

IMPLEMENTATION CHALLENGES AND IMPACT OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN UGANDA

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DECLARATION

I, **Okello Moses Boyi**, declare that this dissertation is my original work and has never been submitted to any higher learning institutions for the award of a Master's Degree in Education, Planning, and Administration.

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APPROVAL

This is to certify that this dissertation entitled the “Implementation Challenges of Inclusive Education in Primary Schools; A Case of Kole District, Uganda” has been under my supervision and academic guidance.

Signature:  Date: 2nd August 2024

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SUPERVISOR

DEDICATION

I dedicate this work to my parents, Mrs. Enin Boyi and Mr. Boyi Benedict (RIP) for their contributions in my life.

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DEFINITION OF KEY TERMS

Inclusive Education: Inclusive education means that every child at school, irrespective of their strengths or weaknesses, is a part of the school community.

Special Needs Education: Is education for disabled learners, in consideration of their individual educational needs, aiming at the full development of their capacities and at their independence and social participation.

People with Disability (PWDs): These are those with long-term physical, mental, intellectual, or sensory impairments which when exacerbated by various barriers may hinder their full and effective participation in societies on an equal basis with their colleagues.

Accessibility: Refers to product design, services or environment for people with disabilities.

Inclusiveness: The practice of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized such as those having physical or intellectual disabilities or belonging to other minority groups.

LIST OF ABBREVIATIONS

CWD:	Children with Disabilities
CWHI:	Children with Hearing Impairment
EASNIE:	European Agency for Special Needs Inclusive Education.
EMIS:	Education Management Information Systems.
MoES:	Ministry of Education and Sports.
PEDP:	Primary Education Development Program
PWDS:	People with Disabilities
SEN	Special Educational Needs
SNE:	Special Needs Education
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNESCO- IBE:	United Nations Educational, Scientific and Cultural Organization International Bureau of Education
UNICEF:	United Nations Children's Fund
UPE:	Uganda Primary Education
USAID:	United States Agency for International Development

ABSTRACT

The study aims at investigating the implementation challenges of inclusive education in primary schools in Kole District, Uganda. The objectives included to establish challenges affecting the implementation of inclusive education and to examine the impact of inclusive education on children with hearing impairment in Wigwa Primary School, Aboke Sub-County. The study used a qualitative approach and a case research design was employed along with semi-structured interviews and focus group discussions adopted to collect data. Data was analyzed using thematic analysis. The results of the study revealed a lack of educational learning materials due to material delivery issues and negative attitudes towards children with hearing impairment were major issues. On school-related factors, lack of skilled teachers in sign language, improper curriculum design and teaching styles were concerns, and family-related factors of poverty scourge and lack of parental support on the provision of scholastic materials. On the socio-cultural related factors, still, negative attitudes towards CWHIs were the major issue, as low self-esteem in the community and communal isolation. According to the study, the impact of implementing inclusive education includes; poor academic performance, underdevelopment of language communication skills, development of anti-social behaviors, school dropouts and absenteeism of CWHI, low self-esteem, and poor concentration of CWHI in inclusive education settings. The study concluded that there are several implementation challenges to inclusive education in primary schools in Kole District, Uganda. Based on the findings, the study recommends the following; school policy implementations by MoES, improve household income by the government, increased numbers of trained teachers on special needs education, sensitization of the community, teachers, school administration, and peers, provision of hearing aids for children and provision of learning environment that is welcoming and friendly for learning.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focused on the implementation challenges of inclusive education in Kole District primary schools, Uganda. This chapter presents the background of the study (covering the historical, contextual, and conceptual backgrounds), the statement of the problem, the purpose and objectives of the study, and the research questions. It further highlights the scope of the study, and the justification, as well as significance of the study.

1.1 Background to the Study

Since 1940s, the concept of inclusive education has existed following the Universal Declaration of Human Rights when it was promulgated in 1948 of world conferences and, it has been ascribed as elementary and complimentary approaches aiding all learners in primary schools in global context (Kiyuba & Tukur, 2019). According to Kiyuba and Tukur (2019) on the study of management challenges of inclusive education, all children must be accorded equal education liberty regardless of their statuses and learning abilities. In addition, the above authors stretch that once children get proper learning aid, it shall help them adapt to the proper education system and hence improve their learning abilities in classes (Kiyuba & Tukur, 2019). This further means that all children having equal learning opportunities help them realize their education potential and outcomes. Additionally, the Committee on the Rights of Persons with Disabilities in 2016, noted that inclusive education was a fundamental right to education, a principle that values students' wellbeing, dignity, autonomy, and contribution to society and a continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all learners especially in primary schools (UN, 2016).

Moreover, UNESCO-IBE (2016), placed much emphasis on inclusive education that pupils with disabilities and other disadvantages are taught with their

peers in a mainstream classroom for a majority of the school day. The challenge today is that, when most experts speak of ‘inclusive education’, they do not include special units or special classrooms (segregation), or placing children with disabilities in mainstream settings so long as they can adjust and integrate all of them into common learning process. It’s just a mere assumption that inclusive education compels all children to have rights to be in the same educational space just like other learning children in primary schools (UNESCO-IBE, 2016).

It is imperative to ascertain that policies on inclusive education play a huge part influencing the way how teachers create their attitudes toward inclusion. For example, various philosophies regarding hearing impairment for children have changed over the past decades and many nations such as the United States and the United Kingdom are now championing the effort to implement policies that can foster the inclusion of disable pupils into the mainstream education system (Gordon, 2020; Hornby, 2021). For instance, some of the earliest calls for compulsory and free primary education everywhere were made during the adoption of the Universal Declaration of Human Rights in 1948. This call has been largely realized in developed countries but many underdeveloped countries are still struggling with its implementation and anticipated challenges (Nudi et al., 2018).

To ascertain this point of reflection, many middle and low-income countries such as South Africa and Lesotho among many others in Africa have national policies advocating for inclusion but they are still facing managerial implementation challenges in most public primary schools (Hornby, 2021). For example, the implementation of a unitary non-racial policy system of education is still a challenge as guided by the principle of human rights to basic education, equality, and the recognition of the democratic rights of parents, teachers, and all learners including those with disabilities (Ramaahlo et al., 2018). It is worth stating that the implementation challenges of the inclusive education rely on availability, accessibility, acceptable constructs to

a certain extent hence influencing the academic performance of pupils in primary schools (Semon et al., 2021).

In East African Community and Member States, the government of Tanzania in 2001, implemented the Primary Education Development Program (PEDP) and banned public school fees targeting an increase in the enrolment to primary schools but with similar inclusive education challenges (Dennis & Stahley, 2012). In the case of Uganda, the Universal Primary Education (UPE) policy introduced in 1997 hasn't done much on inclusive education system. According to the policy, every child regardless of the cultural, social, or economic background is allowed access to the same government aided school. The policy deliberately sought to include all children in the education system (Mwesigye, 2019).

Complimenting this notion, Article (34) Clause (2) of the 1995 Uganda Constitution as amended, provides that, "a child is entitled to basic education which shall be the responsibility of the State and the parents of the child". The above Article Clause (3) points out those children shall not be deprived of medical treatment, education or any other social or economic benefits by reason of religion or other beliefs. This means that for the Government of Uganda to implement this, it has to compel the school governing committee to properly enforce the Uganda Education Act, 13 (2008:47) under the Ministry of Education and Sports (MoES, 2016)

According to the World Bank (2018), approximately 14.5 million children in Uganda have some form of disability. In Uganda, the introduction of UPE in 1997 greatly facilitated inclusive education. The major aim of UPE was to give all children the opportunity to join schools within their communities regardless of their learning abilities. Since, then education has been very difficult for children with severe learning needs since the government hadn't planned for inclusion of disabled children in these public aided primary schools. For instance, at that time, there weren't many teachers trained in handling learners with disabilities (UNICEF, 2016).

Today in Ugandan public primary schools, many UPE pupils have exhibited several challenges of accessibility with segregation and yet all schools are supposed to be in tuition free learning environment. A school for all must therefore be an inclusive school. Further, despite the fact that Uganda is still basing on UPE policy to guide inclusive education implementation, the Ministry of Education and Sports (MoES) hasn't yet trained proper implementers of inclusive education policy and the personnel (Byamugisha, 2023). This means that the Uganda's Ministry of Education and Sports need to advocate for inclusive education from Government of Uganda to cater for special learners needs as evidenced in the framework and statement for Salamanca for Action on children with disability Education in 1994.

Subsequently, the instrument puts emphasis on every child including CWDs to have equal access to learning facilities and requirements in education attainment, a right to attend schools in their local communities in classes that are inclusive, the right to take part in child-centered education that meets their individual needs and the right to get involved in worthwhile education (UNESCO, 2018). This is in accordance with the 1995 Constitution of Uganda which enacted the Persons with Disabilities Act (2006) as well as ratified the United Nations Convention on the rights of Persons with Disabilities (2008). Therefore, both instruments demand access, equity and quality regarding the educational services for Learners with special learning needs.

Most importantly, the Ugandan Government has observed that CWDs should have the same education opportunities as the rest. Uganda's Constitution also provides persons with disabilities, the right to be respected, and to be treated with dignity and dictates that the country has the responsibility of ensuring that their mental and physical capacities are fully developed. For example, Article 30 clearly states that all people have the right to education (Constitution of the Republic of Uganda, 1995).

Despite all the policies to support inclusion, inclusion has not been effectively realized because of many factors such as high numbers of learners, curricula

that are not inclusive, teachers lacking the competence to support learners with challenges and school buildings lacking supportive equipment and a lack of research into what works for CWDs and Uganda Society for Disabled Children of 2017 conference (Zwane & Malale, 2018). This means that for inclusion to succeed, there must be a re-examination of the entire education system structures in Uganda that demands intervention and commitment of key stakeholders participating in educational services delivery (Kristensen et al., 2016). To include the special educational needs of learners, the Ministry of Education and Sports should provide streamlined guidelines on these special group's admission procedures in primary teacher's colleges and other tertiary institutions including public universities enabling them to be catered for in the education system (Kristensen et al., 2016). It was therefore against such a background that this research examined inclusive education and the implementation challenges associated with it.

1.1.1 Historical Background

According to Ndofirepi (2022), inclusion historically stands out as one of the earliest philosophies noticeable in African culture ingrained in the “ubuntu/botho” ethic as a central philosophy. Therefore, to include or exclude largely depended on what Letseka (2023: 337) opined as ‘to realize and accept that the self is located in the midst of others. In Uganda, the government introduced policy of universal primary education (UPE) in 1997. The policy stipulates that all children no matter their cultural, social or economic background are welcome to the same primary school nearest to their home (MoES, 2016).

The history of inclusive education however dates back to the introduction of formal education where segregation of children who are different and those who did not achieve set and accepted academic standard started. Formal education then became a privilege of children who were doing very well or who had parents who could afford tuition fee for them (Letseka, 2023). The UN Universal Declaration of the Rights to Education, Article 26 reinforces this implementation approach. For example, when UPE programme was

introduced, it aimed at giving all children the opportunity to join schools within their community and not all children could do this since those with very severe learning difficulties and some with profound deafness still had to be taught in special classes some part of the time (integration). Some who could not benefit from the integration had to attend special schools. The UPE policy made government schools tuition free and accessible to all children. A School for all must be an inclusive school.

Therefore, the introduction of UPE was done in close relationship with national and international policies, most importantly in the Convention on the Rights of the Child (1998) which was ratified by Uganda. The UN sustainable development goal 4 states “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.” It has targets measured by indicators. Among the targets are; free primary and secondary education, and equal access to pre-primary education.

1.1.2 Contextual Background

The concept implying that for one to be able to recognize the beauty, talents, and capacity of any individual person, first comes respect and recognition of what the person is, in relation to other people within the society (Letseka, 2023). However, in order to truly appreciate the contributions brought forth by this simplistic concept of inclusion as applied in the Sub-Saharan countries, one needs to first locate the idea of ‘humanism’, which is so prevalent in Africa, to appreciate its translation of inclusion implementation strategies. However, the ideology of Ubuntu centers on the principle of humanness (Ndoferipi, 2022; Letseka, 2023) and is found in almost all African languages, although under various names. For example, in South Africa, Lefa (2015) describes Ubuntu as ‘any values of humanness towards others’ (Lefa, 2015). Equally, Botho in Botswana is phrased as the awareness reasoning that one’s own sense of humanity is deeply rooted in the humanity of others in the community and asserts that it is greater than doing what is good because it is right (Matambo, 2015).

Correspondingly, Unhu in Zimbabwe recognizes a person's status as a human being entitled to unconditional respect, dignity, value and acceptance from members of the community to which she/he belongs (Mapaure, 2021). In Zambia 'Umuchinshi' is used within the context of 'creating a society that places the human person at the centre of all activities' (Kanu, 2021). When translated in education Lefa (2015:7) points out that this 'gives learners the primacy to humanness instead of reducing their abilities or potentials'. Therefore, in the school culture, Ubuntu coupled with inclusive education shall magnify the level of appreciation of uniqueness and individual differences within a classroom environment thereby promulgating tolerance, equality, and respect. Thus, one could say that Ubuntu/Botho is synonymous with inclusion within the African context.

1.1.3 Conceptual Background

The Committee on the Rights of Persons with Disabilities (UN 2016) defines inclusive education as a fundamental right to education, a principle that values students' well-being, dignity, autonomy, and contribution to society and a continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all pupils.

Hearing impairments can be referred to as a wide range of hearing losses including deafness. It impacts a person's hearing frequency and intensity (Gordon, 2020). It is impairment whether temporary or permanent and it highly affects children's educational performance. The severity might range from mild to profound, affecting one ear or both ears (WHO, 2023). Children with hearing impairment are those children with a degree of hearing loss from mild to severe that occurs when there is a problem with any part of their hearing like the middle, outer, and inner ear. This impairment impacts the ability to hear in conversations or during the occurrence of loud noises.

In Uganda, 16% (2,027,148) of the population are people with hearing impairment, and over half of them are within the school-going age (WHO, 2019). The inalienable right to education of children with hearing impairment

is globally recognized but most of them are out of school with the majority of the few still in school underperforming academically, especially when they are in inclusive educational settings (Kennedy, 2018). Other studies have established that these children's academic performance relates not only to the way they participate in learning (Mazalan, 2019); and their interest in learning but also to the challenges and factors that affect their learning. The management of instructional resources in terms of planning, provision and utilization has been recognized as a serious determinant of children's academic performance.

Subsequently, Greenberg et al., (2015) observed that in Uganda, despite policy guidelines for inclusiveness, schools lacked the special teaching and learning resources that children who have autism and those who have hearing impairment need to learn. The teachers in most of the schools lacked special skills in the provision of teaching special education to children with hearing impairment. Apart from a few sign language teachers who can teach pupils who have hearing impairment, there are hardly any professional teachers for children with other abilities (Greenberg et al., 2015). In addition, the teaching and learning resources for pupils with disabilities in general and hearing impairment in particular are lacking in almost all schools.

According to the BMAU in Uganda (2018) report, highlighted that one of the major challenges of inclusive education and implementation as the BAMU report of 2018 noted is the proper instructional materials for teachers since most of the teacher guides do not specify lessons and topics for disabled children hence real academic challenge to the CWHI in primary schools (BMAU, 2018). These challenges visa-vie others afore mentioned make an inclusive education environment untenable for CWHI, which impact the educational achievements of CWHI in primary school. Ministry of education reports show that while enrollment in CWHI is high in lower primary, the majority of these learners drop out and very few sit for PLE and transit into post-secondary school. This study thus set out to investigate the implementation challenges in inclusive schools that explain the low numbers of CWHI who persevere to

complete PLE and the impact of inclusive education on the educational achievements of such learners.

1.2 Statement of the Problem

Inclusive education is admitted as one of the fundamental human rights of everyone (United Nations, 2016). Despite its importance and the provisions of the laws, the implementation of inclusive education has been slowed down by challenges, especially in developing countries like Uganda. For instance, Universal Primary Education started in Uganda in 1997 was then that the efforts to address CWDs' educational needs commenced. The government has enabled financially disadvantaged families to send their CWDs to school (Mwesigye, 2019).

According to Kanu (2021), there are many challenges such as school-related, family, and sociocultural factors that hamper the successful implementation of inclusive education worldwide. Nevertheless, these challenges in turn may have a serious impact on learners with hearing impairment leading to poor academic performance or dropping out of school due to; inappropriate policy development issues on teaching styles and teacher skill orientations, teacher attitudes, lack of hearing impairment-service teachers training, inadequate support, lack of instructional material resources, lack of monitoring and school supervision as well as curriculum issues (Byamugisha, 2023).

Despite the tremendous effort of UPE to increase the enrolment of school children with disabilities from 151,000 in 1999 (Ministry of Education and Sports, 2016) to 179,000 in 2016 (Ministry of Education and Sports, 2016), CWDs are not accessing education as conveniently as required by their normal peers (Mbazzi, 2021; Moyi, 2022). For example, only 9% of children with mild and moderate disability attended primary school, and 6% attended secondary school (Kiyuba & Tukur, 2019). Similarly, many of these children who managed to enroll dropped out due to lack of facilitation and inequality and many of the schools were not sufficiently inclusive, and children with disabilities were

stigmatized, and isolated hence with psychological effects of anxiety and depression (Zia et al., 2022).

Most studies conducted in the field of impairment talk about children with disabilities (CWDs) in general but not much has been done on children with hearing impairment (CWHI). There is little relevant literature on children with hearing impairment in Aboke yet there is a special unit in Wigwa Primary School located there. Enrolment records from the school indicated a high number of CWHI in lower classes which kept fluctuating as they progressed to complete the primary cycle. For instance, records show that for the last 5 years only 3-4 CWHI sit PLE and none has ever passed in first grade (Byamugisha, 2023). Therefore, this study investigated whether there were implementation challenges of inclusive education and how this impacts the education achievements of CWHI.

1.3 Purpose of the Study

The purpose of this study was to investigate the implementation challenges and the impact of inclusive education for children with hearing impairment in Kole District, Uganda.

1.4 Objectives of the Study

The following were the study's specific objective

- 1) To establish inclusive education challenges of children with hearing impairment in Wigwa primary school, Kole district.
- 2) To examine the impact of inclusive education on the educational achievements of children with hearing impairment in Wigwa Primary School, Kole district.

1.5 Research Questions

- 1) What are the inclusive education challenges of children with hearing impairment in Wigwa primary school, Kole district?

- 2) How does inclusive education impact the educational achievements of children with hearing impairment in Wigwa Primary School, Kole district?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in Kole District. Kole District is in Northern Uganda. Like most other Ugandan districts, it is named after its 'chief town', Kole, where the district headquarters are located. Kole District is bordered by Lira District to the east, Apac District to the south, and Oyam District to the west and north. Kole, the district capital, is located approximately 28 kilometres (17 mi), by road, northwest of Lira, the largest city in the sub-region. This location is approximately 290 kilometres (180 mi), by road, north of Kampala, Uganda's capital and largest city. The coordinates of the district are 02 24N, 32 48E. Kole District was created by an Act of Parliament and became operational on 1 July 2010. Before then, it was part of the Apac District. The district is part of the Lango sub-region, home to an estimated 239,327 people, according to the Uganda national population census of August 2014. The sub-region comprises the following districts: Alebtong District, Amolatar District, Apac District, Dokolo District, Kole District, Lira District, Otuke District, Kwania and Oyam District. Kole district is subdivided into the following sub-counties: Aboke, Akalo, Alito, Okwerodot, Ayer, and Bala.

1.6.2 Content Scope

At a content level, the study examined inclusive education and its implementation challenges by looking at the socio-cultural and school-related challenges affecting implementation and its effect on children with hearing impairment in Wigwa Primary School in Kole district. The independent variable (implementation challenges) and the dependent variable (inclusive education) were examined.

1.6.3 Time Scope

The study focused on the current information and historical facts from 1997 to date when Uganda started establishing an intervention to promote inclusive education through Universal Primary Education. It however covered a research period of June 2023 to July 2024 to conclude the study.

1.7 Justification of the Study

Despite the enabling policies for inclusive education in Wigwa primary school, there still remain huge elements of exclusion for children with disabilities (World Bank, 2018; Nareadi, Dikeledi, & George, 2017). If the fundamental challenges for inclusion are not identified and properly dealt with, the attempts to allow children with disabilities to achieve the aims of education shall count for nothing (Mwesigye, 2019). Therefore, this study was critical as it highlighted the challenges affecting the successful implementation of inclusive education in Kole district.

1.8 Significance of the Study

The study finding is expected to be of help to the following people and sectors if followed well;

This study is expected to help implementers of inclusive education to create a friendly environment for people and learners with hearing impairment in regular primary and secondary schools. At the district level, implementers of the policy would use the information from the study to plan for improvement on identified areas of weakness that the study shall point out.

The results would also help in creating awareness among schools and other stakeholders on the need to avail the right physical facilities to take care of the diversity of these learners. The findings may be useful to other researchers who wish to research related topics because this could provide relevant literature on the implementation of inclusive education and future research-based approaches.

To the teachers, the study shall offer novel ideas to the existing theory on implementation challenges of inclusive education in primary schools in Uganda, and more so, to the rest of the world. It shall therefore be upon this

study that more forward policies can be designed and formulated, and this may help them to get appropriate measures in inclusive education and other educational areas where there is a gap.

The study finding is expected to add to the body of knowledge for other researchers. This future researcher may benefit from the study in making more critical analyses and finding recommendations to the problem at hand. More so, the findings may help the researcher to attain a master's degree.

1.9 Conceptual Framework

In the conceptual frame work, the independent variable is implementation challenges of inclusive education. The implimentation challenges include lack of policy and legal support, inadequate school resources and facilities, inadequate specialised school staff, inadequate teachers trained in inclusive teaching techniques especially using sign language, dedactic and passive pedagogical techniques, rigid curriculum that offers no accomodation, modification or personalisation, unsupportive school and district leadership, socio-cultural attitude about schools and disabilities and delayed release of capitation grant which has been reduced, high cost of schooling and limited data on disability for appropriate planning.

The dependent variable is inclusive education where all learners feel welcomed in the school, all pupils support each other in their learning, all pupils with hearing impairment are well supported by school staff, teachers and parents cooperate well, all pupils are treated equally as valued members of the school, all pupils with hearing impairment feel that their opinions and views are valued, pupils with hearing imimpairment an access all parts of the school building, can access learning in all lesson attend school every day, enjoy leesson engaged in lesson activities, achieve their learning in all subject according to individual ability, learn together and have access to health services which is necessary and appropriate.

However, intevening variables focus on growth development plan, policy intervention and participation of all stakeholders in the formulation and

awareness of policies for improved learning environment of all pupils in public primary schools in Wigwa primary school in Kole district.

Independent Variable

Dependent variable

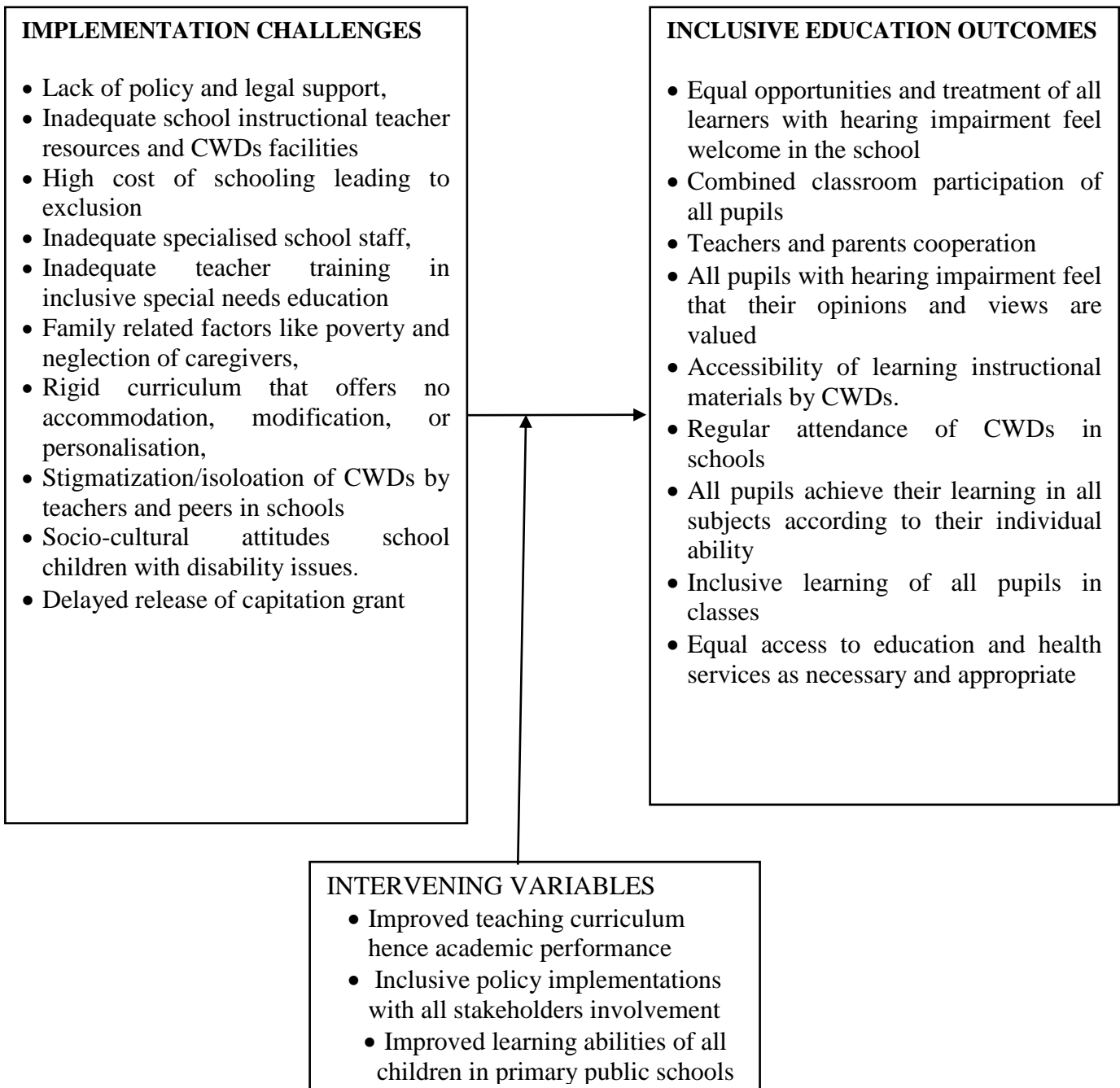


Figure 1: Developed by the researcher, 2023

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains information obtained from different sources like library resources of books, journals, magazines, and reports. Nevertheless, the information was obtained based on the two study objectives for reviews.

2.1 Theoretical Understanding of Inclusive Education

2.1.1 Behaviorism Theory and its Implication for Inclusive Education

Behaviorist theorists like Skinner (1904-1990) and James B. Watson (1878-1958) believe that behavior is shaped deliberately by forces in the environment and that the type of person and actions desired can be the product of design. In other words, behavior is determined by others, rather than by our own free will. By carefully shaping desirable behavior, morality and information are learned. Learners will acquire and remember responses that lead to satisfying after-effects. Repetition of a meaningful connection results in learning. For example, if the pupil is ready for the connection, learning is enhanced; if not, learning is inhibited.

This means that motivation to learn is the satisfying after-effect or reinforcement. In this regard, behaviorism is linked with empiricism, which stresses scientific information and observation, rather than subjective or metaphysical realities. Behaviorists search for laws that govern human behavior, like scientists who look for patterns in empirical events. Change in behavior must be observable; internal thought processes are not considered. Ivan Pavlov's (1890-1930) research on using the reinforcement of a bell sound when food was presented to a dog and finding the sound alone would make a dog salivate after several presentations of the conditioned stimulus, was the beginning of behaviorist approaches.

Learning occurs as a result of responses to stimuli in the environment that are reinforced by adults and others, as well as from feedback from actions on

objects. The teacher can help pupils learn by conditioning them by identifying the desired behaviors in measurable, observable terms, recording these behaviors and their frequencies, identifying appropriate reinforcement for each desired behavior, and providing the reinforcement as soon as the student displays the behavior (Greenberg et al., 2015). For example, if children are supposed to raise their hands to get called on, we might reinforce a child who raises his hand by using praise, “Thank you for raising your hand” and that child will reciprocally learn better.

Supplementary and influential behaviorists include B.F. Skinner (1904-1990) and James B. Watson (1878-1958) has justified the essence of inclusive education and its implementation challenges by focusing on realistic ideologies of learners in schools. These ideas were inspired by Pavlov, Thorndike Watson, and Skinner, but carried them to a degree of differentiation, or integration of generality unknown before him. His thoughts always seemed to have a practical, concrete and technique. He took care of education, broadly defined, through all sorts of activities, whether designing a cradle of teaching machines or programmed learning. Other ideas were the fruit of his ingenuity and his talent as a researcher. Skinner maintained that less philosophical speculation and more “realistic” observation of behaviour are necessary, but he still posed the question, “What is man?” Skinner attacked what he called the traditional views of humanity. Those views have imputed all kinds of internal drives, forces, or otherwise mysterious actions to the “autonomous person”-such forces as aggression, industry, attention, knowing, perceiving, and so on.

The principle of behaviorism and the techniques of behavioral engineering go back at least to Pavlov and Watson, but B.F Skinner pioneered their implementations in many fields of contemporary life. Skinner saw behaviorism extending into politics, economics, and other social organizations. He strongly championed it as an educational method that is more practical and produces greater results than any other. It has grown in popularity and is used frequently, particularly in areas of special education and with disadvantaged children.

The primary aims of behavioristic techniques, is to change behaviour and point it in more desirable directions. The question of whether one should go in special direction is immediately raised: who decides what changes and what direction? Skinner replied that we are already largely controlled by genetic forces, parental upbringing, schooling, peer groups, the media, the church, and society (Greenberg et al., 2015). Skinner was a strong advocate of education, although many critics argue that what he meant in education is not education but “training.” Skinner charged that much of what passes for education is not good education because it is not reinforcing, it does not properly motivates pupils to progress, and does not deal with immediate reinforcements.

Skinner emphasizes the importance of behaviorism specifically its procedures in a classroom setting. One might briefly describe a procedure of a behaviour modification as follows: (1) specify the desired outcome that needs to be changed and how it will be evaluated;(2) establish a favorable environment by removing unfavorable stimuli that might complicate learning; (3) choose the proper reinforcement for desired behavioral manifestations; (4) begin shaping desired behaviour by using immediate reinforces for desired behaviour; (5) once a pattern of desired behaviours has begun, slacken off the number of times given; (6)evaluate results and reassess for future development. Many critics charged that Skinner’s theories belittle and limits humanity, but there is a strong argument that his views are optimistic.

From the Skinnerian standpoint, little in people’s inner makes up limit’s development in variety of creative ways. For those reasons, the Skinnerian maintain that is possible to build the good society with a good people for a better future if we have the fortitude to plan and cooperate in this venture. When all said and done, the controls on the environment, on the contingencies of reinforcement; in this way, individuals are indirectly controlled. While some critics see Skinner’s Walden Two as the kind of brave new world Huxley wrote

about, Skinner maintain that it is idealization of the behaviorally engineer society, where happiness and good will prevail.

Assumptions

- There is no mind/body dualism - Everything we do is related to behavior not the mind.
- Reactions are observable and measurable.
- Discovering stimuli that cause behavior (associations between stimulus and response) will allow us to predict/control behavior.
- Learners are not passive; they take an active role in their environment (learn by doing, experiencing, and engaging in trial and error).
- Learning is the change in behavior due to experience.
- Responses are the result of our experiences - they are not innate.
- Internal mental processing explanation of behavior are circular and regressive and are to be avoided

2.1.2 Strengths of Behaviorism

Behaviorism is based upon observable behaviors, so it is easier to quantify and collect data and information when conducting research. Since research and experiment is a very powerful tool in providing explanations and clear evidences about a certain phenomenon, early theorists and proponents of behaviorism took pride in initiating the studies of observable behaviors rather than those that cannot be observed and measured (like unconsciousness and repressed sexual desires as the bases for psychodynamic theory).

Effective therapeutic techniques such as intensive behavioral intervention, behavior analysis, token economies and discrete trial training are all rooted in behaviorism. These approaches are often very useful in changing maladaptive or harmful behaviors in both children and adults.

2.1.3 Criticisms of Behaviorism

Many critics argue that behaviorism is a one-dimensional approach to understanding human behavior and that behavioral theories do not account for free will and internal influences such as moods, thoughts and feelings.

Behaviorism does not account for other types of learning, especially learning that occurs without the use of reinforcement and punishment. As can be inferred from the theory presented, much of the human behavior and learning abilities were attributed to the effects of external factors that serve as reinforcers or punishers. As contested by other proponents like Albert Bandura, not everything can be explained by outside influence as mentioned. Still, there are many ways.

People and animals are able to adapt their behavior when new information is introduced, even if a previous behavior pattern has been established through reinforcement. It only says that regardless of what behavior an individual learned in the past through the system of reinforcement, he can still be able to modify and/or change it when new circumstances offer new information. I believe that this is true as we also have the process of extinction. As we continue to live, we will encounter many more opportunities for learning.

2.2 Inclusive Education Challenges and Its Implementation in Primary Schools

2.2.1 School-Related Challenges and Implementation of Inclusive Education

Several school related factors affect pupils with disability learning. According to Alexander (2016), teachers in primary schools face real challenges of developing proper curriculum and teaching styles for all children in the classroom setting. Alexander (2016) further explains that teachers find difficulty in executing in curriculum development to proper scheme and plan lessons for all children regardless of their hearing impairments and in doing so, they end up leaving out most content topics that wouldn't be heard properly by the impaired hearing children and hence negative attitude towards such pupils in learning. Teachers' attitude is one of the main barriers in the practice of inclusive education as it affects the actions of teachers towards inclusion and its principles (Alexander , 2016). This intended to find out whether teachers in Kole District of Uganda faced such challenges of curriculum development and affected their normal styles of teaching or not.

Secondly, teachers face commitment and inappropriate teaching skills required due to the negative attitudes towards accommodating pupils with hearing impairment mainstream classrooms are the consequence of several factors (Watson et al., 2018). For example, many teachers feel that they are not prepared to meet the needs of pupils with hearing impairment (Peakock, 2016). Teachers may see the child as a burden in the classroom, a student who decreases the effectiveness they have when instructing the rest of the typically developing pupils. Similarly, this study assessed appropriate teaching skills if one of the challenges affecting inclusive education in Kole District or not?

Another school related challenge of inclusive education is that, teachers shall fail on proper instructional materials since learning is inclusive of all children. According to the BMAU report of 2018 in Uganda, it highlights that one of the major challenges of inclusive education and implementation is when teachers are challenged on the proper instructional materials since most of the teacher guides do not specify lessons and topics for disabled children hence real academic challenge to the disabled children in primary schools (BMAU, 2018). Again, this study examined whether teachers in Kole District faced the challenge of preparing lesson plans and schemes inclusive instructional materials to cater for all children in the targeted area of study or not, creating a gap for the study.

However, despite the fact that children with disabilities are enrolled in primary schools in Uganda, only a few complete primary education due to disability unfriendly facilities. This is an effect of the current primary education curriculum that does not serve the disabled people's needs. The country's running curriculum and examination system are not dynamic enough to sufficiently cater for inclusive education as the assessment of CWDs isn't standardized (USDC, 2013; Okech, 2023). A curriculum aims at the provision of relevant education and should be based on the developer's ideology regarding the beneficiaries. Unfortunately, this scenario isn't true in Uganda (Mbazzi, 2021; Moyi, 2022). This research during the study findings assessed whether

there isn't friendly disability facilities catering for the hearing impairment as a result has caused such education challenges or not.

In a study conducted by Peacock (2016), on the perceptions of general and special educators regarding their work in inclusive co-teaching environments and how their perceptions influenced teaching methods and student learning in the inclusion classroom, asserts that teacher attitudes are multifaceted and vary from one to another. Peacock (2016) claims that teachers show biases against learners with hearing impairment to a lack of trust in their own abilities to be effective when teaching learners who have special needs. They also maintain that teachers, who hold less favorable attitudes towards learners with special needs, tend to feel that inclusion makes too many demands and that learners with hearing impairment should be taught separately where they can receive enough attention. Peacock (2016) also reveals those teachers who develop negative attitudes towards disabled children; lack special training in inclusive education, and lack of expertise knowledge as well as availability of teachers trained in special needs education curriculum, creating a gap for this study.

Marimuthu and Cheong (2019) supplement to the above author ideology when they investigated the effects of training on the competence and readiness of regular teachers in the Malaysian on inclusive education and school classroom practices and, found out that lack of trained teachers in special handling of pupils is a challenge in learning abilities. They note that for inclusive education to be successful, it requires well-equipped, knowledgeable and competent teachers who can foster the required values, confidence and support in learners with special needs. This study examined whether there were enough special needs trained teachers or not and if such was causing problems in uncomplicated and inclusive education. This was investigated, especially scrutinizing the frequently school related challenges and its influence onto implementation of inclusive education.

Haitembu (2015), in another study, assessed the provision of inclusive education in the Omusati region of Namibia, and discovered that, even if education officials were aware of their responsibilities in providing inclusive

education and distribution of schools, they had mixed understandings of the importance of those responsibilities. She, furthermore, reveals that a lack of in-service teacher training and a lack of information and knowledge about inclusive education are some of the challenges faced by teachers in the Omusati region of Namibia. This means that teachers working with CWDs need special expertise in developing systematic approaches that are appropriate for the special education they are giving their learners and that quality instruction practices will be more widely accepted. In contrast, in Uganda out of 122,904 teachers on the government payroll for primary education only 1,050 teachers are trained to handle CWDs (Penny, 2017 and UNESCO, 2018). Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Nonetheless, lack of monitoring and supervision especially school inspectors have contributed negatively to this challenge of low number of specialized expert teachers is blamed for the current low enrolment of CWDs of (218,286) in Uganda despite all-inclusive education services (MoES, 2021). This does not favourably compare with other African countries where the preparation of SNE teachers dates as far back as 1974 and 1983 in Nigeria and Zimbabwe respectively. Before the Education for all Handicap Children Act (1975), many children were denied access to education and opportunities to learn worldwide. In 1970, U.S. schools educated only one in five children with disabilities, and many states like Uganda had laws excluding certain students, including children who were deaf, blind, emotionally disturbed, or had an intellectual disability, (MoES, 2021); this prompted the current researcher to opt for the research study in Kole District and see its applicability.

Chimhenga (2016) conducted a study to assess whether resource materials affected the implementation of inclusive education for children with learning disabilities in primary schools in Bulawayo, Zimbabwe. She found out that there was a lack of material resources available for the implementation of inclusive education, such as computers, trained teachers, finances,

classrooms, among others, for use by learners with special needs. Kiyuba & Tukur (2019), argue that the current curricula employed in mainstream schools are not designed based on flexibility and appear to be content-heavy. They assert that with such a curriculum that teachers feel belong to someone else, pupils with hearing impairment are excluded from and even marginalized in mainstream education. This means that a curriculum that is too rigid, centralized, and fails to reflect the diversity of the implicated learners can have a negative impact on the learning process. However, this study was carried out outside Uganda, not entirely primary schools based and carried out almost five years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

2.2.2 Family-Related Challenges and Implementation of Inclusive Education

Many factors affect disabled school children and this leaves pupils not potentially benefiting from the desired education outcomes and intended schooling. According to Najjingo (2009), many children who come from families and their background is full of disabled persons as such children lack support of informal education parenting style and hence a challenge of its own. Najjingo further asserts that until there is someone in such families for disabled children to get meaningful education and abet those children in their learning difficulties (Najjingo , 2009). In doing so, it creates room for negative attitudes towards these disabled children and hence a challenge in implementing informal education programs. Gajendrabhai and Saini (2020) in their studies reported that negative attitude of the families of people living with disabilities and the public; poor attitude of parents toward inclusive education; inadequate facilities for learning are critical challenges in implementing inclusive education, creating a gap for this research.

Subsequently, poverty scourge among household of children with disability has been singled out as one of the family related factors affecting implementation of inclusive education in most public primary schools in the world, Africa and Uganda in particular. Begum (2017), while exploring the issues and challenges of inclusive education in India, stated that “A limited understanding of the

concept of disability, negative attitudes towards persons with disabilities and a hardened resistance to change” are the major challenges impeding the implementation of inclusive education in low developed countries (Begum, 2017, p.65). However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that based itself on mixed approaches.

Despite the fact that inclusive education for all is catered for in the Constitution of the Republic of Uganda 1995, it is severely affected economically and politically as was highlighted in the World Conference on Education for All (WCEFA) in 1990 where the usual comment was “Unless the external debt burdens in Uganda is solved and/or as long as local and civil wars and invasions continued, the Education For All (EFA) target cannot be achieved (Hornby, 2021). This is clear due to the prevalence of these external debts which accounted for 4.5 billion before the debt relief initiative (Begum, A. 2017). In the field of study, the research findings assessed whether family related challenges like poverty contributed positively or negatively towards learning abilities of disabled children in primary schools in Kole District of Uganda or not?

In a nutshell, it has been however realised that the worrying absence of resources for investment in inclusive education in Uganda is an encumbrance to inclusive education services but also makes “donor-driven initiatives rather than the term recipients” initiative which stands for the activities as they are planned by the education stakeholders to be ineffective. Conversely, in Kole district, an intervention by World Vision on inclusive education support since 2010 has had some impact though insignificant.

Consequently, universally for the low-income countries, the extra recurrent expenses on education by 2014 were estimated to be between 11 and 16 billion US Dollars above 2019’s expenditure. This implies a rise of 20% (Gajendrabhai & Saini, 2020). From the education sector budget in Uganda of

Shillings 505.17 billion, primary education got Shillings 336.18 billion representing 66.5% of the total budget for recurrent expenditure (Mwesigye, 2019). It's thus that there should be improvement for all-inclusive education by funding more appropriate approaches. This argument agrees with (UNESCO-IBE, 2016) that for all-inclusive education to be realised, governments ought to give schools extra resources which would enable the admission of learners with disabilities. Access to education in Uganda is generally affected by high educational costs and poverty at the household level (Mwesigye, 2019). This leads to exclusion of most children from poverty-stricken families including those with disabilities. There is lack of sufficient research in the case of Kole District as to what extent family-related challenges have influenced the implementation of inclusive education, ascertaining the need for this study. It has been also revealed that high poverty cases according to UNICEF (2016) limits disabled children from accessing educational services. Despite the introduction of UPE, poverty in households competes directly with disability and the educational needs of CWDs as guardians and parents find it very hard with low incomes to afford scholastic materials for the learners (UNICEF, 2016). For example, some parents abandon buying scholastic materials for disabled children in schools thinking its waste of time and resources with a negative mind-set and others think that such children are a curse to the family and hence less support in terms of educational school requirements is given priority. This study assessed whether such family factors of poverty affected the school learning process of children with disabilities in inclusive education in Kole District or not.

According to Kimbugwe (2022), the high costs of learning materials make access to all-inclusive education services a challenge since they compete unfairly with those of normal children (Kimbugwe, 2022). To put things in perspective for example, a child with visual impairment in a primary school on average needs Perkins Braille, thermoform machine cubes for arithmetic, cubarithm board games, mobility cane, binding and spiral machine for their education to be inclusive enough (Kiyuba & Tukur, 2019). In 2018, Wigwa Primary school Unit for special needs received brailed papers, stylus and

Perkins bailers from MoES but they were inadequate and the few which were brought have broken down because of lack of technical knowledge on maintenance. Looking at perspective and family poverty scourge in terms of meeting academic materials costs, some parents hesitate buying them for the impaired hearing children which in turn affects their learning process and hence a challenge of implementing inclusive education in Kole District.

2.2.3 Socio-Cultural Challenges and Implementation of Inclusive Education

Socio-cultural factors greatly affect the inclusive education of children with disability. Traditionally, most societies under look disabled children as a curse with negative attitudes and practices (Mapaure, 2021). Some people looking at those impaired hearing children, think that they are not useful to society's education development and hence an effect on their learning process. In a study by Angris and Lavy (2021), found out that culture environment greatly contributes and facilitate inclusive education if only negative thinking is elicited out of people's mindsets.

For example, Angris and Lavy, (2021) conducted in Washington DC and findings showed that the existence of four broad cultural features and practices, including societal' understanding of special and inclusive education concepts, leadership and organization, societal cultural features/practices and implications for relatives and policies, caused society had limited knowledge and understanding of ways they handled their children. This means that socio-cultural factors practices influenced by societal understandings have been looked at negatively with some not appreciating such efforts (Hornby, 2021). However, during the field findings, this research paper examined and assessed whether traditional practices in Kole District affected inclusive education of the children with disabilities into proper learning or not?

Peer attitudes, intentions, and behaviors toward peers with disabilities are critical to their mutual coexistence and development. Haitembu (2015) explain that during school learning, some children discourage and underestimate children with disabilities which discourage them from further

education and with low morale. Another aspect that determines a person's attitude toward a certain action is a person's perceived subjective control over that behavior (Gajendrabhai & Saini, 2020). However, normal pupils, try to isolate themselves from the impaired hearing children even during school play games and other engagements like reading together in homework and assignments. When conducting the interview, the research examined this factor to ascertain its validity and plausibility context in application.

Further, religious factors have also contributed to this fallacy and notion as some people think that impaired children with hearing problems are not a blessing but instead a Godly curse in such families (Marimuthu & Cheong, 2019). For example, some people think such children are not useful even in education training and attainment and hence a challenge to engage religious institutions when implementing inclusive education. Looking into the Bible in the book of Leviticus Chapter 21 verses 16 to 20 probably best exemplifies the injustices running throughout the holy Bible in its segregation towards disabled people and Old Testament believers today hold similar sentiments against disabled people. Culturally and traditionally, African societies have held negative beliefs and attitudes toward disability. Most of the time, disability is blamed on promiscuity during pregnancy and witchcraft and punishment from ancestral spirits (Mapaure, 2021). However, this study examined whether religious thinking of some people towards such impaired children was affecting the right implementation of inclusive education in Kole District or not?

More so, discrimination and stigmatizing are one of the factors hindering implementation of inclusive education in Kole District of Uganda and some people feel negatively associating with impaired hearing children. For example, in the study carried out by Save the Children (2018) highlights that teachers are not comfortable working with children with disabilities most especially where they are unsure of such children's behaviors. Nevertheless, effecting inclusive education is constrained when education systems and schools reflect the discrimination found in broader society. Prejudiced pupils feel marginalized and by the education system. Just as these learners are

disregarded by society, they do not sufficiently feature in the measurement of the effectiveness of education (Save the Children Report, 2018), thus the study to ascertain the situation at the ground.

Society as well as parental interests and attitudes towards children with disability is another challenge affecting the implementation of inclusive education. This has created a negative fallacy and many impaired-hearing children are in lack of proper education. According to a needs review report in 2018 study found those children with disabilities were not able to enjoy worthwhile education since their societies are built around satisfying the needs of normal people as evidenced by the negative attitudes that hold back their attempts at living like the rest of the normal children (Basic Needs Review, 2018). As an example, referring to mental health cases as mad people affects not only their emotions and self-esteem but also excludes them from mainstream society (Basic Needs Review, 2018). The lack of support from many families and stigmatization in mainstream society deny many disabled children opportunities in education. With regards to the family-related challenges in question, the researcher developed a sense of concern in achieving knowledge on the influence of family related challenges on the implementation of inclusive education in primary schools in Kole District.

2.3 Impact of Inclusive Education on Pupils with Hearing Impairment

2.3.1 Impact on Academic Performance

Academically, hearing impairment (HI) affects greatly children with disability because of invisibility factors such as visual impairment or physical impairment (Moyi, 2022). This means that children with hearing abilities mostly do not communicate well in terms of speech and language development with other normal children hence a challenge of implementing inclusive education and negative impact on their academic performance in classes. According to Mbazzi (2021), hearing impairment causes delays in the development of speech and language hence learning challenges of inclusive education that result into poor school performance. For example, children with hearing loss have trouble in school as they fail to read and learn on the

same page with their peers. Take an example, of English lessons and Mathematics may fail to comprehend to the same reading and class material understanding and even communicate effectively (Munyua and Njenga, 2016). Furthermore, children with impaired hearing will fail to associate and play with others especially in classes reading and sharing information hence negative effects loneliness, seclusion, and disappointment, particularly among older people with hearing loss (Mapaure, 2021). However, this study examined whether pupils with hearing impairment had difficulty in communicating and associating with each other and if this affected their academic studies in Kole District.

Notwithstanding the notions of many authors like Matambo (2015) that deaf pupils need a convenient language so as to participate in the schools. For deaf pupils, sign language and hearing aids are essential for supporting teaching and learning in the classroom. UNESCO (2018), Peakock (2016) and Ramaahlo et al., (2018) proposed that teaching and communicating with deaf pupils must be visually oriented, and educational materials must be supported by sign language. Pupils with hearing impairment may use lip reading, sign language and hearing aids in day-to-day communication, depending on the situation and on personal preference.

For example, pupils who are hard of hearing may rely on lip-reading while profoundly deaf pupils may require sign language. UNESCO (2018) stipulated that, for pupils with a hearing impairment to learn in any of their classes, the teacher should stand while facing the pupils; and the pupils should be seated as close as possible to the teachers, and no more than three meters away. This could help the pupils read their lips, making it easier for them to understand leading to improved performance. On top of that, teachers should keep background noise to the minimum. This could help the pupils who are hard of hearing to hear what the teacher is talking about. Therefore, children with hearing impairment may greatly be affected if their learning strategies in schools have not been revised and changed drastically (Semon et al., 2021). When conducting the research findings, children with hearing impairment

(LWHI) themselves were interviewed in Kole District of Uganda to ascertain whether they comprehended very well what was taught in classes to obtain their perceptions and opinions on their educational access in inclusive setting.

2.3.2 Impact on Self-Esteem in Schools

A number of factors like self-esteem and loneliness greatly affect pupils in primary schools and this resulted into low morale boost of these pupils. These factors however, imply that children with hearing impairment may not be able to associate and explore themselves more perfectly than their counterparts who have monopolies on every single basis of communication and exposure in the public domains (Basic Needs Review, 2018). In addition, children with impaired hearing may also lack access to meaningful education if society is not organized to meet their needs as noticeable by the negative attitudes that obstruct their efforts to lead normal lives.

Another aspect is that impaired hearing children will fear everything that comes on their way. For example, the negative stereotyping of learners with hearing impairment may not only affect their emotional but self-worth which will eventually keep them away from mainstream society (Basic Needs Review, 2018). It has also been studied and found out that children with hearing impairment may be affected greatly by the ego defensive function when protecting their self-esteem and helping them to shun individuality conflicts and disquiet on, psychological wellbeing (Munyua & Najenga, 2016). During the research findings, the research assessed if such issues were evident in Kole District and had greatly affected children with impaired hearing and learning abilities or not

2.3.3 Impact on Learners Confidence in Classes

Self-assurance and confidence of people is sometimes measured by hearing and speaking capabilities of individuals in societal settings. This means that people who are bold enough without fear, can positively communicate without fear (Ndofirepi, 2022). It can be well said that the classroom for deaf pupils should have semi-circular seating to confidently speak and communicate well.

A study conducted by Munyua and Njenga (2016) revealed that those pupils with hearing impairment who were taught using constructivist strategies retained more information than those taught by using the lecture method. Another similar study by Mbazzi (2021) in Thailand also revealed that, pupils with hearing impairment who participate more in classroom activities, gained more in content knowledge when constructivist strategies were used. However, Munyua & Najenga (2016) indicated that better grades of examination were obtained by pupils who were taught using constructivist strategies as this helped to build both confidence approaches of normal and impaired children.

2.3.4 Impact on Social Interaction

Social interaction of pupils helps in building confidence of all learners in a school setting. This means that the more children interact with each other, they come to learn their weaknesses and strength as well more sharing information and plays. Kinuthia (2017) observed that parents who hide their children with hearing impairment at home thus hindered their interaction with other people and peers in schools which exposes them to the social worlds (Kinuthia, 2017). It has also been found that parents who restrict the movement and interaction of their children with hearing impairment, limits those personal engagements hence may have negative reprisal in inclusive primary schools' education (Kinuthia, 2017). During the research findings, this study found out whether children with impaired hearing were limited from participating freely with their peers in school settings or not?

It should be noted that when impaired hearing children sit and interact with each other especially the normal children, it builds more space for social interaction in group cohesion and during lessons, the hearing-impaired pupils who cannot hear what others say if the speaker is not seen may start to understand certain things from the normal children hence a positive impact (Kennedy, 2018). However, Kiyuba & Tukur (2019) recommends that when the deaf pupils sit in a semi-circle during learning, it depends on visual rather than auditory cues. This means social interaction helps both children to start

interacting with each other and more freely and even share study materials in such a way that all pupils can see each other and their teacher without obstacles. However, if social interaction fails, this greatly affects their school learning and even affects their academic performance.

It has been found out further by Kiyuba & Tukur (2019) that, the number of pupils must be smaller in the class, proposing that five pupils in the class is the optimum number for effective conversations, since every time during a lesson, pupils very often look to the left and to the right in order to catch what has been said.

2.3.5 Impact on Mental Health

Mentally, every human being on earth whether normal or not requires some levels of respect since they didn't choose to be mentally not upright. This is so because all living things on earth have got sense of humor. According to Bimbola and Daniel (2020), pupils with hearing impairment should be taught using constructivist strategies retained more information than those taught by using the lecture method (Bimbola & Daniel, 2020). However, this study took mixed method research design; the use of interviews and questionnaires in collecting data. Unlike this study, data was analyzed appropriately using qualitative method.

Kimotho (2023) explains if children with impaired hearing are psychologically interrupted, this can seriously result into disappointment and depression with hearing loss in education studies (Kimotho, 2023). The above notion portrays that each time impaired children with hearing problems sit beside the normal children and laugh some gestures in class and look at them, they probably think they are talking badly about them and this may negatively affect their performance and concentration in classes hence a burden in educational attainment. It may further result in stigmatization, isolation and misconceptions about their communication and mental abilities thus limiting school attendance (Kimotho, 2023).

Therefore, mental health of impaired children with hearing problems may be affected if right educational curriculum and style of teaching is not enhanced requiring a policy framework that in the education of learners with disabilities (Kinuthia, 2017). By doing so, it will provide and enforce services for the smooth learning of all pupils in inclusive education and ensure that schools abide by these laws. However, if right framework fails many learners with disabilities are likely to be locked out of the educational arena. Development of a transition-based service provision model is vital especially for those with severe mental retardation.

2.3.6 Impact on School Dropout

School dropout may negatively affect children with hearing impairment if all the time they are frustrated and this may be a major effect of barriers to participation in education, causing dropout (Bimbola & Daniel, 2020). For example, major causes of school dropout for learners with hearing impairment may be due to lack of school fees and lack of transport which are the main causes of dropout are also educational barriers closely related to household poverty (Bimbola & Daniel, 2020). Besides, Hornby (2021) found out their study about children with hearing impairment that participation in education in inclusive school is affected by high education cost and household poverty. This therefore limits children with hearing impairment from participating. However, discrimination, lack of exposure, inequality and negative attitudes towards learners with hearing impairment by teachers and some parents including fellow learners have been reported to influence school dropout of impaired children.

2.3.7 Impact on Absenteeism

Absenteeism is one of the factors that greatly affect learning abilities of children with hearing impairment (Nayak, 2018). This also means that when children miss out any lesson, they won't understand what was taught in classes and may not grasp the lesson content hence a negative effect on their academic achievement. However, high poverty levels in the household for children with hearing impairment, parents' inability to pay school fees and

irregular school attendance cause this (Nayak, 2018). This study during field inquiries, it examined if school dropout of children with hearing impairment in Kole District was caused by such factors or not.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological approaches that the researcher used in the study. It presents a description of the research design, study setting, study population, sampling method, instrumentation, data management, data analysis, and ethical consideration procedure.

3.1 Research Design

This study employed a case study design. According to Yin (2014), a case study is an empirical inquiry that investigates a contemporary phenomenon or a case in depth within its natural context. Therefore, this design was used to get in-depth exploration of the phenomenon within its social setting and it allowed the researcher to compare different variables at the same time.

The study also purely used a qualitative approach for data collection. In this approach, those taking part in the study were selected based on the inclusion and exclusion criteria developed for the study. Qualitative methods were used to obtain significant opinions and views of the respondents. The qualitative approach was chosen because it promotes an in-depth understanding of how things are, helps to probe further, and also explains why they are how they are. In addition, it allows data collection and interpretation (analysis) to be done simultaneously.

3.2 Area of Study

The study was carried out in Wigwa Primary School, Kole District. Wigwa Primary School, Aboke Sub County was chosen for the study because it was a special unit school. Kole district was chosen for the study because it is one of the districts with the highest number of children with disabilities in the country (UNICEF, 2016: Moyi, 2022).

3.3 Sources of Data Collection

Data was collected from two sources; primary and secondary sources.

3.3.1 Primary Sources

Primary data was obtained directly from the study participants through conducting personal interviews. Primary data provided information on the elements affecting the implementation of inclusive education in primary schools.

3.3.2 Secondary Sources

This was used to supplement the information obtained from primary sources. It provided information on the factors affecting the implementation of inclusive education from other previous studies obtained from library textbooks, peer-reviewed journal articles, magazines, websites, and newspapers among others. It was economical. It saved efforts and expenses. It is time-saving. It helped to make primary data collection more specific since with the help of secondary data, I was able to make out what are the gaps and deficiencies and what additional information needed to be collected.

3.4 Study Population

A population in research is used to refer to a large collection of individuals that would need to be studied in the scientific world (Christensen et al., 2011). The study population in this study comprised learners with hearing impairment, teachers trained in special needs education, parents of children with hearing impairment, education Officers, and a Headteacher. The study specifically focused on the Education Officer (special needs) in Kole district, the Headteacher of Wigwa primary school in Aboke Sub County, 8 trained Teachers in special needs education, 6 parents of children with hearing impairment, and 8 learners with hearing impairment from Wigwa Primary School. The pupils who participated in the study were selected based on their mental well-being and willingness to participate in the study.

3.5 Sample Size Determination

Sampling was indispensable in this study and helped to cover the selected population of Wigwa Primary School, Aboke Sub-County in Kole District

(Kothari, 2013). The sample size looked into desirability and achievability issues of concern such as available time, manpower, transport, and financial resources. A purposive sampling technique was used to identify schools, teachers, and children with hearing impairment in this case with implied inclusion of the head teacher. Information was obtained from the Department of Education, Kole District in Northern Uganda. Aboke Sub-County has a total of 86 children with hearing impairments enrolled in Wigwa Primary School in Kole District; but the study relied on 8 pupils with hearing impairment, (2 in P.5, 4 in P.6 and 2 in P.7). This study purposively selected 24 respondents from this inclusive school because it was the established center of excellence in inclusive education in the region using a “Rule of Thumb”. For example, 1 Headteacher, 1 Education Officer, 8 trained teachers in special needs education, 6 parents of children with disabilities, and 8 learners with hearing impairment from Wigwa Primary School were selected as the study sample from a range of 1-24 respondents as reflected in the table below.

Table 1: Sample Size Selection

SN	Category	Total population	Sampled No. of respondents	Sampling techniques
1	Headteacher	1	1	Purposive sampling
2	Special needs Teachers	11	8	Purposive sampling
3	Pupils with hearing impairments	86	8	Purposive sampling
4	Education Officers	1	1	Purposive sampling
5	Parents	8	6	Purposive sampling
	Total	107	24	

3.6 Sampling Techniques

The researcher used a purposive sampling technique to select the head teacher, teachers, and Education Officer (SNE) Kole because they had key knowledge about inclusive education and its implementation. The purposive sampling technique was also used to sample pupils with hearing impairment

and parents of children with hearing impairment (Kelly, 2010). This means that the total number of learners in the selected primary school with hearing impairment is 86 and, only 8 pupils from P.5-P.7 learners with hearing impairment were purposively selected because they had taken more than 4 years studying under inclusive education in the selected primary school to provide plausible data. The reason for using purposive sampling was to get firsthand and reliable information from the targeted participants without relying on the entire population in a selected public primary school in Aboke Sub County, Kole District.

3.7 Procedure for Data Collection

The letter of introduction was obtained from the university and then presented to the relevant authorities (district, schools, and parents). The letter was endorsed to grant permission to carry out the study. For under-age children with hearing impairment, informed assent was sought from them and informed consent from the headmaster and parents. Informed consent was sought from the rest of the participants before the commencement of interviews and they had the right to deny the consent without force. Consent is important because it is understood that some people value their privacy and confidentiality. The respondents were informed about the purpose and benefit of the study and their rights were respected at all times.

The researcher used a sign language interpreter during the data collection to ease communication between him and children with hearing impairment.

3.8 Data Collection Instruments

The researcher used the following methods or instruments in data collection: -

3.8.1 Interviews

According to Roy et al., (2015), interviews help so much in the qualitative data collection process in explanation and exploration research studies, especially in behavioral aspects of individuals. This study used semi-structured interviews. Therefore, interview guides for children with hearing impairment (CWHI) were prepared using a set of short and clear questions. This is so because interviews are one of the methods that were used to collect data

from the head teacher, Education Officer in charge of special needs schools, trained teachers in special needs, parents, and pupils with hearing impairment. The study used face-to-face semi-structured interviews because it allowed the researcher to capture in-depth opinions, respondents' lived experiences, and behavioral clues used in translating questions and writing down responses and stories.

3.8.2 Focus Group Discussion

Focus group discussion was used to collect data from parents. Only one focus group discussion was conducted based on the sample of children with hearing impairment and the standard number of participants to participate in a focus group discussion such as parents. At least 6 to 10 participants were required to participate in the focus group discussion. It helped to gather data from parents about the challenges of inclusive education in Wigwa Primary School.

3.8.3 Observations

During data collection, the researcher attempted to make observations on some of the implementation challenges of inclusive education. This was one of the methods used for data collection. Sign language interpreter was also used to get information from children with hearing impairment and they were able to observe and interpret the questions and gave appropriate answers.

3.9 Data Processing and Analysis

Data Analysis involved cleaning, transforming, and remodeling the data to solve a problem (Johnson, 2011). The researcher coded the data using inductive and deductive coding where codes and themes were derived directly from the data while reading the transcripts.

3.10 Validity

Interview guides and focus group discussion guide were administered by the researcher to the respondents personally. A review of the available documents was done to cross-check the information obtained from the respondents using the interview guide and focus group discussion guide.

The data collection instruments were scrutinized by the researcher's supervisor for technical advice and later pretested for technical accuracy using the Content Validity Index (CVI). Content validity index is the degree to which a test measures the intended content Gay and Airasian (2000 p.163)

3.11 Reliability

Maiciby (2005), defined reliability as the degree to which the instruments consistently measure what it is measuring. The sample was adequate and representative. The research instruments were pretested and reviewed by researcher and other colleagues and the supervisor to ensure reliability before being used in the study.

3.12 Data Management and Analysis

In the qualitative data analysis phase, I adopted the inductive thematic analysis for all methods used (semi-structured interviews), to investigate the views of different participants, highlighting similarities and differences, and generating insights. For a detailed description of the emerging main themes, sub-categories, meanings, and analytical procedures employed, refer to the codebook, Appendix V. This includes individual interviews with the Education officer, head teacher, teachers, learners, and parents in two significant themes and 12 sub-themes that explain the challenges of inclusive education and its impact on children with a hearing impairment.

In the data analysis phase, interviews data were first transcribed verbatim into transcripts. I created folders based on the category of participants and data sources which were then read and yielded initial thoughts about the transcribed data and I got a general sense of the information (Krueger, 2012). Then coding of the transcripts followed where I developed an initial set of codes and these were documented. I started coding following the order of transcripts, and I would add new sentences or codes that did not appear in the ones I would have completed. That provided the essence of the text and

coding was done accordingly. I developed a codebook consisting of a list of codes, their descriptions, labels, keys, and an example of a quote to illustrate the code. This enabled the coding of all the transcripts. The transcripts were then coded line by line where I delved deeper into the data, refined the codes, and organized them into formalized codes.

Similar codes were then bundled together into categories to make data more organized to see new connections between the different groups of codes. After organizing all the data from all categories of participants and codes and code categorization, themes and subthemes were identified, articulated clearly, and integrated to address the research questions of the study. The codes that correspond with the predictable pattern as well as the unexpected patterns, all of which were considered for conceptual interest, were all included in the codebook until data saturation occurred (Hawkins, 2018).

Lastly, I organized themes and sub-themes based on the perspectives of research participants. I identified similarities and differences in qualitative data, and these were presented in the findings chapter in subsections based on the research questions, thereby drawing descriptive or explanatory conclusions that formed the new world of this study. Below is a sample section of the codebook. The complete codebook is attached in the appendix.

Table 2: Sample Codebook

Objective 1: To establish inclusive education challenges of children with hearing impairment in Wigwa primary school, Kole district			
Verbatim quote	Description /Code	Sub-theme	Main theme one
“..... Children with hearing impairment find difficulties in language interpretation compared to normal peers [pupils] to grasp lesson contents. But there isn't really enough support in terms of the sign language teacher] from them; it is like you better not go to school with less	Insufficient interpreters of sign languages	School-related Challenges	Inclusive Education Challenges of Learners with Hearing Impairment

<p>educational support and poor communication channels....”</p> <p>“... Due to lack of skilled teachers in sign language, it has contributed to the slowness of children with hearing impairment to clearly comprehend lesson contents and other important subjects taught in classes all affected by poor sign language interpretation...”.</p> <p>“... Children with hearing impairment are mostly affected in terms of sign communication as well as in terms of speech and language development other than normal children. This is an academic challenge of implementing inclusive education to trigger pupil academic performance in classes...”</p>			
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3.13 Study Limitations

The head teacher was unwilling to collaborate in the study for fear of government backlash but was given assurance that this study was purely for academic reasons. The researcher in no uncertain terms reassured these stakeholders that their identities were never to be disclosed.

Families feared to participate in the study for fear that they were not safeguarded from judgment because of their shortcomings. These too, were assured of absolute confidentiality.

3.14 Ethical Considerations

The researcher used standards that governed the conduct of respondents during data collection. In an honest way, the researcher justified and analyzed the purpose of his research to respondents. Also, the researcher ensured the confidentiality of the data that was given by respondents. Before collecting

data, the researcher received clearance from Uganda Christian University which allowed him to collect data. Also, the researcher received an authority letter from Kole District Local Government which permitted him to reach the respondents' areas and collect data. Through using these principles, the researcher collected data and information required easily and peacefully.

The researcher obtained informed consent and assent from the respondents before involving them in the study. The respondents were told they were free to participate or withdraw their consent at any time during the study (voluntary participation). The researcher used codes to identify the respondents instead of using their names (anonymity). All the data collected was kept secret where it would only be accessible by the researcher and specifically used for this study. The respondents were assured of no potential harm because of participating in the study.

CHAPTER FOUR

DATA FINDINGS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter details the presentation of the findings, analysis, and interpretation of the study. The findings are presented in the order of the two research questions including the challenges affecting the implementation of inclusive and the effects of inclusive education on children with hearing impairment in Wigwa primary school, Kole district which are explained following the presentation of participants' demographic information. The findings of the study are presented and attempted to display the challenges of learners with hearing impairment in their attempt to study in inclusive primary schools.

4.1 Demographic Information of Participants

This segment summarized the participant's background, it focused on the participants' proverbial background. The one-on-one interviews provided participants an opportunity to openly share their backgrounds and educational experiences among others. The study found out that there were 11 special need teachers in Wegwa Primary school teaching 86 children with hearing impairment. The majority of respondents during data collection were females compared to males. This also included female pupils schooling at Wigwa primary school in Aboke Sub-County, Kole District.

The majority respondents were children and teachers, preceded by parents, head teacher and education officer in charge of special needs. The reasons for children and teachers' highest participation were due to their availability in the school. Another moderate response from parents was due to their availability and cooperation of parents during the time of data collection process in Wigwa primary school which is attributed to their reticent response unit.

The participants aged between 9-47 years were the majority in the study comprising of teachers, parents and pupils from upper primary classes - Wigwa primary school in Aboke Sub-County in Kole District. Other respondents especially the teachers and parents attained elementary education at certificate, diploma and degree conferment. The teachers had taught children with hearing impairment for an average of 6-10 years.

Table 3: Demographic information of the participants

N O	Participant code name	Designation	Sex	Job duratio n	Qualification level
1	PHTR1	Head teacher	M	10 years	Master's degree
2	PL1, PL2, PL3, PL4, PL5, PL6, PL7 and PL8	Participant learner	3 girls & 5boys		
3	PEOSNE	Participant Education Officer Hearing impairment	M	25 years	Master's degree
4	PTR1,	Participant teacher	F	6 years	Diploma
5	PTR2,	Participant teacher	M	7 years	Diploma
6	PTR3,	Participant teacher	M	8 years	Masters
7	PTR4,	Participant teacher	F	6 years	Degree
8	PTR5,	Participant	F	6 years	Diploma

		teacher			
9	PTR6,	Participant teacher	M	7 years	
10	PTR7	Participant teacher	M	10 years	Degree
11	PTR8	Participant teacher	M	9 years	Diploma
12	PP	Participant parent	1 female & 5 males		

4.2 Challenges of Learners with Hearing Impairment in Inclusive Schools

As a result of thorough and extensive manual qualitative data analysis, the following three themes emerged: 1) School-related Challenges 2), Family-related challenges, and 3) Socio-Cultural challenges. Table 4 displays categories and codes for the challenges learners with hearing impairment face in their quest to acquire education in Inclusive schools.

Table 4: Categories and codes of challenges facing CWHI in Inclusive schools

Thematic Area
School-related Challenges
Insufficient interpreters of sign languages
Lack of educational learning materials due to lack of curriculum
Teacher transfers with special needs
Negative attitudes of teachers & peers towards CWHI
Stigmatization challenges
Long distance to school
High enrollment rate of children in school

Family-related challenges
Poverty scourge in the family
Lack of parental support on the provision of scholastic materials
Poor attitude of parents towards the education of impaired children
Family neglect & denial of educational needs
Ignorance of the available education for impaired children
Socio-Cultural challenges
Negative attitude about CWHI
Low value in the community
Communal isolation as a barrier
Seen as a curse in the society
Cultural practices resulting in segregation

Source: Primary data (2024)

4.2.1 School-related Challenges facing Inclusive Education in the school

Inclusive education aims to provide equal educational opportunities for students with disabilities by integrating them into mainstream classrooms alongside their peers without disabilities. While the principles of equity and inclusivity drive this approach, it presents both challenges and benefits. This study investigated the challenges faced by learners with hearing impairment while they attend school alongside their peers without this disability.

As the findings indicate in table 2, seven categories emerged when participants were asked about challenges that face learners with hearing impairment in inclusive schools. They are listed as; insufficient interpreters of sign languages, lack of educational learning materials due to lack of curriculum, transfer of teachers trained in special need education, negative attitudes of teachers & peers towards CWHI, stigmatization challenges, long distance to school and high enrollment rate of children in school. The following sections present the findings.

4.2.1.1 Insufficient interpreters of sign language

The findings as several interviewed participants indicated revealed that one of the major challenges hindering the learning of children with hearing

impairment was the lack of sign language teachers and interpreters. This coupled with low competence in sign language such as limited vocabulary to express key concepts in certain subjects is detrimental to the academic performance of learners with hearing impairment in inclusive schools.

In view of a participant teacher, pupils with hearing impairment may use lip reading, sign language, and hearing aids in day-to-day communication, depending on the situation and on personal preference other than that from sign language teachers but all this is limited by inadequacy in terms of sign language teachers. One of the interviewed participants had these to say;

“...children with hearing impairments find difficulties in language interpretation compared to normal peers to grasp lesson contents. But there isn’t enough support in terms of sign language teachers for them. It is better not going to school with less educational support and poor communication channels...” (Participant PTR1, 2024).

A further manifestation regarding sign language teachers revealed that teachers were not competent enough and lacked skills in sign language. This in turn slows down comprehension of lesson content by learners with hearing impairment, as indicated by one of the interviewed participants;

“...Due to lack of skilled teachers in sign language, it has contributed to the slowness of children with hearing impairment to clearly comprehend lesson contents and other important subjects taught in classes all affected by poor sign language interpretation...” (Participant PTR2, 2024).

Another PTR3 revealed similar concerns of difficulty in understanding sign language and communicating with the learners with hearing impairment, he notes that this delays their development in relation to other children in inclusive education.

“...children with hearing impairment are mostly affected in terms of sign communication as well as in speech and language development other than normal children. This is an academic challenge of

implementing inclusive education to trigger pupil academic performance in classes...” (Participant PTR3)

Thus, the lack of sign language interpreters has affected learners with hearing impairment in inclusive education manifested in lack of such teachers, incompetence and difficulty in understanding sign language by learners that affect comprehension and consequently academic performance. The communication barrier extends beyond the classroom, affecting interactions with both peers and teachers. This, in turn, leads to academic delays, as their access to information is restricted.

4.2.1.2 Lack of educational materials and curriculum design

The findings further revealed that lack of educational materials and curriculum design was another major challenge of learners with hearing impairment in inclusive schools. The expressions of participants in this study indicated that the lack of instructional materials for especially impaired children greatly affect the smooth learning of these pupils in inclusive education and influences their academic performance. One of the teacher’s expressions indicated the inability to access valuable and required classroom instructional materials to help in teaching impaired learners because of poor curriculum and teacher guides. PTR4 strengthens these arguments;

“...I thought instructional materials in an inclusive school are taken as something valuable, it isn’t easy to get and provide to teachers to guide learners and this affects educational learning materials for learners with hearing impairment to enforce it.” (Participant PTR4, 2024)

Other participants, especially parents with impaired children also expressed their views on the lack of instructional educational materials for impaired children and seeing it as hard to find in most government-aided primary schools. One of the participants had these to say;

“...I did not expect a government-aided primary school to lack instructional learning materials and without proper curriculum development in school. I was pleased when I heard that Wigwa Primary School has a special unit for disabled and impaired-hearing children, but

I realized again that this is still a challenge. As an academic challenge, it is all for nothing to help our impaired children adapt to the learning environment as their normal peers. But I decided not to let my child stay home than going to school here PP2 added his voice,. I just wanted you to know, I've been in Aboke Sub-County, my whole life. Like you want to see a little bit more of [what] the rest of the world looks like. It's more of inquisitiveness to see your child not studying despite the other ways of living and have little adventure and stuff like that....” (Participant PP1, 2024)

This implies that of shock, to imagine that a government school did not have instructional materials for learners with hearing impairment.

From the field study, participant PP3 similarly revealed;

“...I didn't understand why instructional materials for teachers and children are still a challenge in this school? Our role in this school management is to ascertain how teachers get facilitated to aid our children learn better but Ministry of Education and Sports has delayed on this evolution yet so demanding at the time when pupils need these materials than they could. As a stakeholder, I started advocating for this move some years back but institutional and school capacities are in forfeiture. The truth of the matter is that our Wigwa School doesn't have the required instructional materials to cater for the smooth learning of children with hearing impairment...” (Participant PP3, 2024)

Clearly, the lack of learning material lack of standard grammar rules and sign language dictionaries were a major challenge for teachers and learners hence the teachers find difficulty in executing curriculum development to properly scheme and plan lessons for all children regardless of their hearing impairments or not.

4.2.1.3 Transfers of teachers trained in hearing special needs education

The study further revealed that there was a challenge of transfers of special needs teachers. While the transfers are scheduled by the Ministry of Education and Sports policy, the most affected in the learning processes are those very few in special schools such as language and hearing special needs teachers and

their availability in primary schools routinely. Yet these learners require special services which must be offered by qualified and skilled teachers to respond to their unique needs. As expressed by participant PHT1 at Wigwa primary school, teacher transfers and their availability of especially teachers trained in special needs education curriculum affects proper implementation of inclusive education in primary schools. As explained by PHT1,

“...I have to categorically and clearly state that for inclusive education to be successful; it requires well-equipped, knowledgeable and competent teachers who are able to foster the required values, confidence and support of learners with special needs. Unfortunately, educational inequities and incongruence including teacher transfers are challenges in this primary school with a less concentration of teachers in subjects and classroom teaching. Same way, school administration is affected hence delayed implementation for special need education...”

(Participant PHT1, 2024)

Participant PEOSN1 similarly maintained that the transfers of special needs teachers to other schools disrupts learning of learners with hearing impairment as they struggle to adopt to new teachers. PEOSN1 shared thus;

“...In all the schools I have visited and monitored as special units addressing academic challenges of disability and impaired children, I have found major challenges of teacher transfers to other schools. This in turn, has greatly affected children with hearing impairment to concentrate and get adapted to the new sign language teachers. The truth is that sometimes it’s hard to get back teachers whom children with hearing impairment were used to and in the process of learning, they get stuck somewhere and somehow.” (Participant PEOSN1, 2024)

Therefore, implementation challenges which were engineered by ministry’s policies without considering learners with hearing impairment. Particularly, transfers that were not followed up with equivalent replacements by standby teachers derailed the implementation of inclusive programs, and learners’ progress in education is disrupted.

4.2.1.4 Negative attitudes of teachers and peers

The findings of this study indicate that the school community, including fellow learners and teachers, has negative attitudes toward children with hearing impairment. One of the participant learners noted that their academic performance is hindered because they are underlooked by their peers, their failure to associate and discuss impedes their academic journey. In Participant PL1 own words;

“... when we ask some questions in classes, our peers underlook us and some teachers in the school and in doing so, we miss much of learning opportunities due to dread. Same ways, we fail to approach our colleagues for some discussions or association due to negative attitudes which in turn hinder our academic performance. That’s kind of a hard way to get across to peers, if you get it across that means for negative answers instead...” (Participant PL1, 2024)

Another participant learner’s expressions show similar concerns and added that because of hearing impairment, they become so scared in the process of knowledge seeking and acquisition because of negative attitudes. In Participant PL2’s own words,

“..We face the challenge of negative perceptions of the school environment. Educators of all learners whether normal or impaired, struggle to provide proper services and resources for us to improve academic performance in school. This majorly happens when we try to approach our fellow learners and some teachers for consultation outside classroom participation. In some cases, we become so scared in the process of knowledge seeking and acquisitions...” (Participant PL2, 2024)

The finding further indicates that parents harbored negative attitudes about their children with hearing impairment, this is reflected in their failure to provide them with basic scholastic materials, and failure to build their confidence. In Participant PP3 own words;

“...educational attainment, family support, and empowerment are crucial for the success of our children academically. However, as parents, we have failed to live up to our expectations due to some

negative attitudes towards impaired children. Some of these fallacies and negative approaches are even reflected in the failure to provide scholastic materials to children with hearing impairment; build pupil confidence and sense of belonging, attending classes, as well as knowledge acquisition to gain proper access to the academic environment...” (Participant PP3, 2024)

These negative attitudes and misconceptions about hearing disabilities are a real barrier to inclusion, this hinders the acceptance and integration of learners with hearing impairment and consequently their performance in such schools.

4.2.1.5 Stigmatization challenges

The findings from the interview with participants who were professional teachers revealed that learners with hearing impairments face social stigma and encounter challenges in being fully accepted by their peers. Bullying and social isolation can adversely impact their educational experience and emotional well-being. This denies many learners with hearing impairment opportunities in inclusive schooling.

To qualify these arguments, a participant teacher PTR6 revealed.

“... it is true that impaired children face serious challenges when approaching their normal peers at school especially when mixed up. They are laughed at in some gestures during class, undermined, and given bad names such as; “Adinga” (a deaf child) which negatively affects their ego defensive mechanisms, fail to concentrate academically in classes hence poor performance in educational attainment and dreams.....” (Participant PTR6, 2024)

This revelation means that stigmatization and dishonor challenges are a real challenge for learners with hearing impairment, this creates misconceptions about their communication and mental abilities which breeds psychological interruptions and poor achievements in inclusive schools.

4.2.1.6 Long distance to school

The findings from the interview with participants who were parents and learners with hearing impairment disclosed that learners walking from home to school daily was a difficult thing yet challenging to some impaired children and very risky. The expressions of learners revealed that they are concerned about their safety on the roads because of their inability to hear, as some of their colleagues have had road incidents that disable them from coming to school for quite some time. This generates frustrations and they end up dropping out of school. In Participant PL4's own words,

"...Some of us are coming from very far places to reach Wigwa primary school yet we have other difficulties in hearing either vehicles, motorcycles or any other moving object on the way. At times, we get knocked and suffer sustained injuries for quite a long period of time until getting back to school, and out of frustration, some of our colleagues drop out of school finally. Like when we delay arriving at school, we find lessons have been already conducted and end up missing most lessons and this is another gap of classroom material learning due to long distances to school and this poses a real challenge to us..." (Participant PL4, 2024)

In the same way, participant parents demonstrated similar sentiments to those of learners. They note that because of remoteness and long distance, learners are exhausted and end up absconding to attend school some days. This without a doubt, interrupts their academic journey. A Participant PP5 word;

"...We know that children with hearing impairment get disfranchised as opposed to long-distance travelling to schools daily and in the process of doing so, get tired at times. This upheaval and disturbance overwhelm them and begin to get rest in some of the school-going days. Some other factors are the remoteness of getting transport means to some schools a bit complex..." (Participant PP5, 2024)

The distance and transportation means were a big challenge since the learners with hearing impairment were exposed to risks of road incidents that results

into accidents because of their impairment that frustrated them to the extent of dropping out of school.

4.2.1.7 High enrollment rate of children in school

The findings of the study revealed evidence that government aided primary schools enroll a lot of learners to study. The high enrolment of children with hearing impairments in primary schools increased chances of academic default, however, the results revealed that unfortunately physical infrastructure remains inaccessible, preventing them from integrating into the school system. These findings were qualified by participant teachers who noted that enrollment was high, and it was difficult to balance lesson plans and schemes to accommodate all learners without proper learning materials.

From the field study, one of the interviewed participants PTR7 explained thus;

“...in Wigwa primary school, we have a high enrollment rate of children with both normal and impaired hearing which makes it very difficult to manage the large number of learners. Again, you must balance the lesson plans and schemes for both sign-learning pupils as well as those who are purely normal for balanced score points in teaching all. This has affected the proper material delivery and instructional teaching since it’s a mixture of all types of children of those who can hear properly and not hence a challenge of its own...” (Participant PTR7, 2024)

Thus, high numbers of teachers struggled to adapt their teaching methods to accommodate different learning styles and communication preferences. As a result, the potential of learners with hearing impairments goes unrecognized and underdeveloped.

4.2.2 Family-Related Challenges Facing Implementation of Inclusive Education

The study found out that the process of educating learners with hearing impairment is affected by different factors including the family environment and the quality of services in families. During this study, a number of family-related challenges emerged and they included; poverty scourge, lack of

parental support especially on the provision of scholastic materials, low attitude of parents towards education of a child with hearing impairment, ignorance on the available education for the learners with hearing impairment, family neglect and denial to education opportunities as well as no equal treatment in education. The next section presents findings on family-related challenges of learners with hearing impairment in inclusive education.

4.2.2.1 Poverty scourge

The findings of this study revealed that poverty scourge was a factor contributing to poor implementation of inclusive education in the study area. Despite the limited resources in the family, they ought to provide these learners with the support needed to achieve the maximum potential of learners with hearing impairment and help them obtain their optimal development. Parent participants expressed the awareness of the requirements, though they could not afford these such as assistive devices which improve hearing and learning.

From the field study, one of the interviewed participants (Participant PP5) shared:

“...it is very true that in some poor families, parents are failing to provide scholastic materials and other devices to aid children better in their learning process. Parents of the impaired children find it difficult to buy assistive devices like hearing aids that can improve on learning effectiveness. This in turn is failing many hearing-impaired children to move on same page of studies in school...” (Participant PP5, 2024)

Additionally, another participant similarly maintained that poverty scourge has led some parents to abandon taking learners with hearing impairment to inclusive schools because they cannot provide them assistive devices. Participant PP4 explains,

“...due to poverty scourge in families with low household incomes, hearing impaired children are failing on educational requirements needed in schools since a lot of money is required to assist impaired children. For

example, I want to tell you that some parents cannot afford providing assistive devices and appliances for children with hearing impairment. This in turn, has left these parents with no option than to abandon taking their children to school in large numbers hence a major challenge of implementation of inclusive learning...” (Participant PP4, 2024)

Thus, poverty is a real danger to the accommodation of learners with hearing impairment in inclusive schools in Kole district.

4.2.2.2 Lack of parental support on provision of scholastic materials

Provision of scholastic materials is the duly responsibility of parents to provide impaired children the necessary academic requirement including provision of informal education. The study findings further revealed that there were inadequacies of resource materials to meet the needs of children with hearing impairment by parents. Just like Participant PL5 reveals;

“...though there is free education (introduction of universal primary education) poverty at homes competes directly with disability and educational needs of learners with hearing impairment as parents find it hard with low household incomes to buy books and other scholastic materials for us children...” (Participant PL5, 2024)

Participant learners similarly maintained that when they ask for requirements such as dictionaries and other scholastic educational needs, they are not able to facilitate which makes it a challenge for them to learn. In Participant PL7 own words:

“...when we ask for school requirements, our parents tell us that they don't have money at that moment to provide us with scholastic educational needs, dictionary for sign language, television for us to watch the signs. Other school requirements which we need are the textbooks and other than writing materials and yet missing in the school. This is a challenge again to our learning...” (Participant PL7, 2024)

Consistent with these revelations of teachers and learners, a Parent participant acknowledged the necessity of hearing devices though parents in Aboke Sub-County could not afford them. Participant PP1 explained,

“..It’s surprising to answer your question that most children with hearing impairment did not have hearing aids in most families in this Aboke Sub-County. I want again to confirm to you that hearing devices are not available to the hearing impaired. This is so because parents cannot afford them and hence, children’s rights to communicate and attain their education potentialities are denied yet, hearing aids are necessary to increase the loudness of sounds...” (Participant PP1, 2024)

There is much to be done in providing for learners with hearing impairment, though their families are not capable which challenges their achievements in inclusive schools.

4.2.2.3 Poor attitude of parents towards impaired children

Further findings of the study revealed that Parents had mixed attitudes of their child with a hearing impairment. For hearing parents, it is a very difficult task to accept the disability. Once they come to know about the diagnosis of deafness, they are shocked and traumatized. As such parents may start developing negative attitudes towards the child after the diagnosis. In the face of poor and low attitudes from especially the family members, it creates negative impulse and may even fail them to approach parents for academic assistance. In the support of these arguments, a parent expressed that they love their children equally though love diminishes when disability sets in and acknowledged that at family level, impaired children are neglected by their families. In Participant PP6 own words:

“...For us as parents, we take all children equally and see them as a blessing from God. Parents are also expected to provide items to their children regardless of their ways of living. But at times, we decide whom to love more or not. But when it comes to loving children with disabilities and other body impairments, the love of parents will diminish even on normal ones though it worsens with mixed mindsets on the contrary. Another issue is with caretakers/parental guardians who

at times did not have the knowledge to support impaired children in navigating the school-going process, support those children in terms of encouragement and a “you can do it” attitude to provide support for impaired children to continue their education...” (Participant PP6, 2024)

Additionally, this implies that at the family level, impaired children are neglected and rejected by their families whereby they are rarely sent to school. Therefore, the parents looked towards influencing the choices, actions responses and behaviors of their children with hearing impairment though there is a variance compared to normal children which when noticed disrupts the academic achievements of the children with hearing impairment (CWHI).

4.2.2.4 Family neglect and denial to educational needs

The findings from the interview with Participants who were teachers and learners revealed that families neglected their children with hearing impairments' inclusive educational needs. Participant teachers in this study revealed that it is the sole responsibility of parents protecting and loving their children regardless of their abnormal conditions and statuses including provision of their scholastic needs. However, according to the teacher participants, in some families, some children are seen as burdens to those families which create many questions of some denied equal rights and treatment in terms of family requirements including the educational rights.

Findings further revealed that learners with hearing impairment were neglected by their parents, not supported and encouraged by their parents or grandparent as they navigated their school going process, this affects their defensive ego, lowers their self-esteem and consequently their achievements in inclusive schools. Participant PTR4 qualified the above arguments thus.

“...when parents neglect and deny their hearing impaired children assistive devices, it is very hard for us at school to provide and facilitate their smooth learning yet the school doesn't have them in stock. This also affects the learning process in classes especially when you offer explanations and give assignments. When we ask these

children, some will tell stories rotating around parents' denial and neglect to provide educational materials to ease their learning; with such needs and expectations hence, such attitudes hinder them to fulfill various educational functions.....” (Participant PTR4, 2024)

This implies that when parents deny these impaired children learning educational requirements, it will affect their defensive ego to function hence lowering their self-esteem due to failure to help them avoid personality conflicts and anxiety. This, in turn, cannot foster their smooth relations with parents and other pupils while at school.

The revelations of teachers were supported by a participant learner and a parent who revealed that parents neglect children with hearing impairment which the biblical teachings condemn. This greatly affects their attainment of educational goals in inclusive schools. Participant PL7 explained,

“...At times, we are neglected by parents who have the sole responsibility of raising children in many various circumstances and this greatly affects us in our learning process and educational goal attainment. As a Christian, I know segregating an impaired child is even against what they preach in the Bible....” (Participant PL7, 2024)

In addition, Participant PP5 added that;

“.... segregation of children based on disability is against the biblical teaching. The Biblical commandments as evidenced in Leviticus 21:16-20 though considered as thread of uncleanness and inherited sin towards the CWHIs required that disabled children should be treated equally like other normal children. I want to say that in Aboke Sub-County, some parents with impaired children have neglected the responsibility of taking them to school and providing educational requirements as required; this is still a challenge to help those children in inclusive learning.....” (Participant PP5, 2024)

4.2.2.5 Ignorance of the available education for impaired children

Inclusive education requires public information about the good avenues of education for all people regardless of their background, statuses especially in mainstream educational learning. The findings of the study from the interview with Participant teachers, parents, and Education officers revealed that parents were not knowledgeable of the existing opportunities for learners with hearing impairments educational arrangements in inclusive schools.

The study found out that there was a lack of understanding of material resources available for learners with hearing impairment and limited public knowledge about this subject. Participant PTR8 noted that the existence of few special needs teachers worsens the situation.

“...because of the few trained special needs Education (SNE) teachers we have in this school, it’s quite hard for some people to know that we can educate children with hearing impairment depending on our environment and few appropriate resources available. Secondly, this Wigwa primary school being a special unit for disabled and impaired children, many people there in the public are not certain of these educational avenues though we are still limited on educational resource based instructional materials. We must tell you that most families in Aboke Sub-County lack knowledge of opportunities available to advance this school into a proper special unit in disability educational services which negatively affects impaired children school-going process. Many hearing-impaired children are in the villages missing out on a lot of opportunities because at a very early age their parents are not telling them the importance of education in their life...”. (Participant PTR4, 2024)

In the same way, Participant PEOSN1 also demonstrated the insufficient knowledge possessed by parents that limits learners with hearing impairment’s achievements.

“...the biggest challenge children with hearing impairment are undergoing through, is lack of public knowledge about the available

education for impaired children in selected government aided primary schools. The public is still green about information that children with hearing impairment can be taught in special schools and understanding and adapt to the school environment; providing education resources and training and posting adequate staff to help varied types of disabilities in every regular school setting including hearing impaired children. I wish to recommend that there should be continuous funding of the process and allocation of a vote in the UPE funds to procure education resources, devices or equipment for Children with Hearing Impairment (CWHI)...”
(Participant PEOSN1, 2024)

Correspondingly, additional evidence of the knowledge gaps among parents regarding inclusive education provisions for learners with hearing impairment was revealed in the words of Participant PP2 who added that because of lack of information, many children with hearing impairment are seated at home:

“...we parents in this Aboke Sub-County are still lagging behind to understand that there is available special unit for the impaired children and resources for LWHI available to provide education for all in the area. This has kept some of the parents not aware of where exactly to take their impaired children for schooling and some of them keeping them in homesteads without going to school hence a challenge. Even though, the Government of Uganda through the Ministry of Education and Sports is failing to empower the provision of educational services but also makes it difficult to provide these special services in education. Due to lack of understanding about special needs education materials required for impaired children and inadequate resource materials to meet the needs of children with hearing impairment, some parents are just seated on without that prior education knowledge. Lastly, a Wigwa primary school parent is faced with acute shortage of materials in their school to meet the needs of children with hearing impairment and so going, parents get demoralized about the capability of the school to aid their impaired children...” (Participant PP2, 2024)

In summary, parents of learners with hearing impairment lacked basic understanding of information of their children's adoption and academic journey in inclusive education schools which interferes with their academic achievements in these institutions.

4.2.3 Socio-Cultural-Related Challenges Facing Implementation of Inclusive Education

It was also found out those socio-cultural related challenges such as negative attitudes about children with disabilities potentials to school, low self-esteem, communal isolation as a result of communication barriers, children with disabilities seen as a societal curse, cultural practices leading to segregate disabled children and discrimination in all aspects of life. All respondents who included Head teacher and teachers, parents, education officer and children expounded their views in relation to study themes and these sub themes.

4.2.3.1 Negative attitude about CWHI

The study findings more significantly revealed community negative attitudes towards learners with hearing impairment. The negative perceptions start from community people, where the learners hail, to the inclusive school community where they go in quest for education. These views expressed by all participants of teachers, learner's parents and education officer. One of the participants (parent) argued that community harbor negative attitudes to these learners even though it is their genetic makeup. Some section of community thought they were inferior to other children and hence should fix their inferiority before they learn in inclusive school. Such negative attitudes hinder the learners from concentration and thus poor academic performance as Participant PP3 reveals,

"...I have noticed some of the negative attitudes towards children with hearing impairment starting from even the community people of Aboke Sub-County. These negative perceptions have some children, because of genetic, cultural, or experiential differences, inferior to other children- that is, that they have deficits that must be overcome if they are to learn. Of course, there are many evident challenges with such reasoning, one being that they place complete responsibility for

children's failure on their homes and families, effectively absolving schools and society from responsibility. Whether the spotlight is on the individual or the community, this remains a major concern where children with hearing impairment are facing these negative attitudes hindering them from academic concentration and poor academic performance in school..." (Participant PP3, 2024)

Further findings also revealed that in addition to negative attitudes, unfair treatment and culturally sensitive teachers play a major role in the pupils' academic preparation and achievement. One of the participant teachers noted that negative attitudes against learners with hearing impairment has become a common place in Aboke community and advised families to deal with these vices decisively so that they do not disrupt the learners' attainment of education. Participant PTR8 narrates:

"...in teaching, positive mindset is imperative if any teacher will help learners achieve their academic goals. This means that we the teaching staff also play an important role in pupils' school ambitions. Furthermore, the classroom familiarity plays a key responsibility in pupil attainment in all areas of the educational paths. Negative impulse and perceptions greatly affect our learners whether to the normal or impaired children. Therefore, dealing with these socio-cultural and public negative attitudes about impaired children is required to deal with faults of poor academic performance of impaired hearing children and reinforce teacher practices that negatively affect pupil-teacher relations and produce low expectations. In this Aboke school community, negative attitudes towards impaired hearing children have become a common practice from learners and families which require developing strategies and implementation services to overcome those socio-cultural challenges affecting inclusive education in this school..." (Participant PTR8, 2024)

A learner participant in a similar understanding revealed that even parents themselves had negative attitudes towards their children with hearing impairment

and they publicly shunned these children. They noted this is origin of the attitudes because community follows suite to shun children if the parents themselves do not appreciate them. Such attitudes are a hindrance to education success of children with hearing impairments in inclusive schools. Participant PL4 explained;

“...It is true that some parents have negative attitudes and perceptions about their impaired children with hearing problems who are even under looked. Last year in 2023 when we had parents-teachers’ meetings, we noticed this from one parent having an impaired child in primary four class; the mother called her girl in unfriendly language “you come here, I wish I never produced you,”. This shows you that parents themselves developed negative attitudes towards their children with hearing problems and you won’t expect community members to do the same negative reprisals.” (Participant PL4, 2024)

From the field study, participant PP2 compliments,

“...We parents have not taken charge of understanding family’s socio-economic situation that affect the parents/parental guardians’ level of involvement by even the school system as the parent not caring or not wanting to be involved. This creates assumptions among us and is a hindrance to education success of children with hearing impairments...” (Participant PL2, 2024)

In addition, the views expressed by learner participants revealed that learners with hearing impairments are shunned in all communities they belong. Be it at school, home or community. They notice that they are taken for granted and others take advantage of them. As such, the learners are stressed and depressed and they end up not achieving much inclusive education school. In Participant PL6 own words:

“...It’s astonishing to reveal to the public that we are faced with negative attitudes right from our community and school without required support and respect as our peers in the area. “Our parents are not much involved in the community and school activities as they could be at that time. At that glance, we are taken as those for granted yet

we can do most productive work at home and outside even here at school". We at times let people talk bad and even giving us all sorts of names that degrade us yet we are all humans on this earth. They would do whatever they want with us, they would even take advantage of us, and we get tired of it. It's like we can't live this way anymore..."
(Participant PL6, 2024)

4.2.3.2 Low value in the community

Of the twenty-four participants interviewed, eighteen indicated that low value was a challenge affecting inclusive education of impaired children. Parent participants reported that due to low value of hearing-impaired children with hearing impairment, some parents in the community saw no reason of sending such disabled children to school and as a waste of money and resources hence a very big challenge in implementation of inclusive education in Wigwa Primary School in Kole District. In addition, participants argued that such low value attitudes greatly affected impaired children not to fulfill various psychological functions while at school and community.

In support of the above arguments, parent participants during FGD revealed that there were issues of stereotyping in the community which affected emotional wellbeing of learners with hearing impairment in mainstream community including schools. Parents further noted that some learners feel they are unwanted in the school community as they are cast out of available educational opportunities. Such actions develop feelings of unworthiness and individuality conflicts which make them shun inclusive schools. Participant PP3 shared thus:

"...children with hearing impairment in this Aboke community are faced with stereotyping issues lowering them because of their hearing impairment problems which in turn, affect their emotional and worthiness from mainstream society. This keeps them away from this community because they feel they are not much wanted here and very few people can accept them and their families. Some still are cast out of any possible educational learning and available opportunities. We want to give you an example that because of such denials and

rejections that lower their defensive ego to function well, their worthiness and helping them to shun individuality conflicts and disquiet is a bit challenging...” (Participant PP3, 2024)

Furthermore, as revelations of participant learners revealed, learners are treated lowly and without respect in inclusive schools because of their inability to communicate effectively. The mocking of these learners emanates from even their own homes to their peers in their school community. This coupled with failure to use sign language effectively makes their educational journey in inclusive school a bad experience which impacts their academic achievements in such schools.

A Participant PL5 narrates thus:

“...In this community and at school, we are treated with no respect because of our impairments in hearing. Even when we want to say something, we are shunned down and not allowed with popping signs from community people and gestures portraying we can’t communicate effectively to them. This starts from our own families where our normal brothers and sisters mock us and use signs that we can’t hear what people speak due to our defected ears which limit communication.....”
(Participant PL5, 2024)

Thus, this implies that sharing together in the same physical environment with our peers is at times hard because we shall require again communicating more frequently yet these delays them with demeaning mode of coordination efforts with us and these challenges the process of communication.

4.2.3.3 Communal isolation

The findings from the interview with Participant teachers and learners revealed that learners with a hearing impairment were isolated, stigmatized and discriminated against within the school communities where they pursue their education. These prevalent social challenges unfortunately involved teachers who are supposed to encourage these learners in their education journey in inclusive schools. Participant PTR4 notes:

“...teachers who fail to upgrade don’t work towards helping impaired

children and are seen as those who lack professional competency skills to effectively deliver and impart educational knowledge. It's worth stating that some teachers dislike learners who cannot hear because of their inability to talk to them which is a challenge in implementing inclusive education in Wigwa primary school..." (Participant PTR4, 2024)

In the same way, another participant teacher also demonstrated that there are teachers who are disrespectful and even lack training in special needs. These teachers isolate learners with a hearing impairment in class within the school environments which impedes academic achievements of these learners in inclusive education. Participant PTR8 thus notes:

"...in this community of ours, there is a lot of stigma towards both teachers and learners with hearing impairment. Teachers who are not kind and respectful but also lack training in special needs programs most likely isolates children with hearing impairments in classes and within school learning environment. In the process of all these, both teachers and impaired children are looked upon as low or non-achievers in anything..." (Participant PTR8, 2024)

A learner participant further expressed concern that some parents isolate and discriminate their own children with a hearing impairment. They revealed even at school functions, parents either don't show up or do not want to associate with their children. These demoralized pupils by these actions which complicates their academic journey in inclusive schools. As Participant PL1 explains:

"....It is true in our community that some parents and community members isolate and even discriminate children with hearing impairment. To some parents, they feel discontented with their own children especially when they are called upon in schools wherever there are activities and some background information about their children as to these parents, some don't completely show up and others when coming to school, try to distance themselves not to be much associated.

During community functions, some parents still shy away and fear to be called parents of the impaired children, yet we need emotional and mutual love of their parents including support of every kind hence it is a challenge and affecting our social interaction in community and be free from isolation.....” (Participant PL1, 2024)

4.2.3.4 Cultural practices resulting into discrimination.

The study findings as indicated by parents revealed that children with a hearing impairment are perceived as a curse and are of insignificant value in the community. In addition, the perceived curses did not end with community but also family who consider such children as demons and not worthy. These sentiments are carried to peers who are considered normal at school which makes the environment for learning difficult for learners with a hearing impairment and thus don't achieve much in inclusive school settings. Participant PP6 explains thus;

“.....Our children with hearing impairment are taken to be those cursed and without value by the community and only value those normal ones. In fact, some call them heathens and unclean ones and again illegitimate to live with them in our families. This does not end with the community but even some family members disregard and can't accord them mutual respect and see them as demons not worthy to live with. We the parents of those impaired children are also taken for granted with less value and we are not even accorded communal responsibilities. For example, when it comes to community functions such as prayers, weddings ceremonies among other important activities, we are not given much priority....” (Participant PP6, 2024)

Clearly, this has not only affected our impaired children but also us in the social gatherings and we mean less to talk in the public as we are demeaned to say anything very important. Additionally, some regard us to have gotten these children from witchcraft and promiscuity during pregnancy and this is a punishment by ancestral spirits.

Another parent participant in a similar understanding revealed, in addition to being perceived as curse, children with a hearing impairment are expected to serve ancestral spirits in shrines and cultural functions instead of attending school. These attitudes and myth demoralize learners with hearing impairment to attend school and usually drop out of school after not achieving much. In Participant PP7 own words,

“.....As parents of children with hearing impairment, we have no option of rejecting our own children regardless of their statuses and living conditions. Each day we wake up, we have to fidget what we should do to earn a living, take our children to school and find financial avenues for the provision of scholastic materials. We want to tell you that in the process of educating and providing educational requirements for those children, we find it very hard to adapt to the cultural practices where some people here demoralize us that our children are a curse and supposed to serve and please the ancestral spirits than taking them to school....(Participant PP7, 2024)

In fact, some community members have advised us not taking these children again to special schools like Wigwa primary school but instead allow the culture to do some work in them like serving in shrines and on other cultural traditions and practices whenever carried out.

Generally, CWHI face daily struggles to be understood in inclusive schools and even in their own family. This can understandably lead to feelings of isolation, loneliness and frustration. Often a deaf child is the only deaf person in their family, their school or even their whole community, so there's no-one to share their feelings with. When they are introduced into inclusive education settings, their conditions are worsened and huge percentage do drop out before completion of primary level.

4.3 Effect of inclusive education on children with hearing impairment

The inability of children with hearing impairment to discuss and communicate academic issues easily in spoken language in an inclusive setting makes group participation for them, even with an interpreter difficult, a situation, which

may affect learning and final academic success. This study examined the impact of inclusive education on the academic performance of learners with hearing impairment. The results are presented in the sections that follow

In this section, detailed discussions of the findings of the themes and their categories, as they arise from interviews are given. Data trends (themes) were defined, analyzed, and recorded using the simple methods of thematic analysis. Several themes emerged regarding the impact of inclusive education on the academic performance of learners with a hearing impairment as presented in table 5.

Table 5: Categories and codes of Impact of inclusive education on CWHI’s Educational Achievements

Thematic Area
Impacts of Inclusive Education on impaired children
Poor Academic Performance
Poor Development in Language and Communication
Lack of Morale to pursue academic achievements
Low concentration levels in class
Display of Low self-esteem in-class participation
Development of anti-social behaviors
Absenteeism and irregular attendance of Classes and lessons
School dropout because of lack of assistive aids

Source: Primary data (2024)

4.3.1 Poor Academic Performance

The findings of this study revealed that learners in inclusive schools were affected academically and their performance was not good. The participants of this study all noticed that the academic performance of CWHI was poor concerning the normal children in the same school. These participants attributed it to the absence of instructional materials in special unit schools, which makes it hard for the learners to comprehend at the same pace as normal peers. Some of these assistive devices like hearing aids, TVs, textbooks,

sports equipment, and other teaching aids to suit the special learning needs of learners with hearing impairments. These were insufficient which affected the academic performance of learners with hearing impairment. As Participant PP8 shared;

“...We are trying our level best to ensure that teaching services are available for pupils to get required study materials, but it seems lack of special materials is another fiasco. Each time, we inquire about this concern, the school administrations tell us that they are provided by the Ministry of Education and Sports as required whereby absence of these special materials has very negative impact towards impaired pupils learning outcomes.” (Participant PP8, 2024)

In the same way, a participant among teachers demonstrated that the lack of special materials in inclusive schools negatively affects academic performance of learners with hearing impairment. The Participant PTR1 revealed thus;

“.....We want to firmly say lack of special materials for the hearing-impaired children in school, negatively hinder academic performance of these children in classes as well as overall performance in school. Absence of special materials can create walls between schools and children before they get enrolled. For instance, such academic walls will affect the teaching curriculum of impaired children inside the classrooms, affect teacher streamlined methods and guidance for hearing impairment of learners as school related barriers...” (Participant PTR1, 2024)

Another teacher participant noted that all learners are supposed to get similar treatment across. Though most CWHI are at times treated to learning environment that do not suit them which makes their learning complex and consequently hinders their academic performance. In Participant PTR2 own words,

“...In an inclusive school, all children are supposed to be accorded same kind of treatment and opportunities available in the school, but at times fails depending on the teacher competency based skills in handling

pupils. Nevertheless, impaired children at times are treated in an environment which doesn't suit them like lack of special rooms and without hearing aids which makes their learning very complex. We have lived to know that there is a limited social interaction between peers and teachers seen as an obstacle affecting their social diversity and even hinder academic performance. And as teachers in Wigwa primary school, we have limited access to additional resources and their scarcity leading to limited shortage for hearing impaired children. For instance, we lacked well streamlined teaching methods, lack of knowledge on the existing disability policies and non-responsive curriculum to the needs of learners with hearing impairment and limited number of special needs education trained teachers in this primary school... (Participant PTR2, 2024)

A participant's learner's expressions also point to insufficient materials that negatively affect their performance: Participant PL3 notes,

"....teaching staff play an important role in pupils' school ambitions. Teachers are supposed to teach all children without academic disregard for them to excel but this at times fails especially for the impaired ones due to lack of required academic materials hence, teacher practices may negatively affect us pupil academic performance in school..." (Participant PL3, 2024)

A Parent participant shares the same and admits the failure of parents to provide necessary learning aids for their CWHI in inclusive schools negatively affects their academic performance. In Participant PP4 own words.

".....the biggest issue affecting our impaired children is lack of provision of the necessary learning aids and without such appliances to assist them in their educational paths, is affecting them negatively and hence poor academic performance in their classes. We as parents have also less capacity in terms of financial capability to buy and procure what is required for the impaired children in school....." (Participant PP4, 2024)

A total of eight pupils with hearing impairment were interviewed. They expressed that they fail to excel in academics because they lack aids that favor them to fit inclusive classes like hearing aids which makes passing exams extremely hard for them. Participant PL2 narrates,

“.....We fail to excel in academics due to a lack of favorable curriculum, poor teaching style, and examination modes teachers use on us with hearing impairment. For example, we can’t hear teachers’ voices resulting in our failure in examination and at times very difficult to pass...” (Participant PL2, 2024)

In summary, CWHI in inclusive schools find difficulties in understanding and processing spoken language, which can affect their ability to follow classroom instructions, participate in discussions, and comprehend content which, leads to academic struggles.

4.3.2 Poor Development in Language and Communication

The findings of this study further revealed that CWHI being in inclusive schools disrupts their development in language and communication. Much as children with hearing impairment want and need to communicate, their deafness prevents their speech and language from developing in the usual ways. The findings as revealed by some teacher respondents showed that Learners with hearing impairment’s communication skills were affected in inclusive schools as they struggle to communicate and articulate themselves without necessary facilities. Participant PTR1 explains thus:

“...in this school I have been teaching for quite a long period than other teachers, I have noticed some communications problem in some instance which makes normal children to interact minimally with children with hearing impairment. For example, children with speech problem who fail to articulate some words and the hearing impaired that use sign language may not be understood by other normal children. As teachers, we want to tell you that language development and communication are intertwined channels of a successful learning process, especially for those impaired children. This means there is a need to facilitate

learning and improve pupils' communication to ease learning for the impaired children through sign language development...”(Participant PTR1, 2024)

The study revealed that the shortage of specialist teachers to teach hearing-impaired children in regular schools contributed to their ineffectiveness in communicating and being articulate in school. Participant PL5 also shared about their views:

“.....most times, we do not clearly comprehend what is taught in classes as teachers concentrate more on the general learners and this favors only our peers than us who take quite some time to articulate classroom work due to poor communication issues. We also lack hearing aids. Due to limited communication between teachers, peers, and us, we have failed to attain a sufficient level of communication which even denies us some important opportunities. Our memory is low from decibels without hearing aids that are necessary to increase the loudness of sounds...” (Participant PL5, 2024)

In summary, limited access to language through auditory means or limited access to proficient sign language users who can communicate well with CWHI in inclusive schools affects their development in language and communication. The language deficit causes learning problems that result in reduced academic achievement. Communication difficulties often lead to social isolation and poor self-regard for CWHI.

4.3.3 Lack of Morale to Pursue Academic Achievements

The study findings revealed that there was a critical shortage of materials in their schools to meet the needs of children with hearing impairment. The inadequacies of relevant assistive devices for learners with hearing impairment in inclusive schools frustrate the attempts of CWHI to attain an education in an inclusive setting. A teacher participant notes that inadequate assistive devices frustrate even teachers themselves who end up discouraging CWHI from participating in inclusive school learning environments. In Participant PTR7's own words,

“.....lack of infrastructures and instructional materials for especially impaired children with hearing defects are greatly affecting their learning process as these children are discriminated against without special needs facilities for learners. This in doing, it also affects teachers due to inappropriate curriculum and poor teaching styles affected by inadequate infrastructure, and learners are not encouraged to participate.....” (Participant PTR7, 2024)

Similarly, a learner participant reveals that in the face of scarcity of assistive devices, they are advised to use anything that further frustrates their quest for achieving their educational goals in an inclusive education environment. In the words of Participant PL6;

“...we have few books in our school, we cannot learn well. Our teachers at times tell us that special study materials are not available, so use what is available. This negatively affects us in the learning process and it impedes our struggle to attain our academic goals...” (Participant PL6, 2024)

In the same spirit, a participant further revealed that the inability of teachers to understand them discouraged them from pursuing their education in inclusive schools as indicated. Participant PL7's own words,

“... Our teacher does not understand how to talk to me. He only talks and cannot use Ugandan sign language well. This makes me fail to understand some classroom work and even exams...” (Participant PL7, 2024)

Another participant learner noted that teachers' use of signs that learners did not understand further discouraged them from attending inclusive schools: Participant PL8 explains;

“...the signs the teachers use in class leave me not getting properly what they mean and at times, I forget due to poor language signs used which leaves me forgetting other important things learnt...”(Participant PL8, 2024)

4.3.4 Low concentration levels in class

The findings as several interviewed participants indicated revealed that children with hearing impairment display low levels of concentration in inclusive schools. This in the participant's view emanates from the fact that they are distracted by the actions of other normal children in an inclusive setting. Respondents who are teachers noticed that each time children with hearing problems sit beside the normal children and laugh, at some gestures in class and look at them, they probably think they are talking badly about them and hence do not concentrate on what is being taught in class. These distractions make learners angry and lose concentration in class which is not good for their academic achievements. As Participant PTR8 states;

“...lack of academic concentration of impaired pupils in classroom participation such as; attending classes, doing exercises, group work and assignments will affect their overall academic performance. For instance, take a case of an impaired junior pupil failing to attend mathematics classroom lessons in primary class four; this will greatly affect his/her with a concentration in upper classes like primary six and seven education...” (Participant PTR8, 2024)

Another significant proportion of children with hearing impairment reported that since their parents were not able to cater for their transport to school, walking long distances to and from school affected their levels of concentration in class. As Participant PL1 noted;

“...I walk long distances to school and even get tired walking. This affects my successful learning in that, I even end up sleeping in classes when teachers are teaching due to fatigue and stressful journeys every day from our homesteads to school premises...”(Participant PL1, 2024)

4.3.5 Display of Low self-esteem in class participation

The findings of this study further revealed that CWHI displayed signs of low self-esteem in inclusive schools. Compared to normal learners, the self-esteem, emotional and physical self-confidence of CWHI was low compared to their

peers who they were attending classes with. A participant teacher demonstrated that CWHI had fears raising their hand to answer or ask questions in class compared to their normal peers who are bold and express themselves without fear. This is because of their inability to articulate themselves or communicate like their normal peers. This makes them shy away from the mainstream community as the teacher noted: in Participant PTR1's own words,

“.....when teaching children with hearing impairment, we noticed that some fear even to raise hands and respond to classroom participation. We realized that this affected their learning more than normal peers who are bold enough and participate in classroom activities more freely without fear of expression. We have also found out that impaired children with hearing impairment are affected by stereotyping and labeling them which also affects their emotional and self-esteem but again shun them away from mainstream society...”

(Participant PTR1, 2024)

Therefore, learners with hearing impairment may not hear teachers when they ask a question. A lack of response can make CWHI in inclusive settings appear rude or unintelligent as a result of fear of frequently asking to be excused, their self-esteem is hurt and they end up not participating in class activities.

4.3.6 Development of anti-social behaviors

The findings of this study also revealed that CWHI develop anti-social behaviors in an attempt to study from inclusive schools. Participant teachers in this study revealed that CWHI are treated in learning environments that does not suit them which leads to frequent disappointments and misunderstandings for both the learners and those around them especially peers and teachers. As a result, they always feel lonely or forgotten or develop behavioral problems. Participant PHTR1 explained thus;

“...In an inclusive school like this one, all children are supposed to be accorded same kind of treatment and opportunities available in the school, but at times fails depending on the teacher competency based skills in handling pupils. Nevertheless, impaired children at times are

treated in an environment which doesn't suit them like lack of special rooms and without hearing aids which makes their learning very complex. We have lived to know that there is a limited social interaction between peers and teachers seen as an obstacle affecting their social diversity and even hinder academic performance. And as teachers in Wigwa primary school, we have limited access to additional resources....” (Participant PHTR1, 2024)

This implies that teachers lack well streamlined teaching methods, lack of knowledge on the existing disability policies and non-responsive curriculum to the needs of learners with hearing impairment and limited number of special needs education trained teachers in this primary school.

To add more to the issue of anti-social behavior, parents and learners also noted that the lack of hearing aids necessary to improve their ability to hear affects CWHI ability to socialize with other pupils which makes them loose confidence to associate with the rest in the school setting. As Participant PP1 expressed:

“...Our children with hearing impairment are affected greatly in terms of their classroom participation and performance. Like, they lacked hearing aids that are necessary in order to increase the loudness of sounds. This has resulted into affecting social interaction of pupils which could help them build confidence among all learners in a school setting. We want also to share with you that such limited interactions and connections freely, has limited them from more information sharing and plays and this is a negative effect on their side....” (Participant PP1, 2024)

The study findings further revealed normal children resent and isolate CWHI and this further develops their anti-social behaviors as Participant PL3 revealed:

“.....Free interaction between children with hearing impairment and normal children does not happen sometimes here because of some normal children isolating and shunning away from us who do not hear. Some normal children recall that we disturb them a lot in that they

can't hear what exact words we use in playing moments and hence we are limited to socialize freely with their normal peers.....” (Participant PL3, 2024)

A participant learner argued that because of their hearing problem, their interaction with peers is limited as they shun and call them demeaning names which pushes them far away from social circles which is a diversion from the objectives of attending inclusive education. In the words of Participant PL4;

“.....we are limited from social interaction with normal children simply because we have some hearing problems. Our peers feel discontented with our engagement with them and most times, they shun away from us even calling us demeaning names.....” (Participant PL4, 2024)

It is therefore clear that learners with hearing impairment develop antisocial behaviors as they may exhibit nonaggressive behaviors if not rehabilitated may result into a huge emotional impact.

4.3.7 Absenteeism and Irregular Attendance of Classes and Lessons

The findings further revealed that CWHI in inclusive schools regularly stayed away from school without good reason. The reason for absenteeism of CWHI according to research findings was influenced by a number of factors ranging from a lack of parental support, unsupportive inclusive school environment, family and transportation problems.

During the research study, the researcher found out that most children with hearing impairment were not regularly attending their classes and their teachers mostly reported that it was because of long distances to school, as well lack of scholastic materials that fit them into an inclusive studying environment. Participant PEOSNE1 explains,

“.....Our children with hearing impairment don't attend school regularly because some; are walking long distances from their homes to this school, secondly, some at times lack scholastic materials to use in

classes and lastly, they are not very comfortable studying with their normal peers who underrate and undermine them. This affects their continued study and stay in school until they completed their education.....” (Participant PEOSNE1, 2024)

Participant PP4 similarly maintained that lack of scholastic materials and long distances to school contributed to irregularity of attendance of school hence absenteeism which impacts their academic performance

“...Our children with hearing impairment do not attend school regularly because it is very far away from home and are also affected by lack of enough scholastic materials...”(Participant PP4, 2024)

Participant learners in support of irregular attendances demonstrated that because of high cost of assistive materials needed in inclusive schools, they stay out of school until parents raise funds for the requirements and Participant PL5 explains.

“...My parents work does not support them to earn enough money that can cater for all my educational needs and those at home, yet they must provide food and other items to run the home. So, most of the times, am requested by my father to stay home until he gets money and then, I go back to school which in the process affects my regular attendance and classroom participation as required by the school system and teachers...” (Participant PL5, 2024)

Another interviewed participant had these to say;

“...my parents are peasants and food security farmers who only get small money for food and small requirements. They cannot get other money to pay in school and in most cases; I stay at home to assist them...” (Participant PL6, 2024)

4.3.8 School Dropout

The study further revealed that children with hearing impairment dropped out of inclusive education school without completing their studies. This study

attributed it to unskilled teachers and lack of learning facilities. A big number of participants demonstrated that lack of scholastic materials was greatly affecting hearing impaired children from academic concentration and this had very negative impact on academic performance. For example, on average educational and scholastic materials for a child with hearing impairment for primary school could include; hearing aid, knowledge of how to use sign language, dictionary for sign language, television and DVDs for him/her to watch the signs which are out of the league of most families in Aboke.

The researcher also observed that all the children with hearing impairment did not have hearing aids. All the respondents confirmed that hearing devices were not available to the hearing impaired. This, therefore, means that the children's rights to communicate and attain their potentialities are likely to be denied. In support of the above arguments, Participant PTR5 noted;

".....We have realized parents and guardians find it very difficult with low incomes to afford scholastic materials for learners. For example, when we ask children why they don't] poses scholastic requirements; they respond saying parents abandoned buying them for school use thinking its waste of time and resources. This created a negative mindset, and others think that such children are a curse to the family and hence less support in terms of educational school requirements given priority and end up dropping out of school...." (Participant PTR5, 2024)

The study found out directly from the parents of children with hearing impairment the reason why they were failing to provide scholastic materials and other provisions not effective for learners with hearing impairment and parents noted that they had crossed the poverty line yet to afford such materials required in inclusive schools. Participant PP5 explained,

".....We are facing challenges of low incomes and haven't crossed poverty line and that is why we are failing to provide scholastic materials for our impaired children with hearing impairment being expensive. This has made it very hard for our impaired children to get these scholastic materials because they are very costly as they compete unfairly with those of normal children..." (Participant PP5, 2024)

Similarly, learners themselves also shared what is said by children with hearing impairment themselves about the mode of scholastic materials they got from parents and used while schooling. Participant PP6 had this to say:

“.....We don't have enough scholastic materials to successfully perform better in classes. When we ask for these requirements, our parents tell us that they don't have money to buy us hearing aids and appliances which leave us without any option than to study ordinarily.....”

(Participant PP6, 2024)

In an interview, teachers noted that because of anxiety and depression which are generated with an inclusive environment most especially from lack of aids to peers who disrespect CWHI. These issues drive CWHI out of school. Participant PTR7 narrates thus:

“.....All the time we have been teaching in Wigwa primary school, we have noticed children with hearing impairment are psychologically interrupted. This was seriously affecting impaired children from classroom concentration and hence disappointment and depression with hearing loss in education studies. For us as teachers of these children, we came to understand this concern and its negative impact on these impaired children after noticing their poor academic performance in classes. At times when we grouped impaired children into discussions and plays, we could hear some of the normal children echoing in their speeches naming badly the impaired children like deaf...,”Adinga”..among other nicknames which eventually had very negative impact on the impaired children to concentrate on academic work than to abandon schools due to anxiety issues in brain and hence mentally disturbed....” (Participant PTR7, 2024)

In summary, there are several numbers of CWHI who drop out of Inclusive schools due to several factors and they consequently miss the opportunities of experiencing a unique trend of life as individuals who have attained education. Particularly, the lack of assistive requirements, the lack of sign language

interpreters and attitudes of normal peers in these settings drive CWHI to the edge, they drop out of school and miss out on that human capital formation that is key to determine their personal well-being.

CHAPTER FIVE

DISCUSSIONS AND INTERPRETATION OF FINDINGS

5.0 Introduction

This chapter presents a discussion of the findings in relations to the research question which include, what are the challenges affecting the implementation of inclusive education in Wigwa primary school, Kole district?, and What is the impact of inclusive education on children with hearing impairment in Wigwa primary school, Kole district?

5.1 Challenges Affecting Implementation of Inclusive Education

The first objective of this study was to establish the challenges of implementing inclusive education in Kole district. The results of the study revealed that one of the major challenges was insufficient interpreters of sign language in inclusive schools. It should be noted that Sign language is critical for effective teaching of children with hearing impairment in inclusive schools which highly influences pupil enrollment in such schools. The absence of or lack of enough sign language teachers and interpreters turned out to be a serious challenge in Wigwa Primary School and this challenged the effective inclusion of CWHI in academic programs. The findings of this study concur with those of Ndofirepi (2022) who opined similar concerns that teachers lacked appropriate sign language skills and were not being prepared enough to meet the needs of pupils with hearing impairment inclusive schools. At the same time, Peakock (2016) also shared the same view that teachers lacking appropriate sign language skills indicated unpreparedness of the inclusive schools to meet the needs of pupils with hearing impairment inclusive schools. Like the findings in this study, the low competence in sign language and limited vocabulary to express key concepts in certain subjects was detrimental to the academic performance of learners with hearing impairment in inclusive schools.

Further, study findings revealed that failure to have educational materials due to lack of proper curriculum was a challenge as most participants noted. It was revealed that the lack of a proper curriculum with valuable learning materials that informed information design and teaching styles greatly affected learning of impaired disabled children. This kind of response was in line with the thoughts of Alexander (2016) who expressed that teachers in primary schools face real challenges of developing styles outside their normal styles of teaching to accommodate CWHIs. As such it becomes difficult to execute the curriculum and properly develop schemes and lesson plans that fit in CWHI. This implies that most of the content is left out since CWHI may not comprehend it properly. Like in this study, the failure to procure proper educational materials, denies CWHI access to basic education and a big challenge to their survival in inclusive schools.

Another challenge of inclusive education implementation was demonstrated in the Teacher transfers implemented by the district Local Government. It is important to ascertain that specialist teachers of children with hearing impairment are crucial as far as education attainment is concerned. This means that specialist teachers can help to examine and assess the likely impact of hearing loss especially on sign language development and learning process. On the contrary, a big number of teachers at Wigwa primary school in Aboke Sub-County lacked skills to handle CWHI because of transfers and replacement with standby teachers who lacked required skills. The findings agree with Haitembu study in (2015), that assessed the provision of inclusive education in the Omusati region of Namibia, and discovered that, even if education officials were aware of their responsibilities in providing inclusive education and distribution of schools, they had mixed understandings of the importance of those responsibilities. She, furthermore, reveals that a lack of in-service teacher training and a lack of information and knowledge about inclusive education are some of the challenges faced by teachers in the Omusati region of Namibia. When a trained teacher on inclusive education is transferred to another school and replaced by a teacher who did not train it makes it hard for the implementation of inclusive education. This means that

teachers working with CWHI need special expertise in developing systematic approaches that are appropriate for the special education they are giving their learners and that quality instruction practices will be more widely accepted.

Next, from the findings of this research, it was revealed the Negative attitudes of teachers and peers towards CWHI were a challenge for inclusive education. It was revealed that most teachers still held negative attitudes towards the hearing-impaired learners and went ahead to explain that attending to one child with hearing impairment were like teaching ten normal children. In line with previous studies, Alexander (2016) similarly found out that that negative attitude towards such pupils in learning is one of the main barriers towards inclusion and its principles. This further noted was that teaching impaired children with hearing loss, required them to shout for those children to grasp anything learnt in classes yet very difficult to maintain in classroom teaching pausing a serious challenge.

Stigmatization was another challenge that distracted the implementation of inclusive education in Kole district. Most participants expressed issues around disgrace and discrimination in that hearing-impaired children most times face. The results showed that discrimination was practiced by all and sundry within the school and out. It was also noted that children with hearing impairment find difficulties when learning English and Mathematics due the fact that they won't understand it well than when separated. In line with other authors such as Friend et al (2016) impaired children are stigmatized from most of school activities including school debating clubs and groups including classroom placements. Similarly, Adoyo and Odeny (2015) also found out that one of the factors hindering successful implementation of inclusive education were stigmatization which resulted into academic failures of mostly children with hearing impairment. Like the results of this study stigmatization factors associated with social and cultural issues were regarded as barriers to participation in education by learners with hearing impairment. This implies that such stigmatization can contribute to school dropout hindering their career development.

Further, it was established that CWHI had to walk long distances to access inclusive education since facilities to accommodate their studies were not available in most of Kole district's schools. In addition, the long distances exhaust such learners hence lose concentration in school and are regularly absent which is challenging for these learners. Consistent with this reasoning, Bimbola and Daniel (2020) also argued that children with hearing impairment always face the challenge of long distance to school hence affecting implementation of inclusive education. Moreover, this indicates that the learners' transportation to school was not facilitated. Walking for several kilometers to school, exposes the learners to a lot of road incidents like accidents some of which cripple them or claim their lives.

High enrollment was another serious challenge that hinders effective implementation of inclusive education of children with hearing impairment in inclusive education. It was revealed by respondents that the number of special schools for children with hearing impairment was not available to cater for the large number of enrolled pupils in Kole District and this resulted to lack of special materials for each child due to high enrollment rate. Thus, not all children with hearing impairment can get an opportunity to study where they are available like in Wigwa primary school. The large number of CWHI, overwhelm the available special requirements such as TVs, text books, sports equipment and other teaching aids to suit the special learning needs of learners with hearing impairment which affects their learning in inclusive schools. The findings of this study are in tandem with the ideas of Byamugisha (2023) who explains that lack of special requirements in an inclusive school, is at times due to high enrollment rate. Similarly, this indicates that the number of learners exceeded the capacity of the school which poses a real challenge hindering successful implementation of inclusive education in primary schools.

Next, the study findings revealed that the process of educating learners with hearing impairment are affected by different factors emanating from the

family environment and the quality of services in families. During this study a number of family related challenges emerged and they included; poverty scourge, lack of parental support especially on provision of scholastic materials, low attitude of parents towards education of a child with hearing impairment, ignorance on the available education for the learners with hearing impairment, family neglect and denial to education opportunities as well as no equal treatment in education. The factors form a formidable challenge to the learning of CWHI in inclusive schools. The revelation from this study is consistent with several other studies who identified similar challenging issues in Inclusive education of CWHI such as Begum (2017) Kinuthia (2017); Bimbola and Daniel (2020), and Mwesigye (2019) who noted poverty levels in families challenged inclusive education. From this and other findings, it clearly shows that learners with hearing impairment lose interest easily to continue with academics.

Similar concerns of lack of parental support on provision of scholastic materials as revealed in this study were consistent with a study by Angris and Lavy (2021). They (Angris and Lavy, 2021) argued that lack of parental involvement in the provision of scholastic materials for impaired children greatly hinders them from academic concentration in inclusive education. Equally, this indicates that several authors' observations were similar to those of this research that negative attitudes and practices against children with hearing impairment impact CWHI to freely participate in inclusive education.

The findings of this study furthermore revealed that socio-cultural related challenges such as negative attitudes about children with disabilities' potentials at school, low self-esteem, communal isolation as a result of communication barriers, children with disabilities seen as a societal curse, cultural practices that tend to segregate disabled children and discrimination in all aspects of life. Most participants in this study were in agreement that these social cultural factors sabotaged CWHIs quest for education in inclusive schools. The findings re-echo those of earlier research of Bimbola and Daniel

(2020) who observed that favourable attitudes of regular classroom teachers were crucial for the successful implementation of inclusion programmes. A review report of 2004 also found out that negative attitudes affects many children with hearing impairment and may hinder accessibility of meaningful education as well as Nayak (2018) who opined that CWHI school dropouts is initiated by discrimination and negative attitudes towards learners with hearing impairment.

Additionally, the findings that low self-esteem and self-value was a challenge hindering proper implementation of inclusive education for the impaired children is in agreement with other scholars such as Mazalan (2019) who found out that being of no value does not only affect impaired children's profiles but also affect greatly academic performance in general. In the same way, the revelation that CWHI were communally isolated re-echoed the findings of authors like Moyi (2022) who assert that relative isolation/segregation affects inclusive learning of impaired children and in turn, may affect proper implementation of the programs.

In addition, CWHI being perceived as a curse is in line with the works of Angris and Lavy (2021), and Nayak (2018) who published that cultural environment greatly contributes to failed implementation of inclusive education due to negative thinking from people's mindsets that impaired children are not blessed by God but rather cursed ones. This implies that CWHI are segregated by Cultural practices as they are associated with ancestral spirits which breeds segregation that is a hindrance to successful implementation of education by learners with hearing impairment. The cultural practices hinder proper implementation of inclusiveness in education because they incite segregation of impaired children.

5.2 Impact of inclusive education on children with hearing impairment

The second objective of the study was to examine the impact of inclusive education on learners with hearing impairment in Kole district. The findings of this specifically revealed that CWHI in inclusive schools' academic

performance was not good in relation to that of their normal peers in the same school. This was attributed to absence of instructional materials in special unit schools, which makes it hard for the learners to comprehend at the same pace with normal peers. Assistive devices such as hearing aids devices, DVDs and TVs, text books, sports equipment and others that suit the special learning needs of learners with hearing impairments were inadequate which translated into poor academic performance of CWHI in inclusive education. This concurs with Munyua & Najenga (2016) who argued that inclusive school environment that does not care about educational needs of impaired children, are most likely to fail their academic performance. In the same way a related study by Mazalan (2019), also expressed that implementation measures of inclusive education at times fails in government aided primary school and hence triggers poor academic performance of CWHI with severe impact. Like in this study, the poor academic performance of CWHI was incited by pursuing education in inclusive environments. This also implies that the inability of children with hearing impairment to discuss and communicate academic issues easily in spoken language in an inclusive setting makes group participation for them with normal peers, and even with an interpreter difficult, a situation, which may affect learning and final academic success.

In addition, it was revealed in this study that CWHI being in inclusive schools disrupted their development in language and communication. It was noted that although CWHI need to communicate, their deafness can prevent their speech and language from developing in the usual ways while in inclusive education because they struggle to communicate and articulate themselves without necessary facilities. The findings re-echo those by UNESCO (2018) which noted that children with hearing impairment were left behind without use of lip reading, sign language and hearing aids in day-to-day communication and that left a gap in development of their ability to communicate. Similarly, Penny (2017) in a subsequent study noted that the failure by teachers in inclusive schools to use sign language had negative impact on proper language and communication development of learners with

hearing impairment. In the same vein, Zwane & Malale (2018) found it that the gaps in instruction using sign language limited social skills, communication and language negatively impacted development of CWHI. This implies that there is shortage of specialist teachers in inclusive schools to teach the hearing impaired to improve their ineffectiveness to communicate and be articulate in inclusive school. The language deficit causes learning problems that result in reduced academic achievement.

Moreover, study results revealed that CWHI were demoralized in inclusive schools. This arose from the fact that there was acute shortage of materials in their schools to meet the needs of children with hearing impairment. The inadequacies of relevant assistive devices for learners with hearing impairment to settle in inclusive education settings frustrates the attempts of CWHI to attain an education. These gestures demoralize CWHI to study in inclusive schools because they imply that the schools are not ready to take care of their educational needs. The findings are in line with BMAU (2018) who argued that when teachers fail to get proper instructional materials, they demoralize learners. In the same way a study by UNICEF (2016) noted that teachers' failure to get required teaching materials were detrimental and had serious negative impact on academic achievement of pupils with hearing impairment. In the same year, Munyua & Najenga (2016) argued that the failure to get scholastic materials due to the negative attitude of parents demoralizes CWHI from continuation of the academic journeys in inclusive education. Like in these studies, CWHI were demoralized by the lack of adequate necessities to facilitate their quest for education in inclusive settings.

Additionally, it was revealed in this study that CWHI display low levels of concentration in inclusive education settings. The lack of concentration was attributed to distractions from their normal learners' actions because in the inclusive environment, the actions of normal learners such as laughing attracts the attention of CWHI who think it is about them. These distractions make learners lose concentration in class which is not good for their

academic achievements. The revelations are in support of Ndofirepi (2022) who argued, that it is not educationally prudent to implement inclusion of hearing impaired in regular schools without adequately trained teachers to handle all categories of learners and thus; Nareadi, Dikeledi, & George (2017) recommended that children without impairment who are taught using constructivist strategies retained more information than those taught by using the same teaching methods to avoid distraction of CWHI. Similar findings and assertion were made by Kimotho (2016) also argued that lack of academic concentration in classes was a serious issue among CWHI in inclusive settings and it affected these learners' achievements.

It was also established that CWHI develop anti-social behaviors in an attempt to study from inclusive schools. This was attributed to the fact that CWHI are treated badly in learning environment that does not suit them which leads to frequent disappointment and misunderstandings from both the learners and those around them especially peers and teachers. As a result, they always feel lonely or forgotten and sometimes develop impulsive behavioral problems which may result into huge emotional impact if not rehabilitated. This reasoning is in support of Angris and Lavy (2021), who argued that unfriendly learning environment negatively impacted on learners' mental ability. Similarly, Bimbola and Daniel (2020) opined that when impaired hearing children are psychologically tortured in their minds, children's rights to communicate and attain their potentialities is likely to be denied and hence they are disoriented which may not yield fruitful outcomes in the schools and communities. The same views were shared by Kimotho (2016) who explained that if children with impaired hearing are psychologically interrupted, this can seriously result into disappointment and depression.

In addition, the results revealed that CWHI regularly stayed away from school without good reason. The main reason for absenteeism of CWHI according to research findings were related to factors ranging from a lack of parental support, unsupportive inclusive school environment, family and transportation problems. Specifically, the long distances to school, as well as lack of scholastic materials that fit them into an inclusive studying

environment accounted for frequent absenteeism from school. The findings are synonymous with Nayak (2018), who found out that absenteeism was one of the factors that impeded and hindered successful implementation of inclusive education in primary schools. In the same way, Okech (2023) explained that when pupils attend school and classrooms regularly, it influences their academic performance more positively than those who may not attend all the time. This clearly indicates that irregular attendance by CWHI in inclusive schools was justified by challenges like distance, disappointment arising out of lack of basic necessities so settle them in inclusive settings and lack of skilled sign language teachers among others discouraged CWHI from attending classes regularly.

The study further revealed that CWHI dropped out of inclusive education school without completing their studies. This was attributed to a number of factors such as lack of scholastic materials which was greatly affecting impaired children from academic concentration and this had very negative impact on academic performance. The scarcity of basic requirements such as hearing aid, knowledge of how to use sign language, dictionary for sign language, television and DVDs for him/her to watch the signs disadvantaged them consistently in inclusive education and hence dropped out of school. The reason for drop out explain why only 236 learners were able to register for PLE in 2023 in the whole country and why only 10% of CWHI attended school, (UNEB, 2023) worryingly low exam pass rates reflect the lack of accessible education especially lack of basic requirements for these learners to thrive in inclusive education settings. These lack of basic needs lead CWHI to develop negative attitudes towards education, leading to increased school dropout rates as noted by Deaf worldwide on the urgency of the deaf in Uganda

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter summarizes the research findings, conclusions, and recommendations from the study.

6.2 Conclusions

The main aim of this study was to examine the implementation challenges of inclusive education in Kole District. The study concludes that the major challenges for implementation of inclusive education in Kole district were school related including; lack of educational learning materials, negative attitudes towards children with hearing impairment, lack of skilled teachers in sign language, improper curriculum design and teaching styles. The study also concludes that the major family-related factors included; poverty scourge, lack of parental support in the provision of scholastic materials. Socio-cultural related factors included negative attitudes towards CWHIs and low value in the community. The study further concludes that the major impacts of inclusive education on children with hearing impairment were poor academic performance, underdevelopment of language communication skills of CWHI, development of ant-social behaviors, school dropouts and absenteeism of CWHI, low self-esteem and poor concentration of CWHI in inclusive education settings as discussed in chapter four.

6.3 Recommendations

Based on the findings of the study the following recommendations were made in the study.

The research recommends school policy implementations where the Ministry of Education and Sport and school administration need to revise the education curriculum for children with hearing impairment. The rationale behind this is to help impaired children get the real and quality education as required for them despite their hearing problems. For example, improve on

the sign language curriculum design for primary education in helping to ease the learning environment of children with hearing impairment.

Secondly, there is a need for the government of Uganda to improve household income (livelihoods) so that children with hearing impairments can benefit from educational values. This, in turn, can help in ensuring efficient utilization of disability grants and the UPE policy implementations in the best way to benefit these children.

There is a need for the Ministry of Education and Sport to increase the number of trained teachers in special needs education to aid properly children with hearing impairment. This is so because the lack of well-trained teachers in special needs programs shall negatively impact children with hearing impairment and hence academic failures at the end of it all if no solid solution is found. Both the Ministry of Education and Sports in Uganda and the School Management Committee should usher in this approach to a more finite mechanism.

There is a need to improve on other remedial teachings with continued guidance and counseling to address major school-related barriers to disabled children in classroom participation in education from both teachers' and learners' perspectives. This, in turn, can help with functional guidance and counseling services that focus on learners with disability enhancing inclusiveness within the school environment.

There is need to sensitize the community, teachers, school administration and peers about children with disabilities to guarantee their safety and a conducive learning environment. This in turn, can help to deal with the issues of negative attitudes and practices against children and learners with hearing impairment.

The study recommends that children need to attend school and actively participate in learning by communicating their preferred ways of learning, strengths and challenges that hinders their learning.

The study recommends that there is need to have hearing aids for children especially those with mild and moderate hearing impairments so that they are able to comprehend classroom lessons and content grasping. For example, Hearing aids and other assistive devices in learning should be accorded to those children so that they fit classroom participation and education enjoyment like normal children.

Lastly, the study recommends that teachers should provide a learning environment that is welcoming and friendly where all pupils feel valued and respected. Provide an open communication channel with pupils and their families, emotional support and show empathy and understanding in teaching children.

6.3 Researcher's Perspective

The researcher believes the twenty-four respondents in this study displayed implementation challenges, effects and impact of inclusive education. I observed that CWHI were going through numerous challenges and not accorded the necessary and quality education. I had enormous gratification of conducting pilot study research. I worked closely with some of the respondents in this study and witnessed their challenges too. Participants provided information regarding the treatment of CWHI from families, communities and school related challenges. Children with hearing impairment provided information in line of their studies and life experiences at homes in which I was able to ascertain their learning environment and made conclusion based on such scenarios. I realized that these pupils were failing to achieve in school due to a lack of special materials like textbooks, DVD players, hearing devices, transport, and walking long distances among others in which I believe guardians and parents needed to redefine the living conditions in order to ensure that they are successful. The study further sought to understand the learning environment and its impact and the researcher found it un-circumspective to mitigate educational gaps for impaired learners to continue their studies in good standing. However, they needed to provide the necessary academic support by both parents and

teachers for the proper implementation of inclusive education in the study area.

6.4 Areas for Further Research

The study suggests further research on other impairments and their impacts on academic performance of learners. In addition, there is need for further study in future on challenges for the implementation of inclusive education for learners to determine what proper devices and appliances best fit children with hearing impairment as well as improving on the teaching methods and styles applicable for CWHI in fulfillment of their educational success. This shall help to streamline strategies for effective implementation of inclusive education in Kole district and Uganda at large by addressing negative attitudes of parents, pupils and teachers, learning materials challenges, provision of appropriate learning facilities and community awareness.

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APPENDICES

APPENDIX I: INFORMED CONSENT TO PARTICIPATE IN RESEARCH

Dear participant,

I am Okello Moses Boyi, a student at Uganda Christian University undertaking this study as a requirement for the award of a master's degree in education planning and administration of Uganda Christian University. I am kindly requesting you to take part in a research study titled "Implementation Challenges of Inclusive Education in Wigwa Primary School, Kole District."

The research will be conducted in Aboke Sub- County, Kole District of Uganda. There will be no direct benefits associated with your participation in the study and this study is purely academic and it will not be used for any other purpose. We will keep your study records private and confidential.

If you have any questions, concerns or complaints about this study, or experience an adverse event or unanticipated problem, feel free to contact the researcher.

Please if you agree to take part in the study please tick as appropriate;

Yes, I agree

No I do not agree

Respondent

Sign:.....Date:.....

Research Assistant

Name:Sign:.....Date:.....

APPENDIX II: INTERVIEW GUIDE

INTERVIEW GUIDE FOR THE HEADTEACHER AND TEACHERS

SECTION A: BIO DATA

Please, tick the right options

1. Gender

(a) Male (b) Female

2. Age

(a) 20-30

(b) 31 - 40

(c) 41-50

(d) 51 +

3. Highest education qualification

(a) Masters

(b) Bachelor's Degree

(c) Diploma

(d) Certificate

4. How long have you taught learners with hearing impairment in inclusive schools?

(a) 1-5 years (b) 6-10 years (c) 10-20 years (d) over 20 years

5. Length of training in Hearing impairment Education (For Teachers only)

(a) One term (b) three terms (c) more than three terms

d) none

SECTION B: CHALLENGES FACING INCLUSIVE EDUCATION

6. In your own understanding, how do children with hearing impairment participate in education as their counterparts/peers?
7. What are school related factors/challenges hindering the implementation of inclusive education of children with hearing impairment to participate in education?
8. How do family related factors affect children with hearing impairment to participate in education when implementing inclusive education?
9. Explain how socio-cultural related factors affect the abilities of children with hearing impairment in their education success?
10. What other resources constraint hinder the implementation of inclusive education in your school other than those mentioned above?

SECTION C: IMPACT OF INCLUSIVE EDUCATION ON PUPILS WITH HEARING IMPAIRMENT

11. What effects are on children with hearing impairment when implementing inclusiveness education in your primary school?
12. What are the likely impacts of inclusive education is on children with hearing impairment in terms of all spheres of life at schools?

Thank you for your kind participation and cooperation

APPENDIX III:

INTERVIEW GUIDE FOR EDUCATION OFFICER (SPECIAL NEEDS)

1. Have you always found out that children with hearing impairment have the required academic resources and participation in this school? Please explain more.
2. How do school related factors/challenges hinder children with hearing impairment to participate in inclusive education accordingly?
3. In the same manner, what are the effects of family related factors on education of children with hearing impairment in inclusive schools?
4. How do socio-cultural related factors affect learning capabilities of children with hearing impairment in the schools you have supervised and monitored?
5. What other hindrances affect greatly the implementation of inclusive education in Wigwa primary school?

IMPACT OF INCLUSIVE EDUCATION

6. In your understanding and experiences, how are children with hearing impairment affected especially in the implementation of improved learning opportunities of children who have been traditionally excluded in primary schools?
7. Form your own observation and primary education assessment, what impact does inclusive educations have on pupils with hearing impairment in all spheres of school life? Kindly explain each likely impact.

APPENDIX IV: FOCUS GROUP DISCUSSIONS

FOCUS GROUP DISCUSSION FOR PARENTS

Bang Anywal,

Nyinga Okello Moses Boyi, atin kwan me Uganda Christian University Mukono, atye akwan me nwongo degree amalo me Masters igoyo pulan kede telo pwoyere. Atye atimo ikweda ikom kwan pi Otino ducu abongo apokapoka kede peki me keto kit pwoyere man itic. Yin oyeri me miyo agam iyi apenyogo me konyo itimo ikweda man. Ngec ame yin imiyo bino bedo me imung dang obino tic kede pi kop me ikweda man keken dong bed agonya. Ka iyee me miyo ngec, ket cingi piny kan. Apwoyo.

CHALLENGES OF THE IMPLEMENTING INCLUSIVE EDUCATION

1. Can children with hearing impairment participate very well when mixed with normal ones? Give your reasons.
2. How does school related factors/challenges hinder schooling of children with hearing impairment to participate in education?
3. How about family related factors, how do they hinder the schooling of children with hearing impairment?
4. In the same understanding of hindering factors of inclusive education and its implementation of impaired school children, how are they socially influenced?

IMPACT OF INCLUSIVE EDUCATION

5. What impact does inclusive education have on children with hearing impairment when it comes to its implementation in primary schools?
6. Discuss hearing impairment on academic performance on.
7. Discuss the likely effects and impact inclusive educations have on pupils with hearing impairment in all spheres of school life?

APPENDIX V

INTERVIEW GUIDE FOR PARENT/GUARDIAN

1. What is your relationship with the child (Tick as appropriate?)

Relation	Tick
Natural Parent	
Uncle	
Auntie	
Grand Father	
Grand Mother	
Sister	
Brother	
Guardian/Caregivers	

CHALLENGES OF THE IMPLEMENTING INCLUSIVE EDUCATION

Challenges of implementing inclusive education

2. Explain the difficulties children with hearing impairment experience when mixed with normal ones in class participation?
3. Do you encounter any special challenges in trying to access education for children with hearing impairment? Give reasons for your answer.
4. How do school policies affect the enrolment for children with hearing impairment in inclusive schools?
5. Explain how school related factors/challenges hinder schooling of children with hearing impairment to participate in education?
6. In which ways, can family related factors, hinder the schooling of children with hearing impairment?
7. What are the negative attitudes and practices against children with hearing impairment in community regarding their education in the mainstream school?

IMPACT OF INCLUSIVE EDUCATION

8. Explain the likely impact of inclusive education on children with hearing impairment when it comes to its implementation in primary schools?
9. What could be the hearing impairment on academic performance on child?
10. Explain the Discuss the effects and impact of inclusive educations on pupils with hearing impairment in all ways of school career.

APPENDIX VI

SAMPLE QUALITATIVE CODE BOOKS

Objective 1: To establish inclusive education challenges of children with hearing impairment in Wigwa primary school, Kole district			
Verbatim quote	Description/Code	Sub-theme	Main theme one
<p>“.... [Impaired pupils] find difficulties in language interpretation compared to normal peers [pupils] to grasp lesson contents. But there isn't really enough support [in terms of the sign language teachers] from them; it is like you better go to school with less educational support and poor communication channels....”</p> <p>“...Due to lack of skilled teachers in sign language, it has contributed to slowness of children with hearing impairment to clearly comprehend lesson contents and other important subjects taught in classes all affected by poor sign language interpretation...”.</p> <p>“...Children with hearing impairment are mostly affected in terms of sign communication as well as in terms of speech and language development other than normal children. This is an academic challenge of implementing inclusive education to trigger pupil academic performance in classes...”</p>	<p>Insufficient interpreters of sign languages</p> <p>Lack of educational learning materials due to lack of curriculum</p> <p>Transfer of teachers trained in special needs education.</p>	<p>School-related Challenges</p>	<p>Inclusive Education Challenges of Learners with hearing impairment</p>

<p>“...PP5 it is very true that in some poor families, parents are failing to provide scholastic materials and other devices to aid children better in their learning process. Parents of the impaired children find it difficult to buy assistive devices like hearing aids that can improve on learning effectiveness. This in turn is failing many hearing-impaired children to move on same page of <i>studies in school...</i>”</p>	<p>Lack of scholastic materials</p>	<p>Poverty</p>	<p>Family related challenge</p>
<p>“...PL5 though there is free education (introduction of universal primary education) poverty at homes competes directly with disability and educational needs of learners with hearing impairment as parents find it hard with low household incomes to buy books and other scholastic materials for us children...”.</p>	<p>Lack of scholastic materials</p>	<p>Lack of family involvement</p>	<p>Sociocultural challenge</p>
<p>“...PP2 We parents have not taken charge of understanding family’s socio-economic situation that affect the parents/parental guardians’ level of involvement by even the school system as the parent not caring or not wanting to be involved. This creates assumptions</p>	<p>Involvement of parents in caring</p>		

among us and is a hindrance to education success of children with hearing impairments...”			
Objective 2. To examine the impact of inclusive education on children with hearing impairment in Wigwa primary school, Kole district			
<p>“.....PTR1 We want to firmly say lack of special materials for the hearing impaired children in school, negatively hinder academic performance of these children in classes as well as overall performance in school. Absence of special materials can create walls between schools and children before they get enrolled. For instance, such academic walls will affect the teaching curriculum of impaired children inside the classrooms, affect teacher streamlined methods and guidance for hearing impairment of learners as school related barriers...”</p> <p>“.....PL5 In most times, we do not clearly comprehend what is taught in classes as teachers concentrate more on the general learners and this favors only our peers than us who take quite some time to articulate classroom work due to poor communication issues. We also lack hearing aids. Due to limited</p>	Lack of special materials	Poor academic performance	Inclusive education challenges

APPENDIX VII

FOCUS GROUP DISCUSSION GUIDE FOR CHILDREN

CHALLENGES OF THE IMPLEMENTING INCLUSIVE EDUCATION

1. What are some of the problems believe to be facing children with hearing impairment in schools (please say yes if you think so and no if you think does affect you)?

- a) Negative peer influence
- b) Isolation
- c) Lack of specific instructional materials
- d) Unavailability of teachers trained in SNE
- e) Lack of disability friendly structures
- f) Lack of commitment and skills by teachers
- g) Long distance to school
- h) Non-participation of all stakeholders in policies that affect them
- i) Others please specify

2. Do you have any of the following provisions in your school?

	Yes	No	D on'tknow
a)Ramps	()	()	()
b)Special toilet facilities	()	()	()
c)Signposts	()	()	()
d) Disability related information	()	()	()
			()

3. Do you hold any meetings with your teachers to discuss the problems above? If yes what are your views about the discussions?

.....

4. What attitude do your able-bodied peers have towards you? How does their attitude affect you?

.....

5. How does your relationship with fellow peers affect your stay in school?.....

.....

6. How does the above attitude affect the following issues above?

	Positive	Negative
a.		Concentration at school () ()
b.		Enrolment at school() ()
c.		Provision of instructional materials () ()
d.		Availability of appliances and assistive aids () ()
e.		Payment of your school dues () ()
f.		Isolation () ()
g.		Relationship with siblings and peers () ()

7. What are some of the grievances that you have while attending school?

.....
.....

8. How do you relate to each other as children with hearing impairment?

.....
.....

9. Do you have teachers who seem to know your learning needs?

.....
.....

10. Do the teachers offer adequate information to progress to the next class?

Please explain.

.....
.....

11. In your view do the teachers who are trained in SNE enough to address your learning needs? Give reasons for your answer.

.....
.....

12. Please mention some of these specific needs that have not been addressed adequately.

.....
.....

13. a) Do children with hearing impairment (boys and girls) receive the same amount of attention from teachers and other peers?

.....
.....

b) In your opinion who receives more boys or girls?

c) Why do you think so?

.....
.....
15) How many kilometers do you walk to school?

.....
.....

16) On average how long does it take you to get to school and how does that affect your stay in school?

.....
.....

17) If you leave far from school how do you cope with the distance?

.....
.....

18) Do you know any child with hearing impairment that have dropped out of school?

.....
.....

If yes, why do you think they dropped out?

.....
.....

APPENDIX VII

INTERVIEW GUIDE FOR CHILDREN

1. What are some of the problems facing children with hearing impairment in your schools?
2. As children with hearing impairment, do you find difficulties in accessing school materials and facilities?
3. Do your able-bodied peers have negative attitudes towards you? If so, how do their attitudes affect you?
4. What are challenges children with hearing impairment may face when mixed with normal children in school?
5. Which school-related factors/challenges do you think can hinder children with hearing impairment from participating properly in school?
6. Do you notice family-related challenges that affect the school education of children with hearing impairment?
7. What social challenges affect children with hearing impairment, especially in academics?

IMPACT OF INCLUSIVE EDUCATION

8. Do you see children with hearing impairment being affected in school education?
9. How do some of the school policies affect children with hearing impairment, resulting in poor implementation mechanisms of inclusive education?
10. In what ways have children with hearing impairment been affected in successful academics, unlike their normal peers? Give your views on each of the negative impacts.
11. Are there children with hearing impairment who have dropped out of school as a result of negative attitudes towards their schooling?

Thank you



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Date: 27th March, 2025

Name of Candidate: OKELLO MOSES BOYI Reg. No: RJ20M06/010

Title of Dissertation IMPLEMENTATION CHALLENGES AND IMPACT OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN UGANDA

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Include a conceptual framework	Conceptual framework included	Page 13-14
2	Explain how the researcher was able to communicate with CWHI	Explanation done	Page 38
3	Observation	Observation reported	Page 39
4	Validity	Validity reported	Page 39
5	Reliability	Reliability reported	Page 40
6	Number of Special needs teachers against enrolment of CWHI	Number reported	Page 44
7	Specific recommendation on future research	Reported	Page 99

S N	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1			
2			
3			
4			
5			

S N	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Remove KOLE district from the topic	KOLE district removed from the topic	Cover page corrected
2	The topic should include IMPACT	IMPACT included in the topic	Cover page
3	The purpose has to include the Impact	IMPACT included in the purpose	Page 10 corrected
4	Change purpose statement to include challenges	Purpose statement changed to include challenges	Page 10 corrected
5			

Okello Moses Boyi

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Signature

Dickson Tumuramy

Supervisor's Name

Signature