BENEFITS AND CHALLENGES OF INCLUDING LEARNERS WITH HEARING IMPAIRMENT IN INCLUSIVE SCHOOLS IN THE KHOMAS AND OSHANA REGIONS

A THESIS SUBMITTED IN PARTIAL FULFILMENT

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ABSTRACT

The purpose of this study was to identify the benefits and challenges of including learners with hearing impairments in inclusive schools in Khomas and Oshana regions. The study was guided by the following research questions: 1) What did learners, teachers and parents perceive to be benefits of including learners with hearing impairments in inclusive secondary schools in Oshana and Khomas Regions? 2) What did learners, teachers and parents perceive to be challenges of including learners with hearing impairments in inclusive secondary schools in the Oshana and Khomas Regions? 3) What did inclusive schools in the Oshana and Khomas Regions have in place in terms of resources, infrastructures, teaching strategies and support to enhance the wellbeing of learners with hearing impairments in inclusive classrooms? A qualitative study was carried out and the criterion purposive sampling strategy was used to select the sample. A total number of 21 people participated in the study. The participants included 12 teachers, five parents/guardians and four learners. Semi-structured interviews, observations and document analysis were used to collect data while a qualitative data analysis technique of transcribing and categorising the responses was used to analyse the collected data. The study revealed that inclusion is beneficial to learners with hearing impairments. Among potential benefits were socialisation opportunities, inclusivity in the school environment, teacher's empowerment, academic benefits and preparation for after school life. The study also discovered that inclusion does not only benefit learners with hearing impairments, but also benefit hearing learners and teachers. However, lack of teacher's training, problems with interpreters, lack of interaction, academic performance, the teaching and learning process, problems with sign language interpreters and parental involvement in the teaching and learning process were identified to be some of the challenge hindering the inclusion of learners with hearing impairments. The study also found that teachers' support, use of competent interpreters, collaboration, classroom management such as seating arrangements and the use of visual teaching aids were among the strategies that the

school made use of to enhance the wellbeing of learners with hearing impairments in inclusive schools. The study concluded that the challenges of inclusion outweighed the benefits and therefore more resources, better preparation for all school and teachers' collaboration with all stakeholders were needed to ensure the effective implementation of inclusion. The recommends continuous professional development seminars and in-service training for the teachers at inclusive schools.

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LIST OF ACRONYMS / ABBREVIATIONS

BED   Bachelor of Education

BETD   Basic Education Teacher Diploma

CFIE   Curriculum Framework for Inclusive Education

HDIE   High Diploma in Education

MoE   Ministry of Education

MOEC   Ministry of Education and Culture

NISE   National Institute of Special Education

UNESCO   United Nations Educational, Scientific and Cultural Organisation

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DEDICATION

This thesis is dedicated to my late father Menieer Vaino Namukwambi for his encouragements to continue with my education and to my son Romario Tangi Sheeya.

DECLARATIONS

I, Elizabeth Loini Namutenya Sheeya, hereby declare that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Elizabeth Loini Namutenya Sheeya

CHAPTER 1

INTRODUCTION

1.1 Orientation of the study

This study examined the benefits and challenges of including learners with hearing impairment in inclusive schools in Oshana and Khomas regions of Namibia.

The adoption of the United Nations Convention on the Rights of People with Disabilities, and in particular Article 24, requires the development of an inclusive education system for all learners. The major aim of this study was to expose the fact that, persons with disabilities should access an all-encompassing, quality and free primary and secondary education on an equal footing with their peers in societies in which they reside. This is in line with the Convention on the Rights of the Child (1989) which states that all learners have the right to receive the kind of education that does not discriminate on the basis of disability, ethnicity, religion, language, gender and capabilities and hence; everyone has the right to education.

The term 'inclusive education' is used to describe educational policies and practices that uphold the right of learners with hearing impairment to belong and learn in inclusive education (Engelbrecht & Green 2001).

Similarly, inclusive education institutions are "schools, centres of learning and educational systems that are open to all learners. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that learners have and that they are included in all aspects of school-life. It also means a process of identifying any barriers within and around the school that hinder learning and reducing or removing these barriers" (United Nations Educational, Scientific and Culture [UNESCO], 2001: p.16).

Consequently, in inclusive classrooms all learners have the right to feel supported and included at school and in the regular classroom as much as possible. It is important that the teacher fully understands the learning, social and physical needs of all learners (Samuel, 2017).

The importance of inclusive education was highlighted in the Dakar Framework for Action. This framework came as a result of Dakar world Education Conference. The framework emphasises that "the inclusion of learners with various educationally disadvantaged positions, such as learners with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education" (UNESSCO, 2000).

In 1994, Namibia became signatory to the Salamanca Declaration that called for the inclusion of learners with special needs in the regular schools (Haihambo, 2004: p.3). According to the Salamanca statement, inclusive schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to most learners and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

The Namibian Constitution (1990), article 20 (1-2) states that "all persons shall have the right to education. Primary education shall be compulsory, and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge" (Namibian Constitution, 1990, p.12).

The educational policy document "Toward Education for All" was formulated and its aim was to provide quality education for all Namibian citizens. The Ministry of Education and

Culture (MBEC) is mandated to provide education and training to learners with special needs and abilities. Included in this group are learners with vision, hearing, or other physical, emotional, or mental impairments. Also, there are above-average and gifted and specific talented learners, as well as learners in regular classrooms who are seriously underachieving (MBEC, 1993).

The Ministry of Education developed a Sector Policy on Inclusive Education (2013). The policy aims at ensuring that all learners are educated in the least-restrictive education setting and in schools in their neighborhood to the fullest extent possible (MoE, 2013). The policy further emphasises its specific focus on learners and young people who have been, or are, or are more likely to be, educationally marginalised.

The Draft Curriculum Framework for Inclusive Education (CFIE) was developed in conjunction with the Sector Policy on Inclusive Education. The purpose of the CFIE is to make the curriculum more responsive to all learners with special educational needs in Namibian schools. Furthermore, it is focused on ensuring consistency in the attainment and sustainability of the aims and objectives of the Education Sector Policy on Inclusive Education (MoE, 2014).

Having a responsive curriculum will ensure that all learners including learners with hearing impairment benefits from inclusive classroom and this will allow them an opportunity to complete their education at all levels. The fifth National Development Plan (NDP5) states that "by 2022, all learners [should] have access to equitable inclusive quality education that qualifies them to pursue higher education" (NPC, 2017: p.54).

Before independence, not many leaners with hearing impairment in Namibia attended school. They went to Eluwa Special School which was opened in 1973 as the first school in Namibia for the hearing and visually impaired. As the number of learners continued to increase,

another school for learners with hearing impairment under the National Institute of Special Education (NISE) opened its doors in 1995. However, these schools only cater for learners from pre-primary up to Grade 10 levels. The current special schools in Namibia do not cater for learners with hearing impairment at Grade 11 and 12 levels. Leaners with hearing impairment who achieved the required points in Grade 10 have to be catered for in inclusive schools for Grade 11 and 12. The question is, are the needs of learners with hearing impairment met in the regular classrooms at these schools? Secondly, what are the benefits and challenges of inclusion for learners with hearing impairment and their peers without hearing impairments in inclusive schools where the leaners with hearing impairment are included?

Comparing the above scenario with the Namibian Sector Policy on inclusive education, we note that "Inclusion is a process of increasing participation in learning and of identifying and reducing barriers that inhibit learning and participation of any learner" (MoE, 2013). Whilst this is all true, the reverse is less true, and one is made to ask whether inclusion is being fulfilled or it is just a hear-say. Thus, the study unpacked the benefits and challenges experienced by learners with hearing impairment and as a result proposed some recommendations towards the education of learners with hearing impairment. The study further recommends that awarding equal education to learners with hearing impairment through inclusive education will definitely expand and improve their opportunities for schooling and as a result, they will become accepted and get opportunities to become productive members of the society.

1.2 Statement of the problem

Although the concept of inclusive education is well established in a number of Southern African countries, there are many challenges with regard to its implementation (Engelbrecht & Green, 2007). A number of UN documents such as UN Convention on the Rights of the Child (1989), Jomtien World Declaration on Education for All (1990), Dakar Framework for Action (2000), and UN Convention on the Rights of Persons with Disabilities (2006) indicate that there are benefits to inclusion. Despite the acknowledgment of the benefits of inclusion, little research has been conducted to ascertain these benefits in practice. A study by Moores (2009) revealed that the learners with hearing impairment fall academically far behind their hearing peers in inclusive classrooms. The Namibian Sector Policy on Inclusive Education aims to provide access, equity and quality education to all learners. The policy has a specific focus on learners and young people who have been, or are more likely to be, educationally marginalised. These include learners with disabilities and impairments of which learners with hearing impairments are part. Being part of one of the inclusive schools, the researcher observed that although including learners with hearing impairment in inclusive education seems to have many positive benefits for all learners, the researcher noticed some difficulties in the implementation due to several challenges that are faced by learners and teachers.

According to Haitembu (2014) teachers have no clue on what to do with learners with special educational needs in their classrooms. Similarly, the study conducted by Samuel (2017) revealed that teachers did not possess the required training and expertise that would enable them to deal with deaf learners, hence the use of less effective alternatives including writing on the chalkboards and hearing learners to translate in Sign language for them. The concern is whether learners with hearing impairment should be taught in inclusive schools as intended by the Sector Policy on inclusive education. To unearth this more clearly, this study focused on assessing the benefits and challenges of including learners with hearing impairment in

inclusive schools and explored the manner in which these challenges were experienced by learners, teachers and parents in the inclusion of learners with hearing impairments in inclusive secondary schools.

1.3 Research questions

The study was guided by the following questions:

1. What did learners, teachers and parents perceive to be benefits of including learners with hearing impairments in inclusive secondary schools in Oshana and Khomas Regions?

2. What did learners, teachers and parents perceive to be challenges of including learners with hearing impairments in inclusive secondary schools in the Oshana and Khomas Regions?

3. What did inclusive schools in the Oshana and Khomas Regions have in place in terms of resources, infrastructures, teaching strategies and support to enhance the wellbeing of learners with hearing impairments in inclusive classrooms?

1.4 Significance of the study

If learners with hearing impairments are educated, they are able to be productive members of society (Messaria, 2002). The significance of this study lies in the identification of benefits of inclusion as well as the challenges that affect teaching and learning of learners with hearing impairments in inclusive schools. The study also brings to light the views and experiences of learners with hearing impairments, teachers and parents in inclusive schools. Knowledge of these benefits and challenges will be crucial in the planning for the implementation of the Sector Policy on Inclusive Education for learners with hearing impairments and the envisaged roll-out of the practice to other schools. If the challenges are identified, understood and dealt

with, the implementation of inclusive education for learners with hearing impairments will likely be successful. The findings of the study would also add to the body of knowledge on inclusion of learners with hearing impairment in inclusive schools in Namibia and enhance understanding in the area of inclusive education at large.

1.5 Limitations of the study

The study was limited to teachers teaching learners with hearing impairment in inclusive schools, learners with hearing impairment, and to parents of these learners. Getting hold of the parents in the study was quite difficult as the initial plan to interview all parents face-to-face was not realised. Some parents had to be interviewed telephonically and this could lead to parents not giving abundant information as oppose to if they were interviewed face to face. Another limitation was that because the researcher is not fluent in sign language, limited data may have been collected from learners with hearing impairments as the interviews had to be done with the help of the interpreters. Finally, because the study was qualitative in nature, the results will not be generalised to represent the situation of all learners with hearing impairments in the two regions and Namibia at large.

1.6 Delimitation of the research

This study is limited to two secondary schools in Khomas and Oshana regions which are considered to offer inclusive education to leaners with hearing impairment. The study was delimited to two regions and more specific to one school in each region. This was the case because there are only two schools in Namibia that are officially considered to be inclusive schools for learners with hearing impairment.

1.7 Definition of terms

Inclusive Education: According to UNESCO (2005), inclusive education refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. For the purpose of this study, inclusive education refers to the inclusion of learners with hearing impairment in inclusive schools.

Inclusion: Wang (2009) define inclusion as the reorganisation of ordinary schools, in such a way that every inclusive school is capable of accommodating every student regardless of their disabilities, making it certain that each learner belongs to a single community.

Inclusion means full inclusion of learners with diverse abilities in all aspects of schooling that other learners are able to access and enjoy. It involves inclusive schools and classrooms genuinely adapting and changing to meet the needs of all learners as well as celebrating and valuing differences (Loreman, Deppeler & Harvey, 2005).

Inclusive schools: In this study inclusive schools refer to the piloting schools that are accommodating learners with hearing impairments in Namibia.

Hearing impairment: It refers to a reduction in sensitivity to sounds which may be accompanied by some loss of adaptability in correctly interpreting auditory stimuli, even when amplified (Kirk, Gallaghar & Anastasiow, 2003). In addition, Engelbrecht and Green (2001) define hearing impaired in a prelingual and postlingual way. Prelingually, hearing impairment refers to deafness that is acquired at birth or before spoken language develops while postlingually, hearing impairment refers to deafness that is acquired after spoken language has developed.

Learners with hearing impairment: It refers to learners with hearing loss ranging from hard of hearing to complete deafness. Tt incorporates all degrees of impairment (Nyambuto, 2014).

Hearing learners: For the purpose of this study, hearing learners are learners who can hear "These are the so-called normal hearers".

Challenges: In the context of this study, challenges refer to barriers and obstacles that teachers of learners with hearing impairments and learners with hearing impairments encounter in their daily teaching and learning activities in inclusive schools.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In inclusive education, the emphasis is frequently on the physical placement of learners with disabilities and those without disabilities in the same educational setting, with the assumption that placements in such settings will allow learners with disabilities to make academic progress, have normal experiences, and develop meaningful social experiences. The purpose of this chapter is to offer an overview of the benefits and challenges of inclusive learning with regard to learners with hearing impairment. Although the topic of inclusive education has been receiving much consideration in Namibia, there is limited literature regarding the benefits and challenges of including learners with hearing impairment in inclusive schools.

The first part of this chapter presents the theoretical framework on which this study is based. The second part presents the findings of related studies which form the literature of this study regarding the inclusion of learners with hearing impairment, the benefits and the challenges they experience in inclusive schools as well as the resources and strategies that the schools employ to support these learners.

2.2 Theoretical framework

This study is guided by Bronfenbrenner's Ecological Systems Theory (1979). This theory focuses on different systems that affect the child's development and further focuses on individual and environmental determinants that influence the behavior of individuals involved. Inclusion is a complex process, influenced by many factors within the classrooms, families and communities. According to the ecological systems perspective, individuals do not exist separately from their environments. The society and communities to which they belong are a part of them. The environment recognizes them; society identifies them as part

of the bigger whole-the gear that propels the system into motion. The theory recognizes that environmental events and situations within and without can have an intense influence on behavior and development towards the persons in that immediate setting (Brofenbrenner, 1979).

Bronfenbrenner's theory views the environment as a series of nested structures, each contained within the next. These structures include the micro-system, meso-system, exo-system, macro-system and chrono-system. Barriers to participation in any of the environmental systems will undoubtedly influence negatively the developing individual (Donald, Lazarus & Lolwana, 2012). The description of each of the systems are analysed below.

Micro-system: The micro-system is described as the child's immediate environment. For most learners, this is the home where the child lives (Haihambo, 1996 as cited in Haihambo 2011: 57). Structures in the micro-system include the family, school and the peer group. These are the structures with which learners with hearing impairment interact in face-to-face situations on a daily basis and may have a direct input on learners with hearing impairment development. These structures directly affect the child, and, in turn, may be affected by the child.

The Meso-system: The meso-system is a set of micro-systems connected with one another. This comprises the interrelations of two or more settings in which the developing child actively involved. It is at this level where interaction between the peer group, school and family systems take place. What happens in one micro-system such as home can influence how learners with hearing impairment will respond in another micro-system (e.g. school), how learners with hearing impairment relate to typical peers in the classroom setting may affect relationships outside the class.When learners with hearing impairment are included in

regular classes, they interact with their hearing peers and learn what they cannot learn from their fellow hearing impaired peers.

Exo-system: At this level, the system consists of settings that do not involve the developing child as an active participant, but in which events that affects, or is affected, by what is happening in the setting where the developing child is contained. In this system, the environment is further from the child and has an impact on the child's development, for example, problems with the parents' work and educational policies. Educational policies have to be tailor-made to accommodate learners with hearing impairment. Learners with hearing impairment do English as a second language in schools. English is assessed through three components of which listening is one of them and which learners with hearing impairment cannot do due to the nature of their impairment. As a result learners with hearing impairment do not get marks for that component and there is no directive in schools that guides the teachers on what to do. This issue affects the learner's performance in English as a subject.

Macro-system: This level encloses the micro-system, meso-system, and exo-system. The macro-system is defined as "consistencies in the form and content of lower-order systems that exist at the level of the subculture or the culture as a whole, along with any belief system or ideology underlying such as the consistencies setting (Brofenbrenner, 1979). Moreover, according to Bronfenbrenner's theory, change at the level of the macro system, including the values, laws, customs, and resources affects all other levels and have an impact on learners' well-being. Therefore, the macro system influence together with regular contact experience might improve hearing learners' attitudes toward their peers with hearing impairments and, as a result, develop positive attitudes toward the idea of inclusion of learners with hearing impairment in inclusive classrooms.

The chrono-system: This system includes the dimension of time as it relates to a child's environments. Elements within this system can be internal, such as the physiological or psychological changes that occur with the aging of a child. As learners get older, they may react differently to environmental changes and will be more able to determine how the changes will influence them (Paquette & Ryan, 2001). Hence, hearing impairment can be considered a life event. The age of the onset of hearing impairment as well as the degree of hearing impairment has an impact on language development. Thus each of these levels can be seen to provide either an opportunity or a limitation to an individual in the system to which he/she resides and belongs.

2.3 Inclusive Education of learners with hearing impairment in Namibia

In Namibia, learners with hearing impairments have been educated at special schools before and after independence. Most of such learners never had a chance to continue with senior secondary education as special schools only cater for these learners up to Grade 10. Namibia being a signatory to many international declarations and legal frameworks on inclusive education, the Ministry of Education, Arts and Culture (MOEAC) has committed itself to the implementation of the inclusive education approach. In response to these legal frameworks, the MOEAC selected Cosmos High School to pilot inclusive education in 2008. This school became the first one in Namibia to implement inclusive Education for learners with hearing impairments. In 2010 Mweshipandeka High School in Oshana region in the north of Namibia became another school to practise inclusive education for learners with hearing impairment for those who progressed to Grade 11. The enrolments of learners with hearing impairments in the Namibian inclusive schools depends on the numbers of learners with hearing impairments that met the Grade 10 passing requirements. Some years may pass by without enrolling learners with hearing impairments in inclusive schools.

Furthermore, with the inception of inclusive education for learners with hearing impairment at senior secondary level, none of these learners has attained the minimum admission requirements to enter tertiary education institutions. This has become a concern to the Namibia National Association of Deaf (NNAD) people in Namibia. Another concern that worries the NNAD is the number of schools that are catering for learners with hearing impairment. NNAD mentioned that there are only two schools for the deaf in the country that offers classes up to Grade 10. Similarly, "there are no secondary schools for the deaf learners and therefore the association feels it's discouraging to the learners with hearing impairments as they cannot see the possibility of succeeding through the inclusive system that is practiced" (Andima, 2014, p. 3).

Additionally, NNAD also noted that national examinations are issued without any special arrangement for the learners with hearing impairment (Andima, 2014). This is particularly true in terms of the English language curriculum where learners with hearing impairment do not do the listening component due to their inability to hear. To this effect, there is no component that is in place to replace the listening component in order to cater for learners with hearing impairment.

While learners with hearing impairments' teaching and learning process is promoted by more visual cues, another concern expressed by NNAD is that, the teaching and learning equipment in schools are not sufficient to promote visual learning.

The Sector Policy calls for Inclusive Education practices to be infused in all teacher-training programmemes such that values and beliefs of inclusion are reflected in teaching and learning at all levels and that all teaching staff trained in differentiated instruction and learning support provision (MoE, 2013). According to Joushua (2013) "… the University of Namibia offers to the future educationists a number of educational courses with the Inclusive Education

module. Old programmemes offered by the Department of Educational Psychology and Inclusive Education in UNAM had changed focus from special education needs to the inclusive education. Inclusive Education is one of the compulsory modules of the Bachelor of Education programmeme at lower primary, upper primary and secondary levels" (p. 53). What is not clearly established is whether these teachers are taught specific content that speaks specifically to the inclusion of learners with hearing impairments that will allow them to fully cater for their needs.

2.4 Benefits of including learners with hearing impairments in inclusive schools

The Sector Policy on Inclusive Education states that "inclusion is a process of increasing participation in learning and identifying and reducing barriers that inhibit the learning and participation of any learner" (MoE, 2013: p.6). The above implies that inclusive education may bring positive aspects in the education system as it increases participation of all learners in learning. This could be seen as a benefit of inclusion. Inclusion provides benefits to learners with hearing impairments such as access to education in their communities, learning opportunity, social benefit of interaction, access to academic opportunities, and opportunity to establish friendship. Inclusive education does not only benefit learners with hearing impairment, but also benefit hearing learners and teachers. Such benefits are also discussed. It is worth noting that several researches have been conducted internationally and locally regarding inclusive education in general, challenges in the implementation of inclusive education, and challenges faced by learners with hearing impairments in inclusive schools. However, there are few researches that focused on benefits of inclusion for learners with hearing impairments in inclusive school of which benefits is one of the main focus of this study.

2.4.1 Access to education in their communities

The aim of the Sector Policy on Inclusive Education is "to ensure that all learners are educated in the least-restrictive education setting and in schools in their neighbourhood to the fullest extent possible" (MoE, 2013). The possible benefit noted by Berndsen and Luckener (2010: p.2) is that "learners with hearing impairments will be able to live at home with their families instead of needing to attend a special school and having to live at the school throughout the week". Kaupinnen (1994) as cited in Adoyo (2007) discovered that inclusive education allows learners with hearing impairments to feel accepted as normal members of the society as they attend school in their community. Although this is stipulated in the Sector Policy, this is not yet fully realised in Namibia as there are only two inclusive secondary schools that accommodate learners with hearing impairments. This means that some of these learners are still not attending high school in their neighbouring schools as stipulated in the Sector Policy.

2.4.2 Learning opportunity

Bashier (2005) conducted a case study to identify the needs and challenges of learners with hearing impairments in inclusive settings. The study indicated numerous benefits of inclusion for learners with hearing impairments. Inclusion provides experiences which learners with hearing impairments cannot gain from special schools. She further stated that inclusive orientation provides a more stimulating learning environment for learners with hearing impairments. Bower (2006) found that hearing learners in inclusive schools help learners with hearing impairments to manage work that they found difficult by pointing out the answers, and at the same time helping them in a hearing environment.

2.4.3 Social benefits

According to McMillan (2008), when learners with hearing impairments become part of an inclusive education classroom, they are more likely to become socially accepted by their peers. The more learners with hearing impairments have contact with their hearing peers, the

greater the chance they will learn tolerance and have a greater acceptance of others' differences. Antia, Jones, Reeds and Kreimeyer, (2009) shared the similar sentiments; they indicated that the inclusion of learners with hearing loss in inclusive schools promotes their social interaction with the hearing world. They also have behavioral models provided by their peers and a stimulating oral environment.

Other researchers like Kaupinnen (1994) as cited in Adoyo ,2007; Berndsen and Luckener 2010; Kiriungi, Mwiti and Mburugu, (2014); and Hankins (2015) believe that learners with hearing impairments receiving education with typical hearing peers can potentially be a very positive experience for learners with hearing impairments. Such opportunity provides learners with hearing impairments with opportunities to interact purposefully with their hearing peers, foster better social integration and enhance the learning experiences for them. Inclusion further provides the learners with hearing impairments with the same possibilities of participating in society in adult life. In another study, Olofintoye and Tunde (2010) reported that inclusion has helped learners with hearing impairments to adapt better to their environment after schooling and reduce discrimination.

When students with disabilities are isolated and taught only in special education classrooms, they are not given the opportunity to interact with a diverse group of people. By creating inclusive settings these students are now able to socially interact and develop relationships with their peers as indicated by McMillan (2008). Moreover, inclusive schools provide learners with hearing impairments a place to explore who they are and who they will become by interacting with hearing peers (Ower & Goldstein, 2002).

2.4.4 Learners with hearing impairments develop self-confidence
According to AlShahrani's (2014) study, being in inclusive school helps learners with hearing impairments to gain more self-confidence when they are among hearing learners who also allow them to become more independent and not too dependent on the teachers.This

finding is in line with that of Gupta (2014) who indicated that higher expectations ultimately lead learners with hearing impairments to achieve more, gain confidence and independence, and develop a stronger sense of self.

2.4.5 Exposure to a wider curriculum

According to Antia et al. (2009), learners with hearing impairments have opportunity to access wider curriculum possibilities when they are in inclusive schools than might be offered in special schools. It is further noted that inclusion offers opportunities for intellectual stimulation, a wide range curriculum and extracurricular activities (Ower & Goldstein, 2002). A study by Bashier (2005) revealed that inclusive schools with an inclusion orientation provide a more stimulating learning environment and a wider curriculum. Though access to wider curriculum is believed to be a benefit of inclusion, the literature did not point out clearly whether learners with hearing impairments have full access to such a curriculum offered in inclusive schools. McMillan (2008) stated that in an inclusive setting, learners with special needs are being exposed to appropriate curriculum and are receiving iindividualised instruction to support them in the general education classroom. The current study intends to find if similar benefits are being experience in Namibian inclusive classrooms.

2.4.6 Access to academic achievement

Kiriungi et al. (2014) conducted a study that investigated the assessment of public primary school teachers' attitude towards inclusion of learners with hearing impairments. Their findings revealed that if learners with hearing impairment are taught together with learners without impairments, they are likely going to perform better. The findings further stated that interactions with hearing learners would help learners with hearing impairments improve their academic performance and, in the end, they may develop confidence in their own academic ability. Ibrahim, (2013) asserts that learners with hearing impairments who have

been included in inclusive classrooms have shown stronger academic results when compared to those who have been educated in separate classrooms. This increased performance could be attributed to interaction with higher achieving hearing learners and the enjoyment of working with peers and being included in a normal setting. Furthermore, Bashier (2005) states that inclusion also helps learners with hearing impairments to master new skills and it encourages them to strive for great achievements.

2.4.7 Opportunity to establish friendship

Berndsen and Luckener (2010) carried out a study to examine the support of learners with hearing impairment in general education in Washington. The results revealed that learners with hearing impairments develop frequent social interactions in the classroom and on the school grounds with other learners who live in the same vicinity providing multiple opportunities for the development of friendships in and out of school. Adding to that, Powers (2002) relates that when learners with hearing impairments are included in the inclusive schools, they have regular opportunities for successful interaction with hearing learners and as a result make friends.

A study carried out by McMillan (2008) further found that when learners with hearing impairments are isolated and taught only in special education classrooms, they are not given the opportunity to interact with a diverse group of people. By creating inclusive settings these learners are now able to socially interact and develop relationships with their peers. McMillan (2008) further stated that when learners with hearing impairments become part of a general education classroom, they are more likely to become socially accepted by their peers. The more learners with hearing impairments have contact with their hearing peers the greater the chance they will learn tolerance and have a greater acceptance of others' differences.

2.4.8 Learning opportunity and awareness for hearing learner

Berndsen and Luckener (2010) mentioned that inclusion does not only benefit learners with hearing impairments, but also benefit learners without hearing impairment. They further indicated that benefits exist for hearing learners as they have variety of opportunities to interact with their classmates who have hearing impairments and as a result they have a chance to learn sign language. The above is in line with the findings of Gupta (2014) and LeComte (2017) who stated that including learners with hearing impairments would improve the attitudes of hearing learners toward learners with hearing impairments and inclusion also helps them to gain familiarity with and knowledge of disability especially that of hearing impairment. Kenzo (2008) concluded that inclusion provides opportunities for the development of appropriate attitudes of hearing learners towards learners with a range of disabilities which includes hearing impairments.

2.4.9 Teachers gain knowledge on inclusion

Inclusive education makes it possible for teachers to organise their teaching more carefully or adjust lessons for learners with learning difficulties which includes learners with hearing impairments. In so doing, hearing learners in the class can also benefit (Kenzo, 2008). Berndsen and Luckener (2010) also found that inclusive education for learners with hearing impairments extends the classroom teacher's teaching knowledge of learners with hearing impairments and repertoire teaching strategies to improve teaching and learning process. Furthermore, LeComte (2017) stated that classroom teachers with positive attitudes towards inclusion are also able to develop adapted teaching strategies to cater for individual differences in their learners.

2.5 Challenges of including learners with hearing impairments in inclusive schools

Learners with hearing impairments may have partial or full hearing loss in one or both ears (Hardman Drew & Egan, 2005). The characteristics exhibited by learners with hearing impairments depend on the degree of hearing loss and the onset of that loss. According to Chimedza and Petersen (2003), the earlier the hearing loss manifests itself in a child, the more difficulty they will have in developing the spoken language. Impairment or total lack of language has serious implications for the child's development. There is a risk of learners with hearing impairment being excluded from the teaching and learning that goes on, unless measures are taken to make sure they are fully incorporated.

The most common problem faced when learners with hearing impairments educated in inclusive schooling is proper communication between the learners with hearing impairments and their hearing peers as well as the teachers. Messaria (2002) who conducted a study on the schooling situation of learners with hearing impairments in two special units, and McLeish (2010) who investigated the teaching and learning processes as it relates to inclusion of learners with hearing impairments, found common challenges in the inclusion of learners with hearing impairments in inclusive schools. These included challenges related to teacher's training and attitudes, mode of communication, inappropriate curriculum, instructional methods, materials and support services. In another study, Peel (2004) examined the situation of schools for the Deaf throughout South Africa. The result shows that negative attitudes, inflexible curriculum, and inappropriate communication as well as inadequately and inappropriately trained teachers were among the barriers in the inclusion of learners with hearing impairments. Some of these challenges are discussed below.

2.5.1 Teachers' training

A wide number of teachers in Namibia do not have qualifications or experience in dealing with children with diverse needs. Therefore, a cornerstone for the effective implementation of an inclusive system is based on shaping teachers' beliefs, attitudes, knowledge and skills according to the principles of inclusion, abolishing the traditional view in which all children learn at the same pace and in the same way (Diego 2015, p:37).

A quantitative study by Möwes (2008) reveals that most of teachers are not trained in the area of special needs education. Similarly, Haitembu (2014) stated that teachers are not prepared to deal with learners with special education. Adding to that, Haihambo (2004) stated that lack of teachers' expertise, lack of teaching materials, large class size and pressure on teacher time were some of factors hindering the implementation of inclusive education in Namibia.

In another study, the researcher found that teachers teaching learners with hearing impairments do not have any prior training in special or inclusive education and are not adequately prepared to teach learners with hearing impairments. In the same study teachers are ill-equipped to teach in an inclusive setting because they feel that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms (McMillan, 2008). AlShahrani (2014) shared similar sentiments that teachers were inadequately prepared to serve learners with hearing impairments in general education classrooms. Similar findings were produced by Mapolisa and Tshabalala (2013) who found that the majority of teachers had no experience in teaching learners with hearing impairment in an inclusive setting. Neither were they in possession of an appropriate qualification to properly guide learners with hearing impairment.

In their study, Wadesango, Eliphanos and Gudyanga (2014) found that teachers had little training in dealing with individual differences and specific instructional processes developed

for learners with hearing impairments. The above is in line with the findings of a research done in Tanzania by Miles (2003) that revealed that some of the teachers in Tanzania had received in-service training, but they still expressed their need for training and their lack of self-confidence in teaching learners with learning difficulties, in spite of the fact that many of them were used to handling classes of over 100 learners. This is further supported by Muputisi (2014) by stating that inclusive teachers are not adequately trained to handle learners with hearing impairment and other special educational needs.

2.5.2 Language barrier/Mode of communication

Mapolisa and Tshabalala (2013) investigated the impact of inclusion of learners with hearing impairment into inclusive schools in Zimbabwe. Their study revealed that socially there were communication problems in some instances which made the hearing learners and teachers to interact minimally with learners with hearing impairments. Samuel (2017) established that teachers, learners with hearing impairments and hearing learners faced specific challenges that negated interpersonal relations and social interactions among them. The problems that were identified included, among others, lack of knowledge and understanding of the Sign language on the part of teachers and hearing learners. She further noted that communication between learners with hearing impairment and hearing learners was actually very limited and that some hearing learners were very reluctant to socialise with learners with hearing impairments because of miscommunication problems

According to Desalegn and Worku (2016), learners with hearing impairments have missed many opportunities since they were being left out because of the gap that language barriers created. In addition to the above, Messaria (2002) found that the communication ability of teachers was rated 'poor' as they could not communicate effectively with their learners. It is therefore noted that lack of effective communication could determine academic difficulties and consequently student withdrawal.

2.5.3 Social barriers

According to Zimba, Möwes and Naanda (2007, p. 43), all children in Namibia might experience exclusion in one way or the other. Josua (2013) explore challenges facing school management of an urban inclusive school for learners with visual impairments in northern Namibia. The study found that the school does not have specific measures in place to accommodate learners with visual impairments in the social programmes. The participation of learners with visual impairments is coincidental, unplanned and lacks support from teachers due to lack of skills to support learners with visual impairments in social activities. The researcher being in an inclusive school observed the case of learners with hearing impairments as similar to that of learners with visual impairment because learners with hearing impairment barely participate in social activities. A study carried out by Safder, Akhtar, Fatima and Malik (2012) revealed that learners with hearing impairments are not encouraged to participate in social activities. Kigotho (2016) further stated that the participation of learners with hearing impairments in social functions was low for both the number of friends in class and the contact they had with other learners outside class.

The reviewed literature further shows that learners with hearing impairments risk being isolated and experience loneliness if they are put together with hearing learners who do not know how to sign (Hung & Paul, 2006; Adoyo, 2007; Mpofu & Chimhenga, (2013); Adu 2016). Lack of social and academic interactions due to language barriers may lead to isolation and loneliness on the part of learners with hearing impairments (Adoyo, 2007).

Learners with hearing impairments can face many hardships when they come into the general education classroom. Becoming socially accepted by their peers in this classroom setting can be very difficult. This is especially true for learners who are experiencing inclusion for the first time (McMillan 2008). In line with the above, Hung and Paul (2006) noted that learners

with hearing impairments encountered negative attitudes held by their hearing peers, experienced isolation, or loneliness or failed to establish close relationships with their hearing peers. Yuhan (2013) also found that more and more learners with hearing impairment are placed in inclusive schools where they may face increasing difficulties in forming and sustaining positive relationships with hearing learners in such hearing and oral environment.

Akinpelu and Olawuyi (2011) in their study investigated the challenges facing learners with hearing impairments at an inclusive post-secondary institution in Nigeria. Their findings indicated that the major challenge facing learners with hearing impairments was social interaction between learners with hearing impairments and hearing learners. Some of these challenges included communication barriers, which hindered social interaction between them and their hearing peers. This limitation encouraged learners with hearing impairments to confine themselves to the deaf community. This made learners with hearing impairments feel isolated, neglected and rejected in a school which was supposed to be an inclusive one.

2.5.4 Inappropriate curriculum
Another challenge identified in the literature is an inappropriate curriculum and instruction. As much as learners with hearing impairments are exposed to a broader curriculum, learners with hearing impairment may not be accessing this curriculum fully. Rahaman (2010) noted that the education system itself is an obstacle for educating learners with hearing impairments at secondary school, the rigid curriculum and examination-based teaching is a problem for them.

According to Adoyo (2007), the curriculum is one of the tools that need to be carefully designed and adapted to facilitate the development and implementation of a proper inclusive education system. According to him, the regular curriculum was too extensive and demanding, centrally designed and rigid, leaving little flexibility for adaptations for teachers

to try out innovative approaches. The timing for the completion of the curriculum is also unrealistic for the learners with hearing impairments the teaching and learning processes are slowed down due to communication challenges. Similarly, McLeish (2010) found that the curriculum was not formulated for learners with hearing impairments. Since learners with hearing impairments need more time than the regular time provided in the curriculum for each component, the annual curriculum could not be covered by the end of the academic year. In addition, a study in Zimbabwe established that the implementation of inclusive Zimbabwean education was hindered by the current curriculum which did not meet the needs of learners with special needs (Chireshe, 2011) as cited by Musengi and Chireshe (2012).

The researcher's observation was that teaching learners with hearing impairment takes time as compared to teaching hearing learners only. Since the curriculum was designed for hearing learners, discrepancies may be noticed but the time and sometimes knowledge for teachers to make adjustment to the curriculum to suit learners with hearing impairments is not there leaving the learners with hearing impairment not to access the curriculum as much as hearing learners do. According to McMillan (2008), learners with hearing impairments need to make sure that they are paying attention to the instructions which can be a challenge for them because it may be coming to them at a much faster pace than they are used to in special schools and they may also be receiving more information.

In Namibia, according to studies conducted by Mayumbelo (2006), Zimba, Haihambo and February (2004) and Möwes (2002), the curriculum used in inclusive schools does not suit nor make provision for learners' different developmental and learning needs as it was not designed for learners with diverse needs and did not consider their different learning speeds. The curriculum also excluded relevant content. To overcome the cumbersome issues of curriculum of the inclusive school, CFIE was developed. This curriculum framework informs the development of the syllabuses, learning materials and textbooks to be used in various

subjects and areas of learning in line with the Inclusive Education policy. This framework puts in place inclusive assessment procedures which ensure that assessment forms an integral part in the teaching and learning process. More specific, the main aim of the Curriculum Framework for Inclusive Education is to expand accessibility and provision of appropriate education to all learners, especially to those with special educational needs (MoE, 2014). This framework serves as guidelines to the current inclusive schools; however, it should be noted that this framework is still a draft and may not yet be fully implemented in schools.

2.5.5 Lack of resources

AlShahrani (2014) stated that lack of resources and facilities at inclusive schools is indeed a major difficulty for learners with hearing impairments inclusion. In another study, it was noted that genuine inclusion is often compromised due to lack of adequate support staff and resources (Ferguson, 2014). The researcher observed that learners with hearing impairments are included in inclusive schools, but there are no resources provided to the schools to help these learners.

The studies carried out by Mapolisa and Tshabalala (2013) confirm the above findings that there are limited resources and facilities in inclusive schools to cater for learners with hearing impairments. Gezahegn (2013) found in his study that materials and equipment provision and financial sources are among the frontiers of challenge in the implementation of inclusive education. Ngulube (2016) expressed concern about the inadequate supply of specialised learning materials and equipment for learners with special educational needs. He further stated that with current inadequate government grants, the school cannot fully manage to provide the necessary material and equipment for learners with special educational needs. It is therefore worth noting that although learners with hearing impairments are included in inclusive schools, the right resources and equipment are not there to facilitate their learning.

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

2.5.6 Lack of Collaboration
Ainscow and Miles (2009) indicated that collaboration is a key to realisation of inclusion. According to Alothman (2014), there was not enough collaboration between principals and teachers in relation to inclusive education of learners with hearing impairments as reported in his study.

Sheyapo (2017) examined the perspectives of lecturers on pedagogical inclusion of students with visual impairments (SVI) in higher education institutions in Namibia. One of the major challenges revealed from her findings was that there was lack of communication, coordination and collaboration between the stakeholders. She further stated that there were no collaborations between lecturers themselves; hence, it was difficult for them to share information and ideas.

Collaboration also needs to happen between teachers and parents of learners with hearing impairments; this seems not to be the case. Muiti (2010) revealed that parents do not give their learners necessary support to enable them to learn effectively. In addition, El-Zraigat and Smadi (2012) noted in their study that parents' involvement in the education of learners with hearing impairments is at the minimal level as many parents do not ask about their learners and when invitations are sent to the parents, nobody comes. Moffat (2011) suggested that through positive collaboration with families and teachers, teachers are encouraging the parents' voices to be heard.

2.5.7 Academic achievement
Learners with hearing impairments have difficulty with all areas of academic achievement, especially reading and mathematical concepts (Mpofu & Chimhenga, 2013). In his study

Moores (2009) indicated that the learners with hearing impairments fall academically far behind their hearing peers in inclusive classrooms. This is supported by Adoyo (2007) who indicated that there was dissatisfaction regarding the type of education that learners with hearing impairments received as they continued to lag behind their hearing counterparts in all academic achievements. The above is further affirmed by Desalegn and Worku (2016) who emphasised that learners with hearing problems were found to have lower average Grades than learners with normal hearing. Their findings is also supported by Musengi and Chireshe (2012) who point out that the learners with hearing impairments do not perform as well as the hearing learners academically.

According to Messaria (2002), most of the teachers teaching learners with hearing impairments stated that most of the learners with hearing impairments had low interest in some subjects. According to the response of the teachers, subjects in which learners with hearing impairments performed poorly were English, physics, chemistry and mathematics.

2.5.8 Inadequate knowledge and awareness

Haitembu (2014) argued that teachers lack knowledge on how to plan for unique needs and accommodate learners in their teaching strategies. Lack of information on Inclusive Education can lead to teachers not to have clue on how to treat learners with special educational needs. This in turn could mean that most of these learners might not be benefiting at all in the classroom. Hankins (2015) found that most participants in his study had little knowledge about deaf culture and did not consider that deaf people make up a separate culture.

2.5.9 Instructional methods, materials and support services
Teachers of learners with special needs, including those with hearing impairments face constant dilemmas regarding pace of teaching, seating arrangements and individual attention.

A study conducted by Stinson and Antia (2014) revealed that classroom teachers did not make sufficient accommodations to meet the individual needs of learners with hearing impairments placed in inclusive classes. In addition, teachers made limited adjustments in assignments, teaching routines, expectations and in utilising learners' targeted specialised remedial instruction. As a result, many learners with hearing impairments fall behind their hearing classmates.

Liu, Saur and Long (2009) reported that learners with hearing impairments in inclusive settings are experiencing a number of problems. These included the rapid rate at which tasks in the classroom were discussed, abrupt and quick turn taking in the discussions, rapid change of the conversational theme or topic as well as the high numbers of speakers involved in a group discussion. All these factors created difficulties in the control of the communication and resulted in the learners with hearing impairments not benefiting from the group discussion (cited in Adoyo 2007). Adoyo (2007) further stated that the inability of learners with hearing impairments to discuss and communicate academic issues easily in spoken language in an inclusive setting made group participation for them (even with an interpreter) difficult.

Adoyo (2007) further noted that although learners with hearing impairments have now and again cited difficulty in learning a second spoken language, there is fear that once learners with hearing impairments are placed in inclusive classroom, they would need to take a second language. In addition, learners with hearing impairments in an inclusive class may lack attention from the teacher as the number of learners in the inclusive classes is normally high. Musengi and Chireshe (2012) affirmed that the above findings that large class sizes and inflexible time-tabling did not allow for iindividualised attention. Learners with hearing impairments are frequently ignored by the inclusive teachers throughout the lesson, and are unable to change the pace of instruction or explanation in order to catch up (Bower 2006).

This reasoning was supported by Powers (2002) who noted that a large majority of the learners with hearing impairments remain in inclusive classes without special support and this was especially true for secondary school learners. In agreement with this, Smith (1999) stated that learners with hearing impairments complained that teachers moved through the class lessons too quickly and seemed to treat learners with hearing impairments as if they can hear.

Messaria (2002) stated that learners with hearing impairments in inclusive settings reported that they had problems in hearing and in verbal language which made it difficult for them to understand subjects which required wide readings. They further reported that their teachers did not know sign language and sometimes they taught their teachers the language. However, almost all their teachers used lecture methods only. Most of the teachers were not aware of the presence of learners with hearing impairments. The speech or language problem obstructed them from asking questions in class even when they did not understand a point. Due to big class sizes, teachers noted that sometimes they forgot even the presence of learners with hearing impairments.

Skrebneva (2010) noted that learners with hearing impairments generally demonstrated poorer concentration than hearing learners, particularly in situations in which they were likely to be distracted. They were more easily susceptible to visual disruptions from activities going on around them and this hindered them from gaining information in the class.

Furthermore, Skrebneva (2010) found in her study that the teachers agreed that learners with hearing impairments generally have poor reading skills, because they learn reading by sight and not by phonics. Due to their hearing loss, these learners might not have had much exposure to conversational interaction. This hampered the enrichment of their experience and understanding of linguistic forms.

2.5.10 Challenges related to interpreters

A study conducted by Reilly (2004) stated that learners with hearing impairments received incomplete information because the interpreters were not skilled. Lack of good sign language interpreters is a typical problem in many schools. Similar findings were found by Samuel (2017) who pointed out that Sign language interpreters usually wrongly interpreted what teachers were teaching because in addition to their limited Sign language vocabulary, they lacked the required subject content knowledge. Kigotho (2016) supported the above findings by indicating that teachers from his study felt that lessons would be richer if the interpreter had basic content knowledge because familiarity with the content may lead to more appropriate sign selection and few misinterpretations.

Adu (2016) stated that since their main source of information at the lecture hall was dependent on their interpreters, if the interpreters were absent, the learners left the lecture because they did not see the need to be at a lecture where they would not benefit. The learners further stressed that they were not informed about pertinent issues such a change in venue and time of some lectures when their interpreters were absent.

2.6 Resources, infrastructure and teaching strategies to support inclusion of learners with hearing impairments in inclusive schools

Inclusive education is concerned with removing all barriers to learning and enhances the participation of all learners vulnerable to exclusion and marginalisation. It is a strategic approach designed to facilitate learning success for all learners. It addresses the common goals of decreasing and overcoming all exclusion from the human rights to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all (UNESCO, 2000).

To facilitate the implementation of inclusive education for learners with hearing impairments, support services, school infrastructures, resources and teaching and learning materials should be in place as they influence successful implementation of inclusive education. Berg (2004) concluded that the success of inclusive education depends upon administrative support, available resources, adequate time to plan and prepare and the appropriate training for teachers that they received to put into practice an effective inclusion programme in schools.

2.6.1 Infrastructure

To make the implementation of inclusive education successful, attention should be given to the physical environment of the school to make sure that the school is ready to accommodate learners with different impairments in which learners with hearing impairments are included. The physical environment includes factors such as classroom spaces, classroom infrastructure, and arrangement of furniture, level of noise, class size, classroom displays and resources. It is critical for teachers to consider these factors when trying to meet the learning needs of their learners (Guidelines for responding to learner diversity, 2011).

For instance, learners with physical disabilities require changes to be done to allow easy mobility. The physical environment must be redesigned to accommodate successful inclusion of learners with physical disabilities. According to Johnson and Seaton (2012), the classrooms where learners with hearing impairments are accommodated should have noise/reverberation reduction such as carpets and other sound absorption materials. There should be special lighting, room design modifications and flashing fire alarms/smoke detectors that learners with hearing impairments can see whenever there is danger or an emergency.

In adding, Bashier (2005) and Gulhane (2014) noted that the school environment is very important in the successful implementation of the inclusion of learners with hearing

impairments. To achieve this, classrooms should be sound-treated to reduce background noise by installing a carpet or a mat on the floor. Furthermore, structures of the classroom should be such that they do not impose any barrier to the teaching and learning process.

Mayumbelo (2006; p.68) stated that "the necessary facilities, infrastructure and other resources (including smaller classes) be put in place before inclusive education is implemented, and they also believed that the change process to inclusive education would be an expensive exercise."

2.6.2 Resources
Learners with hearing impairments, just like any other learners should access the curriculum without barriers for them to reach their educational potential. The teaching and learning materials should be made available for teaching learners with hearing impairments. This is because learners with special needs including learners with hearing impairments require specialised equipment and adaptations to succeed in school. Inadequacies in basic facilities limit the enrolment of the learners with disabilities in inclusive schools hence affecting the success of inclusive education (Nyabuto, 2014).

According to Mpofu and Chimhenga (2013), teachers can use different equipment, including overhead projectors, bulletin board, computers and televisions. Furthermore, the above researchers also indicated that teachers can also make use of materials such pictures, illustrations, slides, computer graphics and films with captions.

2.6.3 Teaching strategies

It is important to note that learners with hearing impairments mostly rely on visual cues for their teaching and learning process. With picture displays, memory remains fresh and recall of information is facilitated. Ewa, Olayi, Ashi and Agba (2015) conducted a study which was designed to ascertain the effectiveness of the use of drama as a teaching and learning strategy

for the learners with hearing impairments. The results of the study revealed that learners with hearing impairments exposed to the use of drama and picture method perform better with high means score than their counterparts in the control group. Furthermore, drama creates awareness and creativity in the life of learners with hearing impairments which foster personal development. It is against this that, Ewa et al. (2015) recommended the use of drama in teaching learners with hearing impairments at all levels in the inclusive classroom settings.

In another study, Luckener, Slike and Johnson (2012) examined how learners with hearing impairments could be assisted to succeed. Their findings concurred with that of Ewa et al. (2015) that the use of overhead projectors, smart boards and other visuals provides visual supplements to spoken messages which help learners with hearing impairments to recall fast the information learned. He further recommended other teaching strategies that helped learners with hearing impairments to succeed. These include looking at the learners with hearing impairments directly when addressing or conveying a message to them and not to look at the interpreter. This creates a sense of belonging in learners with hearing impairments. Secondly, when teaching learners with hearing impairments, the teacher must provide sufficient wait time. This will allow these learners to think and respond to the question posed or make other contributions.

Shahminan (2012) conducted a study on a critical exploration of learners with hearing impairments' underachievement in Brunei Darussalam. The results revealed that learners with hearing impairment were provided with iindividualised or small group learning support to develop their language competency and communication skills. This provided them with the necessary learning support to access the curriculum. In support of the above findings Powers (2002) stated that appropriate opportunities for small group or individual tutorial work help learners with hearing impairments to access the curriculum.

When teaching learners with hearing impairments, it is important that teachers should directly face learners with hearing impairments. In support of the above, Vermeulen, Denessen and Knoor (2011) on teachers' classroom practices and their beliefs and emotions regarding the inclusion of learners with hearing impairment in inclusive secondary school, found that during class instructions, most teachers were aware of the need of the learners with hearing impairments to be able to read lips, and they looked often in the direction of the learners with hearing impairments when addressing the class.

2.6.4 Other support
Hadjikakou, Petridou and Stylianou (2005) suggested the following strategy in support of inclusive education for learners with hearing impairments: conducting in-service training for teachers dealing with learners with hearing impairment. This on-going in-service training for staff development will equip classroom teachers with the necessary skills to become resource teachers of learners with hearing impairments. Furthermore, in this training micro-teaching with learners with hearing impairments is undertaken to assist teachers in their work. Teachers are given advice on skills and knowledge on how to modify classroom activities and apply differentiation in the curriculum. If teachers are equipped with the necessary knowledge and skills, they are able to meet the learning needs of learners with hearing impairments.

A study conducted by Safder, Akhtar, Fatima and Malik, (2012) revealed that to overcome communication barriers, teachers should be encouraged to learn sign language with the help of learners with hearing impairments, their colleagues and above all by attending training workshops and refresher courses on sign language. Moreover, the concept of inclusive education should be incorporated in the curriculum of all teacher training institutes and colleges.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter presents with the methodological and logistical issues of the study. Included are descriptions of the research design, population, sampling techniques, research instruments and data collection procedures that were used when conducting the study. Also included in this chapter is a discussion of the methods used to analyse the data. In addition, the chapter describes ethical considerations which were taken into account when conducting the study.

3.2 Research design

The study was based on the qualitative research design. Gay, Mills and Airasin (2011, p. 12) stated that "qualitative methods are used in research that is designed to provide an in-depth description of a specific programme or setting." Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings such as "real world setting where the researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2001, p. 39). Furthermore, the qualitative approach allows the researcher to make knowledge claims based primarily on a constructivist perspective, multiple meanings of individual experiences as the researcher interacts with those they study (Cresswell, 2014). This approach was selected as it allowed the researcher to interact with selected learners, teachers and parents/guardians.

There are many types of qualitative research. The study employed the phenomenological approach. According to Gay, Mills and Airasin (2011, p. 629), "a phenomenological approach is a qualitative approach in which the researcher focuses on capturing the experience of an activity or concept from participants' perspectives." The phenomenological

approach was appropriate for this study since the researcher intended to obtain data regarding lived experiences of learners, teachers and parents on benefits and challenges of including learners with hearing impairments in inclusive secondary schools. This design allowed the researcher to understand the experiences from the learners' and their teachers' and parents' points of view (Gay, Mills & Airasin, 2011; Cresswell, 2003).

3.3 Population

Creswell (2014) defined population as a group of individuals who have the same characteristics. The population of this study comprised teachers teaching learners with hearing impairments at the two inclusive schools in Khomas and Oshana Regions, as well as all learners with hearing impairments attending the two schools. In addition, parents or guardians of learners with hearing impairments also formed part of the population.

3.4 Sample and sampling procedures

Sampling refers to the method used to select a given number of people from a population (Mertens, 2010). This study made use of a non-probability sampling technique. The schools were selected through the purposive or purposeful sampling strategy. Purposive or purposeful sampling is a process of selecting a sample that is believed to be rich in information needed for the study. There are different purposive or purposeful sampling strategies. The criterion sampling strategy was used to select the two schools, learners with hearing impairments, teachers at the two inclusive schools and parents or guardians of the learners. A sample is a subgroup of the target population that the researcher plans to study (Creswell, 2014). Specifically, the sample of this study consisted of six teachers from each of the two schools who were teaching learners with hearing impairments and five learners with hearing impairment. Only four learners participated in the study as the fifth learner was not yet back

at school at the time of data collection. An effort to get hold of the learner was made but the researcher was not successful. Five parents or guardians of these learners were also part of the sample. In total 21 participants took part in this study.

Table 1 provides the biographical variables of the learners with hearing impairments who participated in the study.

Table 2 provides the biographical variables of the teachers who participated in the study.

Table 3 provides the biographical variables of the parents who participated in the study.

Table 1: Biographical characteristics of learners with hearing impairments

Characteristics	Category	Number	%
Sex	Male	2	50
	Female	2	50
Age	19	2	50
	21	2	50
Degree of hearing loss	Deaf	4	100

Table 1 provides the number and percentages frequency of learners with hearing impairments who participated in this study. There were two females and two males thus making each gender to be equally represented by 50% each.

Responses pertaining to age range showed that the participant's age ranged between 15 and25 years with two learners raging between 15 and 20 (50%) and the other two between 20 and 25 (50%). Age group in this group of participants was represented equally.

On the degree of hearing loss for learners with hearing impairments at the inclusive schools, the entire sample of learners indicated that they are deaf.

Learners' background information as given by the parents/guardians

The following excerpts are taken from parent's responses.

L01 was born deaf and the guardian did not know the cause of her deafness. After finding out that she was deaf, they never went to a doctor nor tried to seek any counselling as they accepted the God-given gift and felt there was nothing that they could do. When she reached the age of schooling (seven years), they took her to Eluwa special school where she started pre-primary school and stayed until she completed Grade 10. The guardians and parents get to visit her from time to time as she only gets to go home during weekends and school holidays. The communication between her and the parents had not been easy because the parents do not know sign language. The parents mostly communicated through informal sign language and by writing to each other.

L02 was born as a normal, healthy child. When she was about four years old she got sick. The sickness led her not to speak again. Upon examination at the hospital, she was diagnosed with water in her spine causing her to be weak and this condition led to her deafness. It was not easy for the parents to see their child not talking as they had no clue about how to communicate with her and solely depended on pointing to things and using some signs to communicate with her. That was very difficult as there were a lot of misunderstandings. The parents received some counselling from a certain nurse in the hospital who suggested to them to take the child to Eluwa special school so that she could start school. She then started school at Eluwa and it was difficult for her to settle in as she knew nothing about sign language.

L03 was born hard of hearing because at his early age, he could hear a little, but he never said a word. The parents realised his condition when he reached the age when a child is supposed to start talking and he was just quiet but when you called him loud, he would respond by

looking at you. "We did not hear his voice!" related the mother. The parents decided to take him to the hospital and the doctor confirmed that he was deaf. He became deaf when he was seven years old. The parents did not receive any counselling, but believed that what God gave them could not be thrown away. He started school at Engela deaf school but could not cope well; he then stayed out of school for two years and later the parents enrolled him at Eluwa special school. L03 can lip read and that is how he communicates with the people at home as they cannot sign even though they have received some classes for sign language at a training Center in Engela.

L04 was born deaf. The mother came to notice this while he was a baby. He did not react to any excessive noise as a normal baby would do. It became a concern to her as the baby never had any kind of sickness. She then took the baby to a specialist doctor who confirmed that he was deaf. Even though it felt like a joke, the mother was very disappointed and hurt to know that she will never be able to hear his son talking. She did not receive professional counselling but she appreciated the motivation and encouragement from her supportive family. Communication was a problem when he was young, but after he started school and learned sign language, they communicated through sign language and wrote down on piece of paper for difficult things. He started school at a school for Hearing Impaired NISE from Grade 1 to 10. He loved school and always looked forward to go back to school after the holiday.

Table 2: Biographical characteristics of teachers

Characteristics	Category	Number of participants	%
Sex	Male	3	25
	Female	9	75
Age	20 - 30	3	25
	31 - 39	4	33.3
	40 - 49	4	33.3
	50 – 59	1	8.3
Qualification	Advanced Diploma	1	8
	BETD	2	25
	B. Education	6	50
	B.Ed. Honours	3	17
Training on Special/ Inclusive Education	yes	1	8
	No	11	91.6
Number of Learners with hearing impairments at school	School A	1	20
	School B	4	80
Grades	11	1	20
	12	4	80

Table 2 provides the number and percentage frequency of teachers who participated in this study. There were more female teachers (75%) in this study than male teachers (25%). The teachers' age range was between 26 and 59, with majority of teacher respondents aged between 31and 39 (33, 3%) and between 40 and 50 (33, 3%).

In terms of qualifications, all teacher participants had qualifications in teaching. The highest qualifications obtained are BETD. B.ED and BED Honours, and the majority of teachers are B. Ed Honours holders (50%). Although all teacher participants were qualified teachers, most participants (91.6%) did not receive any training in special/inclusive education except one teacher (8%) who has received training in special education. The majority of teachers indicated that they attended workshops lasting one day or two days just for basic hints on how to deal with learners with hearing impairments. In their view, this time is insufficient for

them to get skills on how treat learners with hearing impairments in the teaching and learning process.

On the question of how many hearing learners are enrolled at the schools, the findings show that there was one hearing impaired learner (20%) enrolled at Cosmos High School in Grade 11 and four learners with hearing impairments (80%) enrolled at Mweshipandeka High School in Grade 12.

Educational placement at the schools

Participants were asked about how learners with hearing impairments were enrolled in the schools. Most teachers were not in a position to answer this question, but rather said that the Ministry of Education, Art and Culture brought them to schools. The schools were chosen as pilot schools for inclusive education for learners with hearing impairments. The researcher observed that the proximity of the schools to neighbourhoods with special schools of hearing impairment might have an influence in placing learners with hearing impairments at these two inclusive schools.

Table 3: Biographical characteristics of parents/guardians

Characteristics	Category	Number of participants	%
Sex	Female	5	100
Age	35 and younger	2	40
	36 -40	1	20
	41 -45	1	20
	55 and older	1	20

Table 3 provides the number and percentage frequency parents/guardians who participated in this study. Parents/guardians that participated in this study were all females. The parents/guardian participants vary in age with two parents/guardian aged 35 and younger

(40%) and the rest of the parents fall under the age groups 36-40, 40-45 and 55 and older which is 20%.

3.5 Research instruments

To gather data the researcher conducted semi-structured interviews, prepared observations and made use of document analysis. Cohen, Manion and Morrison (2005) define an interview as a two-person conversation initiated by the interviewer for the purpose of attaining research objectives of systematic description, prediction or explanation. This implies that the researcher had time to interact with each of the participants to gather the benefits and challenges of inclusion for learners with hearing impairment and probed their responses by asking for clarification or explanation.

Three interview guides were used to collect data and all interviews were video recorded. The researcher used one interview guide for the learners, one interview guide for the teachers and a third one for the parents. Each of the three interview guides was made up of four sections. The first section covered biographical information of participants; the second section sought information regarding the benefits of inclusion; the third section required information about the challenges of inclusion; and the fourth section was about academic and social strategies that may have been used to support learners with hearing impairments in the two inclusive schools.

Informal observations were carried out during school hours to observe interactions between learners with hearing impairments and their hearing peers as well as with their teachers. The observation included among other things, how the teachers, hearing learners and learners with hearing impairments interacted; how teachers, hearing and learners with hearing impairments communicated and how the learners with hearing impairments behaved during break time and in other activities. Furthermore, the document of Education Sector Policy on Inclusive

Education was analysed. Figueroa (2008) has proposed an innovative way of using qualitative methodology in document analysis to develop insights about human social worlds through an analysis of audio-visual materials including documentaries that may depict issues or problems of people in real time. The document analysed helped in answering the research question regarding the benefits of including learners with hearing impairments in inclusive schools.

3.6 Data collection procedures

After obtaining the permission letter from the University of Namibia, the researcher wrote a letter to the Permanent Secretary of the Ministry of Education, Arts and Culture to request permission to carry out the study in the selected two Education Regions. The permission letter from the Permanent Secretary was then forwarded to Directors of Education in the two Regions. The two Directors of Education informed Principals of the selected schools in their respective Education Regions about the research project which focused on the benefits and challenges of including learners with hearing impairments in inclusive schools.

The day prior to the commencement of the interviews, teachers and learners were gathered for a briefing on the procedures of the interview process. During this session, the purpose of the study was explained, and the letters of consent were signed by participants to indicate their willingness to participate in the study. Parents/guardians of learners were also called telephonically to give consent regarding their learners. The researcher then asked the teachers and learners the date and time during the week that suited them to be interviewed. On the day of the scheduled interview, the researcher engaged in the interview process with the scheduled participants. The interviews were video recorded. The interviews took place when the teachers and learners were free during school hours as well as after school. This was arranged so that there was no interruption of classes. The researcher made use of an

interpreter to carry out the interviews with the learners with hearing impairments. The learners' responses were transcribed in written form for later analysis. Apart from interviews, informal observations were also made during lessons and during break time. An observation checklist was used to carry out the observation and notes were taken.

3.7 Data analysis

Data collected from interviews and observations were analysed by using qualitative phenomenological data analysis techniques. This included transcribing and categorising the responses. Since the interviews were recorded, the researcher listened to the interview recordings and transcribed all the interviews. Thereafter the researcher read through the transcribed data to find meanings. The data were then coded; patterns and themes were identified according to themes that emerged from the collected data as well as those of the research questions. The findings were then presented under the three research questions. These were questions regarding benefits, questions regarding challenges as well as questions regarding the support that learners with hearing impairments were given. Responses were presented in tabular form. After the analysis, the data were interpreted. The data collected through observations were clustered into themes and interpreted in order to build up a picture of the phenomena observed. In addition, the data collected through document analysis were analysed using the qualitative content analysis. A qualitative content analysis is a "research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p.1278). One document, Education Sector Policy on Inclusive Education was analysed.

Table 4: An example of Open Coding – Main theme: Benefits

Extract from Interviews	Categories	Sub-themes
T08: Inclusive education is beneficial in a sense that no one is discriminated or isolated. All learners have the right to education and to be taught at a school of their choice.	HIL not discriminated/ isolation Equal treatment	Inclusivity in school
T07: Hearing learners and teachers learn how to accept and work with people that are different from them. They will also help the learners with hearing impairments to achieve academically.	Acceptance Peer/ teacher support	
T09: Having learners with hearing impairments in my class allowed me an opportunity to try out with new teaching methodologies and it made me aware of diverse teaching practices, although some methodologies don't turn out to work, I believe I am trying my best.	Teaching methods improved	Teacher empowerment
T07: I also believe that we as teachers, we are learning how to collaborate with each other (even though we don't do we that often) as we try to find solutions from each other when we are faced with difficulties in teaching these learners.	Teacher collaboration	
T06: The benefit is that they get to learn exactly what other learners are learning because the teacher only having one lesson even though probably the lesson is also considering those with special needs but at least they are all getting the same information at the same time.	Equal learning opportunities	Academic benefits
T10: I think learners with hearing impairments who are included in inclusive schools have high chance of excelling academically than those in special schools because of the exposure they get in inclusive schools.	Competition	
T05: One of the benefits of inclusive education for learners with hearing impairments is that it helps the learners to interact with hearing learners which as a result improve the self-confidence of learners with hearing impairments.	Social interaction Self confidence & independence	Social benefits
T09: Interacting with hearing learners and learn from others. Teach other learners how to accept and cope with learners with hearing impairment and other disabilities. I think this is helping them to accept and appreciate the notion of human diversity and as a result helping them to build long lasting relationships with each other and hearing learners also learn sign language.	Social interaction Acceptance Social relationships Hearing learners learn sign language	
T04: Learners with hearing impairments are being socially integrated with their peer in inclusive schools which I believe will allow learners with hearing impairments to cope with social relationships later in life.	Preparation for wider society/ community	Preparation for after school life
T11: They try to do what other learners are doing the one that speaks in class, also accommodating things that deaf learners cannot do on their own in a sense that they are picking culture for learners that hear and speak instead of just sticking to what they already know.	Exposure to hearing environment Cultural sensitivity	
T02: The hearing learners have started to sign and communicate with hearing impaired whether in the classroom or outside the classroom so some of them have learned sign language which is a benefit to them.	Improved communication Hearing leaners learn sign language	Hearing learners benefit
T08: The inclusion experience gives a vast opportunity for learners without hearing impairment to learn from and interact with their peers with hearing impairment and allow learners without hearing impairment to realise and accept the idea of including learners with hearing impairments in inclusive classes.	Social interaction Deaf awareness	
T04: Apart from the information they get form their teachers and interpreters, they also get extra information from other classmate that are hearing.	Peer support/ sharing information	Academic support from hearing learners

Tables 5 to 7 below illustrate the themes, sub-themes as well as categories aimed to answer the three main research questions.

Table 5: Presentation of Main themes, Sub-themes and Categories of Coded Responses for Learners with hearing impairments

Main themes	Sub-theme	Categories
1. Benefits	Academic support from hearing learners	Peer support/Peer tutoring
	Socialisation opportunities	Peer socialisation/ Acceptance in the society; Peer interpersonal relationship; Enhanced communication
	Better academic opportunities	Acquisition of more knowledge; Transition preparation to tertiary institutions
2. Challenges	Limited skills and knowledge of teachers on teaching learners with hearing impairments	Teachers training/ Limited skills and knowledge on teaching learners with hearing impairments; Limited skills and knowledge on deaf culture among teacher
	Lack of accommodation by teachers	Confusion due to divided attention (teacher and interpreter); Lack of adjustment, modification, accommodation and adaptation; Lack of accommodation; Teaching pace
	Poor academic support	Limited attention/poor attention from teachers; Insufficient explanations; Lack of interaction in group work/ Limited access to group discussions; Limited /inappropriate resources
	Problems with interpreters	Insufficient interpretation; Interpreter absenteeism; Interpreter inconsistency; Limited subject expertise from interpreters
	Lack of interaction/ socialisation with hearing learners	Lack of interaction; Bullying / teasing; Exclusion from social activities; Isolation; Language barrier
	Lack of parental involvement	Parental involvement/support
3. Strategies	Teacher support	Teacher-interpreter coordination; After school support from teachers
	Interpreter support	Interpreter initiative offering after school support
	Teaching aids and methods	Use of teaching aids; Seating arrangement; Varied teaching methods

Table 6: Presentation of Main themes, Sub-themes and Categories of Coded Responses Teachers

Main themes	Sub-themes	Categories
1. Benefits	Inclusivity in school environment	Acceptance; Sense of belonging; HIL not discriminated/ isolation /equal treatment
	Teachers empowerment	Teachers learn sign language; Teaching methods improved; Teacher collaboration
	Academic benefits	Equal learning opportunity; Competition
	Social benefits	Improved communication; Social interaction; Self-confidence and independent ; Lip-reading skills
	Preparation for after school life	Preparation for wider society/community; Exposure to hearing environment; Cultural sensitivity
	Hearing learners benefits	Hearing learners learn sign language; Deaf awareness
	Academic support from hearing learners	Peer tutoring; Sharing information; Peer support
2. Challenges	Teachers raining	Lack of knowledge and skill from teachers; Marking difficulties
	Quality of sign language interpretation	Interpreters have poor or limited subject knowledge; Misinterpretation of information; Interpreters absenteeism
Lack of science terminology signs in sign language
	Educational modification	Adaptation, modification and accommodation
	Lack of interaction and participation	Poor communication/ Communication barrier or breakdown; Poor participation in class; Participation in extra mural activities; Group work participation
Isolation /social exclusion
Fear
	Academic performance	Poor performance; Poor performance in English; Poor written work; Poor reading and writing; Learner's assessment
	Teaching and learning process	Time consuming/Limited time allocation
Individual support; Teacher's mobility
Insufficient teaching and learning
	Lack of support system	Lack of support
Lack of parental support ; Lack of collaboration
	Inclusive environment preparation	Transition preparation
3. Strategies	Classroom management	Use of visual aids; Seating arrangements
Teaching pace; Teaching method
	Interpreter service	Use of competent interpreter in specific subjects; Teacher-interpreter coordination or collaboration
	Extra classes	Remedial classes; Accommodation
Adjustment

Table 7: Presentation of Main themes, Sub-themes and Categories of Coded Responses Parents

Main themes	Sub-themes	Categories
1. Benefits	Inclusivity in school environment	Inclusion /Sense of belonging; Acceptance; HIL not discriminated
	Support from hearing learners	Peer support
	Academic benefits	Motivation to learn; Competition
	Socialisation opportunities	Peer relationship; Social skill improved; Adaptation to society
	Parental involvement	Parental support
2. Challenges	Lack of interaction	Communication barrier; Limited interaction; Poor relationships ; Poor Social inclusion; Bullying
	Teachers training	Lack of training
	Academic achievement	Poor academic achievement
	Classroom environment	Lack of teaching and learning materials; Lack of attention Adaptation to society
	Parental involvement	Parental support
	Challenges with interpreters	Poor interpretation
	Difficulties adapting to workload	HIL not coping with the schoolwork
3. Strategies	Classroom management	Classroom setting
	Support to HIL	Peer support; Parental support

3.8 Research ethics

The researcher considered ethical issues involved in the study. Foremost, access to schools was gained by obtaining permission from the Ministry of Education, Arts and Culture, Directors of the two selected Education Regions as well as from the two selected inclusive schools. The researcher explained the purpose of the study to the participants and gained consent from them by asking them to sign consent forms before the commencement of their participation in the study. For learners with hearing impairments, consent was also obtained from their parents. It was also explained to learners with hearing impairments that an interpreter would be used to interpret since the researcher was not fluent in sign language. The participants were also informed that participation in the study was voluntary and that they could withdraw from it at any time they felt the need to do so.

 The participants were also assured that all data collected from them would be treated as confidential and that to protect their privacy, names would not be revealed. The researcher made use of codes to protect the identities of the participants. The researcher spent some time with the learners before the interviews started in order to create familiarity between her and the learners and to develop trust and rapport. This minimised fear amongst the learners to participate. The participants were involved in choosing the appropriate place for the interviews within the school premises as they all chose to be interviewed within the school premises. This was done to provide them a sense of protection and safety.

CHAPTER 4
RESEARCH RESULTS

4.1 Introduction

In this chapter, the researcher presents the research results according to the main research questions. Data were collected through three different methods of data collection namely: interviews, observations and document analysis. The results collected through the interviews will be presented first, followed by the results collected through the observation checklist and lastly document analysis. The results reported by the learners will be presented first. This will be followed by the results reported by the teachers. Lastly, the results reported by the parents will be presented. Results collected through observations and document analysis are presented were applicable under each group of participants namely; learners, teachers and parents/guardians.

4.2 RESULTS REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS WITH HEARING IMPAIRMENTS

Learners with hearing impairments were asked to share the benefits they are experiencing in inclusive schools. In this section the researcher presented the research results according to the sub-themes and categories, in each case providing narrative examples. The following sub-themes were noted: Academic support from hearing learners; Socialisation opportunities and better academic opportunities. The benefit on socialisation opportunities emerged to be the highest as it was rated with 50% followed by better academic opportunities by 29% and academic support from hearing learners being rated low (21%). (See, Table 8).

Table 8: Sub-themes on benefits: Learners

Types of benefits	N	%
Academic support from hearing learners	3	21
Socialisation opportunities	7	50
Better academic opportunities	4	29
Total	**14**	**100**

4.2.1 Sub-theme one: Academic support from hearing learners

The category identified under this sub-theme was: Peer support/Peer tutoring. The category identified received 100% (See Table 9).

Table 9: Sub-theme one category

CATEGORIES	N	%
Academic support from hearing learners		
Peer support/Peer tutoring	3	100

Peer support/Peer tutoring

The responses given revealed that learners with hearing impairments in inclusive schools received support and help from hearing learners. The following excerpts could best illustrate the benefits learners with hearing impairments experience in inclusive schools:

L01: *"Hearing learners help explain to us even in the afternoon."*

L02: *"There are hearing learners that I can call my friends because they help me to tell me that it's time to go the next class when there is no interpreter."*

4.2.2 Sub-theme two: Socialisation opportunities

Another benefit that emerged is that of social opportunities where learners with hearing impairments are connected to the hearing world and interact with hearing learners and teachers. The categories that emerged were: peer socialisation/ acceptance in the society, peer interpersonal relationship and enhanced communication. Peer socialisation seemed to be the one that received the most response with 71%, while peer interpersonal relationship and enhanced communication received 14% each (See Table 10).

Table 10 : Sub-theme two categories

CATEGORIES	N	%
Socialisation opportunities		
Peer socialisation/ Acceptance in the society	5	71
Peer interpersonal relationship	1	14
Enhanced communication	1	14
Total	**7**	**100**

Peer socialisation/ Acceptance in the society

The majority of learners indicated peer socialisation/acceptance in society as one of the benefits when in inclusive schools. Some of the learners indicated that:

L02: *"To be in inclusive school, helps me to know some hearing learners which might make it easier for me to deal with hearing people outside school."*

L04: *"The hearing learners share with us the stories that they hear and see on radio and television and it is good that we learn how to be in classes with other people that can hear because that is the real world."*

Peer interpersonal relationship and enhanced communication

The second and third category had the same value of 14% of learners. The second category was that of peer interpersonal relationships. One learner said:

L01: "*The other benefit is I can make more friends with hearing learners and get to be with them and see the things they do after school.*"

The third category was that of enhanced communication. A learner said:

L01: "*We learn how to communicate with the hearing learners and the hearing learners they could learn sign, we could learn from each other.*"

4.2.3 Sub-theme three: Better academic opportunities

Another benefit mentioned by the learners with hearing impairments is that inclusive education allows them to experience better academic opportunities. Learners' responses were put in to two categories: acquisition of more knowledge and transition preparation to tertiary institutions. The two categories were rated equal, 50% each (See Table 11).

Table 11: Sub-theme three categories

CATEGORIES	N	%
Better academic opportunities		
Acquisition of more knowledge	2	50
Transition preparation to tertiary institutions	2	50
Total	4	100

Acquisition of more knowledge

Half of the learners highlighted this category. Some of the responses are illustrated in the following excerpts:

L01: *"I just want to say again here we learn more information than what we used to learn at special school."*

L03: "*We learn more information than what we use to learn at special school.*"

Transition preparation to tertiary institutions

Fifty percent of the learners indicated this category as part of academic opportunities. Their opinions were reflected in the following remarks:

L02: *"The benefit I think to be taught in inclusive classes provides us with better learning to prepare us for higher study such as going to tertiary institutions."*

L04: *"I think to be taught in inclusive classes provides us with better learning to prepare us for more higher study such as going to universities."*

4.3 RESULTS REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

Teachers were asked to share the benefits that the learners with hearing impairments have in inclusive schools. In this section the researcher presented the research results according to the sub-themes and categories in each instance. The following sub-themes emerged: inclusivity in school environment; teachers' empowerment; academic benefits; social benefits; preparation for after school life; hearing learners' benefits and academic support from hearing learners. The highest rated benefit by the teacher was inclusivity in the school environment (28%); 17% of teachers reported on teachers' empowerment, followed by the category of hearing learners' benefit (15%), preparation for after school life (14%), social benefits (10%), academic support from hearing learners (9%), while academic benefits was rated 6% (See Table 12).

Table 12: Sub-themes on benefits: Teachers

Types of benefits	N	%
Inclusivity in school environment	27	28
Teachers' empowerment	17	17
Academic benefits	6	6
Social benefits	10	10
Preparation for after school life	14	14
Hearing learners benefits	15	15
Academic support from hearing learners	9	9
Total	**98**	**100**

4.3.1 Sub-theme one: Inclusivity in school environment

The teachers' responses revealed that inclusive schools ought to have a supportive environment for the learners with hearing impairments to feel accepted and feel as part of the school community. The responses were classified in the following categories: acceptance; sense of belonging; learners with hearing impairments not discriminated/ isolation /equal treatment. The category of acceptance and discrimination received the highest responses of 44%, while sense of belonging was rated 11% (See Table 13).

Table 13: Sub-theme one categories

CATEGORIES	N	%
Inclusivity in school environment		
Acceptance	12	44
Sense of belonging	3	11
HIL not discriminated/ isolation /equal treatment	12	44
Total	**27**	**100**

Acceptance and learners with hearing impairments not discriminated/ isolation /equal treatment

The first and the third categories had the same value of 44% of teachers. Acceptance was the first category. Some excerpts expressed were:

T01: *"The learners with hearing impairments will be accepted as a normal situation."*

T03: *"Since normal people tend to have a negative attitude towards any person with type of impaired hearing learners will learn how to be open to people with disabilities and make them aware that there are such people and learn to accept them as well."*

T09: *"Teach other learners how to accept and cope with learners with hearing impairment and other disabilities. I think this is helping them to accept and appreciate the idea of human diversity."*

The third category was that of learners with hearing impairments not discriminated/ isolation /equal treatment. Teachers expressed their feelings as follows:

T04: *"It is a good thing because we are not discriminating, they are not incriminated, they are part of the stream, and they are learning everything that the other hearing learners are learning."*

T05: "In general or….*for them to feel that they are not discriminated should be a good…a what, it must be good to them a feeling that they are also seen like everybody else they are not taught separately from the rest of the kids."*

T11: *"Inclusive education eliminates discrimination as learners with hearing impairments are included in inclusive schools irrespective of their sensory differences they still have equal rights with their hearing peers."*

Sense of belonging

Sense of belonging was the second category. Some teachers' individual responses were:

T12: *"Personally it is a good idea to integrate them with other learners so that they can feel like they are part and parcel of the community."*

T04: *"Yes, they are benefiting in the sense that the learners with hearing impairments tend to feel free when they see that other learners accept them despite their disabilities.*"

4.3.2 Sub-theme two: Teachers' empowerment

According to the teachers' responses, the teachers also felt that the inclusion of learners with hearing impairments has brought some positive changes in the way they conduct themselves and lessons. The categories in this sub-theme were identified as follows: teachers learn sign language; teaching methods improved and teacher collaboration. Teachers learning sign language came out to be the main category with the most responses (59%). On the other hand, the teachers also mentioned that their teaching methods improved (35%) while teacher collaboration was rated 6% (See Table 14).

Table 14: Sub-theme two categories

CATEGORIES	N	%
Teachers empowerment		
Teachers learn sign language	10	59
Teaching methods improved	6	35
Teacher collaboration	1	6
Total	**17**	**100**

Teachers learn sign language

Over fifty percent of the teachers indicated this category as part of teachers' empowerment. Teachers had the following to say:

T04*: "Yes, teachers also benefit, like I said we learn the sign language that I can also use to communicate with them or other deaf people in the community."*

T02" *We as teachers we are also benefiting because we are learning sign language."*

Teaching methods improved

The responses given revealed that teachers use different teaching methods in their classes. The opinions expresses by teachers are summarised as follows:

T02: *"The teachers also benefits as inclusion just broaden you up to other teaching methods and because now we have to real try and reach out a learner who will not grasp the content the same way the other learners will."*

T07: "*The inclusion of learners with hearing impairments changed the way I teach. I now in my class bring in a variety of teaching styles with a hope to accommodate learners with hearing impairments. The problem is that I don't know which one is suitable as I have no knowledge on how to teach learners with hearing impairments.*"

T06: "*I think inclusion also allowed me to look out for different teaching methods since I now even make use of flipcharts to illustrate."*

Teacher collaboration

The third category was that of teacher collaboration. A teacher indicated:

T07: *"I also believe that we as teachers, we are learning how to collaborate with each other (even though we don't do we that often) as we try to find solutions from each other when we are faced with difficulties in teaching these learners. We either engage collaboration with teachers at the school or teachers at other schools like special schools."*

4.3.3 Sub-theme three: Academic benefits

Teachers express their beliefs about academic benefits. Two categories were identified in this sub-theme: equal learning opportunity and competition. According to Table 16, equal learning opportunity has received the highest responses with 67% while competition rated 33% (See Table 15).

Table 15: Sub-theme three categories

CATEGORIES	N	%
Academic benefits		
Equal learning opportunity	4	67
Competition	2	33
Total	**6**	**100**

Equal learning opportunity

The results revealed that being in inclusive school benefits learners with hearing impairments academically as they become more academically advanced than when taught in special schools. Individual teachers had this to say:

T03: *"Maybe they benefit by getting to Grade 12 since they are having opportunity to go until Grade 12 and if they pass they go of course to university."*

T10: *"I think learners with hearing impairments who are included in inclusive schools have high chance of excelling academically than those in special schools because of the exposure they get in inclusive schools."*

T11: *"Personally, I think there is a positive effect on academic performance behaviour of learners with hearing impairments as opposed to when they are in their special schools which only teach them certain things and mostly don't make it far academically. But with an opportunity to be in inclusive schools and provided that they are fully included, these learners stands a good chance to pass and go to institutions of high learning and earn academic qualifications."*

Competition

Thirty three percent of teachers indicated that learners with hearing impairments develop a culture of competition as they are included in inclusive schools. Some teachers indicated the following excerpts:

T09*: "Probably the other benefit is that they will probably they will also come to know that they are not dump because they are now have to compete with the other learners that are not having special needs and probably they will even perform better than hearing learners."*

T12: *"They also tend to work hard in their school work because they also want to be at par with other learners."*

4.3.4 Sub- theme four: Social benefits

The fourth sub-theme was that of social benefits. This sub-theme yielded four categories namely: improved communication; social interaction; self-confidence and independent and lip-reading skills. Table 17 illustrates the categories in this sub-theme. The category with regard to self-confidence and independence seems to be at the top of the list with 50%. On the other hand, social interaction was rated 30%, while improved communication and lip reading skills received the value of 10% each (See Table 16).

Table 16: Sub-theme four categories

CATEGORIES	N	%
Social benefits		
Improved communication	1	10
Social interaction	3	30
Self-confidence and independent	5	50
Lip-reading skills	1	10
Total	**10**	**100**

Improved communication and Lip-reading skills

The first and fourth categories identified were that of improved communication and lip-reading skills. The categories received equal values of 10% percent each. For the first category of improved communication, one teacher said:

T01: *"At least some learners begin to integrate and communicate."*

Meanwhile, in the category of lip reading skills category, a teacher said:

T11: *"Yaa the other benefit is that they will learn to read from somebody's lips when they are talking because they are close they socialise and interact with them to make it easy to understand instead of guessing because most of the time they just guess."*

Social interaction

The teachers reported that the social interaction of learners with hearing impairments improved as they were interacting with hearing learners and teachers. The following extracts represent their opinions:

T01: *"Inclusive education helps learners with hearing impairments to create social and friendly relationships with their hearing peers and also help them to participate and be involved in other activities and social interactions."*

T04: *"Apart from learning, they meet different friends, sharing lots of information around and about what is happening in the world."*

T10: *"Being in inclusive school result in helping learners with hearing impairments to build long lasting relationships with each other."*

Self-confidence and independence

Half of the teachers noted that hearing impaired learners' self-confidence and independence improved when they are in inclusive schools. Some of the teachers stated the following:

T03: *"Inclusive education prepares learners for the community with hearing people and they also become more confident and independent."*

T05: *"One of the benefits of inclusive education for learners with hearing impairments is that it helps the learners to interact with hearing learners which as a result improve the self-confidence of learners with hearing impairments."*

4.3.5 Sub-theme five: Preparation for after school life

Preparation for after school life was identified as the fifth sub-theme. The categories that emerged in this sub-theme were: preparation for wider society/community and exposure to hearing environment and cultural sensitivity. Over 57% of teachers revealed that inclusion prepares learners with hearing impairments for wider community while 29% said learners with hearing impairments are exposed to hearing environment and lastly cultural diversity was rated 14% (See Table 17).

Table 17: Sub-theme five categories

CATEGORIES	N	%
Preparation for after school life		
Preparation for wider society/community	8	57
Exposure to hearing environment	4	29
Cultural sensitivity	2	14
Total	**14**	**100**

Preparation for wider society/community

More than half of the teachers (57%) indicated that learners with hearing impairments are being prepared for the wider community. The teachers gave the following comments:

T01: "*Including learners with hearing impairments in inclusive schools help to prepare them to face the society and as a result the society accepts them despite their differences.*"

T04: "*These learners will work in a normal environment just like any other citizen in this country; therefore they need to experience this normality. What I mean is that when they are placed in inclusive schools, they being prepared to be part of the normal society with hearing people.*"

T08: "*They are being prepared for normal social life after school.*"

65

Exposure to hearing environment

The second category talked about learners with hearing impairments being exposed to the hearing environment. Teachers' opinions are given below:

T06: "*Learners with hearing impairment are living and exploring life outside their small confined environment in which they have been in and taught for the past years of their education.*"

T08: "*They are expanding social network and understanding. They get to live an exploring life outside their small environment.*"

T11: "*Interaction better with other hearing learners and they get to experience a new environment.*"

Cultural sensitivity

The third and last category is that of cultural diversity. Some of the teachers' responses were:

T02: "*They get to learn about other people other learners culture and what other people do and not just other culture but with regard to a lot of things and they get to learn that and they get used to being around people who are hearing and try to make contacts even with those that can't sign.*"

T11: "*They try to do what other learners are doing the one that speaks in class, also accommodating things that deaf learners cannot do on their own in a sense that they are picking culture for learners that hear and speak instead of just sticking to what they already know.*"

4.3.6 Sub-theme six: Hearing learners' benefits

The teachers also acknowledged that inclusion does not only benefit learners with hearing impairments but also benefit learners without hearing impairments. The teachers' responses in this sub-theme were placed in two categories namely: hearing learners learn sign language and deaf awareness. The category of hearing learners learn sign language was the highly rated response in this sub-theme with 67% while deaf awareness rated 33% (See Table 18).

Table 18: Sub-theme six categories

CATEGORIES	N	%
Hearing learners benefits		
Hearing learners learn sign language	10	67
Deaf awareness	5	33
Total	**15**	**100**

Hearing learners learn sign language

This category received the most responses from teachers as they indicated that hearing learners do learn sign language. The extracts from the teachers are given below:

T03: *"Hearing learners benefit knowing how to sign in a way, they learn how to sign the basics."*

T05: *"Other benefits also these learners now like the 12C where they are in, they are also learning sign language, they also benefiting from them which means it's not only hearing impaired benefiting but others as well which is good they are going to meet outside they also understand them like us also sign language is a language we are also learning from them."*

T12: *"Some of his friends have learned how to sign and this shows that he has some positive influence towards his friends and himself."*

Deaf awareness

A total of 33% of teachers reported that inclusive education creates deaf awareness among the hearing learners. Some teachers had the following to say:

T08: *"The inclusion experience gives a vast opportunity for learners without hearing impairment to learn from and interact with their peers with hearing impairment and allow learners without hearing impairment to be are of deaf culture."*

T12: "*I strongly believe that hearing learner don't know much about people with disabilities particularly learners with hearing impairments. Therefore, by including learners with hearing impairments in inclusive schools may help hearing learners to learn how it is to be deaf and gain more knowledge about hearing impaired learner."*

4.3.7 Sub-theme seven: Academic support from hearing learners

The seventh and the last sub-theme with regards to the benefits reported by the teachers was academic support from hearing learners. The following categories emerged from the teachers' responses: peer tutoring, sharing information and peer support. A total of 56% of teachers responded that peer tutoring seems to be the type of support that learners with hearing impairments get from the hearing learners. This category is followed by sharing of information (33%) and lastly peer support (11%) (See, Table 19).

Table 19: Sub-theme seven categories

CATEGORIES	N	%
Academic support from hearing learners		
Peer tutoring	5	56
Sharing information	3	33
Peer support	1	11
Total	**9**	**100**

Peer tutoring

The results show that learners with hearing impairments get support from hearing learners when they are included in inclusive schools. The following excerpts describe some teachers' opinions:

T06: *"Yaa they are benefiting since they are taught among other learners they are also learning from other learners that are not hearing Impaired."*

T12: *"It's quite good idea because they learn from others."*

T10: *"I believe learners with hearing impairments got much to learn from hearing peers in term of life skills which later help them to fulfill their dream in life."*

Sharing information

The second category was identified as sharing of information between learners with hearing impairments and hearing learners. Some teachers responded as follows:

T05: *"Interacting with hearing learners and learn from others."*

T10: *"Hearing learners gets different information from various sources including television and radio which they share with learners with hearing impairments which ultimately does not really happen when they are at a special school."*

Peer support

The results also indicate that the hearing impaired also receive support from hearing learners. One parent commented:

T07: *"They will also help the learners with hearing impairments to achieve academically."*

4.4 RESULTS REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS

Like with the learners and the teachers, parents were also asked to indicate their position with regards to the benefits that their learners with hearing impairments are experiencing in inclusive school. In this section the researcher presented the research results according to the sub-themes and categories, in every instance providing narrative examples. Five sub-themes emerged namely: inclusivity in school environment; support from hearing learners; academic benefits; socialisation opportunities as well as parental involvement. Similar to the teachers' responses, inclusivity in school environment rated the highest with 41% while socialisation rated second with 32%. On the other hand, academic benefits rated 14%, support from hearing learners 9% and parental involvement as the least rated with 5% (See Table 20).

Table 20: Sub-themes on benefits: Parents

Types of benefits	N	%
Inclusivity in school environment	9	41
Support from hearing learners	2	9
Academic benefits	3	14
Socialisation opportunities	7	32
Parental involvement	1	5
Total	**22**	**100**

4.4.1 Sub-theme one: Inclusivity in school environment

The categories identified under this sub-theme of inclusivity in school environment were: inclusion /sense of belonging, acceptance and learners with hearing impairments are not discriminated. The category of inclusion /sense of belonging received the highest response (44%) followed by the category of learners with hearing impairments not discriminated (33%), while acceptance was rated 22% (See Table 21).

Table 21: Sub-theme one categories

CATEGORIES	N	%
Inclusivity in school environment		
Inclusion /Sense of belonging	4	44
Acceptance	2	22
HIL not discriminated	3	33
Total	**9**	**100**

Inclusion /Sense of belonging

The results show that parents seem to be happy for their learners to be included in inclusive schools. Some parents pointed out:

P01: *"I am happy to see that there is no more apartheid; the schools are enrolling all learners regardless of their disabilities."*

P04: *"I believe having my child in the school where hearing learners are is good as she have to meet her neighbours to interact with because they are now at the same school not like when she was at a special school."*

Acceptance

The parents also shared the same sentiments like teachers that inclusive education allowed their learners to feel accepted and be part of the school community. Some parents in the study commented on acceptance in the following ways:

P01: "*Inclusive education provides the opportunities for learners with hearing impairments and hearing learners to accept and understand each other and this makes everyone to feel normal."*

P05: *"Inclusion teaches teachers and learners that cannot hear to be sensitive and considerate towards our kids who cannot hear."*

HIL not discriminated

Parents reported that having their learners in inclusive education minimises discrimination. Responses in relation to this category included the following:

P02: *"Inclusive education has allowed our learners to be together with hearing learners in the same class. That is good because there is no discrimination due to disabilities."*

P04: *"They are not discriminated they are prepared for working environment."*

P05: *"It's good not being discriminated, they are getting fair education and feel sense of belongingness."*

4.4.2 Sub-theme two: Support from hearing learners

One category was identified under this sub-theme. The category identified was: peer support (See Table 22)

Table 22: Sub-theme two categories

CATEGORIES	N	%
Support from hearing learners		
Peer support	2	100

Peer support

Parents indicated that learners with hearing impairments get support from their peers. Below is the response:

P03: *"When* learners that cannot *hear are included in the inclusive schools they learn from their hearing peers how to be among hearing people."*

4.4.3 Sub-theme three: Academic benefits

Parents revealed that their learners benefit academically as they have noticed some academic changes in their learners. Two categories emerged under this sub-theme: Motivation to learn and competition. As it can be seen from Table 24 below, the category of competition can be assumed to be the highest rated category by parents with 67% while motivation to learn rated at 33% (See Table 23).

Table 23: Sub-theme three categories

CATEGORIES	N	%
Academic benefits		
Motivation to learn	1	33
Competition	2	67
Total	**3**	**100**

Academic Achievement

The response given reveals that there is an improvement in the writing and reading skills of learners with hearing impairments. One parent said:

P05: *"I think his writing and reading skills also improving especially grammar."*

Competition

It has been found that inclusion for learners with hearing impairments create a sense of competition among the learners with hearing impairments and hearing learners. One parent pointed out:

P05: *"I also noticed that placing my son in inclusive school motivated him to compete with hearing learners. If teachers were qualified enough to teach learners with hearing impairments I believe he can succeed like others."*

4.4.4 Sub-theme four: Socialisation opportunities

The responses revealed that the parents were pleased that their learners' social skills are improving as they are included in inclusive schools. The responses from parents were grouped in the following categories: peer relationship, social skill improved and adaptation to society. The results show that most parents mentioned social kills improved for the learners with hearing impairments with 43% while peer relationship is rated 29% and adaptation to society is 28% (See Table 24).

Table 24: Sub-theme four categories

CATEGORIES	N	%
Socialisation opportunities		
Peer relationship	2	29
Social skill improved	3	43
Adaptation to society	2	28
Total	**7**	**100**

Peer relationship

The first category was that of peer relationship which was rated second with a value of 29%. The parents had the following to say:

P01: *"Another benefit when they are included, I think being included in an inclusive school build interpersonal relationships between hearing learners and learners with hearing impairments."*

P05: *"He is involved with the rest of the learners and it creates more interpersonal relationship by knowing different learners."*

Social skill improved

A total of 43% of the parents indicated that their learners with hearing impairments are developing socially as they are included in inclusive schools. The comments below summarise the point on social skill improvement: P03: *"I think there are benefits, I have observed at home now that my daughter has learned new things about social life and she likes to share every new thing she learns with us at home."*

P03: *"Learners with hearing impairments also learn social skills and have friends with hearing learners. They also learn skills that enable them to become active members of society."*

P05: *"I also feel that when my kid is around normal learners, it helps him to improve his social skills."*

Adaptation to society

Adaptation to society was identified as the third category. Below are some comments from parents:

P02: *"As a result fear and discomforts for the society at large is taken away."*

P02: *"My child used to be afraid when we go among hearing people but since she started at this school she have no problem going out with hearing people."*

4.4.5 Sub-theme five: Parental involvement

The fifth and last sub-theme was that of parental involvement. The category identified was: parental support (See Table 25).

Table 25: Sub-theme five categories

CATEGORIES	N	%
Parental involvement		
Parental support	1	100

Parental support

The response reveals that a parent who is happy to have his child closer to home as he attends an inclusive school. The opinion expressed by the parent is as follows:

P04: "*I am happy my child can stay at home when attending inclusive school, I don't need to send her off to far schools like she was when she was at special school. She will feel normal like her siblings because they are all home together and we can give her the support as a family.*"

4.5 RESULTS COLLECTED THROUGH OBSERVATION CHECKLIST REGARDING BENEFITS

In order to enhance the information obtained through the interviews, the researcher made observations in the classroom environment. The observation focused on the classroom management and activities that contribute to the benefits of including learners with hearing impairments in inclusive schools.

Table 26: Observation checklist on benefits

Benefits	YES	%	NO	%
Welcoming environment	11	92%	1	8%
Layout of classroom supports inclusiveness	8	67%	4	33%
Learners with hearing impairment seated in front	7	58%	5	42%
Teacher taking into account the diverse needs of all learners	5	42%	7	58%
Opportunity for peers to learn sign language	10	83%	2	17%
Appropriate use of gesture by the teacher	9	75%	3	25%
Teacher faces the learners when speaking	8	67%	4	33%
Opportunities are provided for all learners to engage in activities	7	58%	5	42%
Learners with hearing impairment interacting with hearing peers	9	75%	3	25%
Teacher pauses to allow interpreter to interpret	8	67%	4	33%
Tasks adapted to meet variety of learners' needs	4	33%	8	67%
Visual schedule identifying daily routines	0	0%	12	100%

The above checklist was used in each class that was observed. A total of 12 classrooms were observed. According to the classroom observation made, there was an observable welcoming environment in all classes as teachers always try to make sure that the learners with hearing impairments are in class before the teacher starts with the lesson.Welcoming environment was observed in almost all classrooms which represent 92%. A total of 83% of classes observed had posters of the sign language alphabet and basic signs in sign language were displayed on the wall. The results as seen in Table 27 further indicate that teachers displayed appropriate gestures during the lesson and learners with hearing impairments seemed to have an interaction with hearing peers. The two aspects were observed in most classes represented by the same value of 75%. The data also show that 67% of observed classes seem to have a classroom layout that supports inclusiveness. The teachers face the learners when speaking to them and teachers also pause to allow interpreters to interpret. In addition, learners with hearing impairments were observed seated in front of the class in 7 classrooms and

opportunities were given to all learners to engage in classroom activities which have the same value (58%) and 42% seat at other places.

This was done to help hearing learners to learn sign language to enable them to communicate to learners with hearing impairments. Other aspects that were observed were that of teachers taking into account the diverse needs of all learners in the classroom (42%); tasks adapted to meet variety of learners' needs (33%); and lastly the visual schedule that identifies daily routine which was not observed in any class (0%).

4.6 RESULTS COLLECTED THROUGH DOCUMENT ANALYSIS REGARDING BENEFITS

To further answer the research question regarding the benefits of including learners with hearing impairments in inclusive schools, the Sector Policy on Inclusive Education was analysed. The aim of this sector policy is to provide access, equity and quality education to all learners. The following section presents the justifications for inclusion which are stated in the Sector Policy on Inclusive Education. After careful analysis of the policy, these justifications are more of benefits to inclusive education. Although these justifications are not specific to the inclusion of learners with hearing impairments, the learners with hearing impairments are also part of the groups of learners in inclusive education.

4.6.1 Educational justification

The sector policy indicated that it is the requirement of inclusive schools to educate all learners together by developing ways of teaching that will respond to individual difference and thereby benefits all learners.

4.6.2 Social justification

Inclusive schools are able to change negative attitudes to diversity by educating all learners together, thus forming the foundation of a just and non-discriminatory society.

4.6.3 Economic justification

It is less costly to establish and maintain schools that educate all learners together than to set up a complex system of different types of schools which specialise in educating different groups of learners.

Furthermore, the sector policy specified that inclusion is a process of increasing participation in learning, and identifying and reducing barriers that inhibit the learning and participation of any learner. Additionally, an inclusive education system creates opportunities for participation and collaboration, and in so doing, develops new approaches and resources.

4.7 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS

Even though inclusion of learners with hearing impairments seems to have promising benefits, it has become somehow difficult to implement due to different challenges experienced by the learners with hearing impairments and their teachers. Learners recognised possible challenges that may be hampering the effective implementation of inclusive education. The sub-themes that emerged from the learners' data were: limited skills and knowledge of teachers on teaching learners with hearing impairments; lack of accommodation by teachers; poor academic support; problems with interpreters; lack of interaction/ socialisation with hearing learners; and lack of parental involvement/support. Table 27 illustrates the sub-themes. The sub-theme that seems to have received more

responses is that of lack of interaction/socialisation with hearing learners that was rated 28%:

followed by lack of accommodation by teachers (24%): poor academic support (22%):

problems with interpreters (13%): limited skills and knowledge of teachers on teaching

learners with hearing impairments (11%); and lastly lack of parental involvement as being the

least by (2%) (See Table 27)

Table 27: Sub-themes on benefits: Learners

Types of challenges	N	%
Limited skills and knowledge of teachers teaching learners with hearing impairments	5	11
Lack of accommodation by teachers	11	24
Poor academic support	10	22
Problems with interpreters	6	13
Lack of interaction/ socialisation with hearing learners	13	28
Lack of parental involvement/support	1	2
Total	**46**	**100**

4.7.1 Sub-theme one: Limited skills and knowledge of teachers teaching learners with hearing impairments

The lack of training for teachers in inclusive schools was raised as a concern by learners. The

responses in this sub-theme were classified as: teachers training/ limited skills and knowledge

on teaching learners with hearing impairments and limited skills and knowledge on deaf

culture among teachers. The category of teachers training/ limited skills and knowledge on

teaching learners with hearing impairments received rating of 80% while that of limited

skills and knowledge on deaf culture among teacher rated 20% (See Table 28).

Table 28: Sub-theme one categories

CATEGORIES	N	%
Limited skills and knowledge of teachers on teaching learners with hearing impairments		
Teachers training/ Limited skills and knowledge on teaching learners with hearing impairments	4	80
Limited skills and knowledge on deaf culture among teacher	1	20
Total	**5**	**100**

Teachers training/ limited skills and knowledge on teaching learners with hearing impairments

The majority of learners (80%) indicated that teachers have limited skills and knowledge on how to teach learners with hearing impairments. A learner had the following to say:

L02: "Teacher here does not explain like teachers at special school. I think teachers at special schools are more trained to teach learners with hearing impairments than these teachers here (learner was asked why such a response) because they do not explain well for the interpreter to understand and interpret to us."

L03: "Teachers are not trained in sign language and when there is no interpreter that day we, learners with hearing impairments are left out."

Limited skills and knowledge on deaf culture among teachers

Learners with hearing impairments also revealed that teachers are not aware of deaf culture: One learner indicated:

L04: "*Another one is teacher is not aware of deaf culture.*"

4.7.2 Sub-theme two: Lack of accommodation by teachers

This sub-theme refers to the limited skills teachers have with regards to including learners with hearing impairments to be part of the lesson and fully engage. The categories identified under this sub-theme were**:** confusion due to divided attention (teacher and interpreter), lack

of adjustment, modification, accommodation and adaptation and teaching pace. Approximately half of those who were interviewed (45%) indicated the lack of adjustment, modification, accommodation and adaptation, followed by confusion due to divided attention (teacher and interpreter) (36%), while teaching pace rated 18% (See Table 29).

Table 29: Sub-theme two categories

CATEGORIES	N	%
Lack of accommodation by teachers		
Confusion due to divided attention (teacher and interpreter)	4	36
Lack of adjustment, modification, accommodation and adaptation	5	45
Teaching pace	2	18
Total	**11**	**100**

Confusion due to divided attention (teacher and interpreter)

A total of 36% of learners with hearing impairments stated that it is difficult to keep focus on two people, the teacher and the interpreter. The learners gave the following comments:

L01: "*The challenge is, I get confused easily when I look at the interpreter while teacher is teaching in class because I look at the teacher also.*"

L03: "*When the teacher use a projector, and other visual things it's hard for us learners with hearing impairments to follow because I have to concentrate on the projector, the teacher and the interpreter. Sometimes when I look at the projector and back at the interpreter I would find her signing ahead already.*"

L04: "*Another one is the teacher moves at the back of the class or making a demonstration and i want to see what he or she is doing but if i concentrate on the teacher then i missed out on what is interpreted and other way round.*"

Lack of adjustment, modification, accommodation and adaptation

This category received the highest responses; learners with hearing impairments feel that teachers are not making enough adjustment and accommodation to include them in classes. The opinions expressed by some learners are given below.

L01: *"The time allocated to tests is short because I first have to interpret the question before I answer and this takes time. At the end I don't finish and teachers don't give extra time."*

L04: *"Some teachers do not even face the class when teaching to allow some of us that can lip read to read when they are speaking especially when there are no interpreters in class. Some teachers don't even pose for the interpreter to finish interpreting."*

L04: *"Also other thing teachers do not write summary, summary is good is easy to study. They teach reading from the book."*

L02: *"Sometime the teacher turns to the chalk board and talk to the class. This makes it very difficult to understand. Maybe if the teacher can face the class the other deaf learner that can lip read will lip read and explain to us."*

Teaching pace

The results also indicate that some teachers do not give enough time to interpret causing the interpreters to stop interpreting as they cannot catch up. Some learners alluded:

L02: *"Sometimes the interpreter stops to interpret and tells us to read ourselves because the teacher is reading fast and he or she cannot catch up with interpretation."*

L03: *"Some interpreters sign slow and they do not sign everything. We are left out it is a big challenge."*

4.7.3 Sub-theme three: Poor academic support

The findings revealed that there was limited academic support given to learners with hearing impairments academically. The categories that emerged focused on: limited attention/poor attention from teachers; insufficient explanations; lack of interaction in group work/ limited access to group discussions; and limited resources/ inappropriate resources. The category lack of interaction in group work/ limited access to group discussions received most responses (40%), limited attention/poor attention from teachers (30%), whereas insufficient explanations (20%), and limited resources/ inappropriate resources (10%) (See Table 30)

Table 30: Sub-theme three categories

CATEGORIES	N	%
Poor academic support		
Limited attention/poor attention from teachers	3	30
Insufficient explanations	2	20
Lack of interaction in group work/ Limited access to group discussions	4	40
Limited resources/ inappropriate resources	1	10
Total	**10**	**100**

Limited attention/poor attention from teachers

The first category was that of limited attention/poor attention from teachers expressed by thirty percent of learners. Some of the learners' comments were:

L01: *"Teachers focus more on hearing learners. I think sometimes they forget that there are learners with hearing impairments in the class."*

L03: *"The teacher's support that we get is not really enough maybe because we are many in the class the teacher cannot give us more help."*

L04: *"Teachers do not give as much attention as we use to get from special schools. If I need support like on my homework, then the teacher will mostly tell you to ask interpreters."*

Insufficient explanations

The responses given by learners also revealed the category of insufficient explanations by teachers: Some learners said:

L01: *"Teachers do not write summary, they read from the textbook and sometimes wrong explanations are given to us by interpreters."*

L02: "*When the teacher is teaching and is just reading from the textbook and not explaining, it becomes too difficult to understand."*

Lack of interaction in group work/ Limited access to group discussions

Learners with hearing impairments revealed that they experience difficulties with communications when they are placed to work in groups. Responses in relation to this category included the following response:

L01: "*I also want to say something on group work or assignment that when I am in a group I try to write my ideas on the paper when we have group assignments but then hearing learners always seems not to understand what I wrote and ask me to explain of which I cannot do as they cannot sign and I cannot sign and there is no interpreter."*

L03: *"Yes, when we are in groups, the interpreter goes from one group to the other between two or three groups to help to interpret. Sometimes we end up not giving our contributions to the group as we cannot express them ourselves to the hearing learners."*

L04: "*I remember something about communication, communication is a problem; I cannot express my views clearly to the teacher or to other learners as they cannot sign, especially if there is no interpreter and also during group work it is very difficult to communicate as hearing learners don't know sign language. I am mostly excluded from the discussions."*

Limited resources/ inappropriate resources

The last category was expressed by minority (10%). A learner said:

L03: "*There is no teaching material special for us, we only receive textbooks and that's all.*"

4.7.4 Sub-theme four: Problems with interpreters

Another challenge identified was that of interpreters; a number of concerns were raised with regards to interpreters. The responses were categorised as follow: insufficient interpretation, interpreter absenteeism, interpreter inconsistency and limited subject expertise from interpreters. The first two categories of insufficient interpretation and interpreter absenteeism had the same value of 33% as expressed by learners. Similarly, the categories of interpreter inconsistency and limited subject expertise from interpreters also had the same value of 17% (See Table 31).

Table 31: Sub-theme four categories

CATEGORIES	N	%
Problems with interpreters		
Insufficient interpretation	2	33
Interpreter absenteeism	2	33
Interpreter inconsistency	1	17
Limited subject expertise from interpreters	1	17
Total	**6**	**100**

Insufficient interpretation and Interpreter absenteeism

The first and second categories had the same value of 33% of learners. The first category was that of insufficient interpretation. Some learners pointed out:

L01: "*Another challenge is also that sometimes interpreters don't interpret everything that the teachers are explaining because sometimes the teacher is talking but the interpreter is just quite.*"

L03: *"Some interpreters sign slow and they do not sign everything. We are left out it is a big challenge."*

The second one is that of interpreter absenteeism. Some learners said:

L01: *"It is difficult when teachers are teaching and there is no interpreter in the class."*

L04: *"When interpreters are not in class i miss out on the lesson because some teachers continue teaching even if there is no interpreter."*

Interpreter inconsistency and limited subject expertise from interpreters

The third and fourth category also shared the same value of 17% with the third category being interpreter inconsistency. One learner said:

L04: *"Big challenge with interpreters is interpreters do not use the same signs and this is confusing us."*

The forth category was that of limited subject expertise from interpreters. The results revealed that learners feel that some interpreters are not well trained or rather do not have subject content. One learner remarked:

L04: *"Also big challenge interpreters don't know some subjects, they struggle with signs."*

4.7.5 Sub-theme five: Lack of interaction/ socialisation with hearing learners

Learners in inclusive educations seem to experience poor social interaction with other peers as well as their teachers. The categories that emerged were: lack of interaction; bullying / teasing; exclusion from social activities; isolation; and language barrier. Language barrier was the category that received a number of responses (46%). The second, third and fourth categories have the same value of 15% each while lack of interaction was low rated 8% (See Table 32).

Table 32: Sub-theme five categories

CATEGORIES	N	%
Lack of interaction/ socialisation with hearing learners		
Lack of interaction	1	8
Bullying / teasing	2	15
Exclusion from social activities	2	15
Isolation	2	15
Language barrier	6	46
Total	**13**	**100**

Lack of interaction

The results indicate that communication barrier was found to be an issue to learners with hearing impairments in establishing friendship with hearing learners. A learner noted that:

L01: *"My other challenge I do not really have hearing friends to stay with at school, all time I am with other learners with hearing impairments because we can communicate easy."*

Bullying / teasing, exclusion from social activities and isolation

The categories of bullying / teasing, exclusion from social activities and isolation had the same value of 15%. The category of bullying/teasing was identified as a concern by learners. Some of the responses are shown in the following excerpts:

L02: *" One problem also I get teachers read out marks and hearing learners laugh at us when we get low marks the problem we don't hear out their marks because interpreter does not interpret all marks interpreter will say teacher is reading out marks and stop to interpret."*

L03: *"I don't like it in class when hearing learners sometimes make fun of us and call us dumb when we give wrong answers."*

The third category was that of exclusion from social activities. The learners with hearing impairments revealed that they do not participate in learners' social activities. Some comments from the learners were:

L02: *"When there are maybe shows in the school we are not asked to participate. Hearing learners and teachers maybe think we are not capable of doing what they can do but we are just deaf but we can do everything."*

L03: *"I never participated in extra mural activities like soccer because learners with hearing impairments said I cannot hear the whistle but I use to play soccer at special school."*

The fourth category was that of isolation. The results from learners with hearing impairments also show that due to poor communication, the situation has led them to be isolated most of the times and this makes them to feel as they are not part of the school. From learners with hearing impairments it was found that:

L03: *"The other problem I just study alone because I am in the hostel and only deaf in hostel and hearing learners do not study with me, I become bored."*

L04: *"I don't like it to be alone at the school, I want inclusive schools to have more learners with hearing impairments around because I am alone at the school and I would like to see our culture established. If there were more learners with hearing impairments we could create more awareness."*

Language barrier

The forth category was that of poor communication/ communication breakdown/ language barrier reported by nearly half of the learners 46%. Some of teir narratives were:

L01*:"I hardly communicate with either the teachers or the hearing learners because they don't know sign language. I only communicate to other deaf learners."*

L02: *"Teachers don't know sign, language is the big challenge. The teachers can not directly communicate to us, principal also don't know sign language."*

L04: "*My most challenge is teacher cannot communicate to me herself. I wish teachers can sign.*"

L03: "*One of the biggest challenges is communicating with either the teacher or fellow learners because they don't know sign language. Few learners make efforts to learn sign language and thus limit them to communicate to us. The only problem the hearing learner cannot sign.*"

4.7.6 Sub-theme six: Lack of parental involvement/support

Lack of parental involvement/support was also identified to be affecting the success of inclusive education for hearing learners. One category was identified. The category was parental involvement/support (See Table 33).

Table 33: Sub-theme six category

CATEGORIES	N	%
Lack of parental involvement/support		
Parental involvement/support	1	100

Parental involvement/support

One category was identified and this is what the learner said:

L01: *"Teachers and parents supposed to work together to give us the support we need, but my parents hardly visit the school."*

4.8 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

Teachers acknowledge that although inclusive education has benefits, it is a complex process and also came along with challenges that hinder the successful implementation of inclusion. The following section presents the challenges encountered by learners as reported by teachers. The sub-themes that emerged were: teachers' training, quality of sign language interpretation, educational modification, lack of interaction and participation, academic performance, teaching and learning process, lack of support system and inclusive environment preparation. The highest rated sub-theme was lack of interaction and participation (28%), followed by quality of sign language interpretation (24%), then teaching and learning process (14%). Academic performance and lack of support system sub-themes had the same value of 10%, whereas teachers' training had 8%, educational modification 4% and environment preparation rated 2% (See Table 34).

Table 34: Sub-themes on challenges: Teachers

Types of challenges	N	%
Teachers training	10	8
Quality of sign language interpretation	29	24
Educational modification	5	4
Lack of interaction and participation	34	28
Academic performance	12	10
Teaching and learning process	17	14
Lack of support system	12	10
Inclusive environment preparation	2	2
Total	**121**	**100**

4.8.1 Sub-theme one: Teachers Training

The responses from the teachers indicated that teachers' training is one of the challenges facing the proper implementation of inclusive education for learners with hearing impairments. The teachers are not prepared enough to teach learners with hearing impairments. The emerging categories were lack of knowledge and skills from teachers and marking difficulties. The category of lack of knowledge and skills from teachers came out with the most rating by 80% while marking difficulties rated 20% (See Table 35).

Table 35: Sub-theme one categories

CATEGORIES	N	%
Teachers' training		
Lack of knowledge and skill from teachers	8	80
Marking difficulties	2	20
Total	**10**	**100**

Lack of knowledge and skill from teachers

A common thread through the various narratives of the teachers (80%) shows that there is a concern with regard to lack of knowledge and skills by teachers. Their narratives were:

T05: "*The shortfall of training in this area from the institution where we are trained has contributed to the lack of skills and knowledge that we have with regards to inclusive education of learners with hearing impairments.*"

T07: "*I personally feel that we the teachers are unprepared to handle a class with learners with hearing impairments or any other type of impairment or disability. Therefore I think the lack of training for us is the hindering block to make this practice a success.*"

T010: *"The special education training I received at the colleges was not sufficient enough for me to teach learners with hearing impairments hence I experience problems when teaching learners with hearing impairments. For example I do not know which teaching method is suitable to use in the classroom where learners with hearing impairments are included."*

Marking difficulties

The results indicated that teachers have difficulties in marking the scripts of the learners with hearing impairments. Some of the teachers' responses were:

T03: *"I think the national examination also contributes to poor performance of learners with hearing impairments because the markers and examiner, they base the examinations on normal language which is not well understood by the learners with hearing impairments and those who mark do not have an understanding of how the answer scripts for learners with hearing impairments are marked resulting in poor performance."*

T05: *"I observed is that we might be disadvantaging learners with hearing impairments when it comes to marking their scripts for assessment purposes. Many times these learners don't really score much….you know the way they write the English and structure it totally different from a normal person and most times just give wrong marks without reading properly."*

4.8.2 Sub-theme two: Quality of sign language interpretation

Teachers raised concerns regarding the level of quality of sign language interpretations by the interpreters. This sub-theme yielded the following categories: interpreters have poor or limited subject knowledge; misinterpretation of information; interpreters' absenteeism and lack of science terminology signs in sign language. According to how teachers responded, the categories interpreters have poor or limited subject knowledge and misinterpretation of

information have the same value of 38% each. On the other hand, the category of interpreter's absenteeism had 17% while lack of signs in sign language received 7% (See Table 36).

Table 36: Sub-theme two categories

CATEGORIES	N	%
Quality of sign language interpretation		
Interpreters have poor or limited subject knowledge	11	38
Misinterpretation of information	11	38
Interpreters absenteeism	5	17
Lack of science terminology signs in sign language	2	7
Total	**29**	**100**

Interpreters have poor or limited subject knowledge and misinterpretation of information

The first two categories shared a value of 38%. The first category being interpreters have poor or limited subject knowledge. Their opinions were reflected in the following remarks:

T03: *"I feel interpreter supposed to be qualified teachers to properly interpret to the learners. They supposed to have subject knowledge of which most of them don't have".*

T05: *"I am not saying these sign language interpreters they don't know the subjects but they may not know all the subjects. The same teacher translate for mathematics, physical science, English how did they specialise in all those field you find that sometimes maybe the translation might also cause some them problems maybe what you are saying is not what the sign language is saying to them they will not they will just take it."*

T04: *"Interpreters do not possess the knowledge of different subject content making it difficult to correctly interpret all information given presented by the teachers."*

The second category was that of misinterpretation of information. Teachers felt that learners with hearing impairments do not get all information given in class. Some of the comments the teachers expressed were:

T02: "*I feel the information translated between me and learners sometime is not well communicated or interpreted somewhere they are getting lost.*"

T03: "*The challenge is I don't know whether what I am saying is exactly what the interpreter is passing to the learners that's number one.*"

T06: "*When I am teaching learners with hearing impairments, the interpreter has to translate as I am teaching, all instructions to be given are to be interpreted to them, I feel that this may prevent learners with hearing impairments from receiving all instruction given by the teacher if the interpreters misunderstand the teacher.*"

Interpreter's absenteeism

The results also indicated that the absenteeism of interpreters drag the teachers behind with their work as they cannot continue with lessons when there is no interpreter in class. The comments below reflect some of the teachers' views:

T02: "*When the sign language teacher /interpreter are maybe sick and didn't come to school I hardly do anything and this also forces you to come and repeat the lesson when she comes back.*"

T03: "*Ok the challenge is in the absence of interpreters it means my class will be withheld I cannot go on with the teaching they are absent and the lesson is not done so that they are not left behind the hearing impaired and this is time wasted and delay in finishing content on time.*"

T04: "*If there is no interpreter I cannot go ahead to teach because for me I feel guilty already to teach these ones and the other ones are there looking at me and they cannot hear anything maybe when I have something to do like give or writing a summary. If interpreter not there that is a day wasted, it drags you back.*"

Lack of science terminology signs in sign language

Teachers also raised concern with regard to lack of signs in sign language. Some of the teachers' comments were:

T05: "*Most of terms are scientific terms they are not from you know do these terms really have signs. I think we must have missed a lot when it comes to interpreting.*"

T10: "*I have also noticed when interpreters are interpreting that there are no signs for certain scientific words.*"

4.8.3 Sub-theme three: Educational modification

The fact that teachers were not trained also leads them to lack skills in adapting the curriculum and making necessary modifications and accommodation to cater for learners with hearing impairments. One category pertaining to this sub-theme was adaptation, modification and accommodation (See Table 37).

Table 37: Sub-theme three categories

CATEGORIES	N	%
Educational modification		
Adaptation, modification and accommodation	5	100

Adaptation, modification and accommodation

Learners with hearing impairments highlighted this category. Some of the responses were:

T09: *"We cannot change much in the curriculum than following what it states to do because even if we change during our teaching, the national examination will be the same anyway with no accommodation and modifications specifically for learners with hearing impairments. They will write the same examination with hearing learners."*

T10: *"I try here and there by all means to modify the curriculum where necessary so that the curriculum meets the needs of learners with hearing impairments, but who knows what I am adapting is what need to be adapted here? I was not trained to adapt specifically for learners with hearing impairments."*

T11: *"The challenge comes here when some activities in the books require learners to listen and record or speak, then I go blank as I don't know what to do with the learners with hearing impairments. There are no guidelines or any kind of direction given on what to do with such cases of the curriculum."*

4.8.4 Sub-theme four: Lack of interaction and participation

It was found that learners with hearing impairment also experience different forms of social exclusion and participation as a result of communication barriers.

The following categories emerged: poor communication/ communication barrier or breakdown; poor participation in class; participation in extra mural activities; group work participation; isolation /social exclusion and fear. In terms of poor communication/ communication barrier or breakdown the score was 41%. Isolation/social exclusion had 21%, poor participation in class 15%, group work participation 12%, and extra mural activities participation 9% and fear 3% (See Table 38).

Table 38: Sub-theme four categories

CATEGORIES	N	%
Lack of interaction and participation		
Poor communication/ Communication barrier or breakdown	14	41
Poor participation in class	5	15
Participation in extra mural activities	3	9
Group work participation	4	12
Isolation /social exclusion	7	21
Fear	1	3
Total	**34**	**100**

Poor communication/ Communication barrier or breakdown

Teachers expressed that communication is a main concern when it comes to the inclusion of learners with hearing impairments. Comments from some teachers are given below.

T08: "*I am not quite sure if he understands everything, communication is the main barrier as a teacher I cannot full communicate to him.*"

T12: "*The challenges are that communication between me and him is limited. I cannot write everything I want to say to him on a piece of paper. Even though the interpreter is there, sometimes it is good to hear from the horse's mouth and that brings about the challenge. The only way to overcome these challenges is if I could be trained in the basic sign language.*"

T05: "*Communication is a problem as I don't know how to sign. Sometimes you really feel you want to engage with learners with hearing impairments but due to communication barrier I just greet them and proceed.*"

Poor participation in class

Teachers further reported that learners with hearing impairments hardly participate or ask questions during lessons leaving doubt on whether they understood or not. Below are examples of some teachers' comments:

T02: *"But talking about the interaction in the classroom during a lesson like when you ask what the answer is or what your opinions are usually they don't say anything so they don't really participate if you don't point to them straight."*

T04: *"The learners with hearing impairments will hardly ask questions in class or answer unless you put them on spot."*

T11: *"Learners with hearing impairments do not voluntarily participate in the lesson; they normally participate when you ask the question directly to them. If I don't ask them this really leaves me with a doubtful mind to whether they understand or not."*

Participation in extra mural activities

The next category was that of extra mural activities participation. Teachers reported that learners with hearing impairments find it difficult to participate in some school activities especially in the afternoon because will be no interpreters. Some comments from the teachers were:

T05: *"These learners (learners with hearing impairments) they also have a challenge in participating in extra mural activities. You know these activities mostly take place after school and that time interpreters are not available to assist, therefore even if they start joining these activities they start dropping out at a later stage."*

T06: *"Learners with hearing impairments do not really participate in extra mural activities, I think it's because even us teacher feels they can't do those activities and therefore we don't encourage them to partake."*

T03: "*It is really a challenge for them to keep up with extra mural activities as they require someone to interpret for them part in is athletics at the beginning of the year as most teachers and learners are fully involved."*

Group work participation

The results further indicated that learners with hearing impairments find it difficult to take part in group work. Responses form some teachers testify this.

T07: "*When we as teachers give learners group work, the group will normally consist of both hearing learners and learners with hearing impairments so that they can interact. However, in most cases, I realised that learners with hearing impairments do not fully participate in this group work due to their limited communication."*

T08; "*It is difficult to have an effective group work with learners with hearing impairments in the class. This is because there is only one interpreter in the class and a time cannot attend to all groups where learners with hearing impairments are grouped. This leads to poor participation of learners with hearing impairments in class activities (T08.")*

T10: "*Lack of communication has limited me as a teacher to use certain methods of teaching. By this I mean I do not engage my learners in groups often because I know learners with hearing impairments won't benefit much unless I group learners with hearing impairments in their own group which will look as if I am discriminating them."*

Isolation /social exclusion

Most teachers said that, despite the fact that inclusive education benefits learners with hearing impairments socially, learners with hearing impairments are at risk of being isolated when they are included in inclusive schools. Some of the teachers' opinions were:

T07*: "He is lonely and I don't think he is not really getting what is taught in class especially when the teacher is reading when teaching."*

T11: *"Having one hearing impaired learner in the school, is not good. This learner is mostly alone or with the interpreter. If it is break time you will find him sitting alone. I think two or more learners with hearing impairments should be placed at one school to avoid isolations."*

T12: *"Although learners with hearing impairments are included in inclusive schools; I don't think they are fully included socially. This can be observed during break or when there are other activities in the school, they are always following each other and not in a big crowd of hearing learners."*

T08: *"I just feel learners with hearing impairments suffer from isolation. This is because during break you will see these learners sitting alone in the classroom or somewhere outside in the school. I think this is because hearing learners don't know sign language to communicate with them."*

Fear

The last category is that of fear. One teacher said:

T05: *"They are having that a little bit of insecure among other learners."*

4.8.5 Sub-theme five: Academic performance

The data collected revealed that hearing impairment learners' performance is not at par with that of hearing learners. The categories that emerged were: poor performance; poor performance in English; poor written work; poor reading and writing and learner's assessment. The category of poor performance was rated by 42% followed by poor written work, poor reading and writing and learner's assessment which have the same value of 17% each. On the other hand poor performance in English was rated by 8% (See Table 39).

Table 39: Sub-theme five categories

CATEGORIES	N	%
Academic performance		
Poor performance	5	42
Poor performance in English	1	8
Poor written work	2	17
Poor reading and writing	2	17
Learner's assessment	2	17
Total	**12**	**100**

Poor performance

The results have revealed that 42% of teachers interviewed had concerns with regard to poor performance of learners with hearing impairments. Some teachers' comments were:

T03: "*And the main challenge also the performance aye (no) it's not good. The overall performance is not good.*"

T05: "*The academic performance of learners with hearing impairments is not impressive at all. Maybe what is also contributing to this poor academic achievement is that they spend few*

years (two (2) years only) in inclusive setting which might not be enough for them to settle and adjust properly in the environment."

T08: *"Most of them are struggling to achieve the basic competencies. They do master certain topics but overall performance is not encouraging."*

Poor performance in English

According to research results, English teachers have expressed concern with learners with hearing impairments having difficulties in learning English as a language subject. One teacher stated that:

T02: *"Their marks in English are generally low. One of the contributing factor is that learners with hearing impairments do not do listening comprehension as one component for English 2nd language and there is no other component to replace it therefore ends up getting no marks for that component and thus also brings their marks down which in my opinion is not fair."*

Poor written work, poor reading and writing and learners' assessment

The last three categories in this theme received the same value of 17%. The third category was that of poor written work. The following is what the teachers said about this category:

T01: *"One challenge is that learners with hearing impairments write differently from hearing learners, they write backward or maybe broken English if I can put it that way. I think they write in the way that they sign, which makes it difficult to follow what they wrote."*

T02*: "English as a subject is a challenge to them as they always get low marks. These HIL learners don't know how to construct proper sentences, they use wrong verbs and nouns in a wrong sequence and as a result it becomes difficult to understand what they are writing."*

The fourth category was that of poor reading and writing. Results show that learners with hearing impairments struggle with reading and writing English. The extracts below represent the teachers' responses:

T05: *"Learners with hearing impairments' struggle very much in English especially reading and grammar."*

T12: *"These learners face a big challenge in English as a subject because they do not hear people speaking, they don't know the structure of sentences construction thus resulting in their grammar to be poor. They also have problem with spelling which also contributes to poor performance. In addition their marks are affected by the listening comprehension which they do not do."*

The fifth and last category under this sub-theme was learners' assessment. Teachers noted that there is a challenge in assessing learners with hearing impairments in certain classroom situations: Some of the responses are illustrated in the following excerpts:

T07: *"I don't know if I should assess the learners with hearing impairments the same way as hearing learners or they supposed to be assessed differently. In the absence of any formal rule I just assess all learners the same way."*

T08: *"I think having unclear guidelines or let me say policies, prevent us as teachers to fully assess learners with hearing impairments correctly."*

4.8.6 Sub-theme six: Teaching and learning process

Teaching and learning process requires teachers to adjust and review their classroom styles in order to accommodate the learners with hearing impairments. The responses were categorised as time consuming/limited time allocation, individual support, teachers' mobility and insufficient teaching and learning. In this sub-theme, 47% of teachers indicated time

consuming/limited time allocation as a challenge. Moreover, insufficient teaching and learning was rated by 24%, teachers' mobility 18% while individual support received 12% (See Table 40).

Table 40: Sub-theme six categories

CATEGORIES	N	%
Teaching and learning process		
Time consuming/Limited time allocation	8	47
Individual support	2	12
Teacher's mobility	3	18
Insufficient teaching and learning	4	24
Total	**17**	**100**

Time consuming/Limited time allocation

About half of the teachers (47%) reported that teaching a class with learners with hearing impairments takes place at a slow pace and time allocated for a lesson cannot cater for all learners. Some of the teachers' comments were:

T01: "*I go step by step, word by word by word it need the interpreter to explain so its time consuming.*"

T09: "*The time allocation for teaching is not sufficient anymore when you have learners with hearing impairments in the classroom since repetitive teaching is required for learners with hearing impairments in order for them to comprehend the content.*"

T11: "*Too much writing on the chalkboard and it is time consuming since the teaching pace is slower covering the lesson on time is always a problem.*"

Individual support

Interview data revealed that teachers has no enough time to give individual attention to learners with hearing impairments as well as hearing learners. The teachers' remarks were:

T02: "The biggest challenge is finding time to sit with them alone and then going through a topic before it's even presented in class that is one of the challenges or one of the thing that will help but it's a challenge."

T06: "The challenge is when I am teaching especially now referring in my case sometimes in the middle of teaching there I might even forget that there are learners with special needs because number one I don't hear the translator when I am teaching."

Teachers' mobility

The result further revealed that teachers feel that they do not have total control of the whole class as their movement in the classroom becomes limited, as they have to face learners with hearing impairments when talking. Some teachers' responses were:

T06: "I like moving around the class when I am teaching but with learners with hearing impairments in my class I was told I have to stand in front of the class. I feel am losing control of my whole class."

T10: "I can't teach stationed at one place in the class, I need to reach all the learners in the class, but I can't do this freely anymore as some learners with hearing impairments depend on lip-reading so I have to face them most of the time."

Insufficient teaching and learning materials

Teachers reported that there are no specific teaching materials for learners with hearing impairments in inclusive schools and those available are inadequate. The following excerpts could best illustrate the opinions of some teachers:

T09: *"I believe learners with hearing impairments require a whole lot of materials to assist them do excel in inclusive schools but at this school, there are no special resources or teaching and learning materials that one can say they were brought here because the schools accommodate learners with hearing impairments.*"

T12: *"The problem that we have is the resources, because for you to bring them here you need resources to help them to go through."*

T08: *"One of the challenges I experienced is the lack of teaching materials. There are really no materials that one uses to teach these learners. The textbook that is the main resources used is jam-packed with theoretical language with no or very little visuals, things like pictures to construct meanings from them."*

4.8.7 Sub-theme seven: Lack of support system

Teachers reported that there is lack of support from stakeholders when it comes to the implementation of inclusion for learners with hearing impairments. The categories identified under this sub-theme were lack of support, lack of parental support and lack of collaboration. Half of the teachers (50%) indicated the category of lack of support, followed by lack of parental support (42%) while lack of collaboration rated 8%. (See Table 41)

Table 41: Sub-theme seven categories

CATEGORIES	N	%
Lack of support system		
Lack of support from school and regional offices	6	50
Lack of parental support	5	42
Lack of collaboration	1	8
Total	**12**	**100**

Lack of support from school and regional offices

A number of teacher commented that there is no ample support from the education regional offices to successfully implement the inclusion process. Responses related to this category were:

T04: "There is no action plan or anything by teachers and school management to support full inclusion, each teacher is doing what they think is right for them."

T03: "My belief is that for inclusive education to work there should be proper monitoring. Currently there is a lack of monitoring the implementation of this practice because this piloting supposed to inform the real implementation of inclusive education when it fully extended to other schools."

T02: "I feel there is no support from the regional office and the whole ministry at large we ask them questions and we enquire especially with regard to speaking oral, how do you conduct the oral and how do you go about reading and they never get back to us. A number of problems we had and we never got response and never came back to us."

Lack of parental support

The results show that there is a lack of collaboration between the school and the parents. Some teachers' comments were:

T05: "And one thing parents are not really involved in their learners' education, therefore there is no support coming from parent at all."

T07: "Seriously there is no collaboration between among the teachers and between the teachers or the school and the parents. This would help us as teachers to overcome the challenges that we are facing."

T10: "There is little or let me say no collaboration between the school and the parents, the only time when we get to see the parents is when there is urgent parent meeting or general meetings for information sharing at the beginning of the year or end of the term."

Lack of collaboration

The last category was that of lack of collaboration. A teacher indicated:

T11: "We hardly come together as teachers to discuss issues pertaining to learners with hearing impairments, we do that maybe when there is a problem regarding behaviour."

4.8.8 Sub-theme eight: Inclusive environment preparation

The last sub-theme was that of inclusive environment preparation. One category was identified as transition preparation (See Table 42).

Table 42: Sub-theme eight categories

CATEGORIES	N	%
Inclusive environment preparation		
Transition preparation	2	100

Transition preparation

Teachers raised concern that there was no proper preparation of learners with hearing impairments to inclusive schools. Some teachers' comments were:

T02: "My concern also is these learners when they are brought here in inclusive school like this one is there anyone who speaks to them who sort of nurturing even like you are going to the inclusive school you are going to be among people who can hear this is what is expected of you or were they just told you pass and you are going to Mweshipandeka and then they have to come and deal with it I feel they must be prepared."

T05: "I feel there was no preparation in terms of the school, teachers and learners themselves to be integrated into inclusive schools."

4.9 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS

Parents also shared the challenges experienced by their children who learn in inclusive classes. The following sub-themes were identified: lack of interaction; teachers training; academic achievement; classroom environment; parental involvement; challenges with interpreters and difficulties adapting to workload. Of the parents that were interviewed, lack of interaction was rated the highest with 47%, classroom environment 15%, and teachers' training and challenges with interpreters received the same value of 12%. The category of academic achievement was rated by 9%, and lastly difficulties adapting to workload was rated 3% (See Table 43).

Table 43: Sub-themes on challenges: Parents

Types of challenges	N	%
Lack of interaction	16	47
Teachers training	4	12
Academic achievement	3	9
Classroom environment	5	15
Parental involvement	1	3
Challenges with interpreters	4	12
Difficulties adapting to workload	1	3
Total	**34**	**100**

4.9.1 Sub-theme one: Lack of interaction

Parents noted that their learners might be at risk of poor interaction as communication between them and hearing learners is not good. The responses were divided into five categories: communication barrier; limited interaction; poor relationship; poor social inclusion; and bullying. Communication barrier category was rated the highest by 38%, limited interaction by 25%, poor relationships by 19%, poor social inclusion by 13%, while bullying was rated the by 6% (See Table 44).

Table 44: Sub-theme one categories

CATEGORIES	N	%
Lack of interaction		
Communication barrier	6	38
Limited interaction	4	25
Poor relationships	3	19
Poor social inclusion	2	13
Bullying	1	6
Total	**16**	**100**

Communication barrier

Thirty eight percent of parents raised concerns regarding the communication between their learners and hearing learners and teachers. Some parents said:

P01: "The learners at the school cannot sign so communication is not good."

P04: "The challenge is that teachers don't know sign language, how do they understand each other."

P05: "He has difficulty in socializing with hearing learners due to unable to communicate."

Limited interaction

The second category was that of limited interaction. Parent feels that their learners are experiencing loneliness as there is limited interaction between them. Some parents indicated:

P01: "I went to school one day to meet with the principal and teachers teaching my child, I spend some hours observing during lessons and I observed that learners with hearing impairments is just sitting on their own in most classes and during break they stay together not mixing up with hearing learners."

P03: "My child he doesn't enjoy school a lot anymore and at many times he doesn't want to go to school because he feels excluded as he has no friends."

P04: "My son is the only deaf learners at the school; I feel he is suffering from loneliness because."

Poor relationships

Parents described lack of close friends due to communication barriers between their learners and hearing learners. The parents stated that their learners with hearing impairments have very few close friends. The extracts below express the parents' views:

P02: "I think learners with hearing impairments have trouble getting along with learners that can hear and therefore finding it difficult in forming lasting friendships."

P03: "I really feel there is lack of support from the side of the school in creating opportunities that will help our learners to make friendships."

P05: "My child told me that she does not have many friends at school like she uses to have at the special school."

Poor Social inclusion

The results further show that parents raised concerns with regards to their learners being excluded from most of the extra mural activities. Some parents commented with dismay:

P02: "There is another challenge I was so disappointed when I heard that my daughter cannot take part in netball as she will be unable to hear the whistle and communicate with the team. She was playing netball at the special school. How can they deny her the opportunity to interact with others? Arrangement could have been made even if it just to include her when they are training".

P03: "It is a pity that our learners do not participate in most of the social activities offered after school. The reason we receive is that there is no interpreter that is willing to translate after school".

Bullying

The last category is that of bullying. One parent point out:

P02: "I understand hearing learners laugh at them which is not good at all, it's not good".

4.9.2 Sub-theme two: Teachers training

Another challenge that the parents stated and have concern on is the teachers' training. They revealed that their learners may not perform well in inclusive schools if their teachers are not trained to teach learners with hearing impairments. One category emerged: Lack of training (See Table 45).

Table 45: Sub-theme two categories

CATEGORIES	N	%
Teachers training		
Lack of training	4	100

Lack of training

The results indicated that parents have worries of how teachers are able to teach learners with hearing impairments when they are not trained to do so. Some comments from parents were:

P01: "I don't understand how the teachers at inclusive school teach our learners with hearing impairment if they were not trained to teach them. How do they make sure that the learners understand?"

P03: "I don't know if the teachers are qualified to teach learners with hearing impairments, because my child said the teachers cannot sign."

P04: *"And the teachers themselves don't know how to sign, how will our learners cope and pass."*

4.9.3 Sub-theme three: Academic achievement

The findings from parents revealed that hearing impaired learners' academic performance is lagging behind their hearing counterpart. One category was identified: poor academic achievement (See Table 46).

Table 46: Sub-theme three categories

CATEGORIES	N	%
Academic achievement		
Poor academic achievement	3	100

Poor academic achievement

The results show that parents have worries with regard to the performance of their learners. Some parents stated that their learners' performance is very low as compared to how they used to perform at school for the hearing impaired. Extracts from the parents are stated below:

P03: *"The challenge I don't know whether she will pass Grade 12 maybe she will only pass sign language."*

P01: *"I have notice drop in the academic performance of my child; her performance is no more that good as it used to be at the school for hearing impaired."*

P04: *"One concern that I have is whether she will make it to pass her Grade 12. She is having major problems with language, science and mathematics."*

4.9.4 Sub-theme four: Classroom environment

Parents have mixed responses regarding the learning and teaching process in inclusive classes. The emerged categories under this sub-theme were lack of teaching and learning materials, lack of attention and adaptation to society. The categories of lack of teaching and learning materials and adaptation to society seemed to receive the most response with the same value of 40% each while the category of lack of attention was low rated by 20% (See Table 47).

Table 47: Sub-theme four categories

CATEGORIES	N	%
Classroom environment		
Lack of teaching and learning materials	2	40
Lack of attention	1	20
Adaptation to society	2	40
Total	**5**	**100**

Lack of teaching and learning materials

The study discovered that parents their children need learning materials that will help them to excel in their education but they cannot afford them. Some parents hat this to mention:

P02: "I wish I could afford to buy so many books and other things that my child needs to make her studying easy. The school only provides them with textbooks."

P04: "My child was asking me to buy him a recorder to record the lesson everyday so that he can go through after school, but I am not working and cannot afford that."

Lack of attention

Parents interviewed felt that their children may not receive the individual attention that they need as they used to get at special schools due to large class sizes. The following parents' opinions were noted:

P05: "I just fear that my child will lose that individual attention that he used to get from special school because they were few in the class. They do not get that attention in inclusive schools because there are many learners in class."

P03: "I am afraid the teacher may overlook the presence of our learners and concentrate more on hearing learners."

Adaptation to society

The third category was that of adaptation to society. Parents revealed that their learners with hearing impairments are finding it difficult to cope in inclusive schools. Individual parents had this to say:

P04: "I have noticed that my child has so much to do every day after school. She complains every day that the work is too much and she is not coping so well. They never had so much to do at special schools."

P02: "Subjects are difficult I see how she struggle to study."

4.9.5 Sub-theme five: Parental involvement

The fifth sub-theme was parental involvement. A category was identified as parental support in this sub-theme (See Table 48).

Table 48: Sub-theme five categories

CATEGORIES	N	%
Parental involvement		
Parental support	1	100

Parental support

A parent revealed that she does not really get involved in her child's education as she do not have the knowhow. The parent said:

P03: "The family doesn't know how to cope much with my deaf child, and this has caused the communication and interaction between my deaf child and the siblings to be limited, as a result we cannot fully assist her with school work due to poor communication."

4.9.6 Sub-theme six: Challenges with interpreters

This sub-theme refers to the challenges experienced by the learners with regard to interpreters. The category was poor interpretation. The category was rated 100%. (See Table 49)

Table 49: Sub-theme six categories

CATEGORIES	N	%
Challenges with interpreters		
Poor interpretation	4	100

Poor interpretation

Parents said that even though they do not visit the school regularly, they receive complaints from their children that the interpreters were not well trained to understand what was taught. Their responses were:

P03: "The people that translate they are slow and don't explain well."

P04: "I think the interpreters are not well trained or equipped with the subject knowledge."

P05: "I understand some interpreters don't know the subjects that they are interpreting and sometimes they are not in class meaning the learners with hearing impaired will be left behind when the interpreters are not there."

4.9.7 Difficulties adapting to workload

The last sub-theme was that of difficulties adapting to workload. One category was identified: learners with hearing impairments are not coping with the schoolwork. The responses gained 100% (See Table 50).

Table 50: Sub-theme seven categories

CATEGORIES	N	%
Difficulties adapting to workload		
HIL not coping with the schoolwork	2	100

HIL not coping with the schoolwork

Parent felt that their learners cannot cope with the amount of workload they receive in inclusive classes. Comments from parents were:

P03: "I have noticed that my child has so much to do every day after school. She complains every day that the work is too much and she is not coping so well. They never had so much to do at special schools."

P02: "Subjects are difficult I see how she struggle to study."

4.10 RESULTS COLLECTED THROUGH OBSERVATION CHECKLIST REGARDING CHALLENGES

The observation focused on the classroom management and activities in order to identify the challenges that are experienced by learners with hearing impairments in inclusive schools.

Table 51: Observation checklist

Challenges	Yes	%	No	%
Learners with hearing impairment isolated on their own	5	42%	7	58%
Communication between hearing learners and learners with hearing impairment	4	33%	8	66%

Among the 12 classes observed 58% of learners with hearing impairment isolated on their own. On the other hand, only 33% classes observed sought to have hearing learners make an effort to communicate with learners with hearing impairments from time to time.

4.11 RESULTS REGARDING THE STRATEGIES WHICH ENHANCE THE WELL-BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS

The third and last question of this study sought to find out what inclusive schools have in place in terms of resources, infrastructure, teaching strategies and support to enhance the well-being of learners with hearing impairments. The following sub-themes emerged from the learners responses: teacher support, interpreter support and teaching aids and methods. As it can be seen from Table 52 below, the sub-theme teaching aids and methods received the highest responses by 64%, teacher support ranked second by 27%, while interpreter support rated 9% (See Table 52).

Table 52: Sub-themes on strategies: Learners

Types of strategies	N	%
Teacher support	3	27
Interpreter support	1	9
Teaching aides and methods	7	64
Total	**11**	**100**

4.11.1 Sub-theme one: Teacher support

Learners' responses revealed that there is no major support that they receive from the teachers or the school at large, but they appreciate the fact that some teachers are trying their best to accommodate them. The following categories emerged: teacher-interpreter coordination and after school support from teachers. The category of teacher-interpreter coordination scored more responses by 67% whereas the category of after school support from teachers was rated by 33% (See table 53).

Table 53: Sub-theme one categories

CATEGORIES	N	%
Teacher support		
Teacher-interpreter coordination	2	67
After school support from teachers	1	33
Total	**3**	**100**

Teacher-interpreter coordination

The first category was that of teacher-interpreter coordination (67%). Learners indicated that there seems to be a noticeable coordination between the teachers and the interpreters. The following excerpts could better describe the learners' views:

L05: "Some teachers teach slowly to accommodate the interpreter to interpret for us which is good because we will follow the lesson properly. Such teachers also give enough time for us to ask questions and respond."

L04: "I like some teachers because they wait for the interpreters to finish interpreting before they continue. Other teachers they just talk nonstop and the interpreter will have to interpret fast of which sometimes it become difficult to follow and understand."

After school support from teachers

The second category was after school support from teachers. One learner pointed out:

L07: "Support from where, teachers or other people? Some teachers are willing to repeat the lesson after school."

4.11.2 Sub-theme two: Interpreter support

Interpreter support was identified as another theme. One category emerged under this sub-theme: interpreter initiative offering after school support (See Table 54).

Table 54: Sub-theme one categories

CATEGORIES	N	%
Interpreter support		
Interpreter initiative offering after school support	1	100

Interpreter initiative offering after school support

The learners reported that the interpreters try their best to arrange for afternoon classes where possible with the teachers so that the learners with hearing impairments get assistance. One learner responded:

L08: "Maybe the support we get is from the interpreters that help us to interpret for us. When we didn't understand something during the lesson, the interpreter arranges to meet after school if they have time and explain again."

4.11.3 Sub-theme three: Teaching aids and methods

Another sub-theme was that of teaching aids and methods. The categories that emerged were use of teaching aids, seating arrangement and varied teaching methods. The category of use of teaching aids received a high value of 57%, and then that of seating arrangement 29% while that of varied teaching methods received a value of 14% (See Table 55).

Table 55: Sub-theme one categories

CATEGORIES	N	%
Teaching aides and methods		
Use of teaching aids	4	57
Seating arrangement	2	29
Varied teaching methods	1	14
Total	**7**	**100**

Use of teaching aids

The results reported that learners with hearing impairments have no special equipment or resources that they use apart from the textbook which is used by all learners. Learners' remarks were:

L01: "I don't know if there is any resources that are just meant special for us, we all use the same materials in the class."

L02: "There is nothing special for me to use, all I am getting here is the textbook just like any other learners."

L04: "I have books that I buy from NAMCOL I use that to read more together with the textbooks I get from school."

Seating arrangement

The study further revealed that learners acknowledged that the arrangement of the classroom allows them to engage in the lesson without distractions as they are placed at strategic places in class where they can see the teachers clearly and be able to access the chalkboard easily. Some learners' comments were:

L03: "If we are sitting in groups, we sit in the groups that are in front facing the chalkboard and the teacher."

L02:"In all the classes we mainly sit in front row to make it easy to see the interpreter to interpreter clearly maybe is that a support."

Varied teaching methods

The next category was that of varied teaching methods. Results show that some teachers do try here and there to make use of different teaching methods. The opinions expressed by learners were:

L02: "Some teachers use different teaching method like group work, demonstration and lecturing which is commonly used."

L04: "The third and last question of this study ought to find out what inclusive schools have in place in terms of resources, infrastructures, teaching strategies and support to enhance the wellbeing of learners with hearing impairments. The data presented in this section are those collected through interview and observation."

4.12 RESULTS REGARDING THE STRATEGIES WHICH ENHACE THE WELL-BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

Responding to the question on what the school has in place to enhance the wellbeing of the learners with hearing impairments in inclusive schools, the teachers reported that there is nothing much that they do but they try where they can to assist the learners with hearing impairments. Three sub-themes emerged: classroom management, interpreter service and extra classes. The category of classroom management received a high value of 65%, followed by the category of extra classes with a value of 26% while the category of interpreter received 9% (See Table 56).

Table 56: Sub-themes on benefits: Teachers

Types of strategies	N	%
Classroom management	15	65
Interpreter service	2	9
Extra classes	6	26
Total	**23**	**100**

4.12.1 Sub-theme one: Classroom management

Over 60% responded that classroom management is among the strategies that the teachers use to enhance the wellbeing of the learners. The responses were classified in the following categories: use of visual aids, seating arrangements, teaching pace and teaching methods. Over half of the respondents (60%) reported the use of visual aids category as one strategy used in inclusive class. On the other hand, the categories rated as follows: teaching pace 27%, and seating arrangement and teaching methods shared the same value of 7% each (See Table 57).

Table 57: Sub-theme one categories

CATEGORIES	N	%
Classroom management		
Use of visual aids	9	60
Seating arrangements	1	7
Teaching pace	4	27
Teaching method	1	7
Total	**15**	**100**

Use of visual aids

The teachers reported that there are no special resources or equipment brought at schools to support the inclusion of learners with hearing impairments. The following quotations represent the teachers' opinions:

T03: "I make use of a projector so that they read and see pictures as am teaching so at least they don't just hear but also see."

T07: "In order to accommodate learners with hearing impairments with limited or no resources, I try to have visual materials that I make myself so that I have something to show them when I am explaining."

T08: "Apart from chalkboard and textbooks that I normally use there is no other special materials to use. I always try to come up with some posters so that I can make things easier to understand for learners with hearing impairments."

T09: "I try to adapt the materials to suit all learners, one need to improvise in order to cater for all learners. It is very difficult to improvise and come up with teaching materials but I simply have to improvise for other material that I know they can be of help to learners with hearing impairments."

Seating arrangements and teaching methods

The second and forth categories received the same value of 7%. The second category was that of seating arrangements. One teacher pointed out:

T12: "Learners with hearing impairments sit right in front of the class; this makes it easy especially for those who lip read to do so easier."

The fourth category was that of teaching methods. One teacher said:

T09: "Learners with hearing impairments learn at a slow pace, therefore I have to carefully choose teaching methods that I know might help them to grasp the content that I am presenting to them."

Teaching pace

The results show that teachers teach at a slow pace to accommodate the interpreters. Some comments by the teachers were:

T03: "I have to teach at a pace that is not to slow and not too fast."

T10: "If I am too fast then he will be left behind. I teach at a slow pace and stationed at one place when presenting the lesson."

T06: "I am a fast person I always want to do things fast so now I have to slow down a little bit, be patient with them, allow them space to talk."

4.12.2 Sub-theme two: Interpreter service

The second sub-theme was interpreter service. The categories under this sub-theme were: use of competent interpreter in specific subjects and teacher-interpreter coordination or collaboration. The two categories got the same value of 50% each (See Table 58).

Table 58: Sub-theme one categories

CATEGORIES	N	%
Interpreter service		
Use of competent interpreter in specific subjects	1	50
Teacher-interpreter coordination or collaboration	1	50
Total	**2**	**100**

Use of competent interpreter in specific subjects and teacher-interpreter coordination or collaboration

The categories under this sub-theme received the same value of 50% each. The first category was that of use of competent interpreter in specific subjects. The results revealed that the school places the interpreter in accordance to subject knowledge. One teacher commented:

T01: "Interpreters were given to interpret the subjects that they have a bit of knowledge in them."

The other category was that of teacher-interpreter coordination or collaboration. One teacher pointed out:

T04: "We sometimes it with the interpreter to plan the lesson together so that I can help the interpreter to understand and able to interpret to learners with understanding."

4.12.3 Sub-theme three: Extra classes

The teachers also reported that they have extra classes in place where possible to help learners with hearing impairments to understand the content. The responses were divided in three categories: afternoon classes, accommodation and adjustment. The category of afternoon classes emerged with high responses of 67% while the categories of accommodation and adjustment were equally rated by 17% (See Table 59).

Table 59: Sub-theme one categories

CATEGORIES	N	%
Extra classes		
Afternoon classes	4	67
Accommodation	1	17
Adjustment	1	17
Total	**6**	**100**

Afternoon classes

A number of teachers reported that they arrange afternoon classes where possible. The following extracts show the teachers' views:

T02: "After class I will speak to the sign language interpreter and ask her the way I presented the lesson what she thinks about it if there was something they didn't understand then I try to schedule an afternoon lesson depending on time available."

T05: "I try to teach them extra classes like I taught them together with the rest and then sometimes if I have time I repeat the same lesson with them alone with the sign language teacher just to give them more."

T03: "He tends to be slow in grasping things taught in class so to supplement, I always explain to him through the interpreter immediately after the lesson."

Accommodation and adjustment

The second and third category received the same value of 17%. The second category was that of accommodation. One techer said:

T01: "We have friendly things that we call textbooks what is there if they don't understand the explanation from the textbook I write summary on the chalkboard when they read there they will be able to understand what is trying to say."

The third and last category was adjustment. One teacher commented:

T09: "The teachers make explanations easier for the interpreters to be able to interpret to the learners."

4.13 RESULTS REGARDING THE STRATEGIES WHICH ENHANCE THE WELL-BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS

On the third research question, parents did not give substantial information on the resources, infrastructure, teaching strategies and support that is in place to enhance the wellbeing of the learners at schools as they were not aware on what the school have. The sub-themes emerged from their responses were: classroom management and support to learners with hearing impairments. The category of support given to learners with hearing impairments got the high value of 67% while the category of classroom management got the lower value of 33% (See Table 60 below).

Table 60: Sub-themes on benefits: Learners

Types of strategies	N	%
Classroom management	1	33
Support to HIL	2	67
Total	**3**	**100**

4.13.1 Sub-theme one classroom management

Classroom management was the sub-theme pointed out by parent under the theme of strategies. One category was identified: classroom setting (See Table 61).

Table 61: Sub-theme one categories

CATEGORIES	N	%
Classroom management		
Classroom setting	1	100

Classroom setting

A parent said that during her visit to the school she found the learners with hearing impairments seated in front of the classroom. Below is the parent response:

P02: "When I visited the school one day, I saw that the learners with hearing impairments are sited in front of the classroom closer to the teacher and the interpreter to avoid distraction. I think this is a good strategy to include our learners."

4.13.2 Support to learners with hearing impairments

Parents revealed that there is little support that is given to their learners. The responses were classified into the following categories: peer support and parental support. Both categories received the same value of 50% (See Table 62).

Table 62: Sub-theme one categories

CATEGORIES	N	%
Support to HIL		
Peer support	1	50
Parental support	1	50
Total	**2**	**100**

Peer support

The results show that parents acknowledge the support that is given by hearing learners to learners with hearing impairments. One teacher said:

P03: "These learners are taught just as other learners I don't think there is special support received. I think other learners help them when there is no teacher in class."

Parental support

The second category was that of parental support. A teacher pointed out:

P03: "I just make sure my child has a school uniform, and books that are required from school, there is no special materials to use at home."

4.14 RESULTS COLLECTED THROUGH OBSERVATION CHECKLIST

The observation was further done to observe the information on the resources, infrastructures, teaching strategies and support that is in place to enhance the wellbeing of the learners in inclusive schools.

Table 63: Observation checklist

Resources and strategies	YES		NO	
Appropriate resources available	2	17%	10	83%
Effective strategies for meeting the needs of all learners available	4	33%	8	67%
Use of visual material	4	33%	8	67%

As per observation, 83% of classroom observed there were no appropriate resources. Furthermore, 67% of these observed classes had no effective strategies for meeting the needs of all learners available as well as use of visual materials to be used in classes.

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on identifying the benefits and challenges of including learners with hearing impairments in inclusive schools. In the preceding chapter, an attempt was made to analyse the results of the data collected. The aim of this chapter is to discuss and interpret the findings of the study. The discussion of the results was done in relation to the three research questions that had guided the study as well as in accordance to how the results were presented in the preceding chapter. The research questions are:

(i)   What do learners, teachers and parents perceive to be the benefits of including learners with hearing impairment in inclusive secondary schools?

(ii)   What do learners, teachers and parents perceive to be challenges of including learners with hearing impairment in inclusive secondary schools?

(iii)   What do inclusive schools have in place in terms of resources, infrastructures and teaching strategies to enhance the wellbeing of learners with hearing impairment?

 The findings are discussed based on themes and categories that emerged from the data collected under each research question. The composite discussion of findings from all three groups of participants will be integrated under each theme. The results collected through observations and document analysis will also be integrated under the specific themes.

5.2 DISCUSSION REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS

The first question of the study sought to identify the benefits of including learners with hearing impairments in inclusive secondary school as perceived by learners, teachers and parents.

5.2.1 Academic support from hearing learners

The first sub-theme identified was that of Academic Support from hearing learners. Learners with hearing impairments are reported to gain academic support from the inclusion.

Peer support/Peer tutoring

According to the results of the study, hearing learners provide support to the learners with hearing impairments included in inclusive schools. One learner commented: "Hearing learners help us explain to us even in the afternoon." The help provided by hearing learners include that of explaining to learners with hearing impairments in the afternoon and telling them information regarding the bell, break times and so on. These findings are in line with those of Bower (2006) who found that hearing learners in inclusive schools help learners with hearing impairments to manage work that they found difficult by pointing out the answers, and at the same time helping them to cope in an inclusive environment. It can be concluded that hearing learners in inclusive schools were welcoming and ready to assist learners with hearing impairments. Further, this is explained well within the micro-system in which the learners with hearing impairments receive physical, moral and emotional support to meet their disability. The members in the micro-system are eager to help the learners assimilate and function well with the obstacles and individuals around the, they help interpret things to him, so they become familiar and understandable to him.

5.2.2 Socialisation opportunities

There seems to be a number of social benefits for learners with hearing impairments when they are included in inclusive schools. Some benefits are discussed below as reported by learners.

Peer socialisation/acceptance in the society

The study found that it was a good idea for learners with hearing impairments to be included in inclusive schools because inclusion rules out discrimination on the basis of disability which is outlawed by policies such as the National Policy on Disability (1997). This policy stresses that the government shall ensure that children and youth with disabilities have the same right to education as children and youth without disabilities.

The learners with hearing impairments express happiness in their responses as they feel it is a great opportunity to be taught together with hearing learners as this prepares them to face the real hearing world. One learner said: *"To be in an inclusive school helps me to know some hearing learners which might make it easier for me to deal with hearing people outside school."* According to McMillan (2008), when learners with hearing impairments become part of a general education classroom, they are more likely to become socially accepted by their peers. The more learners with hearing impairments have contact with their hearing peers the greater the chance the learners with hearing impairments will learn tolerance and have a greater acceptance of others' differences. At the level of meso-system, learners with hearing impairment are included in regular classes, they interact with their hearing peers and learn what they cannot learn from their fellow learners with hearing impairments. These results give an impression that when learners with hearing impairments are placed in special schools, they feel that they are discriminated and feel comfortable to be among hearing learners.

Peer interpersonal relationships

A study by McMillan (2008) further found that when learners with hearing impairments are isolated and taught only in special education classrooms, they are not given the opportunity to interact with a diverse group of people. By being in inclusive settings, these learners are now able to socially interact and develop relationships with their peers. Findings from this study revealed that inclusive education allows them to have a close social interaction with hearing learners, although they have noted that the issue of communication hinders social interaction. One learner said: "*The other benefit is I can make more friends with hearing learners and get to be with them and see the things they do after school*".

Enhanced communication

The findings of the current study revealed that the communication between learners with hearing impairments and hearing learners could be enhanced as they are learning from each other. According to McMillan (2008), when learners with hearing impairments become part of an inclusive education classroom, they are more likely to become socially accepted by their peers; thus they become socially communicative. Learners with hearing impairments have started to learn sign language which helps them to communicate with learners with hearing impairments. According to the ecological system, the child begins to experience more communication opportunities outside his/her home. The mesosystem is where learners with hearing impairments language begin to adjust and start to fit to his/her social environment which could have been influenced by the teachers and hearing learners. Yuhan (2015) further suggested that communication skills for learners with hearing impairments in inclusive schools can be improved with intervention programmes such as enhanced language programmes. The programme is reported to be effective for developing language for learners with hearing impairments which will help them to communicate with hearing learners.

5.2.3 Better academic opportunities

Inclusion does not only benefit learners with hearing impairments socially, but also academically. The categories under this sub-theme are acquiring more information and being prepared for tertiary institution and they are discussed below.

Acquisition of more knowledge

Regarding the acquisition of more knowledge, learners with hearing impairments positively commented that they learn more information from inclusive schools as opposed to the content that they use to learn at special school. The following is an excerpt from a learner: "We learn more information than what we use to learn at special school." Bashier (2005), and Jones et al. (2009) indicated that inclusive schools provide a more stimulating learning environment and access to wider curriculum possibilities than that might be offered in segregated environments. It can therefore be concluded that the curriculum offered in inclusive schools is so rich in content than that offered is special schools, hence the extensive knowledge gained by learners with hearing impairments.

Preparation for transition to tertiary institutions

The result of the study also shows that including learners with hearing impairments in inclusive schools prepares learners with hearing impairments for tertiary education within the hearing community. In their views, learners with hearing impairments felt that it will be easy for them to cope at institution of higher learning as they are being prepared in inclusive schools. One learner said: "I *think this prepares us to go to universities because there are no universities for learners with hearing impairments in Namibia."*

5.3 RESULTS REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

The benefits reported by teachers had seven sub-themes: inclusivity in school environment, teachers' empowerment, academic benefits, social benefits, preparation for after school life, hearing learners' benefits and academic support from hearing learners. Each sub-theme is discussed in brief details with its category below.

5.3.1 Inclusivity in school environment

The following categories will be discussed under this subtheme: acceptance, learners with hearing impairments not discriminated/ isolation /equal treatment and sense of belonging.

Acceptance

Teachers who participated in this study revealed that learners with hearing impairments need to be associated with the hearing world by placing them in inclusive schools in order to make them feel accepted and as a result enable them to cope in a normal society with hearing people. The findings of this study are in agreement with the findings of a study conducted by Kaupinnen (1994) as cited in Adoyo (2007) showed that inclusive education allows learners with hearing impairments to feel accepted as normal members of the society and provides the learners with hearing impairments with the same possibilities of participating in the society in adult life. In addition, learners with hearing impairments will feel that they are part of a learning community in their classroom because of the belief in inclusion by their peers and their teachers (McMillan, 2008). It can be concluded that learners with hearing impairments may also as a result of acceptance get to feel comfortable being among hearing learners and be able to feel that they are part and parcel of the community.

Learners with hearing impairments not discriminated and isolated

There seems to be a shared understanding regarding learners with hearing impairments not being discriminated. As reported by learners, teachers also share the same sentiment that inclusion of learners with hearing impairments eliminates discrimination and promotes equal treatment. By treating the learners equally, all schools will be inclusive, and they can be supported to achieve the goal of inclusivity. These findings are supported by Olofintoye and Tunde (2010) who found in their study that inclusion has helped reduce discrimination. The above findings imply that when learners with hearing impairments are included in inclusive schools with hearing learners, then all learners are accepted equally without any discrimination; this reduces the feeling of isolation. The above findings were also strengthened by the sector policy that inclusive schools are able to change negative attitudes to diversity by educating all children together; thus inclusive schools form the foundation of a just and non-discriminatory society (MoE, 2010).

Sense of belonging

Furthermore, the study revealed that learners with hearing impairments get to experience a sense of identity and belonging, which makes them feel as part of the normal community. One learner said: "*Yes, they are benefiting in the sense that the learners with hearing impairments tend to feel free when they see that other learners accept them despite their disabilities.*" McLeish (2010) concluded in her study that deaf and learners with hearing impairments should be accepted and they need to feel a sense of belonging.

5.3.2 Teachers empowerment

Inclusive education was believed to empower teachers in inclusive schools. It appears that teachers are also benefiting from the inclusion of learners with hearing impairments. The categories under this sub-theme are discussed below.

Teachers learn sign language

This study has found that inclusion for learners with hearing impairments has made it possible for some teachers to learn sign language. One teacher said: *"we as teachers are also benefiting because we are learning sign language."* It was worth noting that teachers appreciate the fact that inclusion for learners with hearing impairments also benefited them as they gained knowledge and skills with regard to sign language. Learners and the society will benefit because once the teacher has a significant knowledge in sign language; it will be easier to communicate and support the learners with hearing impairments. The benefit may extend to the society as the teachers can communicate with people with hearing impairment in the society and be able to assist them when they need help. The teachers may also teach sign language to the members of their society.

Teaching methods improved

Inclusive education made it possible for teachers to organise their teaching more carefully, or adjust lessons for learners with learning difficulties which includes learners with hearing impairments. In so doing, hearing learners in the class can also benefit (Kenzo, 2008). The current study found comparable findings to above that teachers in inclusive classrooms are being encouraged to make use of different teaching methods. The results reflect that teachers' teaching techniques and methods were extended and deepened as they are trying to find

suitable teaching methods to accommodate learners with hearing impairment and as a result benefit all learners in the classroom.

Teacher collaboration

Another benefit, though it did not strongly come out, was that of collaboration among the teachers. The results indicated that inclusion allowed teachers to realise the importance of collaboration in the quest to find better solutions that contribute to the effective implementation of inclusion for learners with hearing impairments. T07 on collaboration noted: *"I also believe that we as teachers, are learning how to collaborate with each other (even though we don't do we that often) as we try to find solutions from each other when we are faced with difficulties in teaching these learners."* Although most teachers did not comment on the issue of collaboration, the research felt that all teachers' collaboration were supposed to be a benefit experienced by all teachers as collaboration ought to give them more support to try new ideas and could give them access to more resources. A study by Msiya (2006) had findings that are in line with the findings of this study. A high percentage of respondents (72%) indicated that there is need to share information with other teachers who are jointly responsible for learners experiencing barriers to learning, like the hearing impaired. The study further suggested that a network between schools could assist in sharing valuable knowledge and expertise as well as providing support.

5.3.3 Academic benefits

The third sub-theme was that of academic benefit. Learners with hearing impairments seem to be benefiting academically from inclusion. The categories to be discussed below are equal learning opportunity and competition.

Improved equal learning opportunities

To be responsive to the statement "Education for all", all leaners should receive equal education treatment. The findings of the study indicated that learners with hearing impairments in inclusive schools might benefit academically as they have opportunity to advance to secondary Grades and higher education institution. The teachers felt that, academically, learners with hearing impairments are more advanced when they are taught in inclusive schools than when taught in special schools. Another study that investigated the assessment of public primary school teachers' attitudes towards inclusion of learners with hearing impairment found that, if learners with hearing impairment are taught together with those without impairments, they are likely going to perform better (Kiriungi et al., 2014).

Competition

The data obtained about academic benefits revealed that learners with hearing impairments in inclusive schools develop a sense of competition as they want to perform on par with hearing learners. A teacher narrated: *"Probably the other benefit is that they will probably they will also come to know that they are not dump because they now have to compete with the other learners that are not having special needs and probably they will even perform better than hearing learners."* The above findings are in similar to those of Mwiti (2010), who found that academic education is important in the education of the learners with hearing impairments. This is because it assists in preparing them to compete with hearing peers.

5.3.4 Social benefits

Social benefits were also mentioned by the teachers. The categories under this sub-theme are discussed as below.

Improved communication

With regards to improved communication, teachers reported that inclusion may benefit learners with hearing impairments in terms of communication. The communication between learners with hearing impairments and hearing learners improve as they are integrated. Asif (2008) summed up his study by pointing out that opportunities for engaging in discussions, curricular and extra-curricular activities are helpful for learners with hearing impairments in developing and maintaining friendships and relationships with the hearing peers and learning communication skills.

Lip-reading skills

Lip-reading involves seeing a person's mouth when talking. This study shows that learners with hearing impairments in inclusive schools improve on their lip-reading skills as they constantly read on their teachers' or fellow hearing learners' lips as they attempt to find out what they are saying more especially when there are no interpreters. One teacher said*: "Yaa the other benefit is that they will learn to read from somebody's lips when they are talking because they are close they socialise and interact with them to make it easy to understand instead of guessing because most of the time they just guess."* The above extract revealed that teachers would want to see learners with hearing impairments improving their lip-reading skills so that they do not rely on guessing what the person is trying to communicate to them.

Alothman (2014) had similar findings to the current study; some teachers and hearing people recommend the oral method for the reason that they do not like learners with hearing impairments to rely on sign language and interpreters in order to communicate with hearing people. In the same way, they believe that when deaf people are allowed to use sign language, they may not learn how to use speaking and lip reading.

Social interaction

The inclusive education of learners with hearing impairments is extremely significant in relation to their own learning and the social interaction that takes place in inclusive school communities (Alothman, 2014). The results of this study have shown that inclusion of learners with hearing impairments promote the social interaction between hearing learners and learners with hearing impairments. Learners with hearing impairments get to develop friendships with hearing learners and share information. In the teachers' views, it can be seen that social interaction seems to be of utmost importance as it brings the hearing learners and hearing impaired closer to each other. Hankins (2015) found that it is evident that social interaction between hearing and learners with hearing impairments can be positive.

Self-confidence and independence

According to AlShahrani (2014), teachers in his study believed that providing learners with hearing impairments with access to inclusive education would give them an equal opportunity to observe, imitate, interact, model and build friendships with other learners in the same age group. They would have more chance to be exposed to society and learn their social norms which could improve their self-esteem and self-confidence. This study found related results to that of AlShahrani which stated that being in inclusive schools helps learners with hearing impairments to gain more self-confidence when they are among hearing people who also allow them to become more independent and not to become too dependent on the teachers. One teacher commented: "One of the benefits of inclusive education for learners with hearing impairments is that it helps the learners to interact with hearing learners which as a result improves the self-confidence of learners with hearing impairments."

The results were further supported by Gupta (2014) who indicated that higher expectations ultimately lead learners with hearing impairments to achieve more, gain confidence and independence, and develop a stronger sense of self.

5.3.5 Preparation for after school life

The fifth sub-theme talks about preparation for after school life. It is believed that including learners with hearing impairments in inclusive schools prepares them to be ready for life after school. In this sub-theme, preparation for wider society/community, exposure to hearing environment and cultural sensitivity were the identified categories.

Preparation for wider society/community

The findings of this study indicated that inclusive education prepares the learners with hearing impairments to be ready for a wider hearing community in which they will live in and work. When learners with hearing impairments are visible and engaged within the community, stigma may be reduced (LeComte, 2017). The understanding is that inclusion for learners with hearing impairments may have a long and meaningful impact on them which may allow them to participate in the society they are living in and as a result reduces stigma and discrimination.

Exposure to the inclusive environment

Furthermore, teachers reported that learners with hearing impairments will get to experience a different environment out of their confined deaf environment. A comment from one teacher said: *"Learners with hearing impairment are living and exploring life outside their small confined environment in which they have been in and taught for the past years of their education."* Konza (2008) highlited that when learners with hearing impairments are educated in the neighbouring schools which are inclusive schools, they become part of their

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local community. In this view, learners with hearing impairments can only become part of their local enviromnet when exposed to the inclusive environment where they are more likely to meet with differen people.

Cultural sensitivity

The results further showed that learners with hearing impairments become aware of the different cultures that are found in their environment so that they get to know how to deal with people from different cultural background. One teacher noted: *"They get to learn about other people other learners culture and what other people do and not just other culture but with regard to a lot of things and they get to learn that and they get used to being around people who are hearing and try to make contacts even with those that can't sign."*

From the quote above it can be concluded that even though learners with hearing impairments and their deaf community have to develop a strong culture of their own; it became apparent that it is still vital for learners with hearing impairments to also learn how to cope with different cultures in the hearing world in which they are going to live after completion of school.

5.3.6 Hearing learners' benefits

Being exposed to hearing peers gave learners with hearing impairments an opportunity to learn more. From the learners' responses, it came out that it is not only learners with hearing impairments benefiting from inclusion, but also hearing learners are benefiting.

Hearing learners learn sign language

Berndsen and Luckener (2010) indicated that benefits exist for hearing learners as they have a variety of opportunities to interact with their classmates who have hearing impairments and as a result they have a chance to learn sign language. This study also has similar findings to

that of Berndsen and Luckener (2010), inclusion does not only benefit learners with hearing impairments, but also learners without hearing impairment. The majority of teachers concured that inclusive education benefit hearing learners as they get to learn sign language.

Deaf awareness

Findings from the study show that teachers acknowledge that hearing learners become aware of other learners' differences. The hearing learners get to understand that people are different but they are still capable to do different things. These findings were supported by Konza (2008) who found that inclusion provides opportunities for the development of appropriate attitudes towards people with a range of disabilities which includes hearing impairment.

According to Gupta (2014) and LeComte (2017), including learners with hearing impairments would improve the attitudes of hearing learners toward learners with hearing impairments and this helps them to gain familiarity with and knowledge of disability especially that of hearing impairment.

These results would simply mean that inclusion of learners with hearing impairments could prompt learners with hearing impairments to become more understanding of and to develop positive attitudes toward hearing impaired peers. On the other hand, learners with hearing impairments keep on building their self-esteem and upholding positive feelings toward learners with hearing impairments and other people living with disabilities.

5.3.7 Academic support from hearing learners

Every child goes to school to learn. Greater learning experience was highlighted as a benefit of inclusive education for learners with hearing impairments. The majority of teachers responded that learners with hearing impairments learn from the experience they are getting from inclusion

Peer tutoring

The study revealed that inclusion allows for opportunity of peer tutoring as a benefit. Teachers indicated that the two sets of groups of learners are both learning from each other. Learners with hearing impairments are learning from hearing learners as they share with them skills of life and helping them in school work. In the same vein, hearing learners also learn from learners with hearing impairments about deaf culture as well as sign language as it was alluded to earlier in the learners' section. Similar findings were echoed by Gupta (2014) who reiterate that hearing learners are also willing to initiate and maintain friendships with learners who may be different and to assist classmates who may be experiencing difficulty with school-related tasks. It can therefore be assumed that both hearing learners and learners with hearing impairments benefit from inclusion and they all learn from each other.

Sharing information

A study conducted by Bower (2006) discovered that hearing learners love sharing and learning sign language, and gain great support from explaining things to each other and sharing information. In this study it was revealed that since hearing learners are exposed to various information resources e.g. radio, they acquire so much information which they then share with learners with hearing impairments which may also benefit them academically.

Peer support

Learners with hearing impairments support learners with hearing impairments to cope in inclusive school. These findings are in line with those of Bower (2006) who found that hearing learners in inclusive school help learners with hearing impairments to manage work that they found difficult by pointing out the answers, and at the same time helping them in a hearing environment. The relationship of mutual support often seemed to be more important

in the ecological theory. In the microsystem level, the child interacts with the immediate environment. Hearing learners have direct relationships and interact with learners with hearing impairments daily and as a result hearing learners will have positive impact on learners with hearing impairment development by offering them support.

5.4 RESULTS REGARDING THE BENEFITS OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS:

5.4.1 Inclusivity in school environment

The sub-theme of inclusivity was also identified in the parents/guardians responses. The categories include inclusion/sense of belonging, acceptance and learners with hearing impairments not discriminated.

Inclusion /sense of belonging

The results from parents revealed that inclusion has allowed their learners to be in schools where their neighbours are schooling. The results also show that including learners with hearing impairments in inclusive schools has shown that there is no more segregation in the education system. Inclusive Education enabled learners with hearing impairments to get more acquainted with hearing learners as well as with the school community at large on how to go along with everyone in their neighborhood (Konza 2008 and Ibrahim, 2013).

Acceptance

The parents also shared the same sentiments like teachers that inclusive education allowed their learners to feel accepted and be part of the school community. A study carried out by Msiya (2006) indicated that inclusive classroom should foster acceptance, tolerance and caring in all learners. The educator has the responsibility of creating and maintaining a classroom atmosphere, which nurtures the personal, cognitive and social development of all

learners. Parents in this study further appreciate that inclusive education benefits their learners with hearing impairments because they are being accepted by other learners who can hear and they learn from each other.

Learners with hearing impairments not discriminated

Parents concurred with the learners' and teachers' views that having their learners in inclusive education takes away discrimination. The parents felt that their children were being discriminated by placing them in special schools.

5.4.2 Support from hearing learners

Learners with hearing impairments are believed to be benefiting from the hearing learners support. The category is discussed below.

Peer support

The study indicated that responses from parents give an impression that their children get help from learners with hearing impairments. LeComte (2017) was in line with the findings of this study by indicating that learners with hearing impairments have an opportunity to watch, engage with and learn from hearing learners of similar age.

5.4.3 Academic benefits

Although the academic benefit is not coming out clearly, there are few academic benefits that are experienced by learners with hearing impairments.

Academic achievement

Academically it is assumed that learners with hearing impairments are benefiting from inclusion as their reading and writing skills are improving. Gupta (2014) noted that inclusion provides ongoing opportunity to learners with hearing impairments to interact with hearing

learners of varying academic levels. He further stated that inclusive classrooms are ripe with opportunities to engage learners with hearing impairments in the daily routine and in activities that elicit and challenge academic performance.

Competition

The findings further revealed that learners with hearing impairments have shown a sense of competition as the hearing learners try to compete with hearing learners. A parent commented: *"I also noticed that placing my son in inclusive school motivated him to compete with hearing learners. If teachers were qualified enough to teach learners with hearing impairments I believe he can succeed like others."*

5.4.4 Socialisation opportunities

Parents also pointed out some social benefits experienced by their children in inclusive classrooms.

Peer relationship

The study found parents of learners with hearing impairments believe that their learners are benefiting as they start to establish interpersonal relationship with their hearing counterparts which promote the social interactions. One study found that inclusive settings offer an additional avenue for learners with hearing impairments to connect with hearing peers. LeComte (2017) stated that when learners with hearing impairments find spaces outside of school that provide opportunities to foster friendships, the grab these opportunities and benefit from them.

Social skills improved

It was found through the findings that parents felt that their children's social skills have improved when they are included in inclusive schools as they are displaying some skills that they did not experience before. Gupta's (2014) findings are in line with that of the study that regular, sustained interaction in inclusive classrooms offers learners with hearing impairments with opportunities to observe, develop, expand, and generalise their social skills. The lesson from the study is that the skills learned will allow learners with hearing impairments to understand the standards of how to live within the hearing community in which they will be living in.

Adaptation to society

The results further stated that inclusive education for learners with hearing impairments has reduced fear and tension that the learners with hearing impairments use to experience when meeting hearing people before they moved to inclusive schools. McMillan (2008) findings are consistent with the current fidings that every learner should feel comfortable in their classroom and that they are part of a learning community. He further stressed that by exposing children to diversity, teachers are exposing them to reality.

5.4.5 Parental involvement

The last sub-theme is that of parental involvement and the category identified was parental support.

Parental support

Hearing learners have an opportunity to be closer to home when they are included in inclusive schools. One quote parent said: "*I am happy my child can stay at home when attending inclusive school, I don't need to send her off to far schools like she was when she*

was at special school. She will feel normal like her siblings because they are all home together and we can give her the support as a family." Berndsen and Luckner (2010) share the same sentiment from their studies that including learners with hearing impairments in inclusive schools gives them an opportunity to live with their families instead of attending special schools. In this view, it can be concluded that inclusion provides an opportyunity for the family to stay together and build a strong relationship with the child with hearing impairment.

5.5 RESULTS COLLECTED THROUGH OBSERVATION CHECKLIST REGARDING BENEFITS

The following part discusses the findings through observation in 12 classrooms. Observation data helped the researcher to compare the findings obtained from the interviews which enabled the researcher to draw valid conclusions towards the research questions.

According to the classroom observation made, there was an observable welcoming environment in all classes as teachers always try to make sure that the learners with hearing impairments are in class before the teacher starts with the lesson. Furthermore, it was observed that most classrooms had posters of the sign language alphabet and basic signs of sign language were displayed on the wall in classes. This shows that there was some effort to welcome learners with hearing impairments in the inclusive environment. In most classrooms observed, learners with hearing impairments are seated in front to make it easier for the learners to see the teacher and the interpreter. Seating in front helps them to concentrate. Although learners with hearing impairments are welcomed, teachers find it difficult to fully accommodate these learners into their daily lessons. This was observed since some teachers do not try to simplify the work or activities given in class. Teachers sometimes feel it is the responsibility of the interpreter to interpret and make the learners understand.

Learners are not given extra time to complete their class activities and this was due to the limited 40 minutes per lesson. The inclusion of learners with hearing impairments in inclusive schools allowed opportunities for hearing learners to learn sign language. As per observations during the lessons, some learners were seen communicating to learners with hearing impairments and some asking how to sign different words or objects.

The observation results further indicated that teachers do not always display the right gestures and expressions to display messages they want to get across to learners with hearing impairments. As a result, you will find a teacher facing the chalkboard while talking or stay at the back of the class where learners with hearing impairments cannot see them at all times as they have to focus on the interpreter. These results are comparable to those found through interviews. The implication these findings have toward the learners with hearing impartments is that poor interpretation of information will result in learners finding it hard to understand the whole lesson. However, once the interpretation of information to learners with hearing impartments is conducted appropriately, this will enable learners to fully understand the scope of the study or lesson.

It was also observed in some classrooms that teachers posed to give the interpreter a chance to interpret the information taught to the learners with hearing impairments. However, sometimes interpreters do not interpret everything that was said by the teacher. By so doing, learners with hearing impairments felt that they are left out.

5.6 RESULTS COLLECTED THROUGH DOCUMENT ANALYSIS REGARDING BENEFITS

To further answer the research question regarding the benefits of including learners with hearing impairments in inclusive schools, the Sector Policy on Inclusive Education was analysed. The aim of this sector policy is to provide access, equity and quality education to all learners. The following section presents the justifications for inclusion which are stated in the Sector Policy on Inclusive Education. After careful analysis of the policy, these justifications are more of benefit to inclusive education. Although these justifications are not specific to the inclusion of learners with hearing impairments, learners with hearing impairments are also part of the groups of learners in   inclusive education. The benefits indicated in the Sector Policy on Inclusive Education include educational justification, social justification and economic justification. These benefits are discussed below.

5.6.1 Educational justification

Although this is stated in the Sector Policy, inclusive schools did not develop specific teaching methods to be able to respond to learners with hearing impairments' needs. This is so because most teachers do not have the knowhow due to lack of training.

5.6.2 Social justification

Learners with hearing impairments are benefiting as well as hearing learners and teachers start thinking positive about them. They are aware that people are different and they should be treated equally without discrimination. This benefit talks to some benefits that were alluded to by the learners, teachers and parents through interview results.

5.6.3 Economic justification

To maintain all schools is costly especially if schools for different disabilities have to be built in order to take services closer to the people. But if learners with disabilities which include learners with hearing impairments have to be included in the inclusive schools in their neighborhood, this will mean that the cost will not be much as this will only mean improving on the schools that are in existence.

A conclusion can be made that even though there is a sector policy on inclusive education, learners with hearing impairments seem not to be fully benefiting from it. Despite well-outined strategies in the Sector Policy on Inclusive Education, there seems to be insufficient capacity at schools level to implement such strategies. It could further be assumed that teachers in inclusive schools are not even aware of the Sector Policy on Inclusive Education.

5.7 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS

Inclusion for learners with hearing impairments seems to be beneficial but it is challenging to the learners, teachers and parents. The following section discusses the challenges experienced by the learners. A total of seven sub-themes were identified to be the major challenges experienced by the learners in inclusive schools.

5.7.1 Limited skills and knowledge of teachers teaching learners with hearing impairments

The first sub-theme was that of limited skills and knowledge of teachers teaching learners with hearing impairments. The category that emerged was teachers' training and it is discussed below.

Teachers training

Learners raised concerns with regards to teachers' training. This concern or challenge has received most of the responses from the learners. The results indicated that teachers teaching learners with hearing impairments have not been trained to teach learners with hearing impairments. Therefore, teachers have limited knowledge on how to handle learners with hearing impairments in their classroom. The above findings are in line with the findings of AlShahrani (2014). His findings revealed that teachers were inadequately prepared to serve learners with hearing impairments in general education classrooms. The lack of such training for teachers in inclusive schools could account for the lack of appropriate skills and knowledge as well as the strategies and methods to be used in order to successfully include learners with hearing impairments in inclusive schools with full participation.

Limited skills and knowledge on deaf culture among teacher

The findings further revealed that teachers teaching learners with hearing impairments lack skills and knowledge with regards to deaf culture. Hankins (2015) affirms the findings of this study that most participants in his study had little knowledge about Deaf culture, and did not consider that Deaf people make up a separate culture.

5.7.2 Lack of accommodation by teachers

For inclusive education to be successful, teachers are supposed to make sure that all learners are accommodated in their classrooms to ensure full inclusion. The categories identified under this sub-theme are discussed below.

Confusion due to divided attention (teacher and interpreter)

One challenge mention by the learners was that of divided attention. The results show that learners experience difficulties in concentrating to both the teacher and the interpreter

especially when there is other teaching aids being used or referred to e.g. projector. Similarly, Foster, Long and Snell (1999) found that some teaching strategies and instructional styles make classroom learning more difficult for learners with hearig impairments. This strategiesinclude when the teachers are writing a computation on the board and talking at the same time causing the learners to choose whether to capture the comments by the interpreter or or follow what is being written on the board. I believe these scenarios happen because the teachers and interpreters were not prepared on how to accommodate each other during the lesson presentation and as a result leave the learners in an uncomfortable situation.

Lack of adjustment, modification, accommodation and adaptation

Another challenge expressed by the learners was that teachers make little provision during the lesson to accommodate them. Learners reported that teachers talk while they are writing on the chalkboard, which limits the learners with hearing impairments to lip-read them. Some teachers do not provide summaries and learners with hearing impairments do not get extra time to finish the tests or task given.

Teaching pace

Furthermore, the results show that some teachers forget that there are learners with hearing impairments in their classes as they teach at a fast speed leaving the interpreter with no choice but to stop interpreting. The above results are in line with the findings of Bower that show that learners commented that frequently they are ignored by the inclusive teacher throughout the lesson, and are unable to change the pace of instruction, or explanation, in order to catch up (Bower 2006).

5.7.3 Poor academic support

The third sub-theme was academic support. The categories that emerged are discussed below.

Limited attention/poor attention from teachers

Another challenge experienced by learners with hearing impairments in inclusive school is that they do not get adequate individual attention from the teachers as they have to attend to other +-30 learners to teach in the class. Musengi and Chireshe (2012) affirmed that the above findings that large class sizes and inflexible time-tabling did not allow for individualised attention.

Insufficient explanations

Learners with hearing impairments further reported that they receive inadequate explanation more especially when the teacher is reading from the textbook without any explanation. One teacher said: *"When the teacher is teaching and is just reading from the textbook and not explaining, it becomes too difficult to understand."*

Lack of interaction in group work/ limited access to group discussions

A major challenge that was expressed by almost all learners is that they hardly participate in group work discussions due to communication barrier. One learner commented: *"I remember something about communication, communication is a problem; I cannot express my views clearly to the teacher or to other learners as they cannot sign, especially if there is no interpreter and also during group work it is very difficult to communicate as hearing learners don't know sign language. I am mostly excluded from the discussions."*

Limited resources/ inappropriate resources

Learners with hearing impairments also indicated that there are no specific teaching and learning materials for them and thus they only depend on the textbooks that are given to all learners. Another study found that genuine inclusion is often compromised due to lack of adequate support staff and resources Ferguson (2014).

5.7.4 Problems with interpreters

Another challenge is that of interpreters. Interpreters are reported to be absent from classes; they provide insufficient interpretation, their interpretation is not consistency and they are reported to have limited subject knowledge.

Insufficient interpretation

Learners with hearing impairments depend on a third party to provide access to information. The results of the current study show that interpreters do not interpret everything that the teacher is teaching and as a result learners with hearing impairments leave the classroom without fully understanding the lesson for the day. A study by Reilly (2004) stated that learners with hearing impairments received incomplete information because the interpreters were not skilled. Lack of good sign language interpreters is a typical problem in many schools.

Interpreter absenteeism

One of the challenges expressed by the learners is that of interpreters' absenteeism. When there are no interpreters in class the learners with hearing impairments are left behind as there is no one to interpret. Adu (2016) argued that since their main source of information at the lecture hall was dependent on their interpreters, if the interpreters were absent, the learners left the lecture because they did not see the need to be at a lecture where they would not

benefit. The learners further stressed that they were not informed about pertinent issues such as change in venue and time of some lectures when their interpreters were absent. The two sets of findings echoed the same sentiment and if inclusive schools are not taking up the issue of interpreters seriously, the learners with hearing impairments will forever be behind.

Interpreter inconsistency

Another challenge regarding interpreters is that of inconsistency. Learners with hearing impairments indicated that interpreters use different signs and this causes confusion. The following is an extract from an interview with one learner: *"Big challenge with interpreters is interpreters do not use the same signs and this is confusing us'"* Some elements in the subject like Chemistry does not have its own sign language and share the meaning of the sign language with other words' thus, at the end of the day the students remain confused (Ibrahim, 2013).

Limited subject expertise from interpreters

Results also show that interpreters do not have sufficient subject knowledge and this became difficult for them to interpret correctly. Kigotho (2016) supported the above findings by indicating that teachers from his study felt that lessons would be richer if the interpreter had basic content knowledge because familiarity with the content may lead to more appropriate sign selection and few misinterpretations. The researcher also felt that inclusion for learners with hearing impairments will benefit the hearing impaired more if the interpreters are equipped with the necessary subject knowledge to enable them to interpret quality information.

5.7.5 Lack of interaction/ socialisation with hearing learners

Learners with hearing impairments experience poor socialisation with their hearing peers. They find it difficult to interact due to language barriers.

Lack of interaction

Learners with hearing impairments can face many hardships when they come into the general education classroom. Becoming socially accepted by their peers in this classroom setting can be very difficult. This is especially true for learners who are experiencing inclusion for the first time (McMillan 2008). In this study, learners with hearing impairments said that they find it difficult to interact with hearing learners fully due to communication barriers. The results are further supported by another study that Deaf learners sometimes reported few or no meaningful social relationships or friendships with hearing learners, even when good interpreting was available (Russell, 2010).

Bullying /teasing

A number of learners with hearing impairments also shared their dissatisfaction that some learners with hearing impairments label them inappropriately, for instance calling them "dump". In addition, hearing learners were reported to be laughing at learners with hearing impairments when they get low marks in tests.

Exclusion from social activities

The study also revealed some disappointing results that learners with hearing impairments are not allowed to participate in extra-mural activities which are supposed to be promoting social interaction among the learners.

A study conducted by Safder, Akhtar, Fatima and Malik (2012) carried the same sentiment as above. The study revealed that learners with hearing impairments are not encouraged to participate in social activities. Powers (2002) emphasised on these findings that involvement of deaf and hard of hearing learners in extra-curricular activities will be helpful for a deaf student to develop social skills. However, the findings of this study revealed that learners with hearing impairments hardly take part in extra mural activities at school as sometimes are not allowed to do so due to their impairment. The further contributing factor is that there is not always an interpreter to interpret to them as extra mural normally takes place in the afternoon.

It can be concluded that social activities are supposed to be a place where learners mingle and learn how things work but due to absence of interpreters at these activities it is sad to note that these learners are not fully or not participating at all in such activities for successful communication in an inclusive setting. The ministry of basic education should consider social intervention programmes which will enhance full participation.

Isolation

Learners with hearing impairments further stated that they sometimes feel lonely as they are most of the times by themselves. The results showed that hearing learners made learners with hearing impairments feel isolated because of the communication gap. Sometimes, even the few hearing learners who could sign did not give the learners with deafness the opportunity to express themselves since the hearing learners believe the Deaf have nothing to offer (Adu 2016). The study further found that, although the learners were integrated in a hearing classroom, they still felt isolated.

It can be concluded that the gap in communication causes learners with hearing impairments to prefer being with fellow learners with hearing impairments than being with hearing

learners because they can communicate with the learners with hearing impairments better than hearing learners.

Language barrier

The results shows that teachers teaching in inclusive schools do not know sign language and learners with hearing impairments cannot directly communicate to them and it becomes challenging when there is no interpreter. According to Desalegn and Worku (2016), Deaf people have missed many opportunities due to the fact that they were being left out because of the gap that language barriers created.

5.7.6 Lack of parental involvement/support

Learners have expressed that parents were not involved in the education of their children.

Parental involvement/support

The study also revealed that parents of learners with hearing impairments were not much involved in the education of their children. The result from learners with hearing impairments suggested that parents and teachers should work together in order to successfully support the inclusion of learners with hearing impairments.

5.8 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

Although inclusion for learners with hearing impairments seems to have many promising benefits for learners with hearing impairments, it has become increasingly difficult to implement due to the fact that there are many different impediments that need to be overcome by teachers in inclusive schools. The challenges as perceived by teachers are discussed below.

5.8.1 Teachers training

As earlier alluded to by the learners, teachers also felt that teachers' training has a huge impact on the implementation of inclusive education for learners with hearing impairments.

Lack of knowledge and skills from teachers

A study by McMillan (2008) found that teachers were feeling ill-equipped to teach in an inclusive setting because they felt that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms. General education teachers feel heavily loaded when they are teaching in an inclusive setting because they are concerned that they lack the knowledge and training to effectively implement inclusion in their classrooms. The above findings are concur with the findings of this study. This study revealed that most teachers have alluded to a lack of training as the main challenge for proper implementation of inclusive education. Most teachers are not adequately trained and have few or no skills and experience in dealing with learners with hearing impairments. Hence, the study further revealed that some teachers lack the necessary experience and supports required for an effective inclusion of learners with hearing impairments. The teachers therefore expressed the need for further training on how to deal and manage learners with hearing impairments.

Marking difficulties

Research evidence shows that teachers teaching learners with hearing impairments were struggling to mark their scripts. The findings were similar to those of Bell (2013) who indicated that one of the consequences of marking learners with hearing impairments' work, especially pre-lingual loss (before the acquisition of language), is difficulty with complex language or sentence structures. The conclusion here is that because learners with hearing impairments have problems with language and sentence structure, the written work will be

affected. Therefore, it became difficult for teachers to mark as their sentence construction is wrong.

5.8.2 Quality of sign language interpretation

The success of inclusion can be hampered by various challenges. One of challenge is that of quality of sign language interpretation. The categories to be discussed are interpreters have poor or limited subject knowledge, misinterpretation of information, interpreters' absenteeism and lack of science terminology signs in sign language.

Interpreters have poor or limited subject knowledge

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

Misinterpretation of information

Teachers also revealed that there is a misinterpretation of information between the teacher and interpreter and between interpreter and the learners. This seems to be the case because tension sometimes arises between the interpreter and the learners regarding the information interpreted. Similar findings were found by Samuel (2017) who pointed out that sign language translators usually wrongly interpreted what teachers were teaching because of their limited Sign language vocabulary. The fact that teachers do not know sign language makes

them uncertain whether the learners do receive the information from the interpreter as presented.

Interpreters' absenteeism

The findings from teachers also revealed that interpreter cause delays when they are not available in class which can be frustrating because the teachers do not know how she will communicate to learners with hearing impairments. Findings from previous study revealed that unavailability of sign language interpreters was causing frustrations in teachers and learners with hearing impairments (Mpofu & Chimhenga, 2013).

Lack of science terminology signs in sign language.

Ibrahim (2013) found in his case study that there is lack of words in the sign language to understand the subjects like mathematics, chemistry and physics is very limited. This is due to complicated calculations and formulas not supported by the sign language. The results of this study were consistent with that of Ibrahim in a sense that English and Science teachers indicated that some scientific terms and words do not have signs, hence this makes it difficult for the learners with hearing impairments to understand the terms and content. In order to be responsive to the needs of learners with hearing impairments, there is need to come with signs in the above mentioned subjects which will be used universally in all schools.

5.8.3 Educational modification

Educational modification refers to the ability of the teacher to simplify the work so that it accommodates all learners in the classroom. Teachers teaching learners with hearing impairments struggle to modify the content due to lack of training.

Adaptation, modification and accommodation

The study found out that the teachers do minimum adaptation to the content and instructions offered to the learners with hearing impairments. The findings are also echoed by Masha (2013) who stated that adaptation of teaching/learning resources was another challenges cited by the teachers when teaching the deaf-blind learners in the inclusion programme

5.8.4 Lack of interaction and participation

As stated earlier, lack of interaction and participation is due to language barriers. Learners with hearing impairments are also reported to have poor participation in class.

Poor communication/ communication barrier or breakdown

Although communication between learners with hearing impairments, hearing learners and teachers is of most significance, this is not entirely the case at the inclusive schools. All teachers communicate to learners with hearing impairments through the interpreter and if the interpreter is not around, they write notes to communicate with learners with hearing impairments, and this consumes time. One study revealed that socially there were communication problems in some instances which made the normal learners and teachers to interact minimally with learners with hearing impairment (Mapolisa & Tshabalala, 2013). Teachers feel the important of communication and they are willing to communicate with the learners with hearing impairments but the hindrance of communication is the biggest obstacle that they have.

Poor participation in class

Another finding is that learners with hearing impairments do not participate in the lesson. Teachers pointed out that learners with hearing impairments hardly ask questions or answer questions unless you point at them. The implication here is that if learners with hearing

impairments are not participating, it could be that teachers are not involving them in the lessons as learners argued that some teachers do recognise their presence in the classroom. This was also confirmed during observation that learners with hearing impairments do not participate in the lesson until they are prompted to do so. Inability to participate in the classroom may result in poor academic achievement of deaf learners (Stinson & Antia, 2014).

Extra mural activities participation

The results found that extra mural activities are supposed to be one of the driving forces toward social interaction between learners with hearing impairments and the entire school community, but this seems not be the case as learners with hearing impairments hardly participates in extra mural activities as reported by the teachers. According to Ower and Goldstein (2002), inclusion offer opportunities for intellectual stimulation, a wide range of extracurricular activities and access to adult role models. The above is in line with what Musengi and Chrireshe (2012) who argued that learners with hearing impairments are said to be benefiting from social and sporting activities which they were doing with hearing peers. However, the findings of this study revealed there are several extra-mural activities at inclusive schools that learners with hearing impairments could be exposed to, but the participation thereof is not in existence. Kigotho (2016) further stated that the participation for learners with hearing impairments in social functions was low for both the number of friends in class and the contact they had with other learners outside class.

Group work participation

According to teachers who participated in the study, group work is one of the teaching methods that promote interaction among the learners, but this is not always the case when there are learners with hearing impairments in the classroom. Adoyo (2007) stated that the inability of deaf learners to discuss and communicate academic issues easily in spoken

language in an inclusive setting made group participation for them (even with an interpreter) difficult. Liu, Saur and Long (2009) asserts that there is difficulties in the control of the communication which resulted in the deaf learner not benefiting from the group discussion. The interaction between learners with hearing impairments, teachers and hearing learners is poor and this affects the participation of learners with hearing impairments in activities inside as well as outside the classroom.

Isolation/social exclusion

Despite inclusive education benefiting learners with hearing impairments socially, some teachers feel that learners with hearing impairments are at risk of being isolated when they are included in inclusive schools. The gathered data further revealed that learners with hearing impairments are at risk of being isolated, meaning they generally stay alone at a specific place especially during break time as they cannot fully engage with hearing learners. In support of the above findings, Mpofu and Chimhenga (2013) point out that learners with severe to profound hearing losses often report feeling isolated, without friends, and unhappy in school, particularly when their socialisation with other learners with hearing loss is limited. The reviewed literature further shows that learners with hearing impairments risk being isolated experience loneliness if they are put together with hearing learners who do not know how to sign (Adoyo, 2007; Hung and Paul, 2006). Adoyo (2007) further argued that learners with hearing impairments have no chance of real participation if they are surrounded by people who do not know how to sign. From the responses of teachers, it is evident that teachers have observed some isolation of learners with hearing impairments from hearing learners as well as teachers. This may mean that the learners with hearing impairments may feel excluded than included and as time goes by they will feel as they are not part of the school community.

Fear

Few learners with hearing impairments reported that they feel insecure among hearing peers. The finding is similar to that of Hung (2006) who stated that those learners with hearing impairments who had fewer years of inclusion experiences expressed fear of attending classes with hearing peers. He further stressed that their apprehension about attending classes with hearing peers may be a reflection of their intimation of uneasiness in social interaction with their hearing peers because of their inexperience. As a result, less inclusion experience may contribute to D/HH learners' feelings of social isolation and loneliness, and in turn, lead to a fear of attending classes with hearing peers that influences their inclusion experiences.

5.8.5 Academic performance

Academic performance was one of the sub-theme that emerged. Five categories were identified and discussed below.

Poor performance

Learners with hearing impairments have difficulty with all areas of academic achievement, especially reading and mathematical concepts (Mpofu & Chimhenga, 2013). The above findings are consistent with the finding of this study that the academic performance for hearing impaired learners is not impressive at all. These learners are performing on or mostly below average. The poor performance was noted in the science subjects, mathematics as well as English language. Teachers indicated that the performance achievement for most learners with hearing impairments is poorer than that of hearing learners. The above is also affirmed by Desalegn and Worku (2016) who emphasised that learners with hearing problems were found to have lower average grades than learners with normal hearing.

Moores, (2009) and Adoyo (2007) found out in their studies that the learners with hearing impairment continue to fall academically far behind their hearing counterparts in all academic achievements in inclusive classrooms. Their findings is also supported by Musengi and Chireshe (2012) who pointed out that the learners with hearing impairments do not perform as well as the hearing learners academically. The academic performance for learners with hearing impairments could lag behind that of their hearing peers due a number of challenges that learners with hearing impairments are facing.

Poor performance in English

English teachers noticed the poor performance of learners with hearing impairments in English as a subject. The teachers reported that the marks for English are generally low as compared to other subjects. Bower (2006) reported that learners with hearing impairments are expected to acquire expressive skills through English, without pre-existing conceptual understanding related to English, by virtue of the fact that they are separated from a community speaking English. According to Messaria (2002), the majority of the hearing-impaired learners had low interest in some subjects. According to the responses of the teachers, subjects in which hearing-impaired learners performed poorly were English, physics, chemistry and mathematics.

Poor written work

The findings also revealed that learners with hearing impairments produce poor written work as compared to hearing learners. A teacher said: "*One challenge is that learners with hearing impairments write differently from hearing learners, they write backward or maybe broken English if I can put it that way. I think they write in the way that they sign, which makes it difficult to follow what they wrote.*"

Poor reading and writing

Teachers also reported poor reading and writing as a challenge experienced by learners with hearing impairments. Teachers indicated that the construction of sentences by learners with hearing impairments was a huge problem for the learnerss and teachers as well. This is due to the way that learners with hearing impairments write in the way that they sign and as a result their writing reads backwards. The results are in line with that of Hoferková (2012) who found that sign language does not have a commonly accepted written form and therefore reading and writing skills become challenging for deaf learners when learning any spoken language, be it either a mother or foreign language.

Learners' assessment

From the response above, it can be concluded that teachers have no clear guidelines or understanding on how to assess learners with hearing impairments. This may be attributed to a lack of training development programme which could enhance the teacherss knowledge on how to deal with assessing learners with hearing impairments. In a study conducted by Rahaman (2011) findings were that the assessment system is very rigid without any consideration for learners with diverse learning needs. The study further stated that the evaluation system is fixed and there seems no way to alter it. So, there is a need to have a guidelines regarding assessing learners with disabilities and promoting them to the next Grade.

5.8.6 Teaching and learning process

It is through the teaching and learning process that one gets to see the outcome of inclusion. There are several issues that hinder the success of inclusion with regards to the teaching and learning process.

Time consuming/limited time allocation

The transfer of information may be seen as a major difficulty in the learning process of the deaf. The information is delivered from hearing teachers through an interpreter and therefore the whole process of decoding for the learners with hearing impairments is quite long and they can feel left out of classroom communication (Hoferková, 2012). The findings of this study shared the same results with the above findings as teachers reported that teaching takes place at a slow pace as one has to wait for the interpreter to finish interpreting and this results in covering less content during a single period or not completing the planned lesson for that day and hence making it difficult to cover and complete the syllabus in time. Muiti (2010) further supported the findings by stating that the time allocation for teaching was also not adequate since repetitive teaching is required for learners who are deaf for comprehension of the content.

Individual support

The study revealed that teachers have not enough time to give individual attention to learners with hearing impairments as well as hearing learners. The findings were supported by AlShahrani (2014) who discovered that because every teacher had to teach eighteen lessons a week, they could not give each individual learner sufficient attention.

Teacher's mobility

Teachers also find it uncomfortable to stay at one place while teaching. Movement throughout the classroom becomes limited, as they have to face learners with hearing impairments. Teachers feel that they do not have total control of the whole class.

Insufficient teaching and learning materials

The findings revealed that there was lack of teaching and learning materials for learners with hearing impairments. The prominent teaching material used was the textbook. There was no extra materials that teachers can make use of in order to help learners with hearing impairments. The studies done by Mapolisa and Tshabalala (2013) and AlShahrani (2014) affirm the above findings that there are limited resources and facilities in inclusive schools to cater for learners with hearing impairments. The lack of resources could be attributed to the readiness of the school to accommodate learners with hearing impairments. If there was no proper planning and preparation of the schools to accommodate the learners with hearing impairments, then resources would not be in place.

The textbook was mentioned to be the common material used in schools of which teachers feel that it is not sufficient as it has more content of which learners with hearing impairments will not be able to master (AlShahrani, 2014). Lack of resources and facilities at inclusive schools is a major difficulty in learners with hearing impairments integration.

5.8.7 Lack of support system
The findings revealed that there is a poor support system that could accelerate the progress of inclusion for learners with hearing impairments.

Lack of support from school and regional offices

The teachers also added that not much support is received from regional offices regarding the inclusion of learners with hearing impairments. Teachers believe that MoEAC is supposed to monitor the implementation of the inclusive education on a continuous basis so that they can advise the teachers on what to do. Similar findings were shown by McMillan (2008) who affirms that teachers in his study felt that they are lacking the support they need from

administration to make accommodations in their classroom to successfully implement the inclusion process.

Although the Sector Policy on Inclusive Education mentions monitoring as an essential strategy in the realisation of the policy (MoE, 2013, p. 11), monitoring of the implementation is taking at a slow pace. Diego (2015) found that there is a challenge related to monitoring the implementation of inclusive education in Namibia. He further stated that, if there is no monitoring of the implementation process, Namibia is going to experience great difficulties. Therefore, support from all stakeholders is crucial; if all stakeholders are not pulling together then the implementation of inclusion for learners with hearing impairments will not be successful.

Lack of parental support

The findings revealed that there is a poor collaboration between the school and the parents. Teachers stated that most parents of learners with hearing impairments were inactive in their children's education because they have limited understanding of the concept of inclusive education. The above findings are consistent with those of Muiti (2010) whose findings revealed that parents do not give their learners necessary support to enable them learn effectively. El-Zraigat and Smadi (2012) also noted in their study that parents' involvement in the education of learners with hearing impairments is at the minimal level as many parents do not ask about their children and when invitations are sent to the parents, nobody comes. However, the study also showed some degree of collaboration between the school and parents.

Poor collaboration

The findings revealed that there is poor collaboration between the school and the parents. Teachers stated that most parents for learners with hearing impairments were inactive in their learners' education because they have limited understanding about the concept of inclusive education. The above is in line with the findings of Alothman (2014) that it seems that there was not enough collaboration between principals and teachers in relation to inclusive education of deaf learners as reported in his study. However, Moffat (2011) suggested that through positive collaboration with families and teachers, teachers are encouraging the parents' voices to be heard.

5.8.8 Inclusive environment preparation

It is believed that when learners with hearing impairments are included in inclusive schools, they are prepared to face the wide society or environment.

Transition preparation

Teachers appeared to be concerned about the transition preparation of learners with hearing impairments, the school and the teachers themselves. Teachers felt that learners with hearing impairments are supposed to be coached or talked to in preparation for them to go to inclusive schools. AlShahrani (2014) suggested that learners with hearing impairments should be consulted and receive an explanation of what would happen at the new school and should give their consent to this transition. In light of the above, the researcher trusts that better preparation for learners with hearing impairments, teachers and the school by equipping the school with appropriate resources could expedite the inclusion of learners with hearing impairments.

5.9 RESULTS REGARDING THE CHALLENGES OF BEING IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS

5.9.1 Lack of interaction

Lack of interaction seems to be a major challenge in inclusion as it was reported by learners and teachers as well.

Communication barrier

The parents indicated that they do not know how to use sign language which is the medium of communication for learners with hearing impairments. This reveals that parents do not give their children required support in order for them to learn effectively. Furthermore, parents expressed their concerns with regard to the teachers that also do not know sign language. One parent said: *"The challenge is that teachers don't know sign language, how do they understand each other."*

Limited interaction

Parents felt that their learners are experiencing loneliness as there is limited interaction between learners with hearing impairments and hearing learners. A study conducted by (Messeria 2002) indicated that there are also indications that the social interaction between hearing and learners with hearing impairments is much less than that among hearing learners. Part of the poor interaction may be attributed to the lack of communication skills of the hearing impaired student or to insufficient social skills.

Poor relationship

This discussion will include the challenges regarding effective interaction on socialisation in terms of establishing friendships, isolation as well as social activities/ extra mural activities.

The data gathered revealed that it is difficult for learners with hearing impairments to establish and secure strong friendships with hearing impairment. This is attributed to poor communication between the two groups of learners. Although this is the case, learners with hearing impairments acknowledge the fact that a number of hearing learners shows interest in engaging with them but do not do so successfully due to poor mode of communication. The above findings are in line with that of Yuhan (2013) who noted that in the implementation of inclusive education, more and more learners with hearing impairments are placed in general schools, where they may face increasing difficulties in forming and sustaining positive relationships with their hearing peers in such a hearing and oral environment.

Poor social inclusion

Parents again raise concern with regards to their learners being excluded from most of the extra mural activities. Parents felt that being included in such activities is one way to promote social interaction between learners with hearing impairments and hearing learners. A study conducted by AlShahrani (2014) revealed similar results that there was only occasional and informal involvement of Hard of Hearing or Deaf learners in inclusive school activities. These activities include break time, sport andart lessons.

5.9.2 Teachers training

Parents have also pointed out teachers' training as one of the challenges in the inclusion of learners with hearing impairments the categories are discussed below.

Lack of training

Parents said t that many teachers in inclusive schools were not trained to deal with learners with hearing impairments. One parent mentioned:

"I don't understand how the teachers at inclusive school teach our learners with hearing impairment if they were not trained to teach them. How do they make sure that the learners understand?"

In another study, the researcher found that teachers teaching learners with hearing impairments do not have any prior training in special or inclusive education and are not adequately prepared to teach learners with hearing impairments (McMillan 2008). Similar results were expressed by Mapolisa and Tshabalala (2013) who found that the majority of teachers had no experience in teaching learners with hearing impairments in an inclusive setting. Neither were they in possession of an appropriate qualification to properly guide learners with hearing impairments. It is therefore clear that a shortage of qualified teachers to teach the hearing impaired in inclusive schools will continue to hinder the successful implementation of inclusion for learners with hearing impairments.

5.9.3 Academic achievement

Academically, learners with hearing impairments are said to be lagging behind the hearing learners. Parents also noticed this with their children with hearing impairments.

Poor academic achievement

The findings from parents revealed that hearing impaired learners' academic performance is lagging behind as the learners are not performing at acceptable level. Some parents stated that their children's performance is very low compared to how they used to perform at school for the hearing impaired.

5.9.4 Classroom environment

The fourth sub-theme was classroom environment. Parents reported lack of teaching and learning materials, lack of attention and adaptation to society as challenges related to classroom environment

Lack of teaching and learning materials

The parents were clear that they had been no special teaching and learning materials given to their learners. Parents further stated that they could not afford to buy their learners additional materials. Mapolisa and Tshabalala (2013) revealed that the majority of respondents in their study indicated that there were not enough resource materials to meet the needs of learners with hearing impairments. They revealed that there was an acute shortage of materials in their schools to meet the needs of learners with hearing impairments

Lack of attention

Many of the parents were concerned that the professionals that were working with their children with a disability might not have time to provide the direct attention and instruction their children's needs (McMillan, 2008). Parents in this study also revealed that their children with hearing impairments may not get the individual attention that they used to get from the teachers at special schools. One parent said: "I am afraid the teacher may overlook the presence of our learners and concentrate more on hearing learners."

Adaptation to society

Parents revealed that their children with hearing impairments are finding it difficult to cope in inclusive school. One parent said: "*I have noticed that my child has so much to do every day after school. She complains every day that the work is too much and she is not coping so well. They never had so much to do at special schools.*"

5.9.5 Parental involvement

Parental involvement is one of the crucial areas in inclusive education; however most parents are not involved in the education of their learners.

Parental support

The findings of this study revealed that parent does not really get involved in their child's education as she doesn't have a knowhow. Muiti (2010) echoed the same findings that parents do not give their learners the necessary support to enable them learn effectively. The parents also indicated that they do not know how to communicate with their learners using sign language. The setback in communication hinders parents to be fully engaged in their learners' education.

5.9.6 Challenges with interpreters

Poor interpretation of content

The study pointed out that interpreters were not always available to interpret, or they do not interpret to the satisfaction of the learners. A parent commented: "*I understand some interpreters don't know the subjects that they are interpreting and sometimes they are not in class meaning the learners with hearing impaired will be left behind when the interpreters are not there.*" Adu (2016) reported that learners with hearing impairments did not benefit in any way since Sign Language interpreters were not proficient enough to render them services that could make them enjoy lectures.

5.10 RESULTS COLLECTED THROUGH OBSERVATION REGARDING CHALLENGES

Through observation, one could observe that the hearing learners show interest in communicating with learners with hearing impairments but since they cannot sign they just pull out. When there is no teacher in class, learners with hearing impairments will be sitting quiet on their own. Some opt to communicate by writing on papers of which the learners mentioned that it takes up time. Another challenge observed was that there was only one interpreter in the class. When learners are grouped in groups for activities, the teacher would normally separate the learners with hearing impairments in different groups which makes it impossible for the interpreter to interpret to all groups at the same time as the learners with hearing impairments are not in the same group. As a result, all groups where learners with hearing impairments are put do not complete the task or activities as they have to wait for the interpreter to move from one group to the other or hearing learners will complete the activities without the input of the learners with hearing impairments and just ask the interpreter to interpret later. The whole process takes time and lesson objectives cannnot be met as the teachers only have 40 minutes for the lesson. Teaching learners with hearing impairments requires a teacher teaching and giving a chance to the interpreter to teach, at the same time learners should be assessed in terms of the lesson objectives of which this may not materialize due to limited time as the teacher is also required to give individual attention to all learners.

Furthermore, it was observed at the two inclusive schools, learners with hearing impairments have no special educational materials, like sign language books and dictionaries. There were no materials observed in the hands of learners with special needs as well as the classroom teacher. Learners with hearing impairments use the textbooks that are used by all learners in the class.

5.11 RESULTS REGARDING THE STRATEGIES WHICH ENHANCE THE WELL- BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY LEARNERS

5.11.1 Teacher support

The teacher's support toward learners with hearing impairment is of greater importance. Learners with hearing impairments require support from their teachers so that they can be able to excel in inclusive classroom.

Teacher-interpreter coordination

In terms of teachers-interpreter coordination, learners indicated that some teachers work together with interpreters and they gave the interpreters a chance to interpret before they continue teaching. To support these findings, Mpofu and Chimhenga (2013) stated that there is a need for teachers to provide syllabus, notes and handouts to interpreters who help the learners with hearing impairments so that they can go through the information in advance and where possible. This will allow viewing the course outlines, content, teachers" notes beforehand so as to interpret the information effectively to the students.

After school support from teachers

Learners indicated that a few numbers of teachers offer lessons in the afternoon. These lessons are offered when learners with hearing impairments do not to understand the content taught during the lesson. The findings of this study are similar to those of Ibrahim (2013) who found in his study that an extra support to learners with hearing impairments to attend educational sessions is given to keep their pace with hearing learners. The results confirm that teachers in inclusive school though they did not get adequate training on dealing with learners with hearing impairments; they try to go an extra mile to help them during their free time.

5.11.2 Interpreter support
Interpreter initiative offering after school support

Results also shows that interprets also undertake initiative from their side to ask the teachers to conduct afternoon classes with learners with hearing impairments if he/she notice that they didn't understand the content. One learner stated: *"The support we get is from the interpreters that help us to interpret for us. When we didn't understand something during the lesson, the interpreter arranges to meet after school if they have time and explain again."*

5.11.3 Teaching aides and methods
Use of teaching aids

According to Mpofu and Chimhenga (2013), teachers can use different equipment, including overhead projectors, bulletin board, computers and televisions. Furthermore, they make use of materials such pictures, illustrations, slides, computer graphics and films with captions. Although the above materials enhance implementation of inclusive education, the findings of the current study revealed that there was no strategy put in place by the school to acquire extra teaching and learning material except the one that the teachers makes themselves. The learners use the commonly used teaching and learning material – the textbook. This is in line with the results of one study revealed that the teachers are using the standard teaching materials like black board, chalk and other standard teaching materials (Ibrahim, 2013).

Seating arrangement

Mpofu & Chimhenga (2013) suggested that there is a neee to seat learners with hearing inmpairments where there is an unobstructed view of the teacher. This classroom reorganisation will ensure that these learners are in full contact with the teacher and those who can lip-read may do so clearly. This study found simiral strategy as learners with hearing impairments asserts that in almost all classes they are seated in front rows to have greater

contact with the teacher and the interpreters. The above was also confirmed during the observation period.

Varied teaching methods

Berndsen & Luckner (2010) identified repair strategies used by teachers in inclusive classrooms such as, repeating the work covered, rephrasing sentences if too complicated, simplifying information, elabolating on information as well as emphasizing on keywords. In this study, the results show that learners also appreciate the efforts made by the teachers to utilise different teaching methods such as group work and demonstration.

5.12 RESULTS REGARDING THE STRATEGIES WHICH ENHACE THE WELL- BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY TEACHERS

5.12.1 Classroom management

Use of visual aids

The majority of the teachers reported that they develop their own visual materials that they make use of in their classes to enhance the lesson. Teachers believe that making use of visual materials helps learners with hearing impairments to remember taught content better. Results from a study by Hoferkova indicated that visual channels enable people to remember information effectively; it is crucial to employ visual methods in classroom activities (Hoferková 2012). The results of Ewa et al. (2015) revealed that the use of overhead projectors, smart boards and other visuals provides visual supplements to spoken messages which help learners with hearing impairments to recall the information learned faster. It is therefore crucial that teachers teaching learners with hearing impairments should make use of visual cues/ support in their learning to assist learners understanding of content and enhance the learning process.

Seating arrangements

Another strategy stated by the teacher and also mentioned by the learners earlier is that of seating arrangement in class. Teachers arranged their classes in such a way that learners with hearing impairments are seated in front of the classes to access them fast. Ibrahim (2013) found that the class room arrangement was made by teachers in asuch a way that one desk was used by two learners with hearing impairments and hearing learners together so as to help each other.

Teaching pace

The study found that teachers make an effort to teach at a slow pace just to allow time for interpreters to interpret. According to Ewa et al. (2015) when teaching learners with hearing impairments, the teacher must provide sufficient wait time. This will allow these learners to think and respond to the question posed or make other contributions. As much as teaching pace is crucial, it may affect the completion of the content on time. The teachers should therefore take into account to make use of the time effectively so that the curriculum is covered. Motitswe (2012) suggested that in order for teachers to accommodate all the learners in the classrooms they would consider the pace of teaching and the time available to finish the curriculum and so cater for every learner's learning needs.

Teaching method

Teachers also indicated that choosing suitable teaching methods is crucial in the inclusion of learners with hearing impairments. They have indiated that they make use of different teaching methods to accommodate all learners. A parent comented: "*Hearing impaired learners learn at a slow pace, therefore I have to carefully choose teaching methods that I know might help them to grasp the content that I am presenting to them.*" In line with the

above fibdings, Musengi & Chireshe (2012) found in the studies that teachers make use of group work and pair work as strategies to ensure that all learners participate.

5.12.2 Interpreter service

One strategy that the school also realised is that of determining which interpreters is more knowledgeable in what subjects so that interpreters are sort of given the subjects that they understand better to interpret. I believe that this could assist as interpreters will have confident in interpreting subject they know or understand.

Teacher-interpreter coordination or collaboration

The other approach used by the school which could be carrying equal weight with the preceding strategy is that of having a teacher-interpreter coordination/collaboration. This strategy allows teachers and interpreters to come together and plan lessons together in order for them to have the same understanding. The importance of collabollation is supported by Mpofu & Chimhenga (2013) by emphasising that, teachers need to collaborate with learners, their parents and other specialists in order to adapt the whole programme of inclusive education.

5.12.4 Extra classes
Afternoon classes

A number of teachers indicated that they conduct afternoon classes where possible to give additional lessons to learners with hearing impairments so that they can be at par with hearing learners. Teachers emphasised that they do this in the afternoon as time allocated for the actual lesson is not enough to assist learners with hearing impairments sufficiently. These findings were supported by those of Motitswe (2012) who found that teachers provided after-school care to guide and assist learners with hearing impairments as well as those who were unable to complete their activities in class.

Accommodation and adjustment

Teachers revealed that with their limited knowledge on how to include learners with hearing impairments, they do write summaries when necessary and simplify their explanations in order to accommodate the interpreters. Kiriungi, Mwiti and Mburugu (2014) suggested that teachers should consider making adjustments in methods, materials, settings and schedules, to accommodate students rather than trying to make learners adjust to existing practices.

5.13 RESULTS REGARDING THE STRATEGIES WHICH ENHANCE THE WELL- BEING OF LEARNERS WITH HEARING IMPAIRMENTS IN AN INCLUSIVE SCHOOL REPORTED BY PARENTS/GUARDIANS

5.13.1 Classroom management

Classroom setting

Motitswe (2012) conducted a study on teaching and learning methods in inclusive classrooms. Her findings revealed that the seating arrangement for learners who are using wheelchairs, those who have learners with hearing impairements and those who are short-sighted, is such that all can be in contact with the tachers and have access to the resources. Simiraly, a parent in this study acknowledged that classroom organisation promotes inclusive education by stating that when she visited the school she observed learners with hearing impairments seated in front making their interaction with the teacher and interpreter easier. This was also confirmed by the researcher through observation, in most classrooms.

5.13.2 Support to HIL
Peer support

The results stated that parents recognise that support their learners with hearing impairments gets from their hearing peers as they attempt to assist where possible. Busch (2012) found in her study that teachers make use of peer helpers in their classroom to facilitate learning for learners with hearing impairments. Peer helpers are learners within the classroom who can help the learners with hearing impairments with additional learning challenges. These learners can help the struggling learners by re-explaining directions, taking notes, helping the learners to complete his work and generally being there to help throughout the school day.

Parental support

A parent feels that for as long as she is honouring parental duties of providing uniform and school necessities, she supports the child to be in school in that way. I believe parents should be made aware that there is more support required further that providing a uniform.

5.14 RESULTS COLLECTED THROUGH OBSERVATION CHECKLIST

Most teachers were observed during their lessons and they have tried to use different teaching strategies like group work and pair work to involve learners with hearing impairments in the lesson. However, the teaching strategy that is mostly used is that of lecturing. A few teachers were observed using visual materials during their teaching. These are pictures or posters that teachers made to make lessons interesting for all learners. Some teachers showed short video clips. In most classes observed, the learners with hearing impairment were seated in the front row and in classes where the layout is in groups, the learners with hearing impairment are seated in the group closer to the teacher and chalkboard. The idea behind this arrangement would be to allow easy access for learners with hearing impairments to teachers and interpreter.

5.15 Conclusions

The study conluded that learners with hearing impairments in inclusive schools get certain benefits from the inclusion. However, it could not be established to what extent they get such benefits. The benefits include: socialisation opportunities, inclusivity in the school environment, teacher's empowerment, academic benefits and preparation for after school life. Furthermore, the inclusion of hearing impairment learners came along with challenges. The challenges perceived by learners, teachers and parents were; lack of teachers' training, problems with interpreters, lack of interaction, academic performance, teaching and learning process and parental involvement etc.

It was evident that insufficient teaching materials and resources made it difficult for the teachers teaching learners with hearing impairments to deliver their lesson successful and for the learners to understand the lessons well. Therefore, it is a challenge to teachers to implement inclusive education in a situation like this. Another challenge that came out strongly was that of social interaction which is due to communication or language barrier. Learners with hearing impairments are reported to have poor social interaction in inclusive schools. The study also concluded that lack of teachers' training has direct impact on the success of education for learners with hearing impairment in inclusive schools and as a result influences the implementation of inclusive education in general.

The study further concluded that inclusive schools had nothing much in terms of strategies that may enhance the inclusion of learners with hearing impairments in the classes. The strategies that were mentioned such as teachers' support, use of competent interpreters, collaboration, classroom management such as seating arrangements, and use of visual teaching aids , were not compelled to each teacher to use but each teacher uses such strategies where it suits him/her best .

Lastly, the study concluded that despite the strategies outlined in the Sector Policy of Inclusive Education as the vehicle to achieving the objectives of the Sector Policy, it seems that these strategies are not yet fully realized and implemented in the current inclusive schools.

5.16 Recommendations

Based on the study findings, the following recommendations were made:

- There is a need for continuous professional developments seminars and in-service training for teachers at inclusive schools on the education of learners with hearing impairments. This is to enable teachers to come up with more innovative ways of teaching learners with hearing impairments.

- There should be a meaningful and active collaboration between the school, parents and other stakeholders to ensure smooth implementation of inclusive education.

- Inclusion needs more school resources, better preparation for all school and teachers, in order for the schools to better accommodate learners with hearing impairments. Thus, proper planning is required as to see what is needed to be in place before all schools became inclusive.

- The study concluded that the challenges outweighed the benefits, therefore teachers teaching at inclusive schools should be availed a platform to share and discuss the challenges they are experiencing from time to time so that some of these challenges can be minimized.

- The Ministry of Basic Education, Art and Culture should allocate more resources to inclusive schools to address the problem of inadequate materials.

- A specialised teacher could be based at the inclusive schools to be on hand for those teachers involved with the learners with hearing impairments. This teacher's role will be to assist the teachers in planning some class activities or co-teach when necessary.

- The Inclusive schools should make use of competent interpreters to interpret specific subjects. There should also be a strong collaboration between the teacher and the interpreter so that the two plan the lesson together. Alternatively, interpreters should be qualified teachers.

- All schools should be made aware of the Sector Policy on inclusive education as to provide awareness to the teachers. Furthermore, the monitoring of the implementation of inclusive education should be closly monitored in order to facilitate the implementation.

- A study with regard to interpreters can also be conducted to get the views of the interpreters on what are the challenges affecting their performance and that of the learners with hearing impairments.

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7. Appendixes

APPENDIX A: Ethical Clearance Certificate

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: SEC/Foe/33/2014   **Date: 13 June, 2014**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's **Research Ethics Policy and Guidelines. Ethical** approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Benefits and Challenges of Including Hearing Impaired Learners In Inclusive Schools In The Khomas and Oshana Regions

Nature/Level of Project: Masters

Principal Researcher: Elizabeth Sheeya(Student Nr: 200137816)

Host Department & Faculty: Educational Psychology and Inclusive Education, Faculty of Education

Supervisor : R.F. Zimba(Main) A. Möwes (Co)

Take note of the following:
(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d) The UREC retains the right to:
    (i). withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
    (ii). request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. I. Mapaure
UNAM Research Coordinator
ON BEHALF OF UREC

APPENDIX B: Permission to Permanent Secretary

Mrs. Elizabeth Sheeya
P.O. Box 95265
Soweto
Windhoek
Contact: 0813111870/ 061-212405

07 July 2014

The Permanent Secretary
Ministry of Education
Private bag 13391
Windhoek

Dear Sir

RE: REQUEST FOR PERMISSION TO COSMOS AND MWESHIPANDEKA HIGH SCHOOLS IN KHOMAS AND OSHANA REGIONS TO CONDUCT AN ACADEMIC RESEARCH.

I am a student at the University of Namibia pursuing a Masters of Education in Inclusive Education in the Department of Educational Psychology and Inclusive Education. As part of the fulfillment of Master Program, I am required to carry out a research. The study is entitled: **BENEFITS AND CHALLENGES OF INCLUDING HEARING IMPAIRED LEARNERS IN INCLUSIVE SCHOOLS IN THE KHOMAS AND OSHANA REGIONS.** The study is scheduled to take place between August and September 2014. Attached please find the permission letter from the University of Namibia.

I thank you in advance

Yours faithfully

....
Elizabeth Sheeya

APPENDIX C: Response letter from Permanent Secretary

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Enquiries:	Mr C. Muchila	Private Bag 13186,
E-mail:	Cavin.Muchila@moe.gov.na	WINDHOEK
Tel:	+264 61 2933200	Namibia
Fax:	+264 61 2933922	

File no: 11/1/1

Date: 14 July 2014

To: Mrs Elizabeth Sheeya
P. O Box 95265
Soweto, Windhoek
Cell: 0813111870
Tel: 061 - 212405

Dear: Mrs Sheeya

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN OSHANA AND KHOMAS REGION

Your correspondence regarding the subject above, seeking permission to conduct a research study in the schools of Oshana and Khomas Regions has reference.

Kindly be informed that the Ministry does not have any objection to your request to conduct a research study at identified schools in the regions concerned.

You are, however, kindly advised to contact the Regional Council Offices, Directorates of Education, for authorisation to go into the schools and for proper information coordination.

Also take note that the research activities should not interfere with the normal school programmes. Participation by either teachers or learners should be on a voluntary basis. Should you involve minors in your research activities, consent for participation should first be obtained from the parents/guardians of the minor(s).

By copy of this letter the Regional Education Directors are made aware of your request.

Sincerely yours

.... JUL 2014
Mr. Alfred Ilukena
PERMANENT SECRETARY
cc: Directors of Education: Oshana and Khomas

All official correspondence must be addressed to the Permanent Secretary

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APPENDIX D: Permission Letter to Regional Director: Khomas Region

Mrs. Elizabeth Sheeya
P.O. Box 95265
Soweto
Windhoek
Contact: 0813111870/ 061-212405

07 July 2014

The Director
Khomas Regional Office
Ministry of Education
Windhoek

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO COSMOS HIGH SCHOOL IN KHOMAS REGION TO CONDUCT AN ACADEMIC RESEARCH.

I am a student at the University of Namibia pursuing a Masters of Education in Inclusive Education in the Department of Educational Psychology and Inclusive Education. As part of the fulfillment of Master Program, I am required to carry out a research. The study is entitled: BENEFITS AND CHALLENGES OF INCLUDING HEARING IMPAIRED LEARNERS IN INCLUSIVE SCHOOLS IN THE KHOMAS AND OSHANA REGIONS. The study is scheduled to take place between August and September 2014. Attached please find the permission letter from the University of Namibia.

I thank you in advance

Yours faithfully
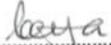
....
Elizabeth Sheeya

APPENDIX E: Response Letter from the Director: Khomas Regional Council

REPUBLIC OF NAMIBIA

KHOMAS REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Tel: [09 264 61] 293 4410
Fax: [09 264 61] 231 367/248 251
Enquiries: Ms H.Imene

Private Bag 13236
WINDHOEK

17 July 2014

Dear Madam

RE: PERMISSION TO CONDUCT A RESEARCH IN KHOMAS SCHOOLS.

This communiqué serves to grant you permission to do your research on the impact of benefits and challenges of including hearing impaired learners; therefore the Regional Offices has no objection for you to visit the following school: **Cosmos High School.**

It is approved with the following conditions:

❖ The Principal of different schools to be visited must be contacted before the visit and agreement should be reached between you and the principal.
❖ The school programme should not be interrupted
❖ School should not be forced to take part in the programme.
❖ Teachers and learners who will take part in this exercise will do so voluntarily.

We are wishing you all the success in your research.

Yours sincerely

MS. A. STEENKAMP
ACTING DIRECTOR OF EDUCATION

APPENDIX F: Permission Letter to Regional Director: Oshana Region

Mrs. Elizabeth Sheeya
P.O. Box 95265
Soweto
Windhoek
Contact: 0813111870/ 061-212405

07 July 2014

The Director
Oshana Regional Office
Ministry of Education

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO MWESHIPANDEKA HIGH SCHOOL IN OSHANA REGION TO CONDUCT AN ACADEMIC RESEARCH.

I am a student at the University of Namibia pursuing a Masters of Education in Inclusive Education in the Department of Educational Psychology and Inclusive Education. As part of the fulfillment of Master Program, I am required to carry out a research. The study is entitled: **BENEFITS AND CHALLENGES OF INCLUDING HEARING IMPAIRED LEARNERS IN INCLUSIVE SCHOOLS IN THE KHOMAS AND OSHANA REGIONS.** The study is scheduled to take place between August and September 2014. Attached please find the permission letter from the University of Namibia.

I thank you in advance

Yours faithfully

Elizabeth Sheeya

APPENDIX G: Response Letter from the Director: Oshana Regional Council

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION
Aspiring to Excellence in Education for All

Tel: 065-230057
Fax: 065 – 230035
E-mail: otrc_physical_science@yahoo.co.uk
Enquiries: Maria Udjombala
Ref 12/2/1

Private Bag 5518
Oshakati, NAMIBIA

29 July2014

To
Mrs Elizabeth Sheeya
P.O. Box 95265
Soweto
Windhoek

Dear Mrs. Sheeya

RE: **REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH AT MWESHIPANDEKA HIGH SCHOOL, OSHANA REGION**

Your correspondence dated 7 July 2014 regarding the above mentioned subject has a reference.

The Office of the Permanent Secretary in the Ministry of Education has granted you permission to conduct academic study at Mweshipandeka High School, in Oshana Region.

You should present this letter to the principal of the school to make arrangements of the most appropriate time of carrying out your research activities. However, please kindly take note that the research activities should not interfere with the normal programmes of the schools and the participation should be on a voluntary basis.

We wish you the best of luck with your research and hoping that your findings will be shared with other stakeholders in the region and beyond.

Yours Sincerely

31/07/14
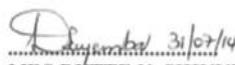
MRS DITTE N. SHINYEMBA
DIRECTOR OF EDUCATION
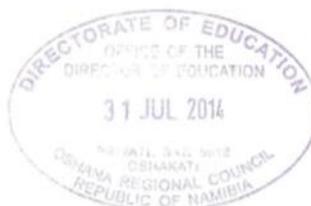
Cc: Inspector of Education: Ompundja Circuit

APPENDIX H: Interview Guides for Learners
<u>**Research Title**</u>**: Benefits and Challenges of including learners with hearing impairments in inclusive schools in the Khomas and Oshana Regions**

<u>**Consent Letter**</u>

<u>**Dear Respondents**</u>

I am a student at the University of Namibia, carrying out a research on the benefits and challenges experienced by learners with hearing impairment in inclusive secondary schools in the Khomas and Oshana regions. Your school has been chosen as a source of information for my research. I will be very grateful if you could take some of your precious time to assist me in this study by participating in the scheduled interviews. I would appreciate if you answer the questions honestly.

<u>**Instructions**</u>

Be at ease during this interview. Please take note that there are no wrong or right answers. Your views are significant for the study. Be assured that the information collected through this interview will be kept confidential. The duration of the interview will be approximately 30-45 minutes. Notes will be taken during our conversation and with your permission; the interview session will be recorded. Participation in this study is completely voluntarily and you are at liberty to withdraw at any stage. If you have any questions regarding this study or you would like to request additional information, please ask before or after the interview.

I have read and understood the information presented before the commencement of the interview session. I am also aware that information regarding my participation in the interview, my name and personal identity will be held as confidential. I was informed that I may withdraw my consent at any time by informing the researcher about my intention. With full knowledge of all information, I agree to participate in this study.

Participant No: _____

Participant Signature: _____   Date: _____

Participant Number:…………………………………………

School Number:………………………………………….….	Region: ……………

Biographical information

For question one and two, please tick in the appropriate box.

1. Sex

     Male ☐   Female ☐

2. Age

     15-20 ☐

     20-25 ☐

3. How much can you hear?

Questions on benefits

4. How do you feel to be in an inclusive school?

5. Do you prefer to be taught at a special school or an inclusive school? Why?

6. What benefits do you experience for being in an inclusive school?

7. Is there anything else you would like to say in relation to benefits you experience at the school?

Questions on challenges

8. Are there any challenges that you experience in the school? (What are your challenges)?

9. How does the school overcome your challenges?

10. Is there anything else you would like to say in relation to challenges you face at the school?

Questions on resources and strategies

11. What type of teaching and learning resources do you use in the classroom to enhance your learning process?

12. Do you receive any extra support? If yes, what type of support do you receive?

13. Do your teachers make any modifications to their lessons in order to facilitate your learning?

14. What support do you expect teachers to give you during classes?

Thank you for your time.

Date of interview: ………………………….

APPENDIX I: Interview Guides for Teachers
Research Title: Benefits and Challenges of including learners with hearing impairments in inclusive schools in the Khomas and Oshana Regions

Consent Letter

Dear Respondents

I am a student at the University of Namibia, carrying out a research on the benefits and challenges experienced by learners with hearing impairment in inclusive secondary schools in the Khomas and Oshana regions. Your school has been chosen as a source of information for my research. I will be very grateful if you could take some of your precious time to assist me in this study by participating in the scheduled interviews. I would appreciate if you answer the questions honestly.

Instructions

Be at ease during this interview. Please take note that there are no wrong or right answers. Your views are significant for the study. Be assured that the information collected through this interview will be kept confidential. The duration of the interview will be approximately 30-45 minutes. Notes will be taken during our conversation and with your permission; the interview session will be recorded. Participation in this study is completely voluntarily and you are at liberty to withdraw at any stage. If you have any questions regarding this study or you would like to request additional information, please ask before or after the interview.

I have read and understood the information presented before the commencement of the interview session. I am also aware that information regarding my participation in the interview, my name and personal identity will be held as confidential. I was informed that I may withdraw my consent at any time by informing the researcher about my intention. With full knowledge of all information, I agree to participate in this study.

Participant No: _____

Participant Signature: _____   Date: _____

Participant Number:………………………………………………

School Number:…………………………………………….....   Region: ……………

Biographical information

For question one and two, please tick in the appropriate box.
1. Sex
   Male ☐   Female ☐

2. Age
   20-30 ☐

   31-39 ☐

   40-50 ☐

   51-59 ☐

   60 above ☐

3. Highest level of education completed.

4. Did you receive any training in special needs education?

5. How many learners with hearing impairments are enrolled at the school?

   Number of Boys ☐   Number of Girls ☐

6. In which Grade are the learners with hearing impairment?

   Grade 8   Grade 9   Grade 10   Grade 11 Grade 12

7. How did they get an educational placement and enrolment in this school?

Questions on benefits

8. What is your view on the inclusion of learners with hearing impairments in your school?

9. Do learners with hearing impairments benefit from the inclusion? What are the benefits?

10. How would you describe the student's social inclusion into the school?

Questions on challenges

11. How do you communicate with learners with hearing impairment?

12. When you find any problem with them, where do you seek for help?

13. What are the challenges that you as a teacher face when working with learners with hearing impairment? How do you attempt to overcome these challenges?

14. What do you think are the challenges faced by the learners with hearing impairment at your school?

15. How can these learner's challenges be overcome by the school?

16. Do you have any other information or experience on benefits and challenges of including learners with hearing impairments in inclusive classrooms that you would like to share?

Questions on Resources and strategies

17. What type of teaching and learning resources do you use in support of these learners?

18. What support, if any, do you need to effectively teach learners with hearing impairment in inclusive classroom?

Thank you for your time.

Date of interview: ………………………….

APPENDIX J: Interview Guides for Parents
<u>**Research Title**</u>**: Benefits and Challenges of including learners with hearing impairments in**

inclusive schools in the Khomas and Oshana Regions

<u>**Consent Letter**</u>

<u>**Dear Respondents**</u>

I am a student at the University of Namibia, carrying out a research on the benefits and challenges experienced by learners with hearing impairment in inclusive secondary schools in the Khomas and Oshana regions. Your school has been chosen as a source of information for my research. I will be very grateful if you could take some of your precious time to assist me in this study by participating in the scheduled interviews. I would appreciate if you answer the questions honestly.

<u>**Instructions**</u>

Be at ease during this interview. Please take note that there are no wrong or right answers. Your views are significant for the study. Be assured that the information collected through this interview will be kept confidential. The duration of the interview will be approximately 30-45 minutes. Notes will be taken during our conversation and with your permission; the interview session will be recorded. Participation in this study is completely voluntarily and you are at liberty to withdraw at any stage. If you have any questions regarding this study or you would like to request additional information, please ask before or after the interview.

I have read and understood the information presented before the commencement of the interview session. I am also aware that information regarding my participation in the interview, my name and personal identity will be held as confidential. I was informed that I may withdraw my consent at any time by informing the researcher about my intention. With full knowledge of all information, I agree to participate in this study.

Participant No: _____

Participant Signature: _____   Date: _____

Participant Number: ……………………

Biographical information

For question one and two, please tick in the appropriate box.

1. Father ☐   Mother ☐   Guardian ☐

2. Age

      35 and younger

      36-40

      40-45

      45-50

      50-55

      55 and older

Background information

3. Tell me about how you found out that (name) is deaf?

4. After you found out, tell me about the few months that followed.

    a. How did you take and cope with the news about the condition of your son/daughter?

    b. Were you counselled?

5. How do you communicate with your son/daughter at home?

6. How did your son settle in the school setting?

7. Have you thought about secondary school placement at all?

Questions on benefits

8. What do you think of including learners with hearing impairment in the inclusive school?

9. Do you think your son/daughter is benefiting from being included in an inclusive school? (What are the benefits)?

Questions on challenges

10. What are your challenges in supporting your child at school and at home?

11. What were your initial concerns (if any) when your son/daughter was enrolled at the inclusive school?

12. Are there any challenges that you think your son/daughter is experiencing in inclusive school? (What are those challenges)?

13. How do you overcome those challenges?

Questions on resources and strategies

14. What support does your child receive from teachers, peers and school management?

15. What type of support do you think your child needs in order to facilitate his/her learning experience?

16. What type of resources do you think your child needs in order to cope in the inclusive school?

Thank you for your time.

Date of interview: …………………………