How do they participate in P.E. and other outdoor activities?

Wholly Partly Not at all

11. Do you involve these children in classroom activities and group work?

No Yes

12. Do you assist these children to cope with the classroom work?

Yes No

13. If you do not have knowledge to assist these children, are you interested in acquiring the knowledge?

Yes No

14. Do you have any information on where and how to acquire hearing aids to help these children?

Yes ☐

No ☐

15. Do you have any hearing impaired learners who has ever repeated in one level class or in two level classrooms.

Yes ☐

No ☐

APPENDIX II: QUESTIONNAIRE FOR LEARNERS

Please answer all the questions. Put a tick ☐ in the boxes provided,

1. Do you have any hearing problem?

Yes ☐

No ☐

2. How would you like your teachers to talk while teaching in classroom?

Loudly ☐

Very loudly ☐

Normally ☐

3. Where would you like your teacher to stand while teaching in classroom?

Anywhere in class ☐

In front where there is light ☐

4. How would you like your teachers to explain a point?

Fast and loudly ☐

Slowly and loudly ☐

5. Do you have anything to assist you hear well? E.g. Hearing aid.

Yes ☐

No ☐

6. If you do not have one would you like to get it?

Yes ☐

No ☐

7. Do you have anybody to assist you take notes during conversation in classroom and assembly?

Yes

No

APPENDIX III: ESTIMATED BUDGET

ITEM	AMOUNT
STATIONARY	100,000
TRANSPORT	178,000
COMMUNICATION (AIR TIME)	120,000
FACILITATION	130,000
INTERNET	100,000
TOTAL	628,000

APPENDIX IV: WORK PLAN

Item	J	F	M	A	M		J	J	A	S	O	N	D
Selecting topic													
Approval													
Writing report													
Data collection													
Writing a report and correction													
Final Submission													