

**THE ROLE OF SCHOOL MANAGERS IN MITIGATING HIGH
SCHOOL DROP OUT RATE OF THE DEAF: A CASE STUDY
OF MUNALI SPECIAL UNIT**

BY: Malama Yvonne

**A dissertation Submitted to the University of Zambia and
Zimbabwe Open University in partial fulfillment of the
requirements for the award of a Degree of Master of Education in
Educational Management.**

SUPERVISED BY: PROF. AUSTIN. CHEYEKA

UNZA/ZOU

2017

DECLARATION

I Malama Yvonne solemnly declare that this dissertation is a product of my own work and that sources of information other than that of my own have been acknowledged. I also declare that this work has never been previously submitted at this or any other university.

Signed 

Date 13/01/17

CERTIFICATE OF APPROVAL

This dissertation of Malama Yvonne has been approved for examinations as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Education Management by the Open University of Zimbabwe in collaboration with the University of Zambia.

Name of Supervisor AUSTIN MUMBA CHEYEKA

Date 13/01/2017

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form or any means, electronic recording, mechanical photocopying or otherwise without permission in writing from the author or the University of Zambia or Zimbabwe Open University.

DEDICATION

This research study is dedicated to mum Mary Mubanga Kabwe Malama, mama Ireen Mileji, my late father and mother. My Husband (Joseph Mileji) and my Children (Ngawa, Pauline, Kaumba, Likanda and Ngosa).

ACKNOWLEDGEMENT

This study would not have been a reality without the support and encouragement given by various people and institutions whose contributions I feel strongly indebted to. I would like to begin by thanking my able Supervisor, Prof. Austin Cheyeka for his effort and dedication to see me produce this academic piece of work. I am also greatly indebted to my lecturers; Mrs Josephine Sakala, Mrs. Sunshine Sifwa and Dr. Gift Masaiti for their tireless efforts to make sure that I succeed in academic life. Special thanks go to my friends Magasu Oliver, Kazembe Josenta and Mileji Pauline whose support and encouragement motivated me to do this study. Finally, I thank the lecturers at Zambia Institute of Special Education (ZAMISE), the teachers and pupils at Munali Special Unit for their co-operation and to some extent tolerance enabled me to carry out this research.

Table of Contents

Chapter One	1
1.0 Overview	1
1.1 Background To The Study.....	1
1.2 Problem Statement	5
1.3 Purpose Of The Study	5
1.4 Objectives Of The Study	5
1.5 Research Questions	5
1.6 Significance Of The Study	6
1.7 Limitations Of The Study	6
1.8 Theoretical Framework	6
1.9 Operational Definitions	7
1.10 Summary Of The Chapter.....	8
Chapter Two.....	9
Literature Review	9
2.0 Overview	9
2.1 Meaning Of School Dropout	9
2.4 Factors Associated With Deaf Pupils Dropping Out Of School.....	17
2.5 Attitudes Of Both Teachers And Hearing Pupils Causing Deaf Drop Out In Zambia ..	20
2.6 Challenges On The Roles Of The School Management Teams	22
2.6 Measures Put In Place In Order To Overcome These Challenges In Zambia.....	24
2.8 Role Of School Management.....	26
2.9 Strategies The School Managers May Implement To Increase Students Retention	27
2.10 Policies To Prevent School Dropout	30
2.11 Summary Of The Chapter.....	31
Chapter Three.....	32
Methodology	32
3.0 Overview	32
3.1 Research Design.....	32
3.2 Target Population.....	32
3.3 Sample	33
3.4 Sampling Procedure	33
3.5 Data Collection Instruments	33
3.6 Data Colletion Procedure	35

3.7 Data Analysis35

3.8 Ethical Considerations.....35

Presentation Of Results.....37

4.0 Overview37

4.1 Attitudes Of School Managers Towards The Deaf Pupils37

4.2 Reasons Behind Deaf Dropouts On The Part Of School Managers.42

4.3 Challenges In Fighting High School Dropouts Of The Deaf?.....44

Chapter Five.....47

Discussion Of Findings.....47

5.0 Overview47

5.1 Attitudes Of School Managers Towards The Deaf.....47

5.2 Establishing The Reasons Behind Deaf Dropout.....48

5.3 Challenges In Fighting High School Dropout Rates Of The Deaf48

Chapter Six.....51

Conclusion And Recommendations51

6.0 Overview51

6.1 Conclusion51

6.2 Recommendations.....53

6.3 Suggestion For Further Research.....54

References.....55

Appendix I: Time Schedule64

Appendix: Research Budget.....65

ABSTRACT

This study is an exploration of the role of school managers in mitigating high dropout rates of deaf pupils. The objectives of the study were: to identify the attitudes of school managers towards the deaf pupils, to establish the reasons behind high deaf dropouts from the perspective of school managers and to identify the challenges faced by school managers in addressing high dropout rates of the deaf. This study was qualitative and used a case study as a research design. A purposive sampling technique was used which targeted the deaf pupils, teachers of the deaf and school managers. Data was collected using semi-structured interviews for the teachers and school manager, questionnaires for the deaf pupils and an observation schedule, and this data was analysed using thematic analysis. The major findings are that school managers did not take keen interest in the welfare of the deaf pupils and hence contributing to high dropout rates of the deaf pupils. Three main factors were identified to influence school dropout rate these are; family background, pupils behaviour and negative experiences in school. The major challenges faced by school managers are lack of appropriate teaching and learning materials, negative attitude or behaviour by pupils and lack of interaction between school managers and parents. Basing on the research findings, the study recommends to school managers that parents, community and teachers should work together to enhance pupils retention, pupils must be actively engaged in both formal and informal school activities, parental involvement in the education of their child should be encouraged by the school management and schools should develop initiatives to motivate pupils to attend school. There is need in future for a research to be conducted at national level, preferably comparing the high dropouts of the deaf in others schools in Zambia with the aim of addressing the problem holistically.

Key words: explore, deaf, mitigation, dropout.

CHAPTER ONE

1.0 OVERVIEW

This chapter contextualises the background and the statement of the problem from the global to the regional level. The chapter has also contextualised the purpose of the study, objectives of the study, research objectives, research question, significance of the study, delimitations of the study, limitations of the study and last but not the least the operational definition of key terms.

1.1 BACKGROUND TO THE STUDY

According to Serpell and Mbewe (1990), the development of deaf education in Zambia started at Magwero School for the Deaf in Eastern Province in the 1950s. Deaf children were picked up by missionaries from the neighbourhood of Magwero mission station on both sides of the Zambia/Malawi border. This marked the beginning of education for the deaf and a decree was later on made in 1971 concerning special education in Zambia. By 1995 there were 28 special education institutions and 51 special education units at the primary level. Generally, only a small percentage of the physically and mentally impaired children were catered for in schools (MOE 1996).

According to a report by UNESCO (1991), the dropout phenomenon of the deaf is a world-wide problem associated with the process of development in any society whether such society is a developing or developed nation. The issue of school dropouts includes students who are deaf. On a global context, studies have been conducted to ascertain the reasons for the increase of cases of deaf pupils dropping out of school.

Though many studies have been done on the reasons for school dropouts, studies on deaf students' dropouts are quite limited. Peterson (2005) noted that dropout rate among students with special needs in Nigeria is hardly reported; he further reported that 29 states did not report dropout rates for

students with disabilities. Klare (2004) reported that 28% of students with disabilities in Nigeria who left school did so by dropping out of school and concluded that students with disabilities drop out of school at twice the rate of general students and this includes deaf pupils. The U.S. Department (1996: 14) in its Eighth Annual Report to Congress observed that “although many youths with handicaps may graduate from school when they are as young as 17 many others exit prior to the completion of the secondary program.”

Among the studies conducted on disabled pupils who drop out of school are those of pupils with hearing problems. Studies conducted in numerous schools of the deaf in the USA indicate that there is an increase of pupil drop out due to unskilled teachers and lack of learning facilities. Dew (1999) observed that an estimated 2,000 deaf and hard-of-hearing students annually exit the public schools because they read at very low levels, achieve in maths and reading and other subjects at low levels in second to fourth grade, and/or have a secondary disability.

According to UNESCO (2003), more than one-third of children with hearing impairments entering the first grade in many Asian countries fail to reach the end of the primary which is cycle 4. Many educators such as Dew (1999), Mete (2008) and others believe that the high drop-out rates reflect learning problems that must be resolved by the child and family. The cause of these high drop-out rates may, however, equally be linked closely to poor educational provision and low teaching and assessment standards that can be solved only by the teachers, the school, the community and the educational system working together as a whole. Mete (2008) in his study of Eastern Europe observed that as the pace towards universal primary education mounts, the hearing impaired represents an increasingly large number of students who are already enrolled, but not progressing in primary schools. They are often at risk of dropping out because of poverty, hunger, malnutrition, environmental or cultural reasons and because of minor impairments that impede their performance. Often, they are at risk because the school does not perceive and respond to their needs.

Some of the pupils with hearing impairment have turned out to be drunkards and beg for money on the streets and still many of them were dropping out of school in huge numbers (Kalabula, 1998). According to the Zambia Ministry of Finance Census Report 2000, there are about 256,000 disabled people in Zambia. Out of this number, 6.2% were deaf. This translates into about 15,915 while 12.4% are hard of hearing translating into about 31,830. This means that the estimated number of the deaf and hearing impaired people in Zambia in 2000 was 47,745. Available data from the Ministry of Finance Census Report (2000) also shows that people who are deaf are among the least educated people in Zambia. One of the reasons for this is that most deaf pupils in the country leave school without completing their studies. This is because the education system for the deaf in Zambia is not conducive in terms of facilities and availability of special needs teachers. This and people's negative attitudes towards the deaf pupils have a huge impact on them, leading to high dropout rates.

Most of the African countries also have huge numbers of disabled pupils dropping out of school due to several factors. Studies conducted in Nigeria, show that although there are no statistics to reflect dropout rates among students with disabilities, a cursory look at the rate of those with hearing impairment was alarming and disturbing. This is according to Akinpelu (1997) who observed that despite the effort of the Nigerian government to provide education for persons with disabilities at institutions of higher education, few of them availed themselves to this opportunity and complete high school which in turn provided some of them with an opportunity to reach university level. The opposite was true for most deaf pupils who are enrolled; they tended to drop out of school prior to finishing school.

Wakumelo (2007) asserts that the number of special education units might have increased from 1995 but there were no new statistics on the numbers of special schools and units either on the national or Lusaka district level. Kalabula (1998) observed that the increasing population of the deaf was not catered for in the education sector due to lack of schools. Furthermore, Kalabula (1998) observed that most areas in Zambia were lacking special schools for children with special needs and urged

school managers to put this matter into consideration so that the deaf can contribute to national development. Kalabula (1998) further reported that most of the deaf fail to continue with their studies due to lack of sponsorship. This lead to some entering early marriages and forgetting about school altogether. Wakumelo (2007) observed that those who fail to attend Munali are either re-enrolled at the basic schools to repeat classes or are lost back into the community with no hope of furthering their education. It appears that most of the deaf pupils who have had an opportunity to attain education did not reach up to grade twelve and were working as carpenters, shoe makers and repairers (Kalabula, 1998). Whether this is still the case today is what this study will establish.

The role of school management is to ensure that pupils in these units of the deaf receive adequate guidance and counselling services as indicated in the Ministry of Education policy document '*Educating Our Future*'. This document states that " a core set of life-skills for the promotion of the health and well-being of pupils includes decision-making, problem-solving, creative-thinking, critical thinking, effective, communication, interpersonal relationship, self-awareness, stress and anxiety management, coping with pressure, self-esteem and confidence" (Ministry of Education, 1996: 43). However, it appears this is not the case for the deaf pupils in the Zambian special schools for the deaf. According to reports from the Ministry of Education and studies on guidance and counselling services in most Zambian special units, both school counsellors and pupils encounter a lot of challenges. Phiri (2005) found that although guidance and counselling services were provided in schools for the deaf, there were a lot of challenges encountered by the school managers and learners. One of the challenges included the need to train and orient managers in guidance and counselling services. There is a marked absence of attention given to some of the pupils' problems and guidance and counselling services available to pupils who are deaf. However, there are many factors which constrain the ability of school management to provide counselling services to pupils. If the constraints are not overcome learners will continue having their problems unattended to (Capey, 1997).

1.2 PROBLEM STATEMENT

Despite the efforts by the Ministry of Education to ensure that pupils in schools including those in special units of the deaf succeed in academic life, many deaf pupils dropout of school. The researcher aimed at exploring the role the school managers play in mitigating the high school dropout of the deaf.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to explore the role of school managers in mitigating high dropout rates of deaf pupils.

1.4 OBJECTIVES OF THE STUDY

GENERAL OBJECTIVE

- To explore the role of school managers in mitigating high dropout rates of deaf pupils.

SPECIFIC OBJECTIVES

- To identify the attitudes of school managers towards the deaf pupils.
- To establish the reasons behind deaf dropouts from school managers' perspective.
- To identify the challenges faced by school managers in addressing high dropout rates of the deaf.

1.5 RESEARCH QUESTIONS

The study seeks to answer the following questions;

- What are the attitudes of school managers towards the deaf pupils?
- What are the reasons behind the high deaf dropouts from of school management's perspective?
- What are the challenges faced by school managers in addressing high school dropouts of the deaf?

1.6 SIGNIFICANCE OF THE STUDY

The study is important because it may generate knowledge regarding the dynamics associated with deaf pupils dropping out of school for education administrators, teachers, parents and the whole country at large. The findings of the study may also help the school management at Munali Special Unit and other special units to come up with workable measures to reduce the high dropout rates of the pupils who are deaf.

1.7 LIMITATIONS OF THE STUDY

The study was only conducted at Munali Special Unit for the deaf. Hence, the findings may not be generalized to other special units in Zambia.

1.8 THEORETICAL FRAMEWORK

The study was guided by Sammons' theory of an effective school. It is theorized that the first attribute of an effective school is that it should have a clear school vision (Ribbins and Burrige, 1994). This entails that school managers should clearly spell out what the school intends to achieve. The second attribute of an effective school is that such a school should have good and highly professional leadership. What Sammon means here is that the school managers should be well qualified and experienced including being able to make decisions that would lead to the improvement of the school they are managing.

This theory identifies positive school climate as the third attribute of an effective school. Sammons further explains that a positive school environment does involve the availability of appropriate teaching and learning materials and competent and adequate teaching staff among other things: an atmosphere where teachers can interact freely professionally and share ideas without restrictions (Ribbins and Burrige, 1994).

The fourth attribute in this theory is the active parental involvement in school matters. Here, the theory suggests that school managers should use School Open Days as a way of encouraging parental participation in the school affairs.

The last and fifth attribute in this theory is that an effective school should have a systematic assessment and evaluation procedure of learners' work and that the school managers should also be highly motivated to both the teachers and learners (Ribbins and Burridge, 1994).

Contextualizing this theory, school managers need to come up with strategies to help the deaf pupils realize that they are capable of exceling in their academic life. This can be done by the school managers ensuring that deaf pupils are clearly guided and always motivated. On the part of the school managers, this involves planning for the school in terms of ensuring availability of teaching and learning materials and also making sure that qualified teachers to handle the deaf are always available. Furthermore, this theory suggests that school managers should be in constant contact with parents of these deaf pupils in order to ensure that they share experiences and effectively plan for them by complimenting each other's knowledge about their needs.

1.9 OPERATIONAL DEFINITIONS

Disability: A restriction or lack of ability to perform an activity within the range considered normal for human beings.

Deafness: inability to interpret and perceive sound.

Hard of hearing: Not able to hear well.

Hearing impairment or Hearing loss: Partial or total inability to hear.

Dropping out: Failing to proceed or continue doing something.

Special education: Education offered to people with disabilities.

Special education unit: a school class or a set of classes attached to a regular or basic school, which are meant for children with special educational needs.

1.10 SUMMARY OF THE CHAPTER

This chapter has provided the background to the study. The chapter has also outlined the problem statement, the purpose of the study, objectives which are split into general and specific objectives. It has also provided research questions, significance of the study, delimitations and limitations have also been considered. The chapter has further provided the theoretical framework and concludes by providing the operational definitions which have particular meaning in relation to the study. The next chapter provides the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 OVERVIEW

This chapter reviews literature by different scholars relevant to the study. It presents the meaning of school dropout, a history of special education in the USA, an understanding of deaf education, factors associated with deaf pupils dropping out of school, attitudes of both the teachers and hearing pupils causing the deaf pupils to drop out of school. The chapter further provides some appropriate measures and policies that can be put in place by school management in order to overcome these challenges faced by deaf pupils.

2.1 Meaning of School Dropout

There is a debate with regard to the meaning of school dropout. Some authors describe school dropout as students leaving school without completing studies without intention of returning (Ramirez & Carpenter, 2008), while others describe it as the withdrawal of students before completing a course of instruction or a grade in a given school year (Seidman, 2005; Department of Basic Education, 2011). Botswana Education Statistics report (2012) refers to school dropouts as students who dropout during January to December of the previous year. The impression given by the above definitions is that the students who leave school for a year and then re-enter cease to be called dropouts. So the definition of school dropout differs from one context to the other. This is affirmed by Molosiwa and Moswela (2012) who contend that the definition of school dropout is determined by reports of the learner's missing from school. School dropout as used in this study refers to students who leave schooling without the intention of returning to school before completing whichever grades they were enrolled for. Hunt (2008) sees dropout as a process rather than an event and is caused by more than one proximate. Literature reviewed in this study shows that there are

three main factors which influence school dropout. These factors may be associated with family background, students' behaviour and those related to individual experience in schools (Rumberger & Lim, 2008; Sabates *et al*, 2010). Amongst factors related to the family include poverty, single-parent families, parents' educational attainment, parental support, parents' attitudes to schooling, marriage and family mobility. The individual experience relates to factors such as poor academic achievement, level of resources, size of the school, uncaring teachers, academic motivation and disciplinary problems (Ramirez & Carpenter, 2008; Ramsdal *et al*, 2013). Those related to student behaviour include truancy, absenteeism, desertion, alcohol and substance abuse, bullying and low level of academic motivation

2.2 Understanding deaf or hard hearing Education

According to Luckner and Denzin (1998), special education in the United States began with the opening of the American Asylum for the Education of the Deaf and Dumb (now the American School for the Deaf) on April 15, 1817 in Hartford, Connecticut. The first teacher of students who were deaf was a deaf man named Laurent Clerc. The school provided an education for students from Connecticut as well as some of the other New England states and also assisted in the establishment of other schools for students who were deaf throughout the country. The school provided training in English grammar, reading, writing, mathematics, religion, and rules of conduct (Moore, 2001). It was also one of the first schools to provide vocational education. All instruction was conducted in sign language.

Prior to the opening of the school and ever since, there have been a variety of points of view about how individuals who are deaf should learn to communicate. Debate about whether to use natural sign language, speech, signs in English word order, created sign systems, or how to integrate speech, speech reading and auditory training with sign has been consistent and ongoing. Professionals in the field of deafness, family members and individuals with a hearing loss consistently have been

reconciling the differences in each of these perspectives and determining how to proceed. A second long-standing and often debated matter is how people who are deaf should be perceived and treated? While hearing loss has always been part of the human condition, people who can hear have demonstrated divergent reactions to deafness. Many pursued a cure for deafness. Others believed that deaf individuals were inferior to their hearing peers and were in need of salvation. Some have felt pity and taken care of them. Some have viewed deafness from a perspective of social/cultural difference and treated individuals who were deaf as equals (Moore, 2001).

The unique talents and contributions that many deaf people have made to society have inspired others. While the questions of how to promote the communication skills of individuals who are deaf and how deafness is viewed may be considered as the most controversial subjects in the field of education, there are a variety of other issues that have consumed the attention of education professionals and families. From this brief introduction, it is clear that the field of education of students who are deaf or hard of hearing has a long history filled with diverse viewpoints and many unanswered questions (Moore, 2001). However, the purpose of this paper is to identify the role of school managers in mitigating high school dropout of the deaf in Zambia.

2.2.1 Heterogeneity of the Population – The population of individuals who are deaf or hard of hearing is very diverse worldwide. Hearing losses range from mild through profound. Many individuals are born with a hearing loss, yet a large percentage acquire their hearing loss between the ages of 0 to 3. Approximately 45 percent use speech and residual hearing as their primary mode of communication, 49 percent use speech and sign, and about 6 percent use sign only (Gallaudet Research Institute, 2001). Roughly, 33 percent have a disability in addition to a hearing loss. The majority of students attend regular schools, while about 20 percent attend special schools. The racial/ethnic backgrounds of individuals who are deaf or hard of hearing also vary in a manner similar to the racial/ethnic backgrounds of individuals who are hearing.

2.2.2 Emotional Perspectives – As far back as recorded history the topic of how best to educate individuals who are deaf or hard of hearing has been a controversial, and emotionally laden topic. As noted in the previous sub-heading, disagreement about what mode of communication to use, where to educate a child who is deaf or hard of hearing, and what are the best methods to use to teach children with a hearing loss have been ongoing sources of controversy. Understanding the differences of perspective and the heterogeneity of the population can assist us in working through the strong emotions that occasionally accompany an individual's message (Luckner, Schaverman & Robbi, 1994).

2.2.3 Early Identification and New-born Hearing Screening – The technology to assist in the identification of a hearing loss in infants is improving rapidly. Universal new-born hearing screening allows families and professionals to identify infants with a hearing loss before these children leave the hospital. Currently, 36 states plus the District of Columbia have mandated a routine hearing screen for all infants before they are discharged from the hospital (Yoshinaga-Itano, 2000). A variety of studies have demonstrated the benefits of early identification and intervention on early language, academic, and social emotional development (Yoshinagaltano, Sedey, Coulter & Mehl, 1998).

2.2.4 Early Intervention – Children who are deaf or hard of hearing are at a high risk for delays in communication and language development, poor academic achievement, delays in critical thinking skills and problems with social and emotional development because of the central role that language plays in these essential areas. As a result, most professionals in the field of education strongly feel that early intervention enhances the development of children with a hearing loss (Arehart & Yoshinagaltano, 1999) based on the work of researchers who have demonstrated that early-identified children who are deaf or hard of hearing have significantly better language, speech, and social emotional outcomes than children and families who do not receive the services (Calderon & Naidu, 2000)

2.2.5 Family Involvement – The inability of children who are deaf or hard of hearing to understand their parents' spoken communication hinders the parent – child relationship (Marschark, 1997). Researchers suggest that positive parent-child interaction is a very good predictor of linguistic development (Calderon & Naidu, 2000, Moeller, 2000; Pressman, Pipp-Siegel, Yoshinaga-Itano & Deas, 1999). Consequently, it is beneficial to help parents to develop skills that will form the foundation of good communication with their children.

2.2.6 Communication – Communication refers to the process of sharing ideas and information. It is a process that is essential, and many say innate, for all human beings (Owens, 2001). One of the most difficult decisions that a family with a child who is deaf or hard of hearing makes is choosing a communication method. Yet, researchers suggest that early communication development is positively related to language learning, and in turn a variety of other important developmental areas (Calderon & Naidu, 2000). The question of which communication method to use began as an oral versus manual controversy. Yet, over time this matter has evolved to include questions such as the use of invented sign systems, whether or not to simultaneously speak and sign, the use or lack of use of technology, and whether or not to allow students to view the lips of people speaking to them.

2.2.7 Critical Mass – Having a sufficient number of students who are deaf or hard of hearing, an adequate number of teachers and support personnel who have training and experience in working with students who are deaf or hard of hearing, and appropriate curricular resources focused on the needs of students who are deaf or hard of hearing are considered important for establishing effective educational programs for students with a hearing loss (Luetke-Stahlman & Luckner, 1991). Critical mass has been operationally redefined to mean students who are deaf or hard of hearing should be educated in their local public schools with their hearing peers. This shift in perspective has not met with universal acceptance (Siegel, 2000).

2.2.8 Friendships – People of every age view friendships as a vital part of their lives. The concept of friendship means having someone to spend time with, to learn from, to teach, to nurture and to be nurtured by. While families provide much that friends cannot, companions of the same or similar age broaden the experiences of children and youth, helping them stretch and grow beyond the family. Communication problems and differences in modes of communication often adversely impact the ability of students who are deaf or hard of hearing to develop friendships (Luckner, Schauermaun & Robb, 1994).

2.2.9 Literacy – There is no single definition of literacy. However, when most people talk about literacy they refer to the ability of an individual to read and write. Researchers in these areas have consistently demonstrated that many individuals who are deaf or hard of hearing are able to acquire the skills to access and use print. Conversely, many students who are deaf or hard of hearing have significant problems in this area (Traxler, 2000). These challenges impact students' ability to master content subject material, learn independently, and use technology.

2.2.10 Placement – The opening of the American School for the Deaf was followed by the inception of other residential schools for deaf students across the United States. Many of those schools were established in areas away from the major population centres. For more than a century residential schools and a few day schools were the only educational options available for students who were deaf. In 1975, Public Law 94-142: The Education of All Handicapped Children Act was passed, and a variety of educational options for children with a hearing loss became available. The pros and cons of each option continue to be debated. Currently, the U.S. Department of Education defines six educational placements for students with disabilities. This range of options is needed because individual children require different levels of support based on their unique needs. Currently, the majority of students who are deaf or hard of hearing receive all or part of their education in general education classrooms (Holden-Pitt & Diz, 1998). Whether called mainstreaming or inclusion, integration of students who are deaf or hard of hearing has been a source of controversy (Nowell &

Innes, 1997). While many people see the advantages of receiving an education in the general education classroom, many professionals, families and deaf adults are concerned that this type of placement cannot meet the educational, social, emotional, or cultural needs of all students who are deaf or hard of hearing (Snider, 1995).

2.2.11 Educational Outcomes - there are many successful individuals who are deaf or hard of hearing who are performing on or above grade level (Luckner & Muir, 2001). Yet, the overall performance of students who are deaf or hard of hearing is typically far below this. Traxler (2000), in a summary of achievement data for the 9th edition of the Stanford Achievement Test for students who are deaf or hard of hearing in America indicated that the median grade level for 18-year-old students in reading comprehension was just below the 4th grade. She also reported median grade level scores of 4th grade for vocabulary, 5th grade for problem solving and just below 6th grade in mathematics for 18-year-old students who are deaf or hard of hearing. Similar disappointing academic achievement results were noted by Schildroth and Hotto (1993), who indicated that students who are deaf or hard of hearing achieved an average grade level of 4.5 in reading by age 17, and by Allen (1986) who found that students who are deaf or hard of hearing had a median grade level range of 2.9 to 3.2 for reading comprehension and 7.0 to 7.5 for arithmetic computation in their last year of high school.

2.2.12 Career Outcomes - the impact of limited academic progress is most evident when the occupational outcomes for individuals who are deaf or hard of hearing are examined. Currently, large numbers of youth who are deaf or hard of hearing receive. While the exact figures vary from study to study, collectively researchers report that the manner in which students who are deaf or hard of hearing are prepared for the world of work is unsatisfactory (Bullis, Bull, Johnson, & Peters, 1995). For example, in a national follow-up study, Macleod-Gallinger (1992) reported that 53 percent of the respondents were unemployed one year after graduation.

2.2.13 Curriculum Focus – Individuals’ perspectives of hearing loss influence what they think should be taught to students who are deaf or hard of hearing. Currently, there is general consensus that, to the greatest extent possible, the curriculum for students who are deaf or hard of hearing should be the same as that of hearing students (Moore, 2001). Yet, the question of what specialized skills should also be included in deaf students’ plan of study needs to be answered. Specific areas of study that are often included in students’ programs of study include: receptive and expressive language development, speech development, auditory training, Deaf culture, emotional development, social skills training, sexuality education, independent learning skills, reading strategy instruction, self-advocacy training, daily living skills, career awareness, and infusion of multicultural issues.

2.2.14 Adaptations – There is a national movement for higher educational standards and greater accountability for all students. Simultaneously, the number of students who are deaf or hard of hearing who receive significant proportions of their education in general education classrooms has increased (Holden-Pitt & Diaz, 1998). Specific adaptations need to be implemented in those general education settings so that students who are deaf or hard of hearing in America are able to learn, participate, and demonstrate what they are capable of doing. The Colorado Department of Education (1995) suggested that there are two types of adaptations. The first is called accommodations. Accommodations do not significantly change the instructional level, content, or performance criteria. Changes in process are made to provide a student with equal access to learning and results. The second type of adaptation is called a modification. Modifications substantially change what students are expected to learn and demonstrate. Modifications change the course objectives, assessment content, grading process, and possibly the type of diploma earned. Examples of adaptations that can be used with students who are deaf or hard of hearing can be found in Luckner and Denzin (1998).

2.2.15 Quantity and Quality of Personnel – A necessary prerequisite for the provision of quality educational services for students who are deaf or hard of hearing is to have an appropriate number of qualified teachers available to serve them. A variety of sources indicate that projected demand for

teachers of students who are deaf or hard of hearing exceeds the available supply. The need for properly trained and licensed teachers of students who are deaf or hard of hearing exists in all geographical regions of the United States (American Association for Employment in Education, 2002).

2.2.16 Administrative Support – Support from principals and special education administrators for teachers and families has strong direct and indirect effects on the quality of education that a child receives (Gersten, Keating, Yovanoff, & Harniss, 2001). Administrators set the tone of a school’s culture, influence how services for students with a hearing loss are provided, mediate disputes, shape attitudes about family involvement in a child’s education, and determine the types of professional development that are provided for teachers (ibid).

2.2.17 Well-Functioning Teams – The Individuals with Disabilities Education Act (IDEA, 1997) mandates team decision making for assessment, placement and transition planning processes. Yet, researchers suggest that true collaboration and consultation among professionals and families is rare (Fuchs & Fuchs, 1996; Turnbull & Turnbull, 2001). For increased collaborative decision making and problem solving to occur, greater attention needs to be provided to help professionals and families learn to communicate and develop reliable partnerships.

2.3 Factors Associated with Deaf Pupils Dropping Out of School.

Poverty as one of the family factors is seen by Hunt (2008) as a multifaceted concept which encompasses social, economic and political elements. It is a condition which can lower the individual self-esteem and makes him/her vulnerable. Adverse poverty can impact negatively on the students’ willingness to continue or drop out of school. Children from low-income families especially vulnerable and marginalised, are likely to drop out of school than those from families with more resources (Hunt, 2008; Rumberger & Lim, 2008). These students are unable to pay cost of school activities such as school uniform, development levy and educational trips. This increases pressure on

the students to look for a job and earn income for the school activities and for their families. The alternative solution is to leave schooling. In some African societies the girls are forced into early marriage to boost the family's income. In such marriages it is a custom that the bridegroom pays a certain amount of money or beasts as *lobola*. *Lobola* is a certain number of cattle or amount of money paid to the bride's family by the prospective husband. This in a way alleviates families from poverty. Molosiwa and Moswela (2012) affirm that "girls from economically disadvantaged families willingly or unwillingly get into relationships expecting monetary benefit" (p.270). This goes hand in hand with parents' attitude towards education. Once the parents do not see the value of education, they then treat education as a waste of time. This normally happens in families who have not gone to school and do not have any educational qualification. The support given to students will be minimal and students will be encouraged to drop out of school. Therefore, students without adequate resources in terms of parental education are likely to drop out as opposed to those with adequate resources. The individual experiences in school have been proven to be another cause of students drop out.

Poor performance that results in students having to repeat a grade and mix with pupils of mixed abilities creates a gateway for the repeaters. Normally teachers will concentrate on the high achievers and care less for the low achievers. In some cases, the low achievers are ridiculed and given funny names. Under such hostile environment pupils have little choice but decide to leave school. Another factor is academic a motivation. Pupils' lack of motivation in academic affairs can have a positive impact on dropout. No matter how much effort teachers put on the pupils to improve their learning and if such pupils are not motivated it just hitting on a hard rock. Ramsdal *et al*, (2013) posit that academic a motivation seems to be a prominent problem for numerous high school students.

Furjer (2008) affirms that dropout in America is sometimes pupils being bored and seeing no connection between academic life and real life. Another factor is school policies and practices. Pupils will continue with school if the school policies and practices are child-friendly, caring, provide safety

and encourage both academic and social engagement. An unruly school atmosphere makes students feel unsafe and are likely not to be committed to school activities. The safest place will be home, hence the decision to drop out of school.

Waner, Newman, Cameto, Levine and Garza (2006), state that, a number of deaf children find it hard to continue going to school because they lack self-acceptance. They have failed to accept their condition and in many instances undermine their competence this consequently makes them think it is impossible to progress with education. In such instances they need counselling, motivation and encouragement from their parents, teachers and peers but the lack of these makes them to resort to dropping out of school.

In the United States, a report to Congress on the Implementation of the Individuals with Disabilities Education Act (2006) observed that the deaf pupils enter schools without being prepared personally, this cause them to drop out of school. Generally deaf pupils who decided to leave school are those who became impaired during adolescent due to disease or accidents and may feel frustrated to learn sign language or may not learn fluently because of unskilled teachers and may not even be able to read lips when people are talking. Furthermore, deaf pupils who grow up in a family where their parents do not know how to sign and have not had the privilege to attain pre-school, have difficulties when learning because they are not acquainted with the gestures made at school and this becomes worse if they lack a skilled special teacher. Hence, they become functionally illiterate and unable to read, write and calculate. They decide to leave school because they are not progressing in the attainment of the new language. Other pupils drop out of school because their parents find it costly to pay for their school fees due to economic barriers such as unemployment and poverty.

2.4 Attitudes of both teachers and hearing pupils causing deaf pupils to drop out of School in Zambia

In Zambia, Kelly (1991) reported that children with disabilities especially girls were victims of poverty. Their parents in most cases were poor and had to struggle to feed and clothe them and paying school fees was hard for such parents. Pupils who are hard of hearing in many instances need hearing aids which will enable them to hear sound as it is amplified by the device but these devices are expensive and parents cannot afford them hence pupils find it hard to communicate with people because they are not skilled in sign language and cannot hear clearly. Moreover, Mitchel (2005) states that segregated or special education systems have traditionally constituted education provisioning for children with disabilities. However, they are costly and largely urban centric denying educational and social inclusion opportunities to the majority of children with disabilities in rural and semi-urban areas, and have generally been less effective than properly planned inclusive education. This fact causes parents to fail to raise school fees for their children who are already in schools. Also distance is another factor because there are few schools in most regions causing pupils to walk long distances, this frustrates them and they become exhausted when they reach school and fail to concentrate in class hence they end up leaving school without completing. Low socio economy results to children having poor health and being under nourished causing them to obtain low marks and they may go to school hungry and not pay attention in class.

Kelly (1991) reported that the amount of money spent on education in Zambia had been declining substantially in real terms to the point that education could account about 2.5% of the Gross Product (GDP) compared to 5 to 6% in the mid-1980s. Hence due to this schools for the deaf lack provision of appropriate education for deaf pupils because of inadequate funding to schools by the government, The schools have inadequate learning resources, and teachers who are not fully equipped with skills such as sign language to teach deaf pupils. Also there are a few schools and this result to classes being crowded with a lot of pupils such that the teacher is unable to attend to learners individually.

Furthermore, Policy Guidelines on Inclusion in Education (2009) states that in classes where information is not delivered in the most appropriate mode such as sign language, and teaching materials are not available in alternative formats due to the curricula and teaching methods being rigid. Assessment and evaluation systems are often focused on academic performance rather than individual progress of deaf pupils and therefore if the curriculum is rigid this can be restrictive for children because they have not been able to assimilate fully the information they were taught hence, they are at risk of dropping out of school.

Generally, society has negative views regarding disabled people and the deaf are among them who are affected academically to the extent of dropping out of school. In Kenya for instance, the Global Deaf Connections (2010), reported that there were over 14,000 children with hearing impairments. Only a small percentage of these children attend schools receiving limited resources because of the stereotypes that deaf education is a waste of time and money and deaf people will never become productive members in society, because of this parents are discouraged as well and do not make an attempt to take their children to school or stop showing interest in their children's education.

Pupils have shown that teacher expectations about the abilities of deaf students influence the way they achieve in classrooms. When teachers expect less or do not encourage full participation in the classroom, this can result in learned helplessness and dependency (Antia, Stinson & Gaustad, 2002). Teachers may portray such attitudes due to often having lower academic qualification such as those who only obtained certificates in special education resulting to them not having enough knowledge concerning the needs of the pupils. Sari (2007) argues further that when teachers become more knowledgeable about the needs of deaf students, their attitudes and expectations are generally more positive, leading to better outcomes for the students. In other instances, teachers may have negative attitudes and lower expectations towards their pupils' academic achievement because they may probably have no passion to teach and hence pupils may decide to leave school.

It is the responsibility of the teachers to work towards meeting the needs of all pupils in their classroom. Their views and attitudes towards meeting the needs of persons with disabilities constitute very important factors which have a very great effect on how they carry out their duties (Jobe, Rust & Brissie, 1996). Teachers' attitudes concerning inclusive education has an impact on the pupils in the classroom if the attitude is tentative concerning teaching disabled people and then little attention will be offered to them. Researchers in the USA found differences in teachers' attitudes and support of inclusion. A study conducted by Ringlaben and Prince (1981) on 107 regular education teachers in Wisconsin showed that 4% of the teachers had positive views, 8% had negative and the rest were not sure. Hence if teachers with negative attitudes were to be allocated in classes of deaf and hearing pupils they will not provide the needs of the deaf pupils as much as they would the hearing pupils and this may cause deaf pupils to lag behind academically and feel inferior and not accepted and end up leaving school.

Ledeberg, et al (1987) observed that the most common pattern of friendship for the deaf children was sporadic. This is the kind of play in which occasional and positive interaction was often through parallel play. Though this indicates that deaf pupils were just as capable of positive interactions with peers as hearing pupils, these positive interactions led to them being a preferred peer in significantly fewer cases mostly because of communication difficulties. The instability in deaf children's friendship with the hearing children may be a cause for concern because a possible source of unstable friendship may arise as a result of lack of understanding in the differing languages and this may cause the deaf to be viewed as inferior. In other instances, the deaf may be bullied at school and called all sorts of names because of the inability to use verbal language.

2.5 Challenges on the Roles of the School Management Teams

The work of school leaders nowadays is more complex than ever before. They are expected to perform managerial and instructional roles. By virtue of their positions the school managers oversee

all activities taking place in a school and become accountable to activities within the school compound. The core business of school managers is the success of the school by making teaching and learning more effective (Strauss, 2013). The Botswana minister for Education and Skill Development, Moitoi-Venson (2014) emphasising the role of school leadership said “success of education is highly reliant on management skills of head teachers” (p.1) It is in the best interest of the school management teams to be trusted, respected and praised by the community they serve. The community expects more than anything else the school management to produce high academic achievement and reputable moral ethos. If the school fails to sustain good academic performance and moral aptitudes the school management is bound to be underrated by those the school is accountable to. As alluded to, one of the causes of students’ dropout is poor academic performance. This implies that the school managers should play the role of an instructional leader. Instructional leadership involves setting goals, managing curriculum, allocating resources and evaluating teachers regularly to promote effective teaching and learning in the classroom.

According to Strauss (2013) instructional leadership behaviour has shown to be the most crucial role to improve teachers’ performance and students’ academic achievement. Knowing what happens in the classroom makes school managers to be innovative, visionary and perseverant.

In order for the school management teams to enhance retention they should be instructional leaders. Successful instructional leaders should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students’ performance (Strauss, 2013). Failure to become instructional leaders may seriously affect the retention role of school managers. The school environment is another factor which if not addressed can nullify the school management role of retention. It has been observed (Strauss, 2013) that the type of the school environment can force students to drop or remain in the school. The school managers by virtue of their position are expected to provide safety and friendly atmosphere. The school managers are loco-parentis and

students should be free to approach the management whenever they have a problem. The school policies should be child-friendly. Policies which are harsh and punitive are most likely to increase school dropout. In a school environment where students are cared for and are engaged in both academic and non-academic activities, this motivates them and encourages them to remain in school. The challenge here is that the school managers should play multipurpose roles. They should more often than not be parents, counsellors, arbitrators, educators, career advisors, nurses and colleagues. A change of roles by senior management teams may improve retention (Strauss, 2013).

2.6 Measures to overcome high dropout rates in Zambia.

According to Wakumelo (2009), as the deaf pupils are going through the conflict of lack of self-acceptance and are obtaining low marks, parents, teachers and peers can help motivate them and help them continue their education by encouraging them not to give up, offering them individualised lessons away from class, and parents can visit the school to find out why the child decides to be absent from school. There has to be National disability awareness in communities, school, places of work and hospitals to reduce the negative attitudes towards people with disabilities.

Mulonda (2013), states that various scholars have argued that Deaf children have a greater need to be taught Sign language, their mother language and all children who need a working language should receive it during the time when humans are primed to learn a language from birth to 3 years. Hence, there is need for deaf children to attain pre-school before going to primary school and this will help them to be able to read and have a future ability to process grammatical information. Furthermore, Walden University (2010), established that children with more innovative parents who attempt to learn a language available to their child such as American Sign Language generally develop language skills quicker than their peers with less involved families. Experts recommend that both parents and teachers should be sufficiently fluent in Sign language to assist their children or students to learn it. Hence the government should make sign language a compulsory subject in all schools to

enable hearing pupils and regular teachers in inclusive schools, parents and the society at large to be able to communicate with the Deaf effectively.

In Zambia, the issue of economic barriers, especially school failure to pay school fees has led to some vulnerable children from basic to tertiary level of education to benefit from bursary schemes by the government. Such a practice has to be consistent with the government policy on education. For instance, MoE (1996) states that government will disperse all direct educational costs for children with special educational needs and will provide bursaries for such individuals at all levels of education. Hence each government has to carry on with this policy so as to help deaf pupils attain education. There is also need to empower parents of children with disabilities by offering them carpentry and farming lessons so that they would meet the educational needs of their children since those in grades 8 – 12 and tertiary level of education pay school fees. Non-Governmental Organisations could also supplement government efforts by providing bursaries to deaf pupils in most schools.

Bennell and Akyeampong (2007) have indicated that teacher management at school level is crucial for teacher motivation and morale. Management of the whole education system affects teacher morale because most decisions that affect teachers are made outside the school with minimal involvement of direct teacher managers.

According to MoE (2002), community schools do not have strict qualification requirements for teachers and Government schools however require a qualification for teaching in special education. Hence, apart from institutions offering special education such as the Zambia Institute of Special Education (ZAMISE) and the University of Zambia (UNZA), there is need for the Government to build more institutions in all provinces of Zambia in order to train and provide an adequate number of special and regular teacher in special education. This will help teachers to be creative and use different modes of delivering information to the pupils. As Kalabula (2007) argues, an effective

teacher creates a number of situations to teach some concepts to learners with disabilities which includes deaf pupils. However, the concept of adapting instructional materials to hearing impaired learners during their lessons can be enhanced by way of using appropriate teaching aids such as significant numbers of visual aids, posters, sign language books, bright colours and applying innovative ideas. The creativity of the teacher is also important as it can make learning more interesting. To make teaching for teachers who graduate from these institutions more effective, there is need for the Government to design appropriate curricula and teaching materials that have been outlined as they are responsible for adapting the goals and the teaching methods in order to suit the pupils' strengths and weaknesses.

According to MoE (1996) the Government has to design appropriate support technology system such as hearing aids and audiograms, to provide adequate supervision of special education programmes and to prescribe specifications for special furniture, equipment, aids and infrastructure provision such as teachers houses and more schools in all provinces of the country in order to prevent pupils from overcrowding in classes, walking long distances or not being in schools at all as it is indicated that there are a few schools in Zambia in Lusaka. This was because there was only one high school and this was Munali secondary school and in Eastern province there was Magwero.

2.7 Role of School Management

Bennell and Akyeampong (2007) have indicated that school management is crucial for teacher motivation and morale of the learners. Management of the whole education system affects teacher morale because most decisions that affect teachers are made outside the school with minimal involvement of direct school managers. Thus there is need for school managers to involve teachers and hear their views concerning the activities going on in classrooms.

School managers should work in conjunction with parents, teachers and other school personnel and community agencies (Furger, 2008). Many developmental concepts that must be covered through a

comprehensive programme can be incorporated into other classroom studies, giving the school managers more opportunities for direct counselling, prevention, and remediation functions. In addition, comprehensive school counselling programme provide a range of services in order to address the needs of all students and in this case the deaf and this is what is making this study viable. School managers should strive to balance their time among all these services, based on the unique needs of their school community. By developing and providing a comprehensive school counselling plan, school managers can establish services and activities that allow them to spend most of their time providing direct services to the deaf as a way of mitigating the high school dropouts (Hughes, *et al*, 2013). This reflection of the role of school management in mitigating high school dropout of the deaf takes the center stage of this study.

School manager services help to make learning a positive experience for every learner. It is also important to understand that a classroom environment that is good for one pupil is not necessarily good for another. School managers facilitate communication among teachers, parents, administrators, and students to adapt the school's environment in the best interests of each individual learner and in this case, the deaf. School managers help individual school going children to make the most of their school experiences and prepare them for the future daily lives activities (UNESCO, 2000).

2.8 Strategies the School Managers may implement to Increase Students Retention

Students retention is one of the vital roles expected to be executed by school management teams. The teams are solely responsible to come up with strategies to motivate students to complete their grades. One of the strategies the school management teams may implement is monitoring students' school attendance (Mphale, 2014). Attendance problems such as truancy, absenteeism and desertion can be early signs of dropout. An emphasis on keeping daily class registers by school managers will deter unnecessary students' absence from school. Daily school attendance is a reflection of students' motivation to learn and a caring learning environment. Another strategy is involving parents in the

education of their children. Parents of students who normally drop out of school are likely to be those who have negative attitudes towards schooling, place little value to school attendance and those who are not involved in the school activities (Mphale, 2014).

Scholars in the area of education and disability such as Furger (2008) have opined that parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school. The most crucial practice would be school leadership creating a climate that will attract parents to participate in their children's learning. The argument by Furger (2008) is further illuminated by Hughes *et al* (2013) who observes that shared leadership promotes students learning and achievement, enhance school connectedness and reduce school dropout and increase retention. Precisely, the current study finds this inspirational and useful because developing programmes and activities within schools should be another strategy that school management teams should be engaged in. The school management teams should always be looking for ways to improve the student experience at school.

Engaging students in school programmes and activities will enhance commitment to their goals and that of the school. This will ultimately enhance their social and academic integration, and therefore promote retention. Furger (2008) affirms that boredom and disengagement are two key reasons why students stop attending class and end up dropping out of school. Being mindful of students' academic progress is another strategy. Poor academic performance may frustrate students to the extent that they develop a negative attitude towards a school. They may perceive the school setting as unsupportive and irrelevant. The school management teams may create an alternative learning atmosphere where mixed ability teaching is encouraged. The students will work in groups when they are given an assignment or topics for discussion. The intelligent students will help the low achievers to upgrade their grades and enhance their confidence.

Unprecedented economic and social changes have, over the years, changed the ways in which people manage their lives. Consequently, not all the lessons of the past can effectively deal with the challenges of modern times. Effective counselling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning skills, knowledge, and attitudes. The need for counselling in special schools has become paramount in order to promote the well-being of the child. Effective counselling should help to improve the self-image of the deaf pupils and facilitate achievement in life tasks. Counselling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation (UNESCO, 2000).

Mutie and Ndambuki (2002) reported that schools with effective counselling services improved in academic performance, self-advocacy and awareness, discipline and competitive attitude in most pupils with disabilities. In addition, the development of an effective system to ensure availability of assistive devices, financial support, good will and in-service training of counselors, enhanced counselling services and ultimately met the intended objectives of providing peer counselling.

Kayungwa (1999) states that in Zambia, the school managers can only begin to perceive the difficulties from the client's point of view by listening carefully, attentively and patiently and can help them to see things more clearly, possibly from a different perspective. Counselling is a way of enabling choice or change or of reducing confusion. In addition, counselling does not involve giving advice or directing a client to take a particular course of action. Counselors do not judge or exploit their clients in any way. For example, school counselors facilitate counselling in order to help the pupils in schools to choose or do what is good at the right time and place.

Egbochuku (2008) surveyed the quality of guidance and counselling services offered to learners in schools in sixteen (16) secondary schools comprising of four hundred and twenty (420) respondents in Edo state of Nigeria. The study revealed that the quality of counselling services and facilities were

significant predictors of learner adjustment and that the facilities such as finance, accommodation, bookshelves and tables with drawers, cupboard for storing pamphlets, time and psychological text material needed by the school counselor to carry out quality and effective counselling services in the school were inadequate. This negatively impacted the effective delivery of quality guidance and counselling services in special schools.

Schmidt (2003) states that a balanced, comprehensive school counselling programme provides services to promote student success. It involves school working in conjunction with parents, teachers and other school personnel and community agencies. Many developmental concepts that must be covered through a comprehensive programme can be incorporated into other classroom studies, giving the school counselor more opportunities for direct counselling, prevention, and remediation functions. In addition, comprehensive school counselling programme provide a range of services in order to address the needs of all students. School managers should strive to balance their time among all these services, based on the unique needs of their school community. By developing and providing a comprehensive school counselling plan, school managers can establish services and activities that allow them to spend most of their time providing direct services to children

2.9 Policies to Prevent School Dropout

Countries around the world have policies and interventions aimed to prevent dropout and retain students in schools. For examples, the United States introduced programmes such as Dropout Prevention Demonstration Programme and Coca-Cola Valued Youth Program. Ghana introduced Capitation a fee-free policy which provides free education to all school going students. Tanzania established a Child-Friendly School initiative. These interventions are geared towards increasing students' retention. Retention like dropout has varying interpretations from both researchers and institutions. The USA Department of Education (2011) defined learner retention as “the continued participation of a learner in the formal school system until the completion of the compulsory school

phase. It is an indicator of the efficiency or quality of the school education system” (p. 2). While Seidman (2005) describes retention as the “ability of an institution to retain a student from admission through graduation” (p. 14). But it can be assumed that retention is the opposite of dropout; where there is a high rate of dropout the retention rate is low.

Retention like dropout is one of the most widely researched topics in the educational arena. Many theoretical models about students’ retention have been published and tested. But what seems not well understood are the events that lead to students remaining in school until they complete their studies. Some scholars believe that the ability of students to remain is connected to their past communities, family, church or tribe is essential to the persistence (Tinto, 2007).

The Revised National Policy on Education (1994) for Botswana recommends that the education system must “develop moral and social values, cultural identity and self-esteem, good citizenship and desirable work ethics” (p.5). How are these morals and values developed when students have dropped out of school? The Botswana Education Statistics are produced in arrears and normally it is difficult to get the current data because of it not having been published. At the time of the study the current statistics appear in the 2008 edition and in Secondary Education Statistics Brief of 2012.

2.10 SUMMARY

Finally, the literature review has brought out issues about what is going on in schools concerning the high dropout of pupils who are deaf. It is for this reason that the researcher would like to determine the role of school management in mitigating high school dropout of the deaf.

3.3 SAMPLE

Sidhu (2012: 253) defines sampling as ‘the process of selecting sample from the population...’ The sample size for the study encompassed 2 pupils who are deaf from each Grade and these are Grades 8, 9, 10, 11 and 12 classes, 4 teachers teaching deaf pupils from Grades 8, 9, 10, 11 and 12 and also the administrator. This brought the total number of respondents to 15.

3.4 SAMPLING PROCEDURE

The study used probability sampling and both simple random and purposive sampling techniques to select participants for the study. Simple random sampling was used to select 10 deaf pupils because it provided each participant in the population an equal chance to be selected as a study sample. On the other hand, purposive sampling was used to select specialist teachers and the administrative personnel because it enabled the researcher to select participants that were known and were expected to have typical characteristics for the chosen sample.

3.5 DATA COLLECTION INSTRUMENTS

According to Kombo and Tromp (2006), data collection refers to the gathering of information to serve or prove some facts. In research, the term ‘data collection’ refers to gathering specific information aimed at providing or refuting some facts (Kombo and Tromp, 2006).

Primary Data

The researcher used interviews, questionnaires and document reviews as data collection strategies. Interviews were used to give more detailed insights into interpreting the situation so that the researcher sees things as they really are and provide the most needed information about the topic under investigation

McMillan and Schumacher (2006) explain that interviews are response questions to obtain data from respondents about how they conceive and give meaning to their world and how they explain events

CHAPTER THREE

METHODOLOGY

3.0 OVERVIEW

This chapter comprises the methodology that was used in the study. The chapter presents the research design, targeted population as well as the sample size and the sampling procedure employed in the study. It also provides the instrument that was used and the procedure for data collection. It further provides data analysis, and ethical consideration. Lastly, it provides the research budget and outlines the time frame within which the research was conducted.

3.1 RESEARCH DESIGN

This qualitative research used a case study design and was chosen as a method of conducting the research in order to collect detailed and thorough data from the targeted population in its natural setting. Creswell (2001: 73) defines a case study as ‘a qualitative approach in which the investigator explores a system...through detailed, in-depth data collection involving multiple sources of information...’ In this research, a case study helped the researcher to collect data through interviews, focus group discussions, observations and document analysis.

3.2 TARGET POPULATION

Best and Kahn (2006), define population in research as a group of individuals with at least one or more characteristics, which distinguish that group from the rest of individuals and the group should be of interest to the researcher. The population of the study comprised all deaf pupils at Munali special unit, teachers who teach deaf pupils and the administration personnel.

in their lives. Qualitative interviews may take several forms: the informal conversational interview, the interview guide approach, and the standardised open-ended interview. These types of interviews vary in terms of structure and comparability of responses in data analysis. According to Leedy and Ormrod (2005), interviews in a qualitative study are rarely as structured as the interviews conducted in a quantitative study. Instead, they are either open-ended or semi-structured, in the latter case revolving around a few central questions. Unstructured interviews are, of course, more flexible and more likely to yield information that the researcher hadn't planned to ask for. Their primary disadvantage is that the researcher gets different information from different people and may not be able to make comparisons among the interviewees. Semi-structured interviews were used in the present study.

Generally speaking, semi-structured interviews are based on the use of an interview guide. An interview guide is a list of questions or topics that need to be covered by the interview (Kombo and Tromp 2006). An interview guide also refers to the pre-written questions that the interviewer may ask during the interview session. Pre-determined questions are necessary, especially for novice researchers (Chiyongo, 2007). In this regard, the researcher is aware of key issues on which to gain information. It should be noted here that in the semi-structured interview, the general outline to be followed were indicated but within each section. The questioning was free according to the choice of the interviewer (Sidhu, 2003).

Cohen and Manion in Muzumara (1998), define an in-depth semi-structured individual interview as “a two-person conversation initiated by the interviewer, for the specific purpose of obtaining research-relevant information as specified by research objectives of systematic description, or explanation.”

In-depth individual interviews played a significant role in this study. Interviews have generally been adopted as a method to make up for the limitations of the questionnaire (Kombo and Tromp, 2006).

Instead of writing the response, the interviewee gives the needed information verbally in a face-to-face relationship. People are usually more willing to talk than to write. With a skilful interviewer, the interview is often superior to other data gathering devices. After the interviewer gains rapport, or establishes a friendly relationship with the respondent, certain types of confidential information may be obtained that an individual might be reluctant to put in writing.

Secondary Data

Sources for secondary data were books on the deaf and education, the internet, Ministry of Education documents and various journal articles on education for the deaf.

3.6 DATA COLLECTION PROCEDURE

The researcher sought authorization from the head of the school and when permission was granted interviews and focus group discussions were conducted.

3.7 DATA ANALYSIS

According to LeCompte and Schensul (1999), data analysis is the process a researcher uses to reduce data to a story and its interpretation. The data collected was analysed qualitatively. An extensive use of descriptive language was employed to present the data so that it may be read easily because data obtained in raw form from the field was difficult to interpret. The data for this study was subsequently analysed through detailed description and explanations which were given by respondents. As a means of drawing conclusions, views which were contradictory and similar were categorised and analysed into themes and patterns. The researcher further tried to establish pertain, trends and relationships from the assembled data.

3.8 ETHICAL CONSIDERATIONS

Furrow (2004: 43) defines ethics as a morality or a position of doing what is right both morally and legally. The study took into account the following ethical consideration; consent was sought from the head of the school, from all participants and respondents before they were interviewed or administer

with a questionnaire. This was to ensure freedom of expression and that nothing was said or written other than what they knew and believed in. All participants' details were treated anonymous.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Overview

This chapter presents the findings on the role of school managers in mitigating high school dropouts of the deaf pupils, a case study of Munali special unit. The findings are presented using the thematic approach in line with the three research questions set out in Chapter One of this study. These research questions are:

1. What are the attitudes of school managers towards the deaf pupils?
2. What are the reasons behind the high deaf dropouts from school management perspective?
3. What are the challenges faced by school managers in addressing high school dropouts of the deaf?

4.1 Attitudes of school managers towards the deaf pupils

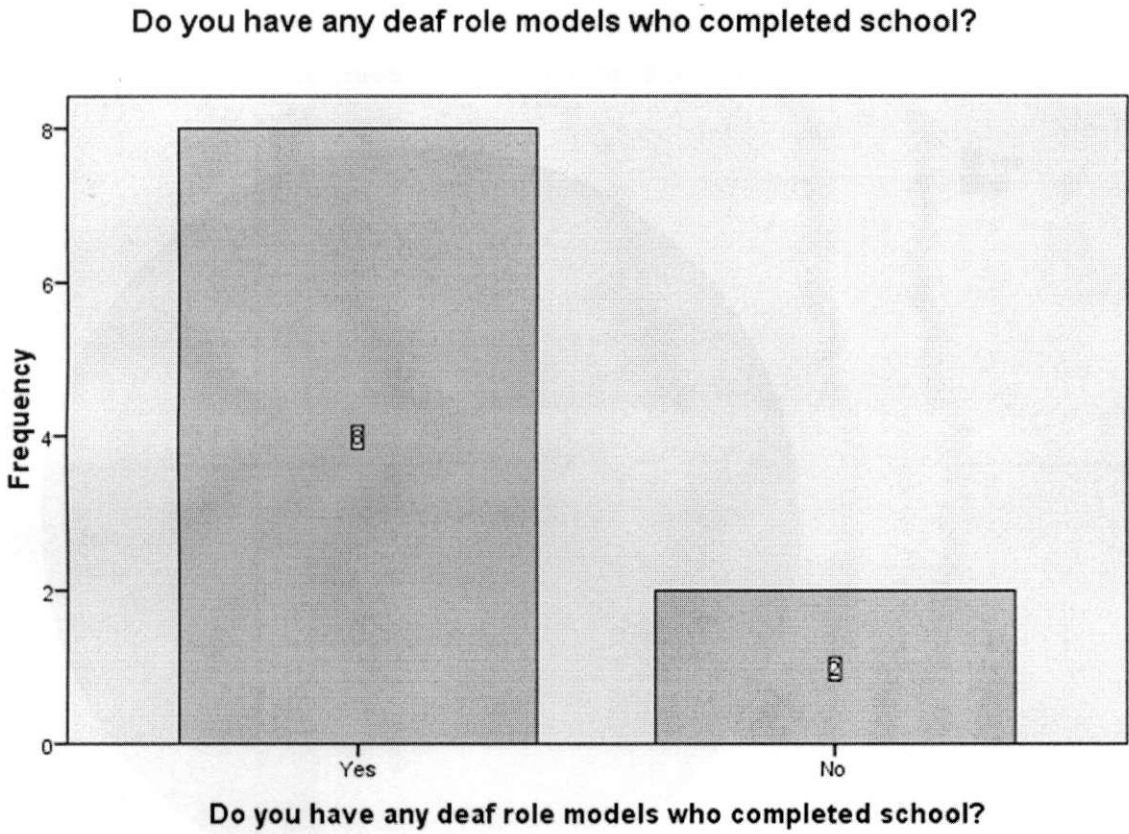
4.1.1 Responses of pupils on the attitudes of School Managers towards the deaf pupils

Eight out of the ten (10) pupils interviewed in this study mentioned that school managers did not take keen interest in their welfare and hence, contributing to high dropout rates of the deaf pupils. One pupil had this to say:

Communication with the school administration especially when expressing our problems is very poor. For us grade 8s it is very difficult to communicate with them because our foundation is poor and the administration is not caring.

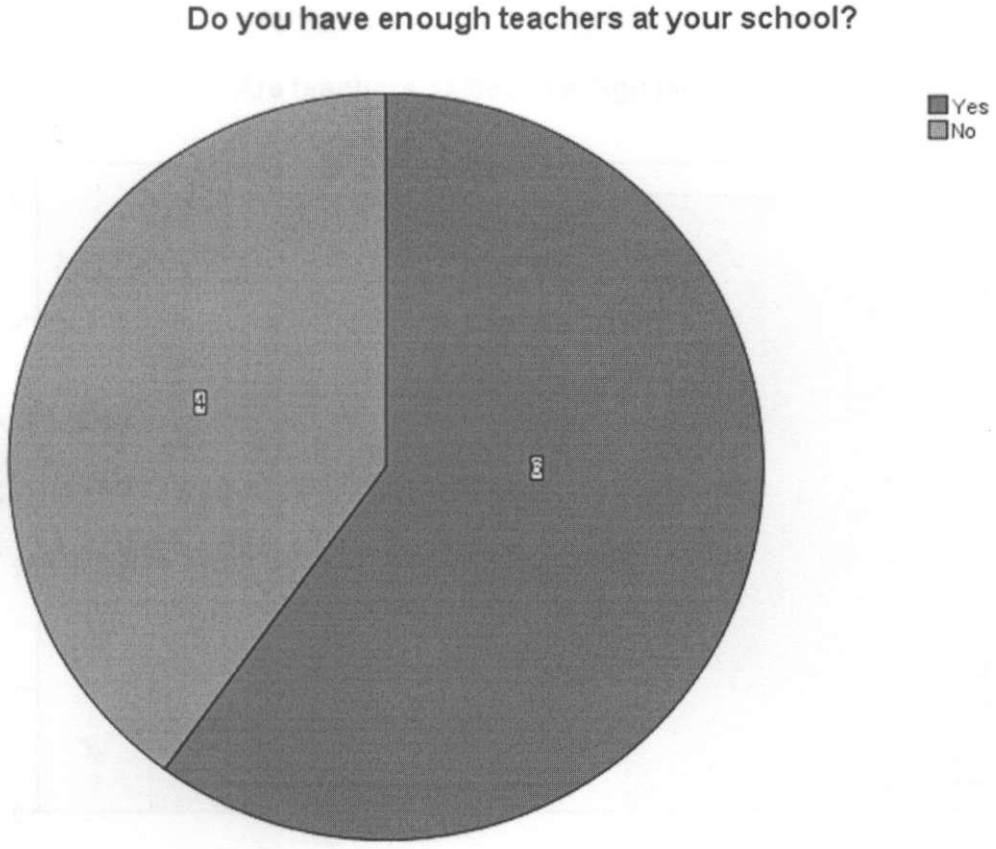
When the pupils were asked if there were role models who had excelled in academic life, the responses were as shown in figure 1. Eight pupils said yes there were role models who completed school while two pupils mentioned that there were no role models who had completed school.

Figure 1: Responses on the role models



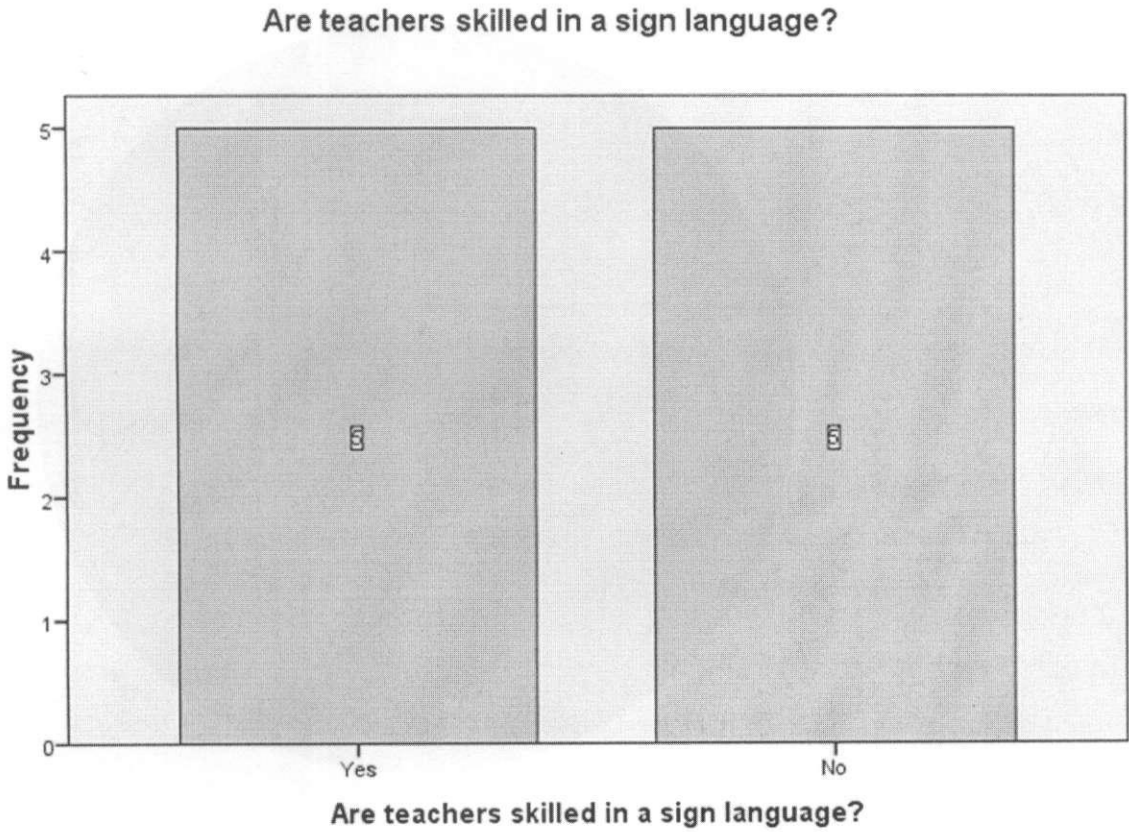
On the question of whether there were enough teachers to teach the deaf at Munali Special Unit, the pupils responded as shown where in figure 2. Four pupils mentioned that they did not have enough teachers while six indicated that they had enough teachers.

Figure 2: Responses on whether teachers were enough



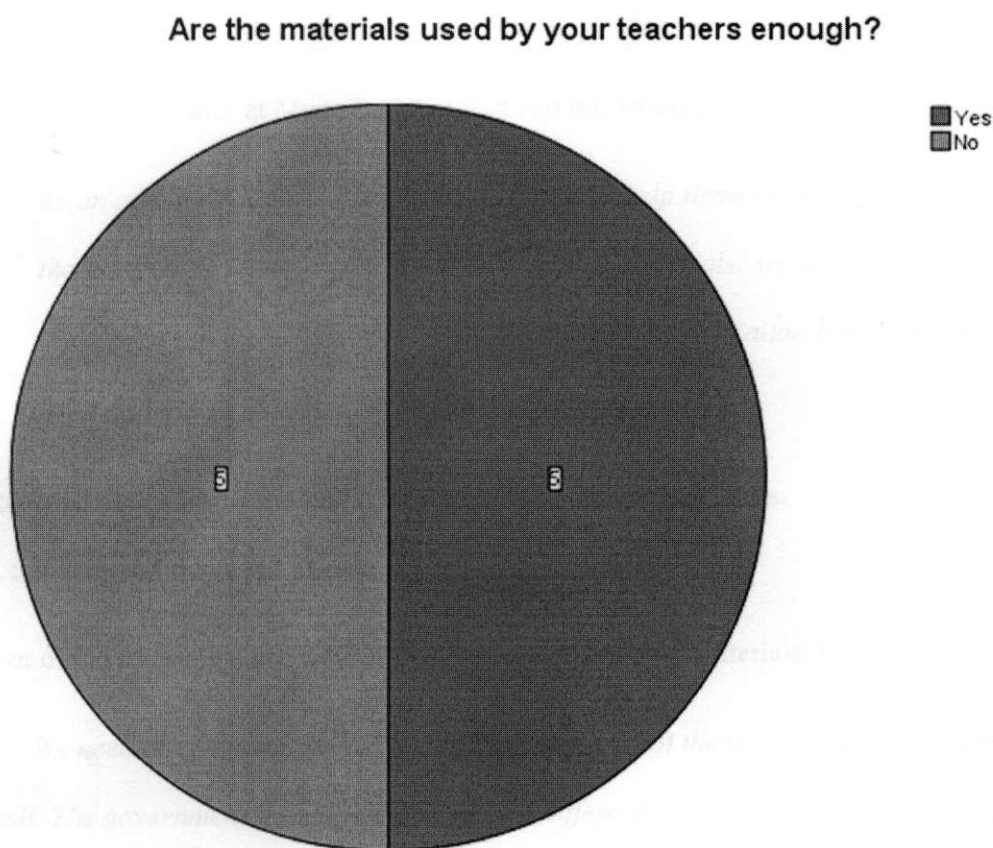
Furthermore, the pupils were asked on whether their teachers had the skill to teach sign language. Responses on this matter were as shown in figure 3. Five pupils said their teachers had the skill to teach sign language while the other five indicated that their teachers had no skill to teach sign language.

Figure 3: Are teachers skilled in sign language



On the issue of whether the special unit had enough teaching materials or not, the responses from the pupils were as shown in figure 4. Five pupils indicated that the teachers had enough teaching materials while the other five denied the fact that teachers had enough teaching materials.

Figure 4: Whether teachers had enough teaching materials.



4.1.2 Responses of teachers on the attitudes of school managers towards the deaf pupils

One teacher echoed the same sentiment by the pupils and explained that:

I feel we are missing out on something big due to our false genetic models. I feel there are complex things working together to create many problems for our pupils who are less supported and experience more hardships from an early age onward...

All the five teachers agreed and expressed concern that the pupils' high dropout rates rendered school managers' roles ineffective. They argued that there was lack of commitment on the part of school managers. Furthermore, these teachers suggested changing of some of the school management roles in order to have high retention rates of the deaf pupils.

4.1.3 Responses from the administrators on the attitudes of school managers the deaf pupils

The school administrator at Munali special unit had this to say;

As an administration, we are trying our best to help these pupils but it seems the parents are not helping us. With teaching materials, we have asked for appropriate teaching materials from the Ministry of Education but up to now there is nothing. Can you say we are ineffective?

4.2 Reasons behind deaf dropouts on the part of school managers.

4.2.1 Responses from the pupils

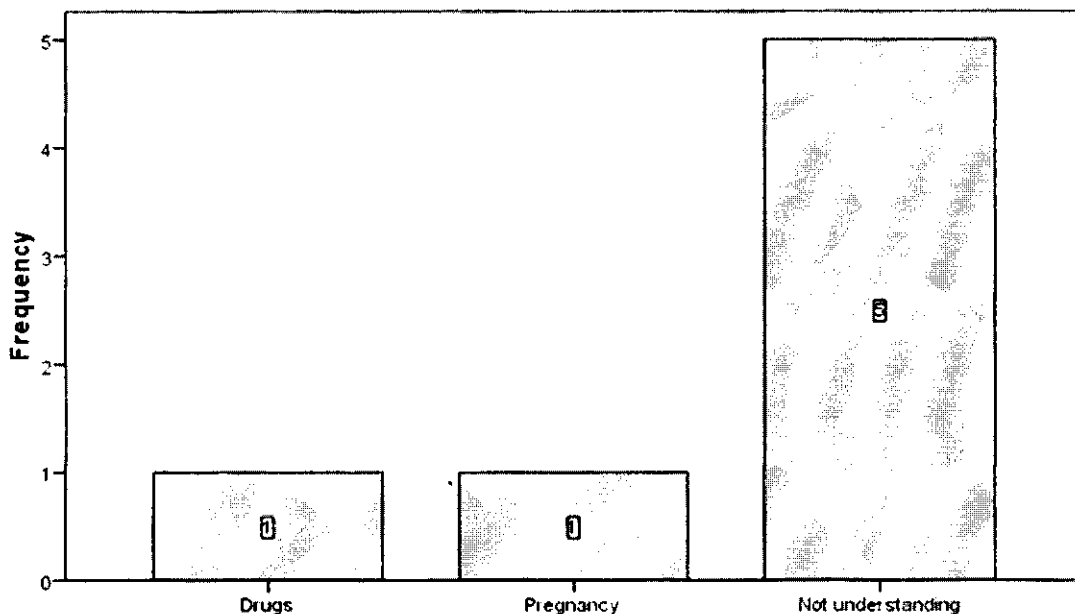
Five out of the ten pupils interviewed bemoaned lack learning materials. One pupil had this to say:

We need dictionaries for our lessons but they are not there. This makes learning difficult. The government should make us write a different exam because of these challenges.

Furthermore, the pupils were asked to give reasons why some of their friends who were deaf dropped out of school. The responses were as shown in figure 5. Eight pupils indicated that they did not understand why their friends dropped out of school. One pupil indicated that most girls dropped out of school because they fell pregnant while the other pupil stated that most boys dropped out of school because of drugs.

Figure 5: Reasons why pupils dropped from school.

If your answer to question 6 is Yes please explain why you think they dropped out of school.



If your answer to question 6 is Yes please explain why you think they dropped out of school.

4.2.2 Responses from the teachers

From the research findings it is clear that there are three main factors which contribute to student dropping out and retained in school. These are related to family background, individual (students) behaviour and those related to individual experience in schools. One teacher observed that most of these learners came from very poor background and could not afford to pay school fees and expenses for their children to acquire quality education. One teacher explained that education in Zambia is not free and some parents especially in rural areas where poverty levels are very high cannot afford enough money for school expenses.

4.2.3 Response from the administrator

The school administrator explained that the behaviour of some of these pupils was extremely bad and needed to be checked by parents. He further observed that:

Some of the pupils were arrogant. Punishing them was also an issue and so they think they can do anything, smoke, drink beer and so on. Can such pupils concentrate in school?

In line with these findings given on this matter, the researcher observed that bad behaviour was dominant over other factors. However, some teachers argued that it was the duty of the School Managers to detect and prevent pupils from dropping out of schools. One respondent said;

It is the duty of the school managers to create a conducive learning environment and have a responsibility to sensitise teachers on pupils' retention and their obligation to retain students.

Furthermore, the school administrator bemoaned lack of appropriate teaching materials as contributing to high drop out of the deaf.

4.3 Challenges faced by Munali Special School in fighting high school dropouts of the deaf?

4.3.1 Response from the school administrator

The respondent indicated that school managers were second parents to the pupils and since pupils spend most of their time in school, they (parents) should help their pupils to learn but most of the parents were not helping the school managers. This is what the school manager said;

We have had cases here were when a pupil is punished for misbehaviour parents are up in arms against us. Therefore, it becomes difficult to help these pupils.

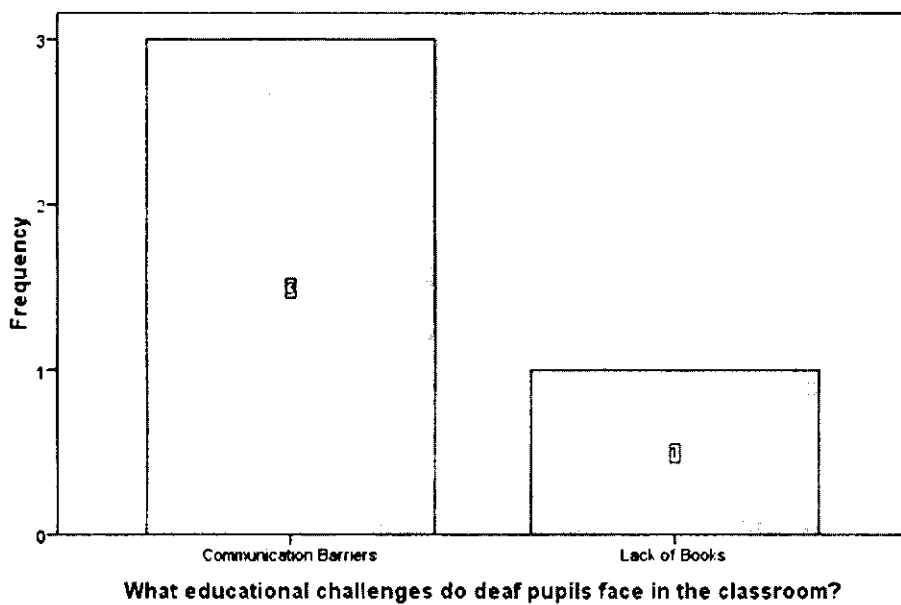
Additionally, the school administrator explained that the challenge was that the school managers should play multipurpose roles. They should more often than not be parents, counsellors, arbitrators, educators, career advisors, nurses and colleagues. A change of roles by senior managers may improve retention.

4.3.2 Responses from the teachers

All the teachers interviewed bemoaned lack of teaching and learning materials for the deaf. One teacher observed that it was very difficult to teach these pupils without the necessary teaching and learning materials. This made communication with the deaf pupils a challenge. The responses from the teachers were as shown in figure 6 on this matter.

Figure 6: Educational challenges

What educational challenges do deaf pupils face in the classroom?



4.3.3 Responses from the pupils

About half of the pupils mentioned that the biggest challenge which they were facing was lack of finances to complete school.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents the discussion of the findings presented in the previous chapter. It is organised on the following subtitles arising from the research objectives: to identify the attitudes of school managers towards the deaf pupils, to establish the reasons behind deaf dropouts on the part of school managers and to identify the challenges faced by school managers in fighting high dropout rates of the deaf.

5.1 Attitudes of school managers towards the deaf

This study has established that school managers have a negative attitude towards the deaf and feel it is not their role to retain the deaf in school and encourage them to work hard. This makes the role of school managers ineffective. Communication between the deaf and school managers has generally been poor because the school managers find it difficult to effectively communicate due to limitation in their sign language skills. This has greatly contributed to the attitude that school managers have towards the deaf pupils for they feel instructions they issue in some cases are not well misinterpreted due to communication breakdown. Lewis (1996) argues that language and communication approach used in schools is a key factor in enhancing performance of the deaf. The great debate in deaf education has questioned whether oral, sign bilingual approaches, or approaches using English sign systems are best. As already stated above, communication breakdown has contributed to the attitude that school managers have towards the deaf pupils.

5.2 Establishing the reasons behind deaf dropout

The findings from this research have revealed that no single factor can completely account for student dropout. The researchers have identified various factors which influence students to drop out of school or complete their grade. Among the factors, three main ones have been identified to influence school dropout. These factors are associated with family background, student behaviour and those related to individual experience in schools (Rumberger & Lim, 2008; Sabates et al, 2010).

The study has also revealed that the major cause of pupils' dropout is pupils' behaviour which accounted as a major factor. Scholars (Molosiwa & Moswela, 2012; Rumberger & Lim, 2008) affirm that child bearing, drug or alcohol use, misbehaviour and delinquent behaviour have a serious impact on the roles of school managers to increase student retention in school.

The findings further suggest that work of school leaders nowadays is more complex than ever before. They are expected to perform managerial and instructional roles. By virtues of their positions the school managers oversee all activities taking place in a school and become accountable to activities within the school compound. The core business of school managers is the success of the school by making teaching and learning more effective. In Zambia, there is emphasis by the Ministry of Education on the role of school leadership said "success of education is highly reliant on management skills of head teachers. It is in the best interest of the school management teams to be trusted, respected and praised by the community they serve. The community expects more than anything else the school management to produce high academic achievement and reputable moral ethos." If the school fails to sustain good academic performance and moral aptitudes the school management is bound to be underrated by those the school is accountable to.

5.3 Challenges faced by school managers in fighting high school dropout rates of the deaf

As alluded to one of the causes of students' dropout is poor academic performance. This implies that the school leaders should play the role of an instructional leader. Instructional leadership involves

setting goals, managing curriculum, allocating resources and evaluating teachers regularly to promote effective teaching and learning in the classroom. According to Strauss (2013) instructional leadership behaviour has shown to be the most crucial role to improve teachers' performance and students' academic achievement. Knowing what happens in the classroom makes school managers to be innovative, visionary and perseverant. Once the students become aware that the school administration is concerned about their performance they tend to remain in the school. In order for the school management teams to enhance retention they should be instructional leaders. Successful instructional leaders should possess excellent planning and observation skills as well as proficiency in research and evaluation of both teachers and students' performance (Strauss, 2013).

Failure to become instructional leaders may seriously affect the retention role of school managers. The school environment is another factor which if not addressed can nullify the school management role of retention. It has been observed (Strauss, 2013) that the type of the school environment can force students to drop or remain in the school. The school managers by virtue of their position are expected to provide safety and friendly atmosphere. The school managers are *loco-parentis* and students should be free to approach the management whenever they have a problem. The school policies should be child-friendly. Policies which are harsh and punitive are most likely to increase school dropout. In an environment where students are cared for and engaged in school academic and non-academic activities motivates them to remain in school. The challenge here is that the school managers should play multipurpose roles. They should more often than not be parents, counsellors, arbitrators, educators, career advisors, nurses and colleagues. A change of roles by senior management teams may improve retention

These findings clearly show that the school environment is critical in student decision to quit school or remain in school. The students' attitude towards school is generally associated with the experience they have had in such a school. If the school set up is not supportive there is likelihood of more

students dropping out of school, than when the setting is caring. The last among the three factors is family background. Although literature reviewed suggests that family background is the major causes of dropout, this seems not be a major cause according to this study. There are several factors which might not be the case in Zambia. One of such is that education in Zambia is not free and students who are economically disadvantaged are assisted through government programmes to have access to education. Further the study has revealed that school managers have critical roles in making sure that students remain in schools and achieve their academic and social goals. This corroborates the idea that schools can make a difference in student retention (Berger, 2001; Rumberger & Lim 2008). The provision of academic standing, a supporting and caring school, the involvement of parents and students' engagement are some of the strategies that schools can employ to promote retention.

The results of this study revealed that in terms of teaching and learning materials, Munali Special Unit was not very well resourced. It can be argued here that this small number of teachers that felt that the school was not well resourced were those who were frustrated and could not, therefore, tell between effective and non-effective teaching methods. These results support Castetter (1981) argument that an effective school should have, among other things, adequate and appropriate teaching and learning materials.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 OVERVIEW

This chapter presents the overall conclusion of the findings. It must be emphasised that the aim of this study was to gain a greater understanding of the role of school managers in mitigating high rate of school dropouts of the deaf pupils. The chapter ends with recommendations and implications for further research.

6.1 CONCLUSION

From the findings above, one can conclude that there is no single factor that can be pointed at to be the main reason behind the high dropout rates of deaf pupils in schools. Several factors as highlighted in the findings account for the high dropout rate. The first reason is the negative attitude that school managers have towards pupils that are deaf or have hearing problems. This has contributed to the high drop out of deaf pupils because they feel neglected by the school managers that they consider to be the ones they could run to in case of any problems. The deaf pupils have not taken time to find out why the school managers portray a negative attitude towards them. As indicated above, the main reason for the negative attitude on the part of the school managers is due to communication difficulties that they face when it comes to the deaf pupils. The school managers have all not gone for a special course to enable them effectively communicate with the deaf pupils. On their part therefore, failure to effectively communicate with the deaf pupils puts them off for they feel their instructions are most often misinterpreted because of the communication barrier. The other reason the researcher found out is behind the high school dropout is that of behaviour on the part of the pupils themselves. Some of the deaf pupils' behaviour is unbearable on the part of the school management to the extent were the school at times ends up failing to find suitable solutions to correct those deaf pupils that have bad behaviour. This results in school managers summoning the parents to

the affected pupils. This makes the affected deaf pupils to end up dropping out of school for they feel not cared for once measures to correct their behaviour are put in place. On their part, the deaf pupils think both their parents and the school management requires to show them some high level of sympathy and care in whatever they do because of their condition. In the view of the researcher, the bad behaviour of the deaf pupils is mainly influenced by their fellow pupils who do not have hearing problems or are not deaf in the case of Munali high school. On their part, the deaf pupils want to behave like their friends who do not have disabilities in order to fit in without realising that they are special pupils hence their isolation from the rest of the school in relation to their learning facilities. One would even conclude that the bad behaviour on the part of deaf pupils can be reduced if their facilities or school premises were completely isolated from the other pupils by way of being built in their own location far from the pupils who have no hearing problems or are not deaf. The situation at Munali high school where both schools are in the same vicinity and close to each other with no barrier in form of a fence separating them makes the two facilities to look as one. This in the view of the researcher may be a contributing factor to bad behaviour on the part of the deaf pupils. The other reasons for the high dropout rate are family background and poor academic performance on the part of the deaf pupils. Some families were some deaf pupils come from discourage them to continue with their education programs for they feel such is meant for children who have no disabilities. This discourages the deaf pupils from continuing with school especially if they later on realise their performance in school is bad. This makes them to dropout in high numbers for they end up thinking that their poor performance in school is due to their hearing problems and end up agreeing with their family's position especially those who come from families with a bad educational background. The other reason the researcher found out is behind the high dropout rate of deaf pupils is that of the learning environment, facilities and teaching aids. The environment that hosts deaf pupils should be suitable to their needs to the extent that they are forced to remain in school because of its conduciveness. Like already noted above, the environment at Munali high school is not suitable for

pupils that are deaf or have hearing problems for it is near to the one hosting pupils that have no such challenges. This makes some of the pupils with hearing problems or are deaf to find it difficult to interact with the other pupils for there is nothing physical that stops them from mixing. The two groups of pupils mix freely during their lunch break or any other free time and this makes those with hearing problems or deaf to realise their difficulties in communicating with the other pupils. This clearly discourages them and makes them realise the environment is not conducive for them. One can therefore conclude that there are several factors that contribute to the high dropout of pupils with hearing problems or deaf and no one factor can account for the same.

6.2 RECOMMENDATIONS

Basing on the research findings the study recommends to school managers that:

- The school managers need to come up with programs of ensuring that parents, the community around their schools and teachers work together to enhance pupils' retention.
- Pupils must be actively engaged in both formal and informal school activities.
- Parental involvement in the education of the child should be encouraged by the school management by calling for interactive meetings regularly to mainly review both the behaviour and performance of their children.
- Schools should develop initiatives to motivate pupils to attend school like coming up with so many outdoor activities like sports and encourage each pupil to participate at least in one of them.
- The government should ensure that the school environment hosting deaf pupils or those with hearing problems are isolated from the schools hosting pupils who do not have such problems.

6.3 SUGGESTION FOR FURTHER RESEARCH

Since this was a small-scale academic research, a similar one could be conducted at national level, preferably comparing the high dropouts of the deaf in Zambia with that of other countries.

REFERENCES

- Akinpelu, O.F. (1997). Relationships among self-concept, perception of parents' behaviour and academic achievement of hearing impaired secondary school students in Nigeria. Unpublished manuscript. University of Lagos.
- American Association for Employment in Education (2002). *Job search handbook for educators*. Columbus, OH: Author.
- Antia, S.D, Stinson, M.S. & Gaustad, M.G. (2002). Developing membership in the education of deaf and hard-of-hearing students in inclusive settings. *Journal of Deaf Studies and Deaf Education*, 7, 214-229
- Archart, K.H., & YoshinagaItano, C. (1999). The role of educators of the deaf in the early identification of hearing loss. *American Annals of the Deaf*, 144,1923.
- Bennell, C and Akycampong, H. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia*. Brighton. Sussex University.
- Best, K.W. and Kahn, J. V. (2006). *Research in Education* (10th Ed). New Delhi: Prentice-Hall.
- Bowe, F. G. (2000). *Physical, sensory, and health disabilities: An introduction*. Upper Saddle River, NJ: Merrill Education, Prentice Hall.
- Calderon, R., & Naidu, S. (2000). Further support for the benefits of early identification and intervention for children with hearing loss. *The Volta Review*, 100(5), 53 – 84.
- Carr, N. (1996). Final report: A community based vocational rehabilitation consortium for low functioning adults who are deaf. Unpublished manuscript. University of California.

- Chiyongo, V. (2007). Training Needs of Basic and High School Managers in Selected Schools of Chongwe District. M.Ed. (Admin.). Dissertation, Lusaka: University of Zambia
- Creswell, J.W. (2001), *Research Design-Qualitative, Quantitative and Mixed Methods Approaches* (2nd Ed.). London: Sage Publications.
- Cohen, L., Manion. L., & Muzumara, K. (1998). *Research Methods in Education* (5th ed.). London: Routledge.
- Danck, M. M. & Busby, H. (1999). *Transition planning and programming: Empowerment through partnership*. Washington, DC: Gallaudet University
- Dew, D. W. (1999). *Serving individuals who are low functioning deaf. Twenty-fifth Institute on Rehabilitation Issues*. Washington, DC: Washington University.
- Flisher, A., & Chalton, D O. (1995). High-school dropouts in a working South African Community: Selected characteristics and Risk-taking behaviour. *Journal of Adolescence*, 18, 105-121.
- Foster, S. (1987). Employment experiences of deaf college graduates: An interview study. *Journal of Rehabilitation of the Deaf*, 21 (1), 115.
- Furger, R. (2008). *How to End the Dropout Crisis: Ten Strategies for Student Retention*. [Online] Available:<http://www.edutopia/student-dropout-retention-strategies?=3> (October, 3, 2016).
- Fuchs, D., & Fuchs, L.S. (1996). Consultation as a technology and the politics of school reform. *Remedial and Special Education*, 17(6), 386392.

- Furrow, B. (2004), *Bioethics: Health Care Law and Ethics* (6th Ed.). St. Paul, Minnesota: Minnesota Press.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8, 597-607.
- Harmon, M. D., & Levy, A. (1996). Final report: Community outreach program for the deaf. Unpublished manuscript. Harvard University.
- Holden Pitt, L. and Diaz, J. (1998). Thirty years of the annual survey of deaf and hard of hearing children & youth: A glance over the decades. *American Annals of the Deaf*, 143, 7276.
- Hughes, J. N., Kwok, O., & Im, M. (2013). Effect of retention in first grade on parents educational expectations and children [48]19 academic outcomes. *American Educational Research Journal*, 50, 1336-1359.
- Hunt, F. (2008). Dropping out of School: A Cross-country review of literature: CREATE Pathways to Access. Unpublished manuscript: University of Sussex.
- International Bureau of Education. UNESCO. (March, 2003). *Country Dossiers*. Available at <http://www.ibe.unesco.org/International/Databanks/Dossiers/mainfram.htm>(Mongolia). Retrieved January 2016.
- Jobe, D., Rust J. O. and Brissie, J. (1996). Teachers Attitudes toward Inclusion of Students with Disabilities into Regular Education Classrooms. *Education* 117(1): 148-54.
- Johnson, H., & Dilka, K. (2000). *Crossing the realities divide: Preservice teachers as change agents for the field of deaf education*. New York: U.S. Department of Education.

- Kalabula, D. M., (1998). *Special Education in Zambia: A Historical Review and Education*. Unpublished manuscript. University of Zambia.
- Kalabula, M. D, (2007), *Special Education in Zambia: Visually Handicapped Children* Lusaka: Musumali Press.
- Kelly, M.J. (1991). *Education in a Declining Economy: The case of Zambia, 1975 – 1985*. Washington D.C.: World Bank.
- Klare, M.W. (2004). *Dropout prevention for students with disabilities: Recommendations for administrators*. New York: Clemson University Press.
- Kombo D. K. and Tromp D. I. .A. (2006). *Proposal and Thesis Writing*. Nairobi: Paulines Publication Africa.
- Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A journey into the deaf world*. San Diego, CA: Dawn Sign Press.
- LeCompte, M.D. and Schensul, J.J. (1999), *Analysing and Interpreting Ethnographic Data*. Walnut Creek, CA: Alta Mira Press.
- Leedy, P.D. & Ormrod J. E. (2005). *Practical Research: Planning and design*. (8th Ed). New Jersey: Pearson Education.
- Ledeberg, A. R., Rosenblatt, V., Vandell, D. L., & Chapin, S. L. (1987). Temporary and long term friendships in hearing and deaf pre-schools children. *Merril-Palmer Quarterly*, 33, 515-533
- Levin, H.M.,& Belfield, C. R. (2007). *The Price We Pay: Economic and Social Consequences of Inadequate Education*. Washington D.C: Brookings Institution Press.

- Luckner, J.I. (2002). *Facilitating the transition of students who are deaf or hard of hearing*. Austin, Texas: ProEd.
- Luckner, J. & Denzin, P. (1998). In the mainstream: Adaptations for students who are deaf/ hard of hearing. *Perspectives in Education and Deafness*, 17(1), 8 – 11.
- Luckner, J.I. & Muir, S. (2001). Successful students who are deaf in general education setting. *American Annals of the Deaf*, 146(5), 450 – 461.
- Luckner, J.I., Schauer mann, D., & Allen, R. (1994). Learning to be a friend. *Perspectives in Education and Deafness*, 12(5), 27.
- LuckeStahlman, B & Luckner, J. L. (1991). *Effectively educating students with hearing impairment*. New York: Longman.
- Lytte, R., & Rovins, M. (1997). Reforming deaf education: A paradigm shift from how to teach to what to teach. *American Annals of the Deaf*, 142(1), 715.
- MacleodGallinger, J. (1992). Employment attainments of deaf adults one and ten years after graduation from high school. *Journal of the American Deafness and Rehabilitation Association*, 25(4), 1 – 10
- Marschark, M. (1997). *Raising and educating a deaf child*. New York: Oxford University Press.
- McMillan, J.H. & Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry*. London: Pearson Education, Inc.
- Mete C. (2008). *Economic implications of chronic illness and disability in Eastern Europe and the former Soviet Union*. Washington: World Bank.

Ministry of Education (MOE) 1996. *Educating Our Future: National Policy on Education*.

Lusaka: Zambia Educational Publishing House

Ministry of Finance (2000). *Census Report 2000*. Lusaka: Central Statistics Office.

Mitchell, D (2005). *Education that Fits: Review of international trends in the education of students with special educational needs*. Christchurch: University of Canterbury.

Moitoi-Venson, P. (2014). Cabinet Ganging Up Against Venson: *Sunday Standard Newspaper* February 9- 15, 2014

Molosiwa, S.,&Moswela, B. (2012). Girl-Pupil Dropout in Secondary Schools in Botswana:

Influencing Factors, Prevalence and Consequences. *International Journal of Business and Social Science*, 3 (7) 265-271.

Moeller, M.P. (2000). Early intervention and language development in children who are deaf and hard of hearing. *Pediatrics*, 106, E43.

Moore, D. (2001). *Educating the deaf: Psychology, principles, and practices* (5th edition). Boston: Houghton Mifflin Company.

Mulonda, M. (2013). A Situational Analysis on the Use of Sign Language in the Education of the Deaf in Zambia: A Case Study of Magwero and St. Joseph Schools for the Deaf. Unpublished manuscript: The University of Zambia.

National Dropout Prevention Center for Students with Disabilities. (2004). *Negative Outcomes of School Dropout*. Washinton DC: Gallaudet University Press

Padden, C. & Humphrics, T. (1988). *Deaf in America: Voices from a culture*. Cambridge:

Harvard University Press.

Peterson, K. (2005). *States fudging high school dropout rates*. Retrieved on September, 2016 from <http://www.stateline.org/live/ViewPage.action?site>.

Pressman, L., Pipp-Siegel, S., Yoshinaga-Itano, C., & Deas, A. (1999). The relation of sensitivity to child expressive language gain in deaf and hard-of-hearing children whose caregivers are hearing. *Journal of Deaf Studies and Deaf Education*, 4, 294-304.

Ramirez, A. L., & Carpenter, D. (2008). Solving the drop-out puzzle: strategies for success. Principal Matters. *Journal for Secondary School Leaders in Australia*, 76, 43-46.

Ramsdal, G.; Gioerum, R.G., & Wynn, R. (2013). Dropout and Early Unemployment. *International Journal of Educational Research*, 62, 75-86.

Report to Congress on the Implementation of the Individual with Disabilities Education Act Vol Washington DC. Retrieved on October 2016

<http://www.ed.gov/about/reports/annual/osep/2004/26th-vol-1-front.pdf> 2 Ibid.

Republic of Botswana (1994). *The Revised National Policy on Education*. Gaborone: Government Printer.

Ringlaben, R. P. & Price, J, R. (1981). Regular Education Classroom Teachers' Perceptions of Mainstreaming Effects. *Exceptional Children*, 302-304.

Ribbins, P.M. and Burrige, E. (1994). *Improving Education: Promoting Quality in Schools*. London: Institute of Education.

Rumberger, R. W., & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years*

of Research. Cambridge: Harvard University Press.

Sari, H. (2007). The influence of an in-service teacher training (INSET) programme on attitudes towards inclusion by regular classroom teachers who teach deaf students in primary schools in Turkey. *Deafness & Education International*, 9, 131-146.

Schildroth, A., & Hotto, S.A. (1996). Changes in student and program characteristics, 1984-85 and 1994-95. *American Annals of the Deaf*, 141(2), 6871.

Schirmer, B.R. (2001). *Psychological, social, an educational dimensions of deafness*. Boston: Allyn and Bacon.

Serpell R. & Mbewe M. (1990). 'Dialectical Flexibility in Sign Language in Africa.' In Lucc C. (Ed) *Sign Language: Theoretical Issues*. Unpublished manuscript: Gallaudet University.

Sabates, R., Akycampong, K., & Hunt, F. (2010). *School Dropout: Patterns, Causes, Changes and Policies*. Nairobi: Paulines Publication Africa.

Sidhu, K.S. (2012), *Methodology of Research in Education*. New Delhi: Sterling Publishers Ltd.

Snider, B.D. (1995). Conference proceedings: Inclusion? *Defining quality education for deaf and hard-of-hearing students*. Washington, D.C.: Gallaudet University Press.

Stredler-Brown, A. & Arehart, K.H. (2000). Universal New-born hearing screening: Impact on early intervention services. *The Volta Review*, 100 (5), 85- 117.

Traxler, C.B. (2000). The Stanford Achievement Test, 9th edition: National norming and performance standards for deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf*

- Education*, 5(4), 337-348.
- UNESCO. (1991). *World Education Report*. Paris: UNESCO
- U.S. Department of Education (1996). *Eighth annual reports to Congress on the implementation of the education handicapped act*. Washington D.C.: Author Press.
- Wakumelo N.M. (2009). Provision of Education for the Deaf in Zambia: The Situation and Challenges. Unpublished manuscript. The University of Zambia
- Wagner, M., Newman, L., Cameto, R., Levine, P. & Garza, N. (2006 August). *An Overview of Findings from Wave 2 of the National Longitudinal Transition Study- 2 (NLTS2)*. (NCSE 2006-3004). Menlo Park, CA: SRI International, p. 11. Retrieved August, 2016, from http://ies.ed.gov/nceser/pdf/NLTS2_w2_overview_0829006.pdf U.S
- Walden University (2010). *Language Development in Deaf Children Learning American Sign Language* <http://connected.waldenu.edu/SpecialEducation/vision> and hearing (Retrieved April 2, 2016).
- Watson, L., & Johnson, T. (1996). Continuation application for community-based projects for individuals who are low functioning and deaf or low functioning and hard of hearing. Unpublished manuscript. Cambridge University.
- Yoshinaga-Itano, C., Sedey, A.L., Coulter, D.K., & Mehl, A.L. (1998). The language of early- and later identified children with hearing loss, *Pediatrics*, 102, 116