

**SCHOOL FACTORS THAT AFFECT THE PROVISION OF QUALITY
EDUCATION TO LEARNERS WITH HEARING IMPAIRMENTS IN SOME
SELECTED BASIC SCHOOLS OF NORTH-WESTERN PROVINCE OF ZAMBIA**

BY

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**A Thesis submitted to the University of Zambia in fulfillment of the requirements for
the award of the degree of Doctor of Philosophy (Special Education)**

The University of Zambia

Lusaka

2018

DECLARATION

I, **Thomas Mbunji Ndonyo**, do hereby declare that this thesis is my own work which has not been submitted for a degree at this or any other University.

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DEDICATION

The dissertation is dedicated to my late father Mr. Moses Chivunda Ndonyo, my late mother Sara Kamwengo Maseka, my late elder brother Lawrence Katengo Njapau Ndonyo, my wife Lillian Musambachime, son Chivunda and my daughter Kamwengo for their encouragement, patience and perseverance during the course of my long study.

APPROVAL

This thesis by Thomas Mbunji Ndonyo is approved as a fulfillment of the requirements for the award of the degree of Doctor of Philosophy (Special Education) of the University of Zambia.

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ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to my supervisors Dr. B.Matafwali and Dr. O.C. Chakulimba for their guidance, assistance, encouragement and advice in the preparation of this thesis. I would like to thank most sincerely the District Education Officers (Solwezi, Mwinilunga, Ikelenge, Kabompo, Zambezi, Mufumbwe and Kasempa) for allowing me to carry out both my pilot and main research in their schools in the Districts and Province. Special thanks go to Mr. John Leonard Chibesa, my wife Lillian Musambachime Ndonyo, my sisters Grace Kakuhu Ndonyo Kanema, Abigail Kutemba Ndonyo Musonda, Stella Kalumbu Ndonyo Muzeya and Angela Kamiji Ndonyo, my brothers Felix Humbu Ndonyo, Ben Chimbali Ndonyo, Chinyama Maseka and Charles Chanyika Maseka for advising, encouraging and supporting me and the study in many ways.

Finally, I would like to thank the North-Western Provincial Education Office for partially financing my study and all the people who supported me in one way or another in making the study succeed.

ACRONYMS

ASL	American Sign Language
CSEN	Children with Special Educational Needs
EFA	Education for All
HIV	Human Immunodeficiency Virus
IDS	Acquired Immune deficiency Syndrome
IEP	Individualised Education Programme
MESTVEE	Ministry of Education, Science, Vocational Training and Early Education
MOE	Ministry of Education
PTA	Parents, Teachers Association
SEN	Special Education Needs
SENCO	Special Education Needs Coordinator
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations International Children's Education Fund
WWW	World Wide Web
ZAMISE	Zambia Institute of Special Education
ZNAD	Zambia national Association for the Deaf
ZPD	Zones of Proximal Development

ABSTRACT

The study sought to examine school factors affecting the provision of quality education to the hearing-impaired learners at basic school level in some selected special education schools/units in North-Western province of Zambia. To achieve this purpose, the study focused on teaching and learning resources used to teach the hearing-impaired learners, teaching methods being applied by specialist teachers, availability of specialised equipment, availability of hearing-impaired infrastructure, adequate staffing of specialist teachers, screening of learners, support to specialist teachers by administrators, planning by specialist teachers, guidance and counseling teachers, school administrators and parent teachers' associations, appointment of school special education coordinators in schools (SENCOs), support from parents of the hearing impaired, monitoring of specialist teachers by both school administrators and standards officers and attitude of parents of the hearing-impaired towards the education of the hearing impaired learners. A descriptive research design using qualitative and quantitative research techniques was employed. Structured/semi structured Questionnaires, interviews and a checklist were used to collect data from different respondents. A target population comprising hearing impaired learners, ordinary teachers, school administrators, specialist teachers, guidance and counselling teachers, parents of the hearing impaired learners and parents teachers association executive members were selected using simple random sampling and purposeful sampling. Data was collected using structured/semi-structured questionnaires, interviews and a checklist. Data was analysed using both qualitative and quantitative techniques. Themes were established from collected data using narratives and direct quotations. Simple graphs, tables and charts were used to record qualitative and quantitative data. Generally the findings revealed that there are many school factors affecting the provision of quality education to hearing impaired learners. These include; lack of teaching and learning resources, poor teaching methods, lack of specialised equipment, lack of hearing impaired infrastructure, inadequate specialist teachers, lack of screening of learners, lack of support to specialist teachers by administrators, lack of planning by specialist teachers, guidance and counseling teachers, school administrators and parent teachers' associations, non - appointment of school special education coordinators in schools (SENCOs), lack of support from parents of the hearing impaired, lack of monitoring of specialist teachers by both school administrators and standards officers and poor attitude towards the education of the hearing impaired learners by their parents.

In view of the above findings, the following recommendations are made; there is need for all early graders entering pre-school education and grade to be screened for all disabilities, specialist teachers together with all the stakeholders should be preparing Individualised education Programmes (IEP) for those learners with severe and profound cases, head-teachers should ensure that Guidance and Counselling teachers offer services to all stakeholders, the Ministry of Education should ensure that an alternative Curriculum is developed for learners with severe disabilities and that special education schools and units are provided with the necessary teaching, learning aids, specialised equipment and all other support services. Internal and external monitors should monitor specialist teachers and ensure that they are providing quality education.

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OPERATIONAL TERMS

Assessment	A process for identifying a child's strengths and weaknesses using special equipment.
Child with Special Education Needs	A learner who needs special educational assistance to enable the child learn
Deaf	A person who cannot hear any sound
Deaf-Blind	A person who is both deaf and blind
Deafened	A person who had hearing but lost it due to disease or accident
Disabled	A term describing children with physical problems that limit their ability to perform certain tasks.
Disability	The restriction or inability of the part of the body or organ so affected to perform its intended function.
Exceptional	A term describing children whose performance deviates from the norm to the extent that special education is needed.
Finger Spelling	Spelling a word using the manual alphabet signs.
Hard of Hearing	A person who has residual hearing (can hearing sounds when amplified)
Impairment	The absence or malformation of a part or organ of the body.
Mainstream	A school or class made up of ordinary learners (So called normal) or able bodied.
Ordinary Children	Learners who do not need special education and learn in the mainstream classes.
Ordinary Teacher	A teacher who has been trained to teach the pupils in the mainstream classes.
Perception	Understanding of something.

School	An institution made up of pupils, members of staff, parents and physical structures.
Screening	The process of removing the pupils with disabilities from the able bodied.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Background

This chapter presents the background of the study, theoretical framework, statement of the problem, purpose of the study, objectives of the study, the research questions, significance of the study, limitations of the study, delimitations of the study and operational terms.

The provision of quality education to all learners is one of the benchmarks made during the Education for All (EFA) World conference held in Jomtien in Thailand from 5-9 March 1990. At this conference, the education of learners with disabilities was discussed extensively. The conference resolved to provide quality education to all learners including those with disabilities. (UNESCO- The Dakar Framework for Action –April 2000). It is estimated that at least about ten percent of the World's population is made up of people with disabilities of one kind or another. The disabilities range from sensory to physical disabilities. The United Nations report of 1994 estimated that eighty percent of about six hundred million children with disabilities are found in developing countries or the third world, and less than two percent of the number receive special services. According to the findings of Haggis (1995), at least in any population ten percent of it will be made up of persons with disabilities. In many cases, very few of the disabled are able to access education especially in developing countries.

Formal education in many countries is done in schools. There are many activities that take place at school which enhance quality learning. As such, a school as an institution of learning has a very big influence on the performance of any learner. Mayama (2012) reports that studies done on the impact of school environment and students' academic attainment shows that there is a significant relationship between school based factors and students' performance. Performance may not only be influenced by factors within the school but also by factors outside the school. However, factors such as school management, teacher training, availability of physical resources, adequate staffing, teaching and learning resources, learning and teaching time, school infrastructure and teaching methods used in teaching are all school based factors which can affect the performance of the learner if not attended to. This is worse

for learners with disabilities like the hearing-impaired who rely on the school for all their learning as there is usually communication breakdown when they are at home due to lack of sign language. It is therefore very important that school factors affecting the performance of hearing-impaired learners are attended to.

In Zambia, it is estimated that 2% of the population have disabilities (Zambia- Central Statistics Office 2012- National Analytical Report) and that at least 3.1 % of the children aged between 0-14 have disabilities (Zambia- Central Statistics Office 2012- Population Summary Report). Most of these learners with disabilities have special educational needs and require assistance in one way or another to enable them access quality education. Some learners may need mobility equipment, others audio equipment while others may need visual equipment. In many cases, the learners with profound and severe cases need specialised services. However, learners with disabilities are usually excluded from mainstream education for one reason or another. The reasons mainly range from the attitudes of both parents and teachers. Many parents and ordinary teachers still believe learners with disabilities are not capable of learning and cannot contribute to national development. In many cases, parents are not compelled to send their children with disabilities to school as they consider it a waste of resources. This attitude has contributed to the negative perceptions people hold against people with disabilities. Derville (1990) postulates that parent's attitude towards school and the child influences the child's progress. It is therefore very important that parents have a positive attitude towards the education of their disabled children. Amongst the common disabilities in Zambia is that of hearing impairment. Ministry of Education, Science, Vocational Training and Early Education Statistical Bulletin (2010:93) reported that there were 15,706 males and 14,512 learners with hearing impairments in grades 1 – 9 and 325 males and 325 females in grades 10 – 12. The Education Statistical Bulletin (2013:40-43) further reported that there were 108,149 learners with disabilities in the Zambian education system. Of these, 107, 271 were in grades 1-9 while 878 were in grades 10-12. Out of the 878 learners with special educational needs in grades 10-12, 396 were males while 482 were females. Out of 107, 271 in grades 1- 9, 55,528 were males while 51,743 were females. The 2014 Education Statistical Bulletin reported that there are 11, 421 learners with hearing impairment, 19, 620 learners with intellectual challenges, 5, 698 learners with physical handicaps, 8, 667 learners with visual impairments, 32, 758 with specific learning difficulties and 4, 601 learners with other disabilities. However, some of the learners have multiple

disabilities but were only categorized in one disability in many cases, the one which was prominent.

North-Western Province is one of the ten provinces of Zambia. The province is fast becoming the mainstay of the country with huge deposits of copper and other precious stones being discovered in the province. This has seen a sharp increase in the population as many people are now moving to the province in search of work. The province currently has eleven districts namely Solwezi, Kalumbila, Mushindamo, Kasempa, Mwinilunga, Ikelenge, Mufumbwe, Manyinga, Kabompo, Zambezi and Chavuma. Solwezi is the current Provincial headquarters. The province has seven tribes namely Kaonde, Lunda, Luvale, Chokwe, Luchazi, Nkoya and Mbunda. The major economic activity in the province is mining, farming and fishing. The province has very good soils and weather for farming with maize, cassava, millet, rice and pineapples being the main crops grown in the area. The province also has huge mines, which produce Copper, Gold, Uranium and other precious stones. North-Western province is home to two big rivers of Zambia namely the Zambezi and the Kabompo rivers. It is from the river Zambezi that the country got its name Zambia. It however has rivers other than like; Lunga, Solwezi, Manyinga, Lungwevungu, Mutanda, and Kifuwa among others which run throughout the year. In the education sector, the province by 2015 had 5 registered Teachers Training Colleges four of which are private, 82 Secondary Schools, 508 Primary Schools, 199 community Schools, 2 Special Schools, 10 Special Units and 17 Private Schools. The staffing by the end of 2015 was; 1,772 Secondary School teachers, 3,931 Primary School teachers, 112 Pre-School teachers, 264 Community School trained teachers, 264 Community untrained teachers, and 642 Private School teachers. The province also had 35 lecturers teaching at Solwezi College of Education which is under the Ministry of Education and 71 Special Education trained teachers. The number of lecturers in private colleges keeps on fluctuating.

The number of pupils in the province as at 31st December, 2015 were; 47, 752 Secondary School pupils, 201, 612 Primary School pupils, 32, 828 Community School pupils, 5, 242 Pre- School pupils and 4, 121 Private School pupils.

The 2016 Educational Statistical Bulletin showed that North-Western Province had the highest number of learners with special educational needs at 18,370 made up of 9,282 males and 9,088 females and was followed by Western Province which had 16, 225 learners with special educational needs made up of 8, 456 males and 7,769 females. Southern Province had

the third highest number of learners with special educational needs. It had 15,262 made up of 8,035 males and 7,227 females. The fourth province with the highest number of learners with special educational needs was Luapula Province with 14,991 learners with special educational needs made up of 7,732 males and 7,259 females. Copperbelt Province had 14,700 learners with special educational needs made up of 7,551 males and 7,149 females while Northern Province had 12, 142 learners with special educational needs made up of 6,336 males and 5,806 females. Central Province had 10, 588 learners with special educational needs made up of 5,322 males and 5,262 females with Muchinga Province having 8, 779 learners made up of 4, 648 males and 4,131 females. Eastern Province had 6,337 learners with special educational needs made up of 3, 236 males and 3, 101 females with Lusaka Province having the lowest number of learners with special educational needs at 5,916 made up of 3,042 males and 2,874 females. Nationally, there were more male learners with special educational needs than females. The males accounted for 63,640 while the females were 59,666 giving a total of 123, 306 learners with special educational needs countrywide. The statistics from the 2016 Bulletin showed an increase on the number of learners when compared with the 2014 report. However, North Western province still had the highest number of learners with disabilities in comparison with other provinces. The province had a total of 17, 651 Learners with special educational needs, 8 978 of the learners were males while 8, 677 were females. The 2014 Educational Statistical Bulletin reported that the North-Western Province had 15, 376 learners with disabilities made up of 7, 967 males and 7, 409 females.

In North-Western Province, the highest number of learners with special educational needs is that of learners with hearing-impairments. The province has twelve (12) Special Education institutions with the hearing impaired institutions accounting for eight (8) of the institutions. There are three (3) units for learners with intellectual disabilities and one (1) school for learners with physical disabilities. The province has no school or unit for learners with Visual impairments. The learners with Visual impairments are usually sent to Ndola Lions School for the Visually Impaired on the Copperbelt province.

The performance of learners with hearing impairment has been of great concern to parents and stakeholders in special education. It is reported that very few learners with special educational needs complete their education. Their results at both grades seven (7) and Grade nine (9) final examinations are very poor in spite of their examination results being positively

discriminated. Examinations Council of Zambia Reports (2013) show that at both grade seven (7) and grade nine (9) national selections, their passing marks are not the same as those of the able bodied learners. At grade seven (7) their cut off marks are lower than the able bodied learners and at grade nine (9), the learners are selected to proceed to grade ten (10) after passing four (4) subjects while the able bodied have to pass six (6) subjects. Tables 1 and 2 shows the examination results analysis of Solwezi Special School for the Hearing Impaired which is the only Special Unit in the province accommodating secondary school learners in comparison with the hearing learners at the same school at grades 7 and 9.

Table 1: Grade 9 Examination analysis for Solwezi Basic School (Hearing learners – HL) and Special Education Unit. (Hearing-Impaired -HI)

H L	Yr	No. Sat	Div. 1	Div. 2	Div. 3	Div. 4	Fail	H I	Yr.	No. Sat	Div. 1	Div. 2	Div. 3	Div. 4	Fail
	2013	179	26	67	45	21	20		2013	15	-	-	4	6	5
	2014	366	3	35	152	61	115		2014	29	-	5	7	4	13
	2015	366	7	45	62	162	90		2015	30	1	7	5	9	8
	2016	308	1	40	134	43	90		2016	18	-	12	3	-	3

Source: Field data

Table 2: Grade 9 Examination analysis for Solwezi Basic School and Special Education Unit showing pass percentage (Hearing-Impaired Unit)

Hearing Learners	Year	Sat	Fail	Percentage	Hearing Impaired Learners	Year	Sat	Fail	Percentage
	2013	179	20	11%		2013	15	5	33%
	2014	366	115	31%		2014	29	13	45%
	2015	366	90	24%		2015	30	8	27%
	2016	308	90	29%		2016	18	3	17%

Source: Field data

It can be seen from the tables that the number of the hearing-impaired learners is very small compared to that of the hearing learners. However, the fail percentage of the hearing-impaired learners is higher over the years than that of the hearing learners. It should also be understood that some of the hearing-impaired learners repeat a grade until they are ready to write the examinations. These learners are taught by trained specialist teachers and in many cases their enrolment is very good with an average of five (5) learners in a class giving the learner enough contact time with the specialist teacher. The other factor that points to poor performance of hearing-impaired learners is the progression rate. The Ministry of Education Statistical Bulletin of 2012 which showed the grade levels by impairment showed that, there were a total number of 15, 695 hearing-impaired learners in grades 1-9 made up of 8, 249 males and 7, 446 females while there were only 43 hearing-impaired learners in grades 10-12 made up of 23 males and 20 females the whole country. The Ministry of Education Statistical Bulletin of 2013 showed that there were a total number of 17, 651 children with special educational needs in grades 1-9 made up of 8, 974 males and 8, 677 females in North-Western while there were only 88 children with special educational needs made up of 45 males and 43 females in grades 10-12 in the same province. The 2015 Ministry of Education statistical bulletin showed that North-Western province had 1, 034 learners with special educational needs at grade 9 made up of 543 males and 491 females while there were only 234 children with special educational needs in grade 10 made up of 191 males and 43 females. From the statistics given in the statistical bulletins, it can be seen that the number of learners with special educational needs decreases at grade 10. This is because most of the learners with special educational needs would have failed the grade 9 final leaving examination. The scenario is the same for the hearing impaired learners when you look at their numbers in grade 1-9 and then grade 10-12.

There are many factors that contribute to this poor performance. According to the Standards and Evaluation Guidelines (2015:1) of the Ministry of Education, Science, Vocational Training and Early Education, the factors include among others; inadequate specialist teachers, inadequate teaching and learning materials, low teacher motivation and absenteeism, high learner-teacher ratios, ineffective school management and supervision and inadequate funding among other factors.

In a bid to improve the quality of education for learners with Special Educational Needs (SEN), the Government through the Ministry of General Education, has put up a number of

measures. Some of the measures include mainstreaming of special education in the teacher training curriculum as a way of ensuring that graduate teachers are equipped with pedagogical knowledge in special education to enable them attend to the needs of learners with SEN in their classrooms. Furthermore, a number of special schools and special units have been opened across the country as a way of enhancing access to education for learners with SEN. Procurement of appropriate teaching/learning materials and specialised equipment especially for the hearing-impaired, visually impaired and physically handicapped has been given priority.

The education of learners with special educational needs in the country seems to be mainly provided by the Ministry of Education, Science, Vocational Training and Early Education and faith based organisations especially the Roman Catholic Church unlike ordinary education where there is active involvement of the private sector. This is attested by Kalabula (2007) who pointed out that special education was largely provided for by voluntary agencies mainly mission agencies whose aim was to spread their faith. The lack of involvement of the private sector in special education could be attributed to lack of awareness among the private sector on special education issues. This is coupled with the fact that provision of special education is relatively expensive owing to specialised training of teachers and the need for specialised equipment. The private sector in many cases is in education for business purposes. They would therefore not invest in an area they know will not attract a lot of clients. As regards the mode of education, the education policy *Educating Our Future* (1996) places priority on inclusion of learners with disabilities in the mainstream. In this regards, hearing-impaired learners in Zambia just like any other learners are expected to be exposed to the same curriculum, environment, infrastructure and all other facilities used by the pupils in the mainstream classes. However, the policy was alive to the fact that for those learners with severe disabilities, special education schools and special education units would still continue running. In this respect, teachers are supposed to be highly skilled in the area of special education and inclusive education if they are to promote a stimulating learning environment.

Hearing impaired learners just like other learners need to be availed facilities which will make them contribute to their education. This can only be possible if they were allowed to be active participants in their education. Donalds et al. (1997) quoted Vygotsky who said, "From infancy onwards, children are engaged in constructing shared meanings through the

interactions with parents, peers, teachers and others in the particular social context.” This is the same view shared by Child (2000) who also quoted Piaget (1953) and Bruner (1964) who claimed that, knowledge is not passively received. They are of the view that it is actively built up and developed to progressively higher levels in each learner. Papert (1991) summarises learners involvement by claiming that better learning will not come from finding better ways for the teacher to instruct but from giving the learner better opportunities to construct.

An evaluation report by the British Council 2012-2014 on including students with special education needs in Lebanon and Yemen indicated that there were some inhibitors to inclusion which include a failure by the school leaders and teachers to accept responsibilities of educating the learners with special educational needs. It also pointed at parents as having low expectations of their children with special educational needs. The report further indicated that many barriers to reform the provision of special education needs especially inclusive education remain outside the schools’ control. It points out at curriculum, assessment and lack of legal framework and operating procedures as some of the barriers to reform.

Kasonde-Ngandu and Moberg (2000) in their findings observed that sometimes the negative attitude of people could be attributed to lack of information, lack of awareness and cultural beliefs. Among the people whose attitude must change are the teachers as they are the most important people in the life of any learner. The attitude of the teachers towards the hearing - impaired learners will not only have an effect on the hearing-impaired learners but also on the hearing learners, the administration, the parents and society. The other stakeholders in the education of the pupils will translate their positive or negative attitude in the same way. It is important to realise that hearing-impaired learners maybe denied access to quality education because of negative attitudes of teachers, administrators, standards officers, parents and the community. The school community therefore needs to be sensitised in order for them to understand that hearing-impaired learners are able to get educated and contribute positively to the development of the community and the country as a whole if all the necessities for their education are in place.

1.2 Introduction

The number of children with disabilities is increasing all the time with the increase in population the world over. The World Health Organisation (WHO) in their 2011 report indicated that in the world population today, it is estimated that at least about fifteen percent

(15%) is made up of people with disabilities of one kind or another. (http://www.who.int/disabilities/world_report/2011/ref). The disabilities range from sensory to physical disabilities. Haggis (1995) reported in his findings that at least in any population ten percent of it will be made up of persons with disabilities. Many disabled people are excluded from mainstream education for one reason or another. The reasons mainly range from the attitudes of parents, school administrators, teachers and the community at large. The other major contributing factor is the lack of political will by the Government especially the Ministries of Education, Ministry of Youth and Child Development, Ministry of Health and the Ministry of Community and Social Services. This view is supported by Hegarty (1998) who claims that persons with disabilities are often excluded from mainstream society and denied equal access to education, employment, family life, leisure and other necessities of life. Infrastructure is the other contributing factor hindering children with disabilities accessing education.

The education of learners with special educational needs like the hearing-impaired has been one of the many challenges facing many developing countries including Zambia. The educational facilities for these learners leave much to be desired. These learners require specialised equipment, which can help them learn effectively. Lack of this specialised equipment negatively affects the provision of quality education to them. This is because the hearing-impaired learners use the sense of sight in most of their learning to compensate for lack of sense of hearing. It therefore calls for the use of a lot of specialised equipment and teaching and learning resources for them to learn effectively.

Specialised equipment is very helpful both to the teacher and the hearing-impaired learners. Brennan (1988) postulates that some specialised equipment in use for pupils with special needs is almost entirely facilitating that it gives the pupils access to a form of communication in an area of curriculum. Gearheart et al. (1988) in pointing out the importance of special equipment, claims that audiovisual equipment and personnel can be of particular value to the teacher who has a student with a hearing impairment in the class. However, many developing countries cannot produce the specialized equipment and this entails they have to be imported from developed countries of Europe and the Far East. Specialised equipment is also so expensive that parents of learners with special educational needs like the hearing-impaired cannot afford to buy the equipment. In many cases, the equipment cannot be found in outlets in Zambia. This has affected negatively on the education of these learners especially the

hearing-impaired because most of them are forced to remain at home or stop learning altogether.

The Government of the Republic of Zambia has placed Education as one of its priorities. The Government's obligation is to offer education to all children of school going age irrespective of disability. According to the United Nations Human Rights, all children have a right to education. However, UNICEF (2013:27) claims that, in principle, all children have the same right to education but in practice, children with disabilities are disproportionately denied this right. Children with disabilities like the Hearing Impaired need education just like the able-bodied children. They need this education for their development and so that they can become active participants in the development of the country. According to UNICEF (2013), education is the gateway to full participation in society and it is particularly important for children with disabilities, who are often excluded.

The Ministry of Education, Science, Vocational Training and Early Education in Zambia is mandated and obligated to provide education to all children of school going age including those with special education needs. Special education is a component within the Ministry of Education system tailored to offer education to children with special education needs. Among the learners that need special education are the hearing-impaired. These learners can be taught in both mainstream classes and in special schools. The learners with mild and moderate disabilities can be included in the mainstream classes so long their special needs are met while those with severe and profound disabilities are taught in special education schools and units.

The history of deaf education has evolved over the years. According to Wikipedia- the free encyclopedia, the deaf community over time has worked to improve the educational system for those who are deaf and hard of hearing. The history of their education dates back to Ancient Egypt where the deaf were respected and revered and accepted in the community. In contrast, those who were deaf in Ancient Greece were considered a burden to society and put to death. Wikipedia posits that the educational aspects of the deaf community has evolved tremendously and still continues to grow as new technologies, laws, and educational strategies on local, national, and international levels are steadily being introduced.

In Zambia, education for the deaf just like any other education for learners with disabilities was initiated by the missionaries. According to Snelson (1970), the aim of the missionaries

was to teach literacy and numeracy for evangelism purposes. Zindi (1997) also points out that special education made an entry through missionaries and philanthropic charity organisations. Botes family of the Dutch Reformed Church at Magwero established the first school for the learners with disabilities in Zambia in 1905 (Snelson, 1970). The school was for the blind and offered mainly bible study, writing Braille and basic handicrafts (Kalabula, 1989). Thereafter, the Roman Catholic Church in Northern Province and the Christian Missions in Many Lands in Luapula Province opened many other institutions (Snelson, 1970). The schools which were opened were for the hearing-impaired, visually impaired, physically handicapped and the mentally retarded. However, according to Kalabula (2007), the earliest schools for the learners with disabilities were those for the blind. He claimed that some of the schools were; Magwero deaf school, Madzimoyo in Fort Jameson (Chipata), Nyanje in Petauke, Luella in Fort Rosebery (Mansa), St Mary's in Kawambwa, Mporokoso, Johnstone Falls (Mambilima) Chipili (Mansa) and Sefula blind school, The earliest schools for the deaf were; Magwero, Senanga, St Joseph's and Munali.

The Government took over the responsibilities of running special schools in 1970 (Kalabula 2000). By 1971, there were only one (1) Primary school and four (4) units in Primary schools for the deaf learners. Over the years, the Ministry of Education opened special schools and special units for the learners with hearing impairments in all provinces of Zambia. The hearing-impaired learners learn the same curriculum like their hearing colleagues and sit for the same subjects during the examinations. Specialist teachers who have been trained in handling learners with hearing impairments usually teach them. Depending on the degree of hearing loss, the learners are placed either in the mainstream in the case of those with hard of hearing and in special schools and special units for those with severe and profound hearing impairments.

Globally, special education has its roots in England and in the United States of America. In both England and the United States, the first group of children with special needs to have attention paid to their educational needs were the deaf and blind. In England, the Liverpool Blind School led the way in 1791. In the United States, the first special education school was the school now called the American School for the Deaf, then the American Asylum for the Education and Instruction of the Deaf and Dumb, in Hartford, Connecticut in 1817 (<http://www.educationbug.org/a/>). Special education history in the 1800s was shaped by individual people and agencies, such as asylums, charities, philanthropists, hospitals, schools,

etc., noticing issues related to special education and formulating individual and separate responses, all tending towards isolation (<http://www.educationbug.org/a/>). It was the parents of the children with disabilities who initiated the early schools. Parents formed advocacy groups to help bring the educational needs of children with disabilities to the public eye. These groups gained momentum mid-century (<http://www.educationbug.org.dir/>). Government prominence in the United States of America came in when President John. F. Kennedy created a Panel on Mental Retardation in 1961. One of the recommendations of the panel was to give states federal aid. In 1965, Lyndon B. Johnson signed the Elementary and Secondary Education Act, which provided funding for primary education, and is seen by advocacy groups as expanding access to public education for children with disabilities (<http://www.educationbug.org.dir/>).

History shows that despite these two important events, only a relatively small number of children with disabilities were being educated in public schools by the early 1970's. The Government later enacted two other laws ; The Education for All Handicapped Children Act (EHA) and the Individuals with Disabilities Education Act (IDEA). The EHA establishes a right to public education for all children regardless of disability, while the IDEA requires schools to provide individualized or special education for children with qualifying disabilities. Under the IDEA, states who accept public funds for education must provide special education to qualifying children (<http://www.educationbug.org.dir/>).

The history of special education in the USA as summerised by Peterson (2007) in his article called, "A timeline of Special Education History." as shown in Table 3.

Table 3: A timeline of Special Education History

YEAR	HISTORICAL EVENT	IMPACT ON PUBLIC SCHOOLS
1965	Congress adds Title VI to the Elementary and Secondary Education Act of 1965 creating a Bureau of Education for the Handicapped (this bureau today is called the Office of Special Education Programs or OSEP).	Educating students with disabilities is still NOT mandated by federal or state law. However, creation of the Bureau signified that a change was on the horizon.

1972	Two significant supreme court decisions [PARC v. Pennsylvania (1972) and Mills v. D.C. Board of Education (1972)] apply the equal protection argument to students with disabilities.	The courts take the position that children with disabilities have an equal right to access education as their non-disabled peers. Although there is no existing federal law that mandates this stance, some students begin going to school as a result of these court decisions.
1973	Section 504 of the Rehabilitation Act of 1973 is enacted into statute. This national law protects qualified individuals from discrimination based on their disability.	This national law was enacted with little fanfare. Most educators were not aware that this applied to public schools.
1974	The Family Educational Rights and Privacy Act (FERPA) is enacted.	Parents are allowed to have access to all personally identifiable information collected, maintained, or used by a school district regarding their child.
1975	The Education for All Handicapped Children Act (EAHCA) is enacted. This was also known as P.L. 94-142. Today we know this law as the Individuals with Disabilities Education Act (IDEA).	Before 1975, children with disabilities were mostly denied an education solely on the basis of their disabilities. EAHCA, along with some key supreme court cases, mandated all school districts to educate students with disabilities.
1977	The final federal regulations of EAHCA are released.	The final federal regulations are enacted at the start of the 1977-1978 school year and provide a set of rules in which school districts must adhere to when providing an education to students with disabilities.
1986	The EAHCA is amended with the addition of the Handicapped Children's Protection Act.	This amendment makes clear that students and parents have rights under EAHCA (now IDEA) and Section 504.

1990	The Americans with Disabilities Act (ADA) is enacted.	ADA adopts the Section 504 regulations as part of the ADA statute. In turn, numerous “504 Plans” for individual students start to become more common place in school districts.
1990	The EAHCA is amended and is now called the Individuals with Disabilities Education Act (IDEA).	This amendment calls for many changes to the old law. One of the biggest was the addition of transition services for students with disabilities. School Districts were now required to look at outcomes and assisting students with disabilities in transitioning from high school to postsecondary life.
1997	IDEA reauthorized	This amendment calls for students with disabilities to be included in on state and district-wide assessments. Also, Regular Education Teachers are now required to be a member of the IEP team.
2001	No Child Left Behind is enacted.	This law calls for all students, including students with disabilities, to be proficient in math and reading by the year 2014.
2004	IDEA reauthorized	There are several changes from the 1997 reauthorization. The biggest changes call for more accountability at the state and local levels, as more data on outcomes is required. Another notable change involves school districts providing adequate instruction and intervention for students to help keep them out of special education.

Source: (<http://www.cesa7.org/content/ellcenter/>)

It can be seen from the history of special education that the Governments were not involved and it was initiated by private entities. It took a long period of time for the Governments to be involved in the provision of education to children with disabilities.

The education of the hearing-impaired in Zambia has evolved over the years so has policy. As far back as 1977, the Ministry of Education through a policy document Educational Reforms proposed and recommended that, learners with disabilities just like any other learners have the right to education. The Government and mission agencies opened some schools and by 1977, there were 7 primary schools and 6 units in Secondary schools and 1 Unit of Home Economics in a Secondary School for the blind learners, 2 primary schools and 4 special units in primary schools for the deaf learners, 3 primary schools and 2 leprosaria for the physically handicapped and 5 Units in primary schools and 5 hospital teaching servers units in Zambia (Kalabula 2007: 23). There was also only 1 College (Lusaka College for Teachers of the Handicapped) training teachers of the learners with disabilities which was established in 1971 in Lusaka.

The Ministry of Education through the Education Reforms policy proposed that profoundly deaf learners who required special education be given both academic and occupational training while for those with moderate and mild who could benefit from the use of hearing aids be integrated in the mainstream. The Educational Reforms policy document also proposed that the curricula, materials, equipment and methods should be designed in such a way as to enable the students to cope with the disability and meet their needs. The policy document further recommended that more efforts should be made to improve the educational conditions for the handicapped by; expanding facilities both in capacity and range of fields of handicaps, increase the number of institution concerned with the training of teachers for special education, design curricula and making available materials and equipment to suit the nature and degree of various handicaps and design schools, school buildings and equipment in such a way as to cater for the needs of various handicaps. In 1992, the Ministry of Education came up with another policy document called Focus on Learning. This policy document also emphasised the idea of integrating the children with handicaps in the mainstream. It also recommended that the design and rehabilitation of existing schools should take into consideration the handicaps of the students especially the physically handicapped to facilitate integration.

The current policy 'Educating Our Future' (1996:69) also took the education of learners with disabilities into consideration. It states that, "the Ministry of Education will ensure equality of education opportunities for children with special education needs." It goes further to state that, "the Ministry of Education is committed to providing education of particularly good

quality to pupils with special education needs.” The policy also stated that the Ministry of Education would improve and strengthen the supervision and management of Special Education across the country. However, the Ministry of Education, Science, Vocational Training and Early Education which is mandated to provide education to all school age going children, seems not to meet the needs of the hearing impaired learners as it has not provided adequate school requisites for quality education to be provided. This failure to provide school requisites for the hearing impaired is not only contravening their right to education but also affecting their performance. The United Nations as far back as 1948 declared that education is a human right. UNICEF in its publication in ‘State of the World’s Children - 2013’ states that education is both a useful instrument and a right. It claims the purpose as stated in the convention on the right of the child, is, “to promote the development of the child’s personality, talents and mental and physical abilities to their fullest potential.” It also states that there can be no such thing as the Universal exercise of human rights unless the rights are enjoyed by all people including the most vulnerable.

The provision of education to all learners has been one of the major issues in many international forums. Many countries of the World have made strides in providing education to learners with disabilities, however, the major breakthrough to the provision of education and not only education but quality education was made in Thailand during a World conference on Education For All (EFA) in the town of Jomtien in from 5-9 March 1990. At this conference, the education of learners with disabilities was discussed extensively. The conference resolved to provide quality education to all learners including those with disabilities.

In Zambia, the education of learners with special educational needs is provided for in the Education Act of 2011. The Education Act of 2011 of the republic of Zambia states that, “A child has a right to basic education.” This includes learners with disabilities. The Education Act of 2011 further states that; the Minister shall ensure that educational institutions provide learners with special education needs with quality education in appropriately designed and well-resourced educational institutions, staffed by qualified and dedicated teachers and that the education of learners with special education needs in both inclusive and special education institutions is monitored and evaluated through the strengthening of the management and supervision system at all levels of the educational system. The Disability Act of 2012 in part 5 also provides for the provision of quality education to the learners with disabilities. The act

in section 5 (22 and 23) state that, persons with disabilities should access an inclusive, quality and free primary, secondary and higher education on equal basis with others in the communities in which they live and that persons with disabilities receive the support required within the general education system to facilitate their effective education. It also calls for the facilitation of the learning of Sign Language and the promotion of the linguistic identity of deaf persons. The 2012 Disability Act also states that the Minister responsible for Education shall by statutory order, design public educational institutions to provide the necessary facilities and equipment to enable persons with disabilities to fully benefit from the public educational institutions. Education Reforms of 1977 provided for positive discrimination in favour of pupils with special educational needs (Ministry of Education: Educational Reforms 1977).

National Assessment Survey Report (2008:19) showed that the performance of learners with special educational needs was better when compared to those of the other learners. The Report showed that, the mean for the learners with special educational needs in English was 44.1 while for the other learners the mean was 35.5, in Mathematics, the mean for the learners with special educational needs was 42.4 while for the other learners the mean was 39.3. In life skills, the mean for the learners with special educational needs was 46.5 while the other learners the mean was 40.2. However, this better performance by learners with special educational needs was attributed to the fact that these learners were given concessions in terms of time and some assistance.

The performance of learners with hearing impairment is however poor when compared with the visually impaired learners. The National Assessment Survey Report (2008:20) showed that the hearing-impaired learners' performance when compared to both the visually impaired and the intellectually challenged (Mentally Challenged) was the worst. Their mean score in English was 33.5 while for the visually impaired it was 41.8 and 55.8 for the intellectually challenged. In Mathematics, the hearing-impaired mean score was 38.4 while the visually impaired scored 41.9 with the intellectually challenged scoring 45.5. In life skills, the hearing-impaired scored 30.6 while the visually impaired scored 44.1 and the intellectually challenged scored 60.6. The examination results for the hearing impaired learners at both grades seven (7) and nine (9) leaving examinations leave much to be desired. Their class assessment and mock examination results are also not very impressive. At grade nine (9) level, the learners are positively discriminated to proceed to grade ten (10) with only four

passes, but the number of learners who manage to go to grade ten (10) is very minimal. Only about a quarter of those who write examinations at grade ten (10) manage to pull through. This has created concern among all stakeholders in education especially those handling learners with special educational needs.

The hearing-impaired learners face a lot of challenges in their education. The books they use are written in English and they have to change the meaning of what they are reading from English to sign language for them to understand. They have to do the same with instructions given in the books or in assessments. It becomes a very big challenge if there is no one to interpret what they are reading. It is therefore very difficult for them to interact with any written materials without an interpreter. The hearing-impaired just like other learners need methodologies that will enable them interact. It is therefore important that a teacher uses teaching methods like role-play, drama, debates, discussions, outing lessons and group discussions to help them learn through interactions.

The Government of Zambia in a bid to improve the quality of education employed interventions such as; recruitment of teachers, expansion of infrastructure development at primary, secondary and tertiary levels and the provision of education materials (UNESCO – Zambia and UNESCO 2014). In special Education, the Government has made some strides in the provision of Special Education to hearing-Impaired learners by training teachers, providing specialized equipment, providing the curriculum and syllabi, providing teaching and learning materials and opening both special schools/units and promoting inclusive schooling. However, a lot of work needs to be put in place to enable hearing-impaired learners' access quality education. This view is shared by Ministry of Education (2002) which claims that the greatest challenge that faced the Ministry of Education was to increase access to Basic Education and improve its quality.

North Western province has special education institutions catering for learners with disabilities. The province has two (2) special schools and ten (10) special education units for the children with disabilities made up of eight (8) units for the hearing-impaired, three (3) for the intellectually challenged and one (1) for the physically handicapped. Solwezi district has three (3) units catering for the hearing-impaired, physically disabled and the intellectually challenged. Mwinilunga and Ikelenge districts have one unit (1) each for the hearing-impaired. Kabompo district has two units (2) one for the intellectually challenged and another one for the hearing impaired while Zambezi district has two (2) units, one for the hearing-

impaired and the other one for the intellectually challenged. Kasempa, Chavuma and Mufumbwe have a unit each for the hearing-impaired pupils. Manyinga, Mushindamo and Kalumbila have no special education institutions. The province has thirty eight (38) practicing specialist teachers mostly found in Solwezi district. Thirty (30) out of the total number of specialist teachers handle the hearing impaired pupils. Most of the units operate from offices and a few from classrooms shared with the hearing pupils. None of the units for the hearing-impaired is acoustically treated.

The poor academic achievement by pupils with hearing-impairment if not checked may lead to them being irrelevant to the needs of the country. In Zambia today, it is a requirement that you produce good results for you to proceed to the next level of education. Most of the hearing -impaired learners only go up to grades seven (7) and nine (9) due to poor examination results. In some cases, parents are withdrawing their hearing-impaired children from school because of poor performance. This is compounded by lack of a law regarding learners with disabilities. Sichela (2008) claims there are about one million primary school aged learners who are not attending school due to lack of special education friendly laws. Most of the parents compare the performance of their hearing children to that of their hearing impaired children. The performances of their hearing-impaired children make the parents frustrated and they in many cases lose interest in educating them. The results at grade twelve (12) level are the same with most of the pupils failing to proceed to tertiary educational institutions. There are many factors contributing to this poor performance among them inadequate teachers to teach the hearing-impaired learners at senior secondary school.

1.3 Statement of the Problem

The desire to provide quality education for all learners is the major objective of the Ministry of Education. The Ministry of Education has put in many measures with a view of improving the quality of education for learners with hearing impairment. However, despite the Ministry of Educations' effort to improve the quality of education, hearing-impaired pupils continue to record poor performance and this has been a major concern to the Government and other stakeholders involved in their education. This is because the hearing-impaired learners will have to compete with the other learners when advancing in their education and looking for job opportunities. Their performance is very poor when compared to that of hearing pupils, the visually impaired and the physically impaired learners of their age and level. Little is

known on the factors that affect the provision of quality education to pupils with hearing impairments hence, the need for this study.

1.4 Purpose of Study

The study sought to investigate school factors affecting the provision of quality education to hearing-impaired pupils.

1.5 Objectives of the Study

Main Objective

The main objective of the study was to establish school factors contributing to non- provision of quality education to hearing-impaired pupils in selected schools of the study.

1.5.1 Specific Objectives

The following objectives guided the study:

1. Determine the school factors affecting the provision of quality education to the hearing-impaired learners in special education schools/units.
2. Ascertain the extent to which the needs of the hearing-impaired learners are being addressed in schools.
3. Identify challenges faced by specialist teachers in teaching hearing-impaired learners.

1.5.2 Study Questions

The Study was guided by the following questions:

1. What school factors are contributing to non-provision of quality education to hearing impaired learners?
2. Are the needs of the hearing-impaired being addressed by the school?
3. What challenges do specialist teachers face in the teaching the hearing impaired learners?

1.6 Significance of the Study

The study aimed at finding school factors that are contributing to failure in providing quality education to hearing-impaired learners and thus leading to their poor academic performance. This group of learners has a defective hearing mechanism and relies on sign language, hearing aids and total communication for their communication. The study therefore attempted to bring out the school factors affecting the provision of quality education to the hearing-impaired learners. The study also attempted to bring out challenges faced by hearing-impaired learners and those mandated to provide quality education. It is hoped that the findings would provide information and knowledge on school factors affecting the provision of quality education to hearing impaired learners. It is further hoped that the study would add to the existing knowledge in special and inclusive education. It is further hoped that the findings may help in filling the identified gaps in the provision of quality education and that the study may stimulate further academic research.

1.7 Limitations of the Study

The research was limited to a few special education schools and units for hearing-impaired learners in some districts of North-Western province of Zambia. This in itself affected the number of participants and the methods of data collection. The researcher would have used focus group discussions but the few respondents in some special education units could not allow the use of the method. As a result the sample used in the study was small because the study could not match the number of units/schools and learners with hearing impairments. The second limitation was on the number of parent respondents as most of the respondents were not found in the nearby community especially in boarding schools. However, the findings are reliable and can be used for generalization looking at the number of schools/units for hearing impaired learners in the country.

1.8 Delimitations

The study focused on learners with hearing impairment in some districts of North Western Province. Five (5) districts of North-Western Province namely; Solwezi, Mwinilunga, Ikelenge, Zambezi and Kabompo districts participated in the main study. Kasempa and Mufumbwe participated in the pre-testing of Questionnaires, interviews and observations. The study focused only on the few special education units and schools for the hearing-impaired and only on the stakeholders related to the area of hearing impairment. It also

focused on school factors although the term school was looked at as encompassing learners, teachers, administrators, parents of the hearing impaired and the Parent Teachers Association. The study paid attention to the needs of hearing –impaired learners, challenges faced by specialist teachers for the learners and how the schools were mitigating the challenges faced.

1.9 Theoretical Framework

The study was guided by Levy Vygotskys’ Social Constructivism Theory. Psychologists have come up with different theories which they believe influence learning. Learning is a process that takes place in different individuals in different ways. According to Vygotsky, learning and development is a social collaborative activity. (How do the hearing-impaired interact in their learning using their cultural tools? i.e. sign language) Social constructivists are of the view that a learner is unique and has unique individual needs which are supposed to be attended to individually. They also view the learning environment as being very important and that it should be designed to support the learner’s thinking and that individuals make meanings through interactions with each other and the environment they live in.

A child learns from things and people around him/her. He or she builds up understanding of the environment within reach and builds on it to understand the world. This is done by imitating and being corrected when something is wrong by those older and experienced than them. In this way a child comes to understand what the community demands from it and works collaboratively towards what is demanded of it. According to Donalds et al. (1997) children are engaged in learning from infancy onwards in constructing shared meanings through their interactions with parents, peers, teachers and others in their particular social context. Before a child enters formal learning at school, learning is mainly done at home and in the community with a lot of assistance from parents and the other people in the community. The child is corrected when he/she goes wrong and taught the correct way of doing things. For a child with hearing impairment, this process is very difficult because of lack of language. In many cases the hearing-impaired child is isolated as they cannot communicate with others. This leads to them missing out on a lot of informal learning. A child builds on what he/she has learnt at home (informal) when he/she enters school (formal). Formal learning for a hearing-impaired learner should occur in a meaningful context (real world learning experiences). Social constructivists also believe in inter-subjectivity. They believe there is interaction among people which leads to shared understanding and this is done through communication. Vygotsky (1987) posits that inter-subjectivity does not only

provide the grounds for communication but it also supports understanding of new information. It is however very difficult for a hearing-impaired person who has no hearing to effectively communicate with others. This leads to them missing out on a lot of issues.

Vygotsky's theory looks at learning as being influenced by the expectations of society. The individual does not live in a vacuum and as such must learn from those around him/her. The theory acknowledges that people learn at their own pace. This is the basis of learning in special education where a learner is supposed to be taught as an individual as each learner has individual and different needs. His theory is supported by Lave and Wenger (1990) whose situational learning theory posits that it is in communities that learning occurs most effectively and they argue that academic and social outcomes will improve only when classrooms become learning communities and teaching becomes learner centred. They postulate that there is no learning which is not situated. Lave and Wenger are of the view that knowledge needs to be presented in an authentic way to a learner and in settings and situations that will promote social interaction and collaboration. The theory posits that learning is the creation of meaning from real life activities and occurs relative to the teaching environment. It is of the view that learning takes place through relationships amongst people. How is the relationship of the hearing impaired with other people around them in an environment where there is inadequate communication?

Papert (1991) claims that better learning will not come from better ways for the teacher to instruct but from giving the learner better opportunities to construct. This is because, learning is a process which is social in nature and meaningful learning only occurs when a learner is involved in a social activity. It is therefore important that education ensures the provision of opportunities for learners to engage in activities that enhances constructive processes by ensuring that learning is carried out in an enabling environment. In order for effective learning to take place, the learner has to be highly involved by participating in the learning process. Learning experiences out of school should be related to the child's school experience. Teachers, peers and members of the child's community facilitate cognitive growth and learning in their interactions with the learners. For the hearing-impaired learners, just like the hearing learners, teaching methods are supposed to be interactive and highly participatory so that they can learn as much as possible. Teaching must be experiential at all times to allow learners to interact with each other and with teaching and learning resources.

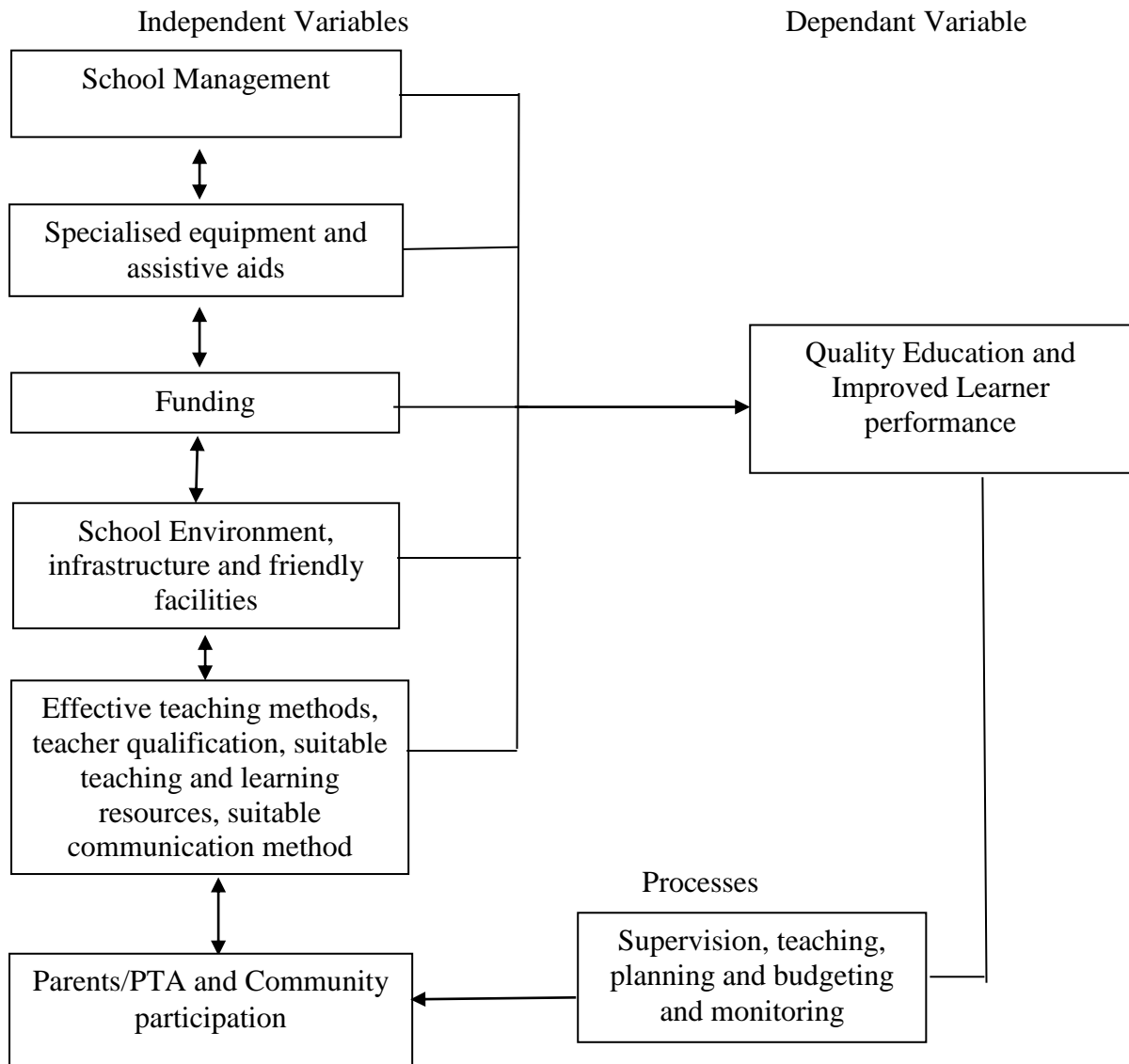
The hearing-impaired use sign language when interacting with their peers and other members of the community. In school, they have to interact with teachers, the hearing and the hearing - impaired learners. In the classroom, they have to be taught by their teachers in sign language, which is their mode of communication though some feel like the deafened and the hard of hearing may benefit from oral language. In all their learning, they have to interact with others. However, it is very difficult for the hearing-impaired learners to effectively interact with others due to the challenge of the mode of communication that they use. In a community where there is no proper interaction amongst the members, very little can be learnt. It is therefore very important that the interactions among members are very clear and do not cause any distortion in decoding and encoding of information that is received or sent out. While the hearing-learners have a lot of sources of information as they can interact with fellow learners, teachers and other people around them, the hearing-impaired can only interact with their specialist teachers and their fellow hearing-impaired learners. This makes learning difficult for them as they have a limited source of information. The hearing-impaired learners just like the hearing learners learn better when they interact with other people be it at home, in school and in the community. Their failure to interact and communicate with people around them makes it difficult for them to learn effectively as they miss a lot of information.

Vygotsky's theory posits that children are highly influenced by their social cultural environment. For them to learn effectively, this environment must greatly support their learning. It also believes that much of a child's learning is done through social interaction with a skilful tutor. In this case, learners benefit a lot from someone more experienced than them. The theory postulates that community plays a vital role in ensuring that learners learn what is expected of them and behave in the way society demands. The challenge the hearing-impaired learners face is that most of the experienced people they need to learn from do not know sign language. They therefore have solely depended on their teachers as the other people around them are handicapped in their language. However, the theory in education is teacher centred and does not give much prominence to learner centeredness.

1.10 Conceptual Framework

A conceptual framework is a representation of the cause-effect relationship between independent variables and the dependent variable which in many cases is done grammatically. A Step by Step Guide document on how to make a conceptual framework posits that a conceptual framework represents the researcher's synthesis of literature used to

explain a given phenomenon. It states that, it is the researcher’s understanding of how the variables in the study relate to each other and that it is a map a researchers uses to pursue their investigations. Figure 1 shows the conceptual framework used in the study.



Source: Researchers model

Figure 1: Conceptual Framework

The independent variables in the diagram like school management, hearing-impaired learner’s needs, funding, school environment, infrastructure and facilities, teacher’s qualifications and experience, teaching methods, teaching and learning resources and parental/community involvement will have an effect on the dependent variable which is quality education. The conceptual framework shows the cause and effect relationship that

affect the desired result. Quality education should measure the inputs, processes and the outcomes.

The head-teachers are the supervisors together with the other school administrators and they should ensure that quality education is being provided in school. They should ensure that teaching and learning is going on very well and that the teachers, pupils and parents are implementing the education policies. A school head-teacher should provide instructional leadership and provide both professional and technical advice needed by the subordinates.

The needs of the hearing-Impaired learners are very prominent and a determinant in the provision of quality education. The hearing-impaired learner's needs are very different from the need of ordinary or hearing learners. For the provision of quality education to be attained, their needs are supposed to be taken into consideration. Everything has to revolve around meeting their special educational needs. Their needs include: screening to find out their level of hearing impairment which is very important for their placement, preparation of individualised education programme, provision of specialised equipment, provision of specialised assistive aids, adaptation of the curriculum and all the decisions are supposed to be about them and for them.

Funding is very important in the provision of quality education to the hearing-impaired learners. The hearing impaired learners need a lot of specialised equipment and teaching and learning resources. They also need assistive devices all which need a lot of financial resources to provide them. Financial resources are needed for making adjustments to the infrastructure to make it suitable for the hearing-impaired learners. It is very difficult for quality education to be provided without adequate financial resources.

The school environment is very important in the provision of quality education. It is the school environment which can be a barrier to the provision of quality education. How receptive and suitable is the school environment to the provision of quality education to hearing-impaired learners. The environment should be friendly to the learners and suitable to make the learners feel comfortable and accepted in school. When learners feel a sense of security, they enjoy learning and ultimately this can improve their performance. The school environment includes; the attitude of the school administrators, ordinary teachers, school community and the hearing learners. A conducive learning environment plays a very important role in learning and improvement of results and performance.

One of the major determinants in the provision of quality education is the school infrastructure and facilities. The classrooms used by the hearing-impaired learners can have an effect on the quality of education being provided. The hearing impaired learners need acoustically treated rooms with a lot of light. This is because the hearing impaired use sign language which needs to be seen as it is signed by the teacher. Sign language is also accompanied by facial expressions and gestures. These have to be seen on the face of the teachers and as the teachers' gesture. The classrooms also need adequate furniture to facilitate learning.

Teacher's qualifications and experience is very important in the provision of quality education. Specialist teachers are trained to specifically handle learners with special educational needs. The teacher's qualifications give teachers confidence, competence, and skills of teaching, effectiveness and is self-motivating. Experience is also very important as an experienced teacher is confident in handling the learners and uses the vast knowledge over the years to handle challenges faced in teaching. However, specialist teachers just like other teachers need continuing professional development. This makes the specialist teacher be up to date with any new innovations in the teaching of learners. Continuing professional development for teachers helps them to sharpen their teaching skills and ultimately improve learner's performance and the quality of education being provided.

Teaching methods and teaching and learning resources are very important in the provision of quality education. The hearing-impaired learners need suitable teaching methods to be used when teaching them. This is because they are taught as individuals and not as a class. If the teaching methods are not effective, the quality of education being provided will be compromised. Teaching and learning resources are very important when teaching learners with hearing impairments. The teaching and learning resources help in cementing the ideas being inculcated into the learners. It is especially important for learners with hearing impairments as they rely on sight and touch when learning. Therefore, the use of teaching and learning resources ensures that quality education is being provided.

Parents/ PTA and community participation is very important in the provision of quality education. Parents through their care and provision of school needs help in the provision of quality education. This is done directly and indirectly at home and at school. Parents ensure their children write school homework and they also meet the financial needs of their learners at school. Parents also help in the maintenance of discipline both at home and at school.

Through the PTA, parents help in infrastructure development and this helps in the provision of quality education. Learners perform better when they know that they have the support of their parents. It is the duty of the parents to provide the needs of their children. Failure by parents to participate in their children's education compromises the quality of education being provided.

Quality education should be looked at wholesomely; it should not be looked at from the aspect of outcomes only, but also from the inputs put in by the government, school administrators and parents. The examination results are just the end result which should not determine the quality of education but it is the learning process that should spur better learner performance. If the learning process has all the needed inputs for the provision of quality education, then learner performance and examination results can improve. Therefore, quality education should measure the process of both inputs and outputs.

Quality education is a must for all learners whether with special educational needs, disabled and able bodied. It is the duty of the Ministry of Education in all countries to ensure that all learners access quality education. The Ministry of General Education in Zambia ensures that all schools are providing quality education by constructing infrastructure conducive for all learners. It also trains teachers to teach at all levels of education. For learners with disabilities, the Ministry trains specialist teachers who can handle all the disabilities.

The Ministry of general education has a directorate of standards with standards officers at all levels of education. These officers are at Ministry headquarters, at the provincial headquarters and district offices. At school level, the school administration consisting of the head teacher, the deputy head teacher and the senior teachers ensure that set standards in the provision of quality education is maintained in primary school.

In secondary schools, quality is ensured by heads of departments who work with the head teachers and deputy head teachers in monitoring teaching and learning. Standards officers at all levels monitor all the educational institutions to check on their adherence to set standards in the provision of quality education. This arrangement is the same in community schools and private schools in the country.

It is envisaged that parents should have an oversight duty of ensuring that all learners are being provided with quality education. This can only be done if the parents through the School education Boards, the Parents Teachers Association (PTA) work together with

schools in all areas of education. This should include in areas of infrastructure development, assisting their children do their homework, visiting the school to check on their children learning and in capacity building of teachers.

Some progressive parent Teachers Associations have gone a step further by recruiting trained teachers who have not been employed by the Ministry of Education to teach in schools especially community schools and schools in rural areas shunned by most trained teachers. This has helped in reducing the challenge of inadequate teachers in most of the rural schools and community schools. This is the same arrangement done by private schools who have been complimenting the Government by offering employment and enrolling learners in their schools, colleges and Universities.

1.11 Summary

This chapter has provided an overview of the education of learners with hearing impairments. It looked at major policy pronouncements in relation to the education of the hearing impaired and what the Government through the Ministry of Education has done in improving the education of the hearing impaired learners. It also reviewed trends in the world regarding the education of the hearing impaired starting with the history of education for the deaf in the world and in Zambia. What seems to come out is that the education of learners with hearing impairments needs a lot of support from all stakeholders in the area of education. There is need for the education authorities at all levels working together with parents and other stakeholders to address the challenges which the hearing impaired learners and their teachers face in the education process if the learners are to acquire quality education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The present chapter reviews literature related to the study. It has looked at the studies and literature on the factors that affect the provision of quality education in schools. The literature begins with a critical analysis of the general picture of the educational provisions for children with special educational needs especially the hearing-impaired. It also looks at factors affecting the provision of quality education to the hearing-impaired learners, the extent to which the needs of the hearing-impaired learners are met and challenges faced by both specialist teachers in teaching the hearing-impaired learners.

There are many factors that affect the provision of quality education generally. However, this study focuses on factors related to the hearing-impaired learners. Some of the factors are the same for both the hearing and the hearing-impaired learners. Failure by all stakeholders involved in the learning of a child will ultimately affect the type of education being provided. The Government, the school administrators, teachers, parents and the community should all play their roles in the provision of necessities to the learners with hearing impairment to avoid quality education being compromised. Parents have a major role to play in the education of their children as children spend much of their time at home. Teachers as educators are very important in the provision of quality education at school and they need to be assisted with facilities which will enable them perform to expectations. Borich and Kash (1978), claim that, apart from parents, the teacher constitutes the second strongest influence on a student's life. It must be realised that the hearing-impaired learners like hearing learners need not only education but also quality education. It is therefore very important that parents work together with teachers and the school administration in the provision of quality education.

2.1 Quality Education

Almost all those in the provision of education have propagated the provision of quality education. Cheng and Tom (1997), define quality education as exceptional, perfection, fitness for purpose, value for money or transformation. They claim quality education has been defined as conformance to specifications, conformance to requirement, defect avoidance and

meeting customer expectations. One of the Education for All (EFA) Dakar goals is to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality. (<http://www.unesco.org/education/gmr-download/ch>) UNICEF in a paper called “Defining Quality in Education.” presented at a meeting of the International Working Group on Education Quality in Education in Florence, Italy in June 2000 was of the view that although differently by different people can define quality differently, it should however include:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, healthy, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Motala and Pipho, (2000) are of the view that the above definition takes into consideration the global and international influences that propel discussion of education quality, while ensuring that both national and local contexts contribute to the definition of quality by different countries. UNESCO (1990) during the Education For All meeting in Jomtien advocated for quality education to include liberty, numeracy and life skills which should be inculcated through teachers, methodologies, curriculum, examination systems, policies, management and administration. It can therefore be seen that all areas of education are covered if quality education is to be provided especially to learners with disabilities like the hearing-impaired learners.

Quality in education should be understood using two characteristics, namely process quality and structural quality. (According to Early Childhood Research Quarterly 2015) The research cited Howes et al. (2008), Pianta et al, (2005) and Thomson and La Paro, (2009) who were of the view that process quality refers to the learner's day to day experiences in school and this encompasses the social, emotional, physical and instructional aspects of the learner's activities and interactions with teachers, peers and materials that determine the learner's development. Process quality is therefore very important in the learning process of the learner and the School as an institution should look at issues like screening of the learner before allocating them school places, School infrastructure, teaching and learning materials, teaching methods, mode of communication, parental involvement in the learning process, the curriculum, assessment and for the hearing-impaired learner, there is need to look at the provision of specialised equipment if quality education is to be provided.

Structural quality according to Howes et al. (2008) and Thomson and La Prao, (2009) is quality which looks at characteristics related to group size, learner-to-teacher ratio, teacher's qualifications and supervision. However, Zaslow et al. (2010) claim that recent studies have included in-service professional development as a structural quality aspect, which is very important in the provision of quality education. It is therefore very important that as the school tries to provide quality education, structural quality issues are considered. NICHD ECCRN, (2002) are cited by Early Childhood Research Quarterly (2015) as calling for a positive relationship between structural and process quality for efficiency to take place. They are of the view that smaller classrooms, smaller child-to-teacher ratios and higher teachers' education levels are presupposed to lead to higher process quality, and through process quality, to better child outcome. There should always be a relation between the two if quality education is to be provided.

Ministry of Education, Science, Vocational Training and Early Education document- Zambia Education Curriculum Framework (2013), states that the Ministry is the custodian of quality education provision and it will ensure that that all providers adhere to the policy and regulations on the curriculum. The document further states that quality education requires the availability and use of educational materials. Ministry of Education, Science, Vocational Training and Early Education – Educational Statistical Bulletin (2011), points out that the vision of the Ministry of Education, Science, Vocational Training and Early Education is to provide quality education for all, which is accessible, inclusive, equitable and relevant to

individual, national, and global needs. The document further indicates that in order to measure quality, there is need to look at indicators like; Pupil/teacher ratio, pupil/class ratio, state of classrooms and other facilities, teacher/class ratio and pupil/teacher contact time. The above-mentioned indicators are benchmarks in the provision of quality education. Failure to satisfy the benchmarks leads to quality of education being compromised.

The Educational Statistical Bulletin (2011) provides reasons for low quality as follows; Overcrowded classrooms, double, triple and quadruple sessions, physical infrastructure, that is dilapidated and in need of extensive repair, a dearth of textbooks and other learning materials, long periods of non - visitation by inspectors, over-crowded and inflexible curriculum and a language used in schools that is alien to the majority of pupils. This is the same view shared by the Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ) document of 2011 which points out four indicators as being very helpful in improving quality of education and performance. It indicates that: Basic learning materials, Mathematics textbooks, learner-teacher ratios, and class size are very important in improving learner performance. However, Chinapah (2000) is of the view that teachers need to be provided with resources and services for them to provide quality education. He claims resources and services enable teachers to enrich their classroom teaching and the lack of the basic and fundamental needs must be addressed if quality is to be attained. Horton (1988) postulates that quality education depends more on trained teachers, administrators, and availability of materials, books and so forth than whether the programme is either in special schools or is in an integrated programme in regular school. An Education policy paper from the United Kingdom entitled AID to Education in the 90's points out that whilst the nature and importance of constraints on the education system of developing countries vary between and within the region; most are affected by inadequate access and poor quality of provision. It gives the causes as; Inadequately trained professionals in inadequately defined roles, particularly school heads, the inspectorate and other support staff, problems of teaching through an international language which is not lingua franca, inappropriate and rigid curricula that do not reflect the environment in which the majority of pupils learn, lack of physical facilities, including dilapidated school buildings, transport for school visiting by supervisors, absence of textbooks and science equipment, and ineffective and unrecognized system for testing and examining pupils at all levels, and particularly at the school-leaving stage.

The provision of quality education ultimately improves learner performance. Kelly (1991) observed the following as areas that can improve performance; greater availability and use of instructional materials can raise the quality of learning activities and boosts student achievement, more hours or days of instruction will increase achievement, better physical facilities motivate students to learn, more hours teachers spent in preparation for class, the greater the quality of instruction and the higher the achievement, and student boarding will raise student motivation and achievement. Educating our Future (1996) a Ministry of Education Policy document reported that over the years, many factors have contributed to undermining the standards and quality of education in Zambia, predominant among these have been the rapid expansion of the education system, coupled with a decline in real funding for the sector. Indications of low educational quality at the lower and middle basic level include a dearth of textbooks and other learning materials and periods of three to four years elapsing between one visit of school inspector and the next.

The school should also look at the successful way of planning and supporting learning at all levels. It should look at how effective the teaching and learning materials and assessment can promote learning. The curriculum on offer should be coherent and have broadly based programmes of learning, which should provide learners with special educational needs (SEN) clear progression opportunities based on what skills they attain. The learning programmes and activities should support and promote the learning of pupils with SEN and those who are gifted and talented.

Learners with special education needs should be cared for and given advice and guidance and other support processes to promote the achievement of the highest possible standards of work and learning. Guidance and Counselling department should help the individual learners, at all levels of ability, overcome the barriers they may encounter in their learning for them to achieve their full potential. The National Center on Accessible Instructional Materials is of the view that quality education can be provided if the education system can support the learning process in all areas. It is therefore very important that the education system looks into all the areas that constitute what can be accepted as provision of quality education. For the hearing-impaired learners, the system should ensure that they provide all necessary needs that can support the provision of quality education.

2.2 Education for Children with Special Educational Needs (SEN)

Children with special education needs who include the hearing-impaired are taught in ordinary schools, special education schools, special education units and at times at home. In all these different settings, the learners need to receive quality education just like the other learners. Shea and Bauer (1994) consider special education as a subsystem of regular education responsible for education of those learners with disabilities. However, these learners have been neglected for a long time and do not seem to receive quality education. Adams (1986) is of the view that learners with special educational needs may not benefit from educational provisions of the majority unless special arrangements were made for them. Mariga and Phachaka (1993) in their study of Lesotho reported that learners with special educational needs often dropped out of ordinary schools if they were not given extra help.

It is very important that the needs of the hearing-impaired are provided if they have to learn effectively. Poor performance may be observed if the needs of hearing-impaired pupil are not appropriately met. A teacher of the hearing-impaired must know individual needs of his/her pupils. Reid (1989) claims that responding appropriately to pupils needs involves also recognising the different causes of low motivation among pupils and attempting through sound diagnosis and appropriate teaching styles and content to improve and sustain their commitment and interest.(pg. 82) This factor is a must for all teachers teaching the hearing-impaired and the hearing learners. Failure by the teacher to recognise it will lead to pupils performing poorly as each individual may have unique individual needs.

Brennan (1985) claims pupils with disabilities face more time pressure and are affected by their disabilities which delay their learning. They find themselves being forced into the pattern of curriculum suited for the able-bodied. This finding is supported by Kirk and Gallagher (1983) who observed that the curriculum for the visually impaired is the same as that of the sighted children. Chantamani (1992) points out that a special curriculum should be prepared to march the needs of the exceptional children. In many cases, children with special education needs lack a lot of educational necessities which can enable them receive quality education as they have to rely on what is provided for able bodied learners whose needs may be totally different from the needs of the SEN.

The hearing-impaired learners especially those with severe hearing impairments therefore require special education. This is because Special Education is tailored to meet their special

educational needs. According to Mohanty and Mohanty (2011), special education was about giving consideration and providing opportunities and help to exceptional learners and thus meant was meant for children with special needs, abilities and disabilities. This is the same view held by Adams (1986) who viewed special education as meeting individual needs of learners. Special Educational needs differ from learner to learner entailing treating the learners as individuals and not as a group.

Learner performance in many developing countries like Zambia has been poor at all levels both for the able bodied and those with disabilities. In many cases the reasons for this poor performance is the same. This is confirmed by Lemmer (1999) who claimed that, according to the Organisation for Economic Co-operation and Development (OECD) report (1992:23-24) There is a perception existing that educational standards have actually declined, specifically at the time when they should have been on the rise. Kelly and Kanyika (2000) carried out a research on learning achievement at the middle basic level in mainstream classes. The findings of the research were that; The levels of learning achievement were very much lower than teachers and other educators expected, only one pupil in five reached what teachers would consider as the minimum achievement level, and only one in forty what they would consider as the desirable level, the availability and use of books in the classroom raise levels of learning achievement, with best results being obtained when the pupils share books, preferably with two pupils per book and that the learning achievement of pupils with more educated parents was higher than that of pupils whose parents had less education.

The provision of books to pupils is a factor that has affected the hearing-impaired learners very much. This is because the hearing-impaired learners learn more by seeing than by hearing. The hearing-impaired learners rely on tangible things and need a lot of learning materials they can see and touch for them to understand. Learners with disabilities just like the able bodied need special attention failure to which effective learning will not take place. School head teachers must therefore ensure that learners are provided with their special needs. Edmonds (1982) was quoted by Ainscow (1994:22) as noting that the principal's leadership and attention to the quality of instruction is a common feature that seems characteristic of exceptional schools. The hearing-impaired will benefit more from instructions that will take their disability in consideration.

The provision of special education in developing countries like Zambia is not easy. This is because it is expensive as learners with special education needs are supposed to be treated as

individuals and not a group when providing education. Reid (1989:66) who looked at Individualism versus categorisation claimed that the former expresses the opinion that each special needs pupil is unique, with quite specific bundles of abilities and disabilities and that the educational response to such a combination is one that demands an individual regime. He also pointed out that, “Professional discomfort is present when the ideology of the teacher supports an individualistic approaches while the school, organisationally and ideologically, requires a categorical view.” Anderson (1990:459) claims that, research on individual differences has emphasized that there are specific capacities in which humans differ supports Reid’s view. He claims that human intelligence is as a result of an interaction of accumulated knowledge with special capacities for processing certain kinds of information. He also points out that, on many occasions, our memory capacity seems much greater for visual information than for verbal information.

One of the biggest challenges encountered in the area of special education is that of attitude. Very good pronouncements have made giving hope that things might change for the better in special education. However, the attitude of many people especially the stakeholders in education has not changed much. This has led to very little strides made in the area of special education. As ‘The State of the Worlds’ children’ UNICEF (2013) report states, “little will change in the lives of children with disabilities until attitudes among communities, professionals, media and governments begin to change. Ignorance about the nature and causes of impairment, invisibility of the children themselves, serious underestimation of their potential and capacities, and other impediments to equal opportunity and treatment all conspire to keep children with disabilities silenced and marginalized.” In many cases, people tend to look at a disability that an individual has as a source of judgment instead of the ability of a disabled individual. People are often prejudiced and as a result, many people with disabilities are denied opportunities and chance to do what they are capable of doing.

Treating children with disabilities as a group rather than as individuals is another factor that has affected the provision of quality education to the learners. Different pupils need different inputs due to the varying physical, intellectual and mental characteristics. This has been a very big challenge for the Zambian education system where there are very few special education trained teachers against a big number of learners with special education needs. According to the Ministry of Education document Zambia Educational Statistical Bulletin (2013), there are 1, 757 trained special education teachers against a total of 108, 149 children

with special educational needs in schools. This translates in the pupil: teacher ratio of 61: 1. This is abnormally high for special education where a specialist teacher is supposed to handle a maximum of 5 learners. UNICEF (2013) claims it is important to take into consideration adjusting the learning environment when teaching children with disabilities. It states that, “accommodating children and young people with disabilities includes things like adjusting the entry requirements and criteria for passing, and making sure that learning materials, examinations and class schedules take their needs into account.” ADEA newsletter (2006) points out that improvement in the quality of education and school results ultimately takes place in the classroom and thanks competent and motivated teachers and schools that strive to provide an environment conducive to learning that enables students to succeed.

The instructions given to the various disability groups may vary from group to group. This factor should always be taken into consideration when planning for education at all the levels. Ignoring it may lead to poor performance by the pupils. According to Bickel and Bickel (1986), there are three characteristics associated with effective instruction; teacher behavior, organization of instruction and academic learning time and Instructional supports such as class size and teacher in-service training. Shea and Bauer (1994) quoted Copeland (1982) as having stated that classrooms take on characteristics as teachers and students’ influence and are influenced by one another. It must be remembered that, students as well as teachers affect classroom events when the stated characteristics are not taken into consideration, pupils with special educational needs performance get affected. The poor performance by the hearing-impaired can partly be blamed on ignoring the stated characteristics.

Education aims at equipping learners with knowledge and skills. Brennan (1985) claims that the aims of education are the same for all pupils and this is supported by Hendrikz (1994:86) who says, “The main, general purpose of education is to prepare the young for their adulthood. To achieve this purpose and to justify the money and effort that the community puts into it, the overall curriculum adopted by the school system must be planned with the real needs of the wider community in mind.” He also claims that where pupils have special needs, some aspects of aims merit special stress and that it is not good enough merely to re-state general aims; they should be thought through and reformulated in the context of special needs. The child should learn what suits it and that which fits it. Galloway et al. (1994) claims no child is ineducable; and parents now have a right to demand that their child shall be genuinely and properly educated. Adam and Madduma point out that, “all education aims at

social normalization and Special education is not different. We must strive to the fullest of our abilities to bring a person who happens to be 'slow' to the fullest of their potential educationally. There is no person who 'cannot learn. Regardless of the severity of the intellectual handicap, a person can learn something, and it is our responsibility to help them achieve that possibility." Thompson and Henderson (2007) claim exceptional children can learn, enjoy life, be independent and productive, and fulfill their individual potential just surely as all other children can. They have the same rights to respect and growth as other children, and they have the same needs.

The Zambian Government through the Ministry of Education has been advocating for the provision of quality education to all learners. The Zambia Education Curriculum Framework – 2013 a Ministry of Education, Science, Vocational Training and Early Education document is of the view that, teachers and teacher-educators should be equipped with knowledge and skills to enable them identify, screen and assess the learners with special educational needs. This will enable them provide appropriate interventions to the learners. It further advocates for the learning institutions to ensure that learners with special educational needs are provided with appropriate resources to enable them access quality education. It also calls for the adaptation of the curriculum to suit the individual needs of the learners. Statistical Bulletin (2011) a Ministry of Education document states that the education of the children with special education needs is an important equity indicator in the provision of educational services. However, it reported that the provision of education to the children with special education needs largely depended on the availability of facilities such as appropriate infrastructure, learning and teaching materials as well as community participation and awareness.

Ministry of Education (1977:23) claims that, "Special Education as the term implies, refers to education especially designed and adapted to suit the needs of unfortunate handicapped children who may be suffering from mental or physical disability." It also says, "All handicapped children, like any other children are entitled to education." MOE (1977:25) further says "because of physical or mental disability, the curricula materials, equipment and methods have to be designed in such a way as to enable the student to cope with the disability and meet his needs." and that the ministry of education will be responsible for designing special education curricula and teaching materials. Educating our future (1996), a ministry of education policy book outlined what the ministry of education was going to do to assist

children with disabilities. The policy says the ministry was going to; train an adequate number of teachers in special education, design appropriate curricula and teaching materials, prescribe specifications for special furniture, equipment, aids and infrastructure provisions, develop appropriate support technology systems and provide adequate supervision of special education programmes. Special education in some countries is still perceived as a charitable venture – a welfare programme. Responsibility for special education is not always with educational authorities and resources are important as schools in most countries, even in developed world would benefit from better buildings, more equipment and books, smaller classes and more skillful teachers with high morale. It is therefore very important that this factor is entrenched into the minds of all the people and this should be done through vigorous sensitization of all stakeholders. The above factors if taken into consideration by the ministry of education can foster the provision of quality education.

The importance of ensuring quality in education provision for learners with special educational needs has also been emphasised from the legal perspective. The Education Act of 2011 stipulates that the Minister shall ensure that educational institutions provide learners with special educational needs with quality education in appropriate designed and well-resourced educational institutions staffed by qualified and dedicated teachers. This has been further been recognised in the Disability Act of 2012 which stipulates among other things that persons with disabilities can access an inclusive quality education and free primary, secondary and higher education on equal basis with others in the communities in which they live and that the Minister of Education shall by statutory order, design public educational institutions to provide the necessary facilities and equipment to enable persons with disabilities to fully benefit from the public educational institutions. The act further calls for the facilitation of the learning of sign language and the promotion of the linguistic identity of deaf persons.

A Ministry of Education document- Strategic plan 2003-2007 reported that one of the vulnerable groups that have been neglected is that of children with special education needs. It claimed the neglect can be made worse when the parents feel ashamed to send their children to school. It also pointed out that one of the reasons for failure by parents to send their children to school is the lack of user friendly infrastructure facilities and lack of specially trained teachers. The document claims that in a study carried out in Western and North-Western provinces of Zambia showed that 23, 378 children with disabilities were not enrolled

in schools. This is supported by Ndhlovu (2008) who in his study reported that in most schools learners with special educational needs were excluded from accessing education. This was because the infrastructure was not disability friendly. Parents of learners with disabilities are always cautious of the infrastructure to be used by their children when they attend school. One area of concern especially for the intellectually challenged and the physically handicapped is the issue of toilets. Many schools do not have conducive toilets for learners with disabilities.

2.3 The hearing-impaired

In our everyday life, we come across so many hearing-impaired children. These children may not have the same degree of hearing disability, some are deaf, some are deafened and others are hard of hearing. A deaf person is one who was born without hearing. The deaf have never heard any sound as they were born with an impaired hearing mechanism. A deafened person is one who was born hearing but lost hearing along the way due to disease, accidents or noise pollution. This is the same view shared by Mbewe (2014) who points out that a deafened person is one who lost hearing after mastering verbal language. He claims this person is able to speak when communication with others and depends on lip-reading.

The hard of hearing can hear noise but this is after amplification or when someone shouts when talking to them. The hard of hearing have residual hearing. This therefore means even their modes of learning differ. This view is shared by Stepp, jr. who said, "Variations in the learning modes and learning abilities among deaf students demand variations in methods and materials. Teachers of the deaf must be adaptable and must have at their disposal teaching materials and devices that are versatile." He also suggests that instructional strategies must vary according to the diagnosis of the learning problems and communication mode to be used. Stepp, jr. advocates for the use of instructional media and claims this type of tool is adaptable to all hearing-impaired learners. He claims by design and format, this type of tool can: involve several senses at once, demonstrate ideas, compensate in part, for impaired communication skills, provide access to information not otherwise available, simulate experiences and serve as a response mode and form of creative expression.

The hearing-impaired learners seem to lag behind in many areas but especially in the acquisition of language and in communication. This is mainly because they seem not to have adults they can learn from because of their disability. Bowman (2004) claims the

foundational knowledge of reading and writing skill in children is laid in the years before children come to preschool. He claims this knowledge begins in infancy and continues to grow. He however, says for this to grow, it requires the learner, to develop meaningful relationships and interactions with others. Wood (1998) suggests that, “child’s potential for learning is realized in interactions with more knowledgeable others.” Children according to Speaker, et al. (2004) Children acquire literacy through their interactions with others such as peers, teachers and parents. They claim that consequently the social-cultural background of the child plays a major role in their understanding literacy practices. However, it is this rich social-cultural background that lacks in hearing- impaired children. They cannot hear what the other people around them are saying to enable them construct meaning. It therefore means the hearing-impaired learners in most cases lag behind in many areas because of the lack of communication with the people around them. This being the case, they are likely to lag behind in class work.

Parents of the hearing-impaired learners are very important in their education. This is because they are the first people to come in contact with the child and spend more time with the child than any other person. Roth et al. (2002) discovered that parents’ attitude towards literacy influences the way children learn and perceive literacy. They claimed that parents must realise that they are the first influential teachers for the child. This is the same view shared by Morrow (1995) who says, “Parents are the first teachers their children have and they are teachers that children have for the longest time.” However, having a hearing-impaired child limits the communication between the parents and the learner. This is because both the parent and the learner have to learn the language to use when communicating. This leads to a child lagging behind in language acquisition which is very important for communication.

For a long time, many individuals believed incorrectly that children with hearing impairments, especially those identified as deaf were also intellectually deficient. The thinking process of deaf children are similar to those of hearing children, although their verbal intelligence test scores are generally lower than their performance (nonverbal) test scores (Moores-1987). Unless a hearing- impaired child has other disabilities, as with brain damage, there is no causal relationship between deafness and intelligence. However, a child may not reach full potential unless effective communication training is given. Kirk et al. (2009:341) postulates that, “A hearing loss will not impact a child’s overall cognitive abilities; but because the children cannot hear as well as children with normal hearing, he

may experience developmental delay.” This factor is important when handling the hearing-impaired. Developmental delay especially in language is expected of the hearing-impaired, this is because we learn language mostly through imitation and the hearing-impaired cannot imitate as they cannot hear.

Gearheart et al. (1988:144) postulates that hearing-impaired students may experience fatigue more easily than other students and teachers should be aware of this potential problem. Such fatigue they claim may be particularly noticeable in young children near the end of the day, but this factor is a factor for all hearing-impaired students. The fatigue results in part from the continuous strain of speech reading, the use of residual hearing, and the constant watching required to keep up with various speakers while participating in classroom activities. They also advocate for students to sit where they can make the most of what they hear and see. They claim the hearing-impaired student listens with their eyes as well as his ears. It is thus very important that teachers know how to plan their work in order for their hearing-impaired pupils to benefit. This is a factor that should not be ignored. The needs of the hearing-impaired learners are not the same as the degree of hearing loss may differ from one learner to another. It is important that the school system tries to meet the needs of individual learners if quality education is to be provided.

The hearing-impaired learners face a lot of challenges in their learning. This is because they miss out in some of the learning contexts. Hearing-impaired learners lack some personal experiences experienced by the hearing as they fail to communicate with the people they come into contact with. Mbewe (2014) is of the view that the hearing-impaired fail to acquire quality education due to; lack of or inadequate funds, lack of teacher competences and lack of inadequate teaching and learning materials are some of the major challenges these learners face. He claims these challenges severely disadvantages them and consequently makes leads to their poor performance denying them opportunities to realise their full potential. According to the Ministry of Education document Inclusive Education Programme (2003), it is the role of the Ministry to; provide equal education opportunities and appropriate education, seek support from co-operating partners, formulate education policy for the children with special educational needs, offer guidance and counselling services to parents and other stakeholders, provide financial inputs, coordinate with other stakeholders and collect and keep data on learners with special educational needs.

2.4 School Factors Affecting the Provision of Quality Education.

There are many school factors that affect the provision of quality education to learners with special educational needs like the hearing-impaired learners. Some of these school factors can be resolved at either class or school level. However, there are other factors which need the involvement of other stakeholders who are part of the school system like parents and the Parents, Teachers' Association (PTA). It is therefore very important that all the stakeholders in the school system know the type of learners attending school in their community. It is the duty of specialist teachers and school administrators to sensitise the school community on the type of learners that they have at their school and the needs of those learners. Failure to look into the needs of the learners will ultimately affect the provision of quality education, as the learners will be missing some of their special needs.

2.4.1 Learning Environment

A learning environment is a place where the learner is obtaining education. The learning environment is a very important factor for the hearing-impaired pupils in the provision of quality education. The hearing-impaired learners must be taught in a least restrictive environment free of noise and other disturbances. Davison and Neale (1990) claim that such an environment is one that allows the handicapped student to develop mentally, physically, and socially with the fewest barriers while at the same time providing necessary support. This view is supported by Savolainen et al (2000) who postulated that we find it very important to create a school atmosphere in which every student feels welcome in order to enable each of them to further active participation in the variety of activities proposed. This same view is held by Cheminais (2010) who observed that it should be recognized that some difficulties in learning might be caused or exacerbated by the school's learning environment or adult/child relationships. UNESCO (1990) reports that there is strong evidence that a suitable learning environment can contribute to quality education. It also postulates that a high quality education implies the provision of an environment that actively seeks out learners and assists them to learn as well as welcoming learners and assisting them to adapt to learning needs.

If the learning environment is not conducive, learners' performance will be affected. This therefore entails looking carefully at such matters as classroom organisation, teaching materials, teaching styles and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. The Comprehensive Assessment of the School

Environment (1987) asserts that school environment and school connectedness can be the determining factors in the learner's education experience. It claims when students believe that adults in the school care about them, they have a high expectation for their education and will provide the support essential to their success and they thrive in what they are doing. Cohan (2006) is of the view that the school environment affects more than just academic performance; he claims it influences the student's emotions, increases educational aspirations and improves attendance and retention. He is of the view that lack of a suitable environment is likely to cause high absenteeism, misbehaviour and interpersonal aggression. This view is also supported by Gonder and Hyness (1994) who claim that a favourable school environment reduces dropout.

Cheminais (2010:40) indicated that difficulties in learning often arise from unsuitable environment – inappropriate grouping of pupils, inflexible teaching styles, an inaccessible curriculum materials – as much as from, individual children's physical, sensory or cognitive impairments. Defining Quality in Education a UNICEF publication (<http://www.unicef.org/education/files/qualityeducation>) claims that the quality of school facilities seem to have an indirect effect on learning. It further states that the quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches and Berry (2002) claims there is a clear link between environmental quality of schools and educational performance. He claims quality of the school environment shapes attitudes of students, teachers and staff.

The school environment is very important to learners especially to the hearing-impaired learners who need adjustments to be made to the school infrastructure, school surroundings, classrooms and the attitudes of parents, teachers, school administrators and hearing learners if they have to access the much sought quality education. Failure to make the learning environment suitable for the hearing-impaired will greatly affect their learning and ultimately the provision of quality education. This is the view taken by Modi (2013) who claims that deficiencies in the school environment undermine the quality of teaching and learning and this contributes to the health and safety problems for staff and students.

2.4.2 Infrastructure

School infrastructure is very important in the provision of quality education to learners especially to learners with disabilities. This is because the infrastructure can hinder learners with disabilities from attending school. Vandiver (2011) reported that both the Public Laws; the Individuals with Disabilities Education Act of 1975 and section 504 of the Rehabilitation Act of 1973 required that school facilities be accessible to learners with disabilities. The disability Act of 2012 also states that the Minister responsible for Education shall by statutory order, design public educational institutions to provide the necessary facilities and equipment to enable persons with disabilities to fully benefit from the public educational institutions. It is therefore very important that all school infrastructure is made disability friendly so that no learner is hindered from accessing educational institutions.

The learners with hearing impairments need hearing-impaired friendly infrastructure. This infrastructure should always be devoid of noise and other disturbances. This is because some of the hearing-impaired learners like the hard of hearing use hearing aids, which pick up any sound which comes across. The infrastructure should also have large windows, which allow enough light to help learners who lip read and to ensure the learners see the signs being used when the teacher or fellow learners are communicating. Mariga and Phachaka (1993) in their study in Lesotho reported that some schools had very poor lighting and ventilation facilities. Such facilities were not conducive for learners with special educational needs especially the visually and hearing impaired. The hearing impaired especially the hard of hearing need rooms with enough light to enable them lip read.

2.4.3 Screening of Learners entering Pre-School and Grade One

Screening is very important for all the learners enrolling in school as first graders. According to the Centre for Early Education and Development (CEED) screening is the first step in identifying children who may be at risk of future difficulty in school and those who may have special needs. Screening is very important as it assists in determining which children in a population are likely to be in need of special services to develop optimally. Screening can also be a process of collecting information over a period through a variety of sources that could lead to the conclusion that an individual might be significantly at risk for a special condition such as a learning disability. However, Zindi (1997) in his study in Botswana observed that children with special needs were not identified, assessed and placed as early as

possible. This according to him was due to lack of reliable and valid assessment instruments, lack of resources, lack of commitment by Government, lack of clear policies, lack of proper legislation, lack of expertise and generally lack of strategic planning.

Most of the learners entering school are not screened in Zambia and these learners are identified very late making early intervention very difficult. One of the disabilities which learners are not screened for is that of hearing impairment. Some learners enter the school system with hearing impairments and because the teachers are not trained to identify them, these learners continue learning with their disability, which affects their academic performance. Screening for physical and developmental disabilities is very important for every learner entering the school system. According to Foster et al. screening is the application of a simple accurate method for determining which children in a population are likely to be in need of special services to develop optimally. It should however be realized that screening is different from diagnosis. Screening only determines those who need special services while diagnosis determines the extent of the disability. Screening is carried out in order for early interventions to be carried out. The interventions could be educational or medical.

The National Institute for Literacy (NIFL) points out that there are various types of screening. It points out three (3) main types of screening. These are diagnostic screening, attention difficulties screening and scotopic sensitivity screening. Diagnostic screening identifies strengths and weaknesses in the area of information processing, using a vision and hearing screening and asking the learner to complete a series of tasks to assess reading encoding and decoding, and visual and auditory processing. Attention difficulties screening identifies students who are challenged in the classroom by staying focused, resisting distraction and restlessness, completing multi-step tasks, following directions, or managing social situations. Scotopic sensitivity screening identifies learners who are challenged by reading black print on a white page. Individuals with this neurological sensitivity see letters and words move, blur, swirl, or managing social situations.

Screening should always be done with the consent of the learner or the parent if the learner is very young. The information obtained from the screening activity is confidential and should not be shared with any other person apart from the screened person or the parent. De La Paz and Graham (1995) point out that there is no standard or uniform battery of tests, checklists, or procedures to follow for the identification of most students with disabilities. It is therefore

very important that all learners entering school system are screened for all the disabilities to allow teachers to put in place early interventions or referral to other specialists in other fields.

Screening is a must for the hearing-impaired learners if quality education is to be provided. Hearing impairment can be categorised in three different levels. These are the deaf who cannot hear anything, the deafened who used to hear but can no longer hear and the hard of hearing who have residual hearing and can hear when provided with hearing aids or placed in front of the class. Screening therefore is very important as it enables the teacher to determine the learners' hearing level and know how to place the learner. It also helps the teacher to know the mode of communication to use when teaching and the facilities to be provided if quality learning is to take place.

The Ministry of Education (2015:17-19) Guidelines for the implementation of Inclusive Education and Special Education in Zambia has put in place a procedure of how assessment can be carried out on all learners entering early grade grades. Every learner is expected to be screened before entering school. This is to enable early interventions to be planned for those found with disabilities.

2.4.4 Placement of Hearing-impaired Learners

One of the most important interventions in the area of special education is that of placement. Placement is the process of correct positioning a learner in an environment that will be conducive for learning or allocating an identified learner a suitable place or institution from which the learner will benefit educationally. Placing the hearing-impaired learners in the correct learning environment is very important. If a learner is placed in a wrong environment, effective learning will not take place. It is important that hearing-impaired learners are screened so that their level and type of hearing impairment is known before being placed in a classroom. As AIU publication on current trends points out, there are different views shared by different professionals on how best to place learners with disabilities. On one hand are those who are for inclusive education and on the other, those who still feel the learners are best taught in exclusive institutions. However, for the hearing-impaired learners, it's important that the learners are properly screened so that they are well placed both institutionally and in the classroom.

Hearing impairment has three distinct groupings; the deaf, the deafened and the hard of hearing. A teacher needs to know how to place these different learners if they have to benefit

from teaching. Learner's performance will be affected if they are wrongly placed both in schools and in classroom. It is therefore important that the hearing-impaired learners are correctly placed. Before any placement is done, learners should be screened for not only hearing impairment but also for visual impairment and other disabilities. This is because some learners may be deafblind. According to Ann-Christine Gullacksen et al. (2011), deafblindness is a combination of visual and hearing disability. They claim this type of disability limits activities of a person and restrict full participation in society. It is therefore very important that educators screen the learners thoroughly before placement. It is also very important for the teacher to know how to place the different hearing-impaired levels in the classroom if quality education is to be provided to them.

Placement of hearing-impaired learners in the correct learning environment is very important and this should be done after thorough screening. If a learner is placed in a wrong environment, effective learning will not take place. The hearing-impaired learners should be properly screened so that they are well placed both institutionally and in the classroom. A learner who is wrongly placed will not benefit fully from the learning process and this will affect his/her performance.

2.4.5 Appointment of Special Education Needs Coordinator (SENCO)

In every school in Zambia, there are learners with special educational needs. These learners in many cases have not been identified and they keep on learning without any attention given to them because most of the teachers are not trained in the area of special education. One of the most important staff at a school where we find pupils with disabilities is the Special Education Needs Coordinator (SENCO). The SENCO is a teacher who has undergone some training in handling of learners with special educational needs and is the one who coordinates issues of special education in a school. It is therefore very important that every school has this officer so that learners with special educational needs can be identified and assisted. The identification of learners with special educational needs is very important as it helps the school system in planning and budgeting. If a school does not appoint a SENCO, there is a possibility that learners with disabilities like the hearing-impaired will not be identified and the learner's performance will be affected as their special needs will not be met.

2.4.6 Adequate and Qualified Teachers

Quality teaching and learning depends very much on a teacher. Hopkins (2001) claims that quality teaching was identified as a key influence on outcomes for learners with special educational needs. One factor that has contributed positively and negatively to the provision of quality education is the teacher. UNICEF (2013) claims teachers are a- and perhaps the key element in a child's learning environment, and that it is important that they have a clear understanding and a commitment to teaching all children. Teachers are major stakeholders in the provision of quality education. A teacher is a trained officer with the responsibility of imparting knowledge to learners at any level of education especially primary and secondary levels and is one of the most important people in the educational life of any pupil. A teacher plays many roles when teaching the learner. Horton (1988) postulates that quality education depends more on trained teachers, administrators, and availability of materials, books and so forth than whether the programme is either in special schools or is in an integrated programme in regular school. A learner depends on a teacher and it is incumbent upon the teacher to make the learner learn in the most appropriate way. The teacher can make the learner succeed or not. It is important that all teachers work towards helping the learners to learn. A well prepared and motivated teacher will contribute towards the provision of quality education. Teachers should ensure that they plan their work and use suitable teaching and learning materials, captivating teaching methods and teach in an enabling environment.

There is no effective learning that can take place without teachers. This is especially true for the hearing-impaired learners who depend on sign language as a means of communication. Teachers are at the heart of education revolution; without them, quality is impossible. (UNICEF. 1999:5) However, some teachers are to blame for pupils' failure to learn. Leu and Price (2005) state that a research conducted in Namibia on the factors that promote quality emphasised teachers, schools, and the communities as the engines of quality, with teacher quality identified as a primary focus. The hearing-impaired learners miss a lot of information due to their disability. It is therefore very important that teachers who teach them know how to handle them. This missing of some information has an effect on their performance. This is the same view shared by Dervelle (1990:109) who points out that, children who have poor hearing miss a good deal of information given to the class and are likely to be particularly slow in learning to read and spell. The effort of trying to hear what is being said causes them to tire quickly during oral lessons and therefore they are likely to lose interest.

Borich and Kash (1978) are of the view that, apart from parents, the teacher constitutes the second strongest influence on a student's life. It is therefore important that teachers attitude towards work is positive. This is the view shared by Purkey (1970) who points out that the teachers' attitudes and opinions regarding his students have a significant influence on their success in the school. Bad teaching is a factor that may cause poor performance by the hearing-impaired learners. A good teacher should know the strengths and weaknesses of the learners and strive to help met the individual needs of the learners. Defining Quality in Education a UNICEF publication (<http://www.unicef.org/education/files/qualityeducati>) says, "good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them gauge individual student learning and adapt activities according to student needs." John and Siraj-Blatchford (1995:24), claim that schools, which are effective have teachers who demonstrate concern for pupil's development as individuals in society.

Some teachers have challenges in delivering their lessons. It is important that teachers understand their learners and methods, which are beneficial to their learners. Derville (1990:7) points out that knowing the subject we teach is not the same as knowing what we teach. In many cases, teachers know the subject they teach but not how to teach it. It becomes worse when it comes to the hearings impaired learners who need many different methods in ensuring that they learn.

According to Kay (1971), children should regard school as a happy place and learning as an enjoyable process and not a dull grind. He claims teachers should arouse and then maintain their enthusiasm for learning so that whenever the learners meet something new or something they do not understand they will immediately want to find out about it and in this way have a mind of inquiring and observing. Teachers can inspire their pupils through their teaching. A teacher at the same time can cause pupils to hate school by the way he conducts himself/herself both inside and outside the classroom. Stones (1966) claims that the teacher should not only make good use of apparatus in the classroom and outside, but he must ensure that the children are able to make use of the concepts they have acquired in relevant practical situations.

Reid (1989:65) observes that teachers are in two groups. He claims these are; Technical and Intuition. He claims those attached to the technician paradigm see themselves as skilled technicians, being interested in measurable results, the products of schooling and teaching. They use techniques which could be objectively defined and their professional behavior is based on institutional norms. He observes the intuitionist teacher, on the other hand is one, whose primary concern is with the quality of relationship with pupils and with understanding and interpreting school as a process. The intuitionist's notions of pedagogy include subjectivity, qualitiveness and illuminative forms of appraisal and evaluation. In this view, improvement in teaching and learning comes through the routes of better relationships and appreciated in interactive terms. Teachers of the hearing-impaired learners should strive to be intuitionist teachers as they in many cases have to understand their learners and teach individuals and not groups of learners.

Stones (1966:389) is of the view that the traditional stereotype of the teacher as one who stands in front of the classroom and 'tells' the children has been at odds with views of educationists for many years. Hearing-impaired learners learn better by doing not by listening to the teacher. It is better that the teacher becomes a facilitator and leaves much of the work to be done by the learners. The teachers needs to talk less but give work to learners and then go round to assist those facing challenges. Learning will best take place when the teacher ensures that children have adequate experience of reality as a basis for the abstractions they form. The provisions of aids and apparatus will help to provide the physical basis for abstractions. (Stones 1966:392)

Kay (1971) calls for the teacher to find time to meet parents. She claims contact with parents will enable the teacher know more about the learner including useful things about the learner which he/she may not have suspected. She claims in this way, it will help the teacher to understand the learner as an individual. Hendrikz (1994:81) points out that a further overlooked essential for arranging for a success is the high level of understanding of the subject matter by the teacher himself. It is important that the teacher knows the structure of the subject. Some teachers fail to transfer the needed knowledge to the learners because they do not understand the subject themselves. You cannot effectively teach something you do not understand. UNICEF (2013) encourages teachers to call upon other colleagues who have greater expertise and experience of working with children with disabilities. This is important especially for the hearing-impaired learners who need teachers who know sign language.

Savolainen et al. (2000:118) postulates that the role of the teacher has changed and that the primary goal of teachers is to educate all children in order for them to achieve this goal, they must vary their teaching methods. This is very important for the teacher of the hearing-impaired learners as the teacher has to handle different degrees of the hearing-impaired within the same class. A teacher for the hearing-impaired must vary their teaching methods in order to meet the needs of all learners. Hendrikz (1994) however, points out that there are some special stresses more likely to be experienced by teachers in rapidly developing countries. For example, the teaching facilities and resources in rural and remote areas may be limited and classes unduly large, or have wide age ranges.

Motivation is very important in improving teacher performance. In Zambia, teachers who were trained to teach children with special educational needs (CSEN) in the early stages (1973- 1980), enjoyed what was called 'special education allowance' on top of three incremental credits after successfully qualifying to teach the CSEN. This meant that if one was a primary school teacher, he or she moved from primary school teacher's salary scale to secondary teacher's salary scale. This was a great inspiration to most teachers. It made one feel moving up on a social status scale (Kalabula 2007: 5). However, from 1981 onwards, teachers who were trained to teach the CSEN lost the prestige of additional increments and special educational allowance. This frustrated them so much that many chose not to teach the CSEN opting to teach in the mainstream schools. However, the Government created the awarding of an upward movement of 3 notches within the same salary scale for teachers with special education qualifications. This good intention by the Government has been derailed by some officers at the district level where end users are who mandated to ensure this is done have denied the specialist teachers this upward movement in their salary scales.

Most people who join teaching seem not to have a calling to the profession. This can be seen by the way they carry out their duties. Aylett and Gregory (1996) claim that, "Strategy of achieving high quality, inspirational teaching is not difficult to construct. One starts out by hiring people who have a vocation for teaching – who derive a positive pleasure from the process of conveying understanding and knowledge; who have the power to inspire learning; who can show sparkle and originality in their approach; who on a whole like their fellow human beings." This however is not the case in the Zambian situation. Many teachers who have joined the teaching profession have done so for the sake of being employed and not out of passion.

Most teachers who are trained in special education and those who are not trained in special education are of the view that children with disabilities should be taught in special schools and units. This view is supported by Heward and Orlansky (1988) who claim that teachers are for the view that pupils with disabilities should be taught in schools where their needs will be met. They claim teachers want to see each exceptional child educated in the most suitable least restrictive environment. Moberg (2000) discovered that teachers in Finland were not in favour of inclusive Education. His findings reported that attitudes of teachers were generally unfavourable to mainstreaming and many teachers and other professionals were found to perceive pupils with special needs in a negative light. Hegarty et al. (1992) also explored the attitudes of both the experienced teachers and trainee teachers towards pupils with special educational needs. He discovered that both groups of teachers had least preference for having hearing-impaired and the maladjusted pupils in their classes. Coates (1989) and Savolainen et al. (2000) observed in their studies that teachers with more years of service did not approve of inclusive practices in schools as compared to new teachers. This could be because old teachers have been used to the old traditional way of teaching and were not equipped with the skills of handling children with special educational needs. They are not ready for change. However, UNESCO reported that Hala T. Ibratrim in his study of teachers in Jordan found that teachers who are new to the school often object to have a student with special educational needs in their class. Often this is because they do not understand the needs of these students and simply do not know what to do. This view is supported by Avramidis et al. (2000) and Garner (1996) who indicates that research has found out that many newly qualified teachers entering the professional arena perceive themselves as ill-equipped to teach the pupils with disabilities.

Some new teachers may be coming from colleges where they are not inculcated with the skills of teaching children with special educational needs; they therefore are not ready to handle such children. However, Jenkinson (1997) postulates that a study of Israeli teachers disputed the conclusion that positive attitudes towards integration are necessarily dependent on the availability of adequate support. He cited Schechtman et al. (1993) who in their study found that concerns about the difficulties of the class teachers in providing for students with disabilities were unrelated to attitudes towards integration. Positive attitudes were more likely to be determined by school policy and a personal conviction of the importance of integration. Teachers who saw the success of integration as being dependent on external support were more likely to hold negative attitudes, but those who perceive themselves as having more

control through their conviction that integration could be made to work were more likely to hold positive attitudes and that teachers report a change of attitude after some experience of integration. Chantamani (1992) claims that teachers must have a clear concept of special education and integrated education as the education of the exceptional child depends on the efficiency of the teacher and that teachers of the disabled play other roles apart from that of teaching as they also guide both the pupils and their parents.

Ajzens (1988) in his study found that people had different views about disabilities; his findings showed that people held different beliefs towards persons with disabilities, which often influenced their attitudes and determined their behaviour towards others. Berryman and Neal (1980) in their study discovered that when teachers are questioned on their preference on the two types of service delivery models, the 'pull-out' model referring to separate education and the 'in-class' model which indicated inclusion. Most of the respondents out of 382 teachers preferred the pull-out model. This included the specialist teachers and the ordinary teachers. The results agreed with those of Coasts (1989) Kauffman (1993) and Kasonde – Ngandu and Moberg (2001) who established in their studies that most of the teachers did not agree with including children with special educational needs in ordinary classroom. The findings are supported by Shea and Bauer (1994) and Heward and Orlansky (1988) who claim administrators and teachers do not receive adequate training in special education and thus are not confident to handle the pupils with special educational needs and that the teachers receive very little support when exceptional children are placed in their classes. This is understandable because teachers in the mainstream have not received training in handling learners with special educational needs. They therefore of the idea that these learners should be taught separately in institutions which will meet their special needs.

Horton (1988) postulates that quality education depends more on trained teachers, administrators, and availability of materials, books and so forth than whether the programme is either in special schools or is in an integrated programme in regular school. To him the most important are the provisions and not the type of programme and a good teacher given the best provisions will deliver irrespective of the nature of the programme. The curriculum in schools does not seem to take into consideration the needs of the pupils with disabilities. Lieberman (1985) calls for special education to maintain its separate identity because among other reasons, he claims in regular education, the system dictates the curriculum; in special education, the child dictates the curriculum. In ordinary class, the ordinary class teacher will

aim at finishing the syllabus and prepare the children for examinations at the end of the day, he/she will not pay attention to a child with special educational needs who would delay the whole class if much attention was paid to them.

The way teachers handle the pupils is also very important factor. Pupils with hearing problems need someone who acknowledges their problem and shows signs of helping them. They lose confidence and trust in a teacher who may seem not to care about them. Derville (1990:111) points out that it might however be the case that the teacher, through treating children unjustly or unkindly has caused the pupils to dislike him. If this happens, the child will probably begin to dislike the subjects taught by that teacher and may as a result become backward in them. Children with special educational needs thus need a well-trained teacher who understands their needs.

Hegarty et al. (1982) cited a study by More and Fine (1978) on the attitude of teachers towards children with disabilities which revealed that the disabled are stereotyped by both specialist and ordinary teachers. Panda and Bartel (1972) found that teachers when asked to evaluate pupils along various dimensions, rated those with special needs lower than others on all factors. The findings agree with those of Simpkins (1987) who established on his survey of special education teachers that, most classroom teachers are willing and co-operative. However, if the administrations in the school are not supportive, the staff usually is not either. The members of staff in many cases prefer to work in places where they are supported and appreciated and if the support and appreciation is not forthcoming, they also tend to relax and eventually get frustrated.

Avissar (2000) and Chinies-Ross (1984) established that teachers were willing to have the children with disabilities in their classrooms so long adequate educational resources were provided to enable effective learning to take place. Furthermore, unmet needs increased relatively the severity of the disability of the student in their classroom. Most of the teachers are very ready to have children with special educational needs as long as they are given the needed support. Special education believes in individuals being taught and not groups. This in itself demands more teachers to handle the many learners in classrooms. Kay (1971) urges teachers to establish a good pupil-teacher relationship. She says, "The teacher must treat the children as individuals- everyone with different needs and different problems and that this means getting to know every child well, including home background and parents."

Thomas (1985) found in his study that the best single predictor of class teachers' attitude was the perceived attitude to integration of the special educator who taught or acted as advisor in the school and with whom the class teacher had contact. If the special educator was perceived to have a positive attitude, then the class teacher also showed a positive attitude. Negative attitudes were related to a perception that special educator held either a negative or a neutral attitude to integration. It is therefore important that the School education needs coordinator (SENCO) shows a positive attitude towards teaching learners with special education needs.

Kasonde-Ngandu and Moberg (2001) carried out a survey on the attitudes of teacher's towards inclusive education in Northwestern and Western provinces of Zambia. Their findings revealed that head teachers and ordinary teachers had more positive attitudes than special education teachers. The specialist teachers preferred separate education. This could be understood as the specialist teachers know what goes with teaching children with special educational needs and have great concerned for the children and thus would not want them to be handled by people who are not trained to teach them. They also found out in their study of Northwestern and Western provinces of Zambia that on average, about 30% of ordinary teachers said they had knowledge and skills needed for teaching pupils with disabilities.

Learners with disabilities in many cases are taught in special education schools and special education units. These institutions are perceived to meet the need of learners with disabilities. Kasonde-Ngandu (1986) agrees with Kalabula in her study on aspects of the up-bringing and education of children with special education needs in a rural Zambian Bemba culture that the general feeling of teacher respondents were that the handicapped children need to be educated in separate special education schools because the majority respondents had not been to any in-service training and their initial training course did not include anything on the handicapped children with special learning difficulties. She fund that, 67% of her respondents felt that the best place for the handicapped is separate provision in special schools, because in a separate school the children are free from being laughed at, stared at and teased by the normal children.

A specialist teacher to be effective should handle a maximum of 5 learners taking into consideration that the learners are of different levels. The Zambian situation is not healthy as there are not enough teachers even for the mainstream. Ministry of Education Strategic Plan (2003-2007) indicated that one of the challenges the Ministry was facing was a critical lack of teachers. It reported that it could be seen from the very high pupil/teacher ratio, problems

in deployment of new teachers and difficulties in retaining existing staff. Kalabula (1991) in his study found that teachers were unwilling to support inclusive schooling because of several practical and technical problems. These include; lack of educational resources, inadequate level of information and teaching skills to meet the individual needs of all pupils in ordinary schools.

One characteristic of a good school is that the teachers there have high morale. High morale means the teachers have confidence and enthusiasm that drive them to achieve high goals in whatever they do; they are happy in their work and enjoy their job. They are excited about their teaching and about their pupil's progress all round. They are anxious to learn more themselves and improve their academic qualifications and professional and professional skills. (Kalabula 2007) However, above all they should ensure that their good works benefit the learner in their classrooms and schools. A good school will be known by the quality of their learners, teachers and administrators.

Teachers of the hearing-impaired must have the qualifications to teach the hearing impaired learners. It is wrong for the school administrators to allocate hearing-impaired learners classes to teachers who are not trained to handle the hearing-impaired. When teachers who are not trained handle the hearing-impaired learners no quality education can be provided as the teachers may not have the knowledge of handling such learners. It is therefore incumbent upon the Ministry of Education to train more teachers to handle the hearing-impaired learners. In many cases, teachers who may have been trained to handle other disabilities have been made to teach the hearing- impaired learners and this has compromised the provision of quality education.

2.4.7 Capacity Building for Specialist Teachers

Capacity building is the process of continuous provision of knowledge to the teachers who are already serving in the teaching system. This can be done through the teacher going for in-service outside the school system or within the school system by sharing ideas. In a research carried out in South Africa, educators that reported that they were not equipped to manage diversity were asked what capacity building they required. Approximately 81 percent of these educators reported that they needed to be trained on how to deal with diverse learning needs in their classrooms. (Research Dynamics South Africa. 2001 pg. 42) Many teachers remain behind in pedagogical areas because of lack of capacity building. It is worse for teachers of

the hearing- impaired learners who most of the times are left out of the many capacity building activities availed to the teachers in the mainstream. Avramidis and Norwich (2002) is of the view that the negative attitudes of the ordinary teachers is cemented by the fact that there are limited opportunities for professional development of the serving teachers in form of in-service training and retraining of the serving teachers.

Teachers need to attend capacity building programmes all the time as this makes them earn some experience in their work. Experienced teachers motivate the learners through their work. Hoover (1984) is in an agreement with this view and claims experience tends to change attitudes of teachers. Many teachers not trained to handle learners with special educational needs refuse to handle the learners. They always give an excuse of lack of experience in handling such learners. Avramidis (2001) discovered in his research in primary settings that a culture where teachers were pressurized by a standard agenda felt they were responsible only for the learning outcomes of 80 percent of the children in their classes, the remaining 20 percent being the responsibility of the specialist teachers. However, Avramidis et al, (2000) claim that research has also reported that experienced teachers have been reported of lacking necessary knowledge and teaching skills to support the inclusion of the pupils with disabilities. It is important that teachers trained to handle learners in the mainstream are capacity built in ways of handling learners with special educational needs by specialist teachers. However, for effective and quality education to be provided, learners with special educational needs are supposed to be handled by specialist teachers with relevant training and experience. These teachers have the patience and knowledge in handling the learners.

In the recent past, many African education systems were of the view that learners with special educational needs were to be taught in separate special education institutions and their teachers training was different from that of the mainstream teachers. In Mauritius, UNESCO cited the Association de Parents d'Enfants Inadaptés de l'Île Maurice (APEIM) who found in their study that training for teachers from private schools was introduced, and they included information about special schools. Teachers are taught that children with disabilities should be placed in special schools. Goodland and Field (1923); claim there is considerable amount of evidence that general educators have their teacher education programme unprepared to respond to the range of student abilities represented in most classrooms today. It is therefore very important that this tradition of training of teachers which is unresponsive to the needs of the learners with special educational needs is resolved by having capacity building aimed at

making all practicing teachers have some knowledge in handling learners with special educational needs.

Teachers need not only adequate methods and materials but also the time available for instruction and knowledge and skills acquired through training and experience. Some people or teachers may show some positive attitudes towards the children with special educational needs but this is not enough, as they need training to equip them with knowledge on how they can handle the children with special educational needs. UNESCO (2001) observes that, teachers need more than just subject knowledge. They also need to know how children learn, how to understand individual differences and how to match teaching to those differences. Teachers also need practical experience and knowledge together with ongoing support to help them embed effective techniques into their daily practice. This can only be achieved if the teacher has basic knowledge on how to handle children with special educational needs.

It is very important that teachers handling the hearing-impaired learners and other teachers are imparted with knowledge on any new change that is taking place in the education of the learners. In most cases, specialist teachers are left out when workshops are called to equip teachers with the latest information or methodologies. This has a spill-over effect as the learners will not be availed the latest information as the teachers may not have it. This will consequently affect the provision of quality education because specialised teachers will remain with old knowledge when their colleagues have moved on. It is therefore very important that specialist teachers are given chance to attend workshops and any other information gathering activity the ordinary teachers are involved in. The Ministry of Education and school must ensure that specialist teachers attend continuing professional development activities just like the other teachers. This will in the end ensure quality education is provided to the hearing-impaired learners.

The world is changing all the time and it is very important that a teacher move with the new innovations both in methodology and in knowledge. This can only be possible if there is continuing professional development for the teachers through capacity building. Capacity building is the process of continuous provision of knowledge to the teachers who are already serving in the teaching system. This can be done through the teacher going for in-service outside the school system or within the school system by sharing ideas. In many cases some teachers are not given chance to attend capacity building activities and this makes the teachers lag behind in many areas. It is very important that all the teachers are capacity built

time and again if they have to improve their teaching and if quality education is to be provided to the learners.

2.4.8 Curriculum

Another factor that affects the provision of quality of education for the hearing-impaired is in the area of curriculum. According to Farrant (1991) the term curriculum refers to that set of decisions about what is taught and how it is taught, that determines the general framework within which lessons are planned and learning takes place. The Resource materials for School Inspectors (1998) suggests that when coming up with a curriculum, room should be given to look at the needs of handicapped learners and also considering the culture, customs and traditions of both country and the region. This view is supported by Florian (2007) who postulates that the purpose of the curriculum must be to serve the learners for who it is designed. EFA Global Monitoring Report (2005) is of the view that the curriculum should as much as possible respond to the needs and priorities of the learners, their families, and the communities.

Most of the time especially in developing countries like Zambia; the curriculum is prepared without taking into consideration the pupils with special educational needs. Reid (1989:73) points out that, there should be a careful differentiation: what is taught needs to be matched to pupil's abilities and aptitudes. It is the teacher who has expertise in curriculum adaptations and augmentations and who can inform IEP teams on the types of modifications that might be appropriate and useful for a given student. (Diane M. Browder 2006: 31) It is very important that when coming up with a curriculum, learners with special needs are taken into consideration. This is because learners with special educational needs have special needs which the other learners may not have.

Zambia, the Ministry of Education document - Moving towards Inclusive Schooling (2001) states that the curriculum is centrally prescribed by the Zambian Curriculum Centre and all the children irrespective of disability are expected to do what is prescribed in the curriculum. The document further states that a lot needs to be done to modify the curriculum to enable it take into account the individual needs of the learners without losing sight of the objectives pursued in common. However, Ministry of Education document (2007) – National implementation framework 2008-2010 reported that the Ministry planned to improve the quality and relevance of education through the design of a comprehensive and diversified

school curriculum that was interlinked throughout all educational levels. Particular attention was to be placed on ensuring that the revised curriculum was sufficiently responsive to the developmental aspirations of Zambia, in general and to the special requirements, in particular.

The curriculum being used in the Zambian schools seem to be tailored for the hearing learners and not for the hearing-impaired learners. This coupled with lack of teaching and learning resources and unsuitable learning environment has made learning for the hearing-impaired very difficult. The hearing-impaired especially those with severe hearing impairment need a curriculum that will suit their individual needs. The policy in special education is that the curriculum should fit the learner and not the learner fitting the curriculum as is the case. The Zambia Curriculum Framework (2013) is of the view that for learners with severe impairments, an alternative curriculum should be used. It is hoped that the alternative curriculum can answer the needs of the hearing-impaired learners.

2.4.9 Planning for the Hearing-Impaired Learners

Planning at any level is very important. Planning is the process of deciding in detail how to do something before you actually start to do it. Dror (1973) defines planning as a process of preparing a set of decisions for action in the future directed at achieving goals by preferred means. All the levels of education need to plan if quality education is to be provided. It is expected that the head teacher has to plan how the school is going to be run by preparing an individual work plan and also participating in the preparation of the school work-plan. Teachers are also expected to prepare their working documents which help them in teaching. Failure to plan by teaching staff will affect the delivery of quality education. It is therefore very important that all members of staff at a school prepare their working documents if quality education is to be attained by the learners.

Planning is the process of deciding in detail how to do something before you actually start to do it. Salami (2009) defines it as the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of student and society. According to Virginia Gilber, whether one is teaching the mainstream learners or hard of hearing, adapting a lesson plan for the hearing-impaired persons focuses on visual, tactile and kinesthetic learning. This is teaching through sight, touch and movement, and de-emphasising speech and hearing.

Lesson planning is very important in teaching at all levels. Nancy Gilbert (2011) postulates that, a teacher cannot be able to teach without his or her lesson plan. She claims that planning may be tedious on the part of the teacher especially if it is done for the first time. She concludes that lesson plans are actually very essential in inculcating students and pupils necessary skills, knowledge and wisdom they need. Gilbert (2007) states that lesson plans a teacher a bird's eye view of what the things to be taught and learned every day. He further says lesson plans allow the teacher to manage his or her time, effort and resources efficiently. It provides the teacher with many ways of not making the lesson monotonous as he/she can plan to use a variety of methods. Planning is important as it enables a teacher to save much time in coming years since the lesson plans that can be made can be employed over and over again, but if updates are necessary they need to be done. It allows you to manage your time, effort and resources efficiently. Planning gives the teacher a bird's eye of view of things to be taught and learned everyday it provides the teacher many ways to keep the teaching process not monotonous and redundant. It also makes teaching easy and organised. This view is supported by Modi (2013) who postulates that educational planning is problem prevention that is to minimize the magnitude of an educational problem likely to be encountered at some point. He claims education planning is a description or determination of events, conditions or needs of some future actions in time. As it is said, failure to plan is planning to fail.

Planning can help the teacher determine when to insert icebreakers and interesting facts and keep your student and pupils glued to their lessons. Lesson plans helps the teacher to easily achieve the planned objectives and get rid of problems or avoid them. It gives you a reality check of your everyday performance and it improves your everyday performance and teaching skills. These views are shared by Learner Sensitive Educator article which states that, a well-developed lesson will; meet the needs of the students, promote good use of class time and assist with general classroom management and discipline. Unplanned teaching and learning is a recipe for wasting time and by carefully planning what materials will be most useful, the teacher will produce a more effective lesson taking time into consideration. According to Judy Wilber planning for the classroom is an important part of educating and behavior management. She claims proper classroom planning will keep the teacher organized and on truck while teaching, thus allowing the teacher to teach more and manage less. Pluto Beckbeck in commenting on the importance of play in early childhood education says, "A lesson plan is a teacher's detailed notes on how she intends to conduct a particular class or

lesson for each day. Lesson planning is a vital component of a teaching job.”
(<http://ezinemark.com/a/importance-of-lesson-planning-in-education/>)

The hearing-impaired refers to three categories of people, it refers to the deaf, the deafened and the hard of hearing. These categories need different approaches when teaching them. For learning to take place, the needs of the pupils must be met through thorough planning. Short et al. (1989: 273) postulates that, “Learning refers to the acquisition of subject matter content and various cognitive and motor skills. For acquisition of skills to be achieved, a teacher has to plan and the skills need to be seen in a pupil before a teacher can claim that learning has taken place. Pupils with hearing impairments have the same intellectual capacities just like the hearing pupils; they only lag behind because of communication. It is thus very important that work to be taught is well planned. Failure to plan appropriately will lead to pupils performing poorly. Stones (1966) states that, “Deaf mutes without special training do not readily achieve concept formation and stay at a very low level of cognitive development.” The hearing-impaired learners need special methods, special teaching strategies and the correct communication for them to learn effectively.

Planning is very important in education. In order for the teacher to teach effectively, a lot of planning should be done. However, learners are in most cases excluded from planning what they are going to learn. This is worse with pupils with hearing impairment as people tend to think that everything should be done for them. Learners are actually a major stakeholder in the learning process and must play a part in what is going on around them. Stakeholders are described by Finlay (1998:6) as, “all groups or individuals who can influence, or who are affected by, the organisation’s actions. There is no doubt that learners are stakeholders according to this definition. Eleanor (1999) postulates that, that learners are also partners in education and should not be taken for granted. They have to be consulted when planning for them and they should not be caught unaware when learning. Westwood (1975:153) argues that most fundamental partnership of all, as far as positive learning outcomes goes is that between learner and teacher. If there is any reference to sharing of ownership’, ‘mutuality’, listening to each other’, shared aims and goals, based on common grounds’ and ‘ joint action’, how could learners possibly be excluded? Most of the times, hearing-impaired pupils tend to be passive learners because they are left out when planning for their work. All they do is waiting for directives to be given to them. In many cases they even do not know why they are doing what they are doing due to lack of communication, they may not ask but just do

what they are told to do. Cottrell (2003:87) points out the difference between passive and active learning by giving out their characteristics. Characteristics of passive learning involve waiting for directions and information to be fed to you and that Information is delivered to you. You just follow what is said or written, and do as you are told while characteristics of active learning involve looking for ways of being more involved in what you are learning and being involved in the whole learning process. Looking at the mentioned characteristics, the hearing-impaired fall in the area of passive learning. They miss out a lot by not participating and this leads them to perform poorly.

Mbewe (2014) points out the importance of planning and claims that that planning and delivery should take into account the pupil's individual needs. He claims teachers should always have regards to the pace and challenges of lessons and opportunities for collaborative learning.

It can therefore very clear that planning is very important for teachers. No teacher can teach effectively without planning. Planning makes the teacher prepare the teaching and learning resources to use, the teaching methods to employ and where the teaching and learning will take place. Planning is necessary for specialist teachers handling the hearing-impaired learners because they have to prepare work for different individuals or groups. Learners are supposed to be treated as individuals and thus the teacher has to plan for individual learners if quality education is to be provided. Failure to plan will compromise the provision of quality education.

2.4.10 Teacher Pupil Contact Time

Hearing-impaired learners need a lot of learning time. This is because they need to focus on the teacher as he/she is signing. Inadequate time leads to the learners perform poorly. The hearing-impaired, perform poorly mainly because they have to concentrate on what they are doing all the time. This concentration on what they are doing makes them miss out on many things. People learn by listening and seeing what is happening, but for the hearing-impaired, they have to rely on sight only. This means they miss out many things that they cannot hear. This view is shared by Gisela et al. (1998:68) who also claim that when children focus their attention on the important images or sounds around them, their minds concentrate on what is important for the tasks and ignore anything else. He is of the view that children with poor auditory figure/ground perception will; be easily distracted by sounds around them in the

class, have a short attention span, not be able to pick out the main idea from spoken words in a group of others have problems with story sums and listening comprehension exercises, not notice small differences in sounds, for example the difference between 'strong' and 'wrong'. they may also not notice sounds patterns for example in the list 'far' 'car' 'fat' they will not be able to identify which word is the odd one out and find it hard to hear the difference between long and short vowels for example the difference between 'at' and 'ate' and that they will not notice the difference between a statement and a question from the tone of voice. This may confirm why the hearing- impaired pupils perform poorly in most academic work especially in oral and aural work.

Teacher pupil contact time is the time the teacher spends with the pupil. Learning is made possible when pupils spend more days per year in school and are actively engaged in longer school hours. The more time the learner spends with the teacher, the more the benefits to the learner. Teachers need to spend a lot of time with their individual learners. Not all learners learn at the same pace. It is therefore very important that teachers spend considerable time with their learners. The National assessment Survey (2008) a Ministry of Education document points out the importance of enough learning time. It claims that pupil- teacher contact time remains very low in Zambian schools and suggested that the Ministry of Education and specifically the directorate of planning determines how it can increase the pupil-teacher contact hours, especially in urban areas. This is worse for hearing-impaired learners who need more learning time. In many cases, the hearing-impaired learners use the same rooms with the hearing thus affecting their learning time as they need to leave room for the hearing learners to use the same room. Defining Quality in Education a UNICEF publication claims the quality of a school and teaching is higher in schools that are able to make efficient use of the available time of its teachers and pupils. It claims that, "Whether a teacher uses traditional or more current methods of instructions, efficient use of school time has a significant impact on student learning and teachers' presence in classroom is the starting point."

Pupil teacher contact time is very important in special education. This is because the teacher is expected to teach individuals and not a class. However, there are many cases in which we find specialist teachers teaching a group of learners instead of individuals. This is mainly because of lack of teachers in special education schools and units. A specialist teacher is expected to handle individual learners and is expected to plan for individual learners. It is

therefore very unprofessional for a specialist teacher to teach the learners as a group instead of individuals. The teaching of learners as a group makes the teachers fail to pay individual attention to learners and thus the pupil – teacher contact time is very minimal if at all there is. This in itself affects the quality of education being provided to the learners which ultimately affects learner performance as learners do not perform at the same level. It is therefore very important that the Ministry of Education and other education providers in teacher training train more specialist teachers so that teachers attend to individual learners and improve on teacher pupil contact time.

2.4.11 Teaching and Learning Methods

The term teaching methods refers to the general principles, pedagogy and management strategies used for classroom instructions. (<http://teach.com/what/teachers-teach/teac>). Wikipedia defines it as principles and methods used for instruction to be implemented by teachers to achieve desired learning by learners. Teaching methods are strategies used by teachers in imparting knowledge into a learner. There are many different methods used by teachers when teaching and these depend on the type of learners the teacher is handling. Silvesti claims that the importance of teaching strategies is that it makes it easier to implement a variety of teaching methods. (<http://www.montana.edu/facultyexcellence/paper>) It is therefore very important that specialist teachers handling the hearing-impaired learners know the methods to use to when teaching individual learners. The hearing-impaired learn more by doing than listening and a good teacher must ensure that the learners highly participate in the lessons by using methods that are participatory. A teacher should never use methods that do not benefit the learners.

Teaching methods vary and Muzumara (2011) claims that what determines what method the teacher uses to accomplish an outcome depends of factors like; age of learners, level of learners, amount of time available, weather conditions, availability of teaching and learning resources and the topic under consideration. For learners with disabilities, a teacher should also take into consideration the learners' type and degree of disability.

Mbewe (2014) claims that the teaching strategies for deaf pupils may seemingly be the same as those of others, but certain variations have to be considered in handling the learners with special educational needs. He claims that this is due to age variations, subject content and levels of progressive education assimilation. This is the same view shared by

<http://onlinesju.edu/graduate/master-special> who postulates that experts agree that teaching methods should adhere to individual students' capabilities, needs and personality.

2.4.12 Adequate Teaching and Learning Materials

Teaching and learning materials are very important in teaching. They are extremely important to the hearing-impaired learners who mainly use sight for learning. Teaching materials is a generic term used to describe the physical resources teachers use to assist them in teaching. They can support student learning and increase student success. Muzumara (2011) defines teaching and learning materials as physical resources used in the classroom to support learning. Ideally, the teaching materials should be tailored to the content in which they are being used and suit the learners. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. They can support student learning and increase student success. Ideally, the teaching materials should be tailored to the content in which they are being used and suit the learners. Kay (1971) emphasizes the importance of teaching and learning materials and claims as the term implies the materials are intended to help the teacher to teach more effectively, or better still, which enable the learner learn more readily. Kumar on <http://www.publishyourarticles.net/knowledge> claims visual aids make learning meaningful.

Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. In addition to supporting learning, learning materials can assist teachers by differentiating instructions. Haring and Schiefelbusch (1996) claim that the most important criterion to base when choosing a teaching material is whether or not the materials allow learners to achieve specific learning objectives. Jennifer (2010) is of the view that the availability of visual aids, books, supplies, games and technology support can improve the learning environment by facilitating the learning and teaching process. She claims experience shows that unavailability of such materials can make learning and teaching impossible in some circumstances. It is a must for a teacher of the hearing-impaired learners to use teaching and learning materials if quality education is to be provided.

Madyata and Kalabula (2002) in their study in Kasama concluded that the provision of quality education lacked both adequate teaching and learning materials and human resource. This obviously affected the delivery of quality education to the learners with special educational needs.

There can be no learning when the teacher of the hearing-impaired does not use physical teaching and learning resources. This is because the hearing-impaired learners mainly use their sense of sight when learning. They also use the sense of touch and therefore a teacher of the hearing-impaired can only be effective if physical teaching resources are used in teaching. Very little is learnt by the hearing-impaired when no physical teaching resources are used in teaching them. The teacher should therefore employ teaching strategies that will involve the learners' use of the teaching and learning resources if quality education is to be achieved.

2.4.13 Adequate Specialised Equipment/Assistive Aids

Specialised equipment is special machines/equipment that is made to aid a person with a difficult. They are made to make work easy for the affected person. Provision of specialized equipment is a very important factor in providing quality education to the hearing-impaired. Lack of specialized equipment may negatively affect the provision of quality education. Brennan (1988:130) postulates that some specialised equipment in use for pupils with special needs is almost entirely facilitating; its main use is to give the pupils access to a form of communication or an area of curriculum. This is supported by Ministry of Education (2003:20) who claim that with appropriate auditory aids, deaf and hard of hearing pupils can be as effective and capable as their hearing peers. Gearheart et al (1988) also points out the importance of special equipment, he claims audiovisual equipment and personnel can be of particular value to the teacher who has a student with a hearing impairment in the class.

It is very important that schools with learners with hearing impairments are provided with specialized assistive aids for learners. These assistive aids are very important in teaching and learning. The hearing-impaired like the hard of hearing cannot do without assistive aids like hearing aids. If the learners are not provided with the hearing aids, then there is a possibility of them not perceiving sound the way they would if the assistive aids were provided. It is therefore incumbent on the schools to ensure that the needed assistive aids are provided if quality education is to be attained.

2.4.14 Funding for Special Education.

Funding for education has been a very big challenge especially to primary schools most of which accommodate learners with hearing impairments. Special education provision is not cheap and there is need to have resources that can be used in accessing the needs of the learners. Most of the equipment used by the learners in special education institutions is

specialized and this entails procuring them from outside the country or in big shops along the line of rail. Some hearing-impaired institutions have boarding facilities and the learners are fed by the schools where they reside. Dust (1997) claims that the cost of caring for children with disabilities is high, especially for those on low and middle incomes. Merz and Furman (1997) also stated that it is very difficult to find resources in a diverse school and also to address needs of learners. Kelly (1999) points out that running of education systems depends on real resources like staff, infrastructure and equipment and also on monetary resources.

Meki (2005) carried out a study in Lusaka to ascertain the impact of the grants given to Lusaka schools in the provision of quality education. The study revealed that the grants were not enough to warrant quality education. It is therefore very important that the institutions receive adequate financial resource for them to run effectively and provide quality education. Special education by its nature is very expensive. Schools need a lot of finances to enable them procure the logistics that will enable the learners receive quality education. This factor must be taken into consideration by any system before they plan to open a special school or special unit. Special education is more expensive than mainstream education. It is not expensive only to the education system but to parents as well.

Dust (1997:6) claims that the cost of caring for children with disabilities is high, especially for those on low and middle incomes. This view is the same view shared by Lockheed (1991) who postulated that the cost of a modest school programme for primary schools in developing countries exceeded the available national resources. However, Kelly (1991:54) said, “in the absence of resources, schools must rely on parents, but apart from the cost which may be prohibitive for many parents, the necessary items cannot be found. In remote rural areas, no retail outlets exist from which parents can purchase stationary or other school supplies. Kelly (1991:61) also said that, “Educational funds are not used according to the best economic considerations, because so large a proportion goes to the subsector that promises a large return to the individual, but only a relatively small portion goes to the subsector that promises the largest return to society.” Chapman and Stone (1985:169) are of the view that some equipment is still very expensive and its purchase needs to be considered in relation to the total resources available to support the pupils requiring it.

Hegarty (1995) in his study in 63 countries reported that funding in special education was being financed by a mixture of state, non-governmental organisations, voluntary bodies and parents in many countries. However, he claimed that state funding was predominant. It is

therefore the role of Government to ensure that special schools and units are well funded if they are to provide quality education. However, Ndhlovu (2008) in his study conducted to find out the challenges faced by the pupils with disabilities in accessing inclusive education revealed that funding was a hindrance to provision of quality special education. He pointed at lack of suitable infrastructure, inadequate learning resources, inadequate trained teachers in special education, lack of specialized assessment for placement and intervention services, lack of assistive devices and equipment as some of the indicators of lack of funding.

Kalabula in his paper presentation to ISEC in 2000 pointed out that funding is one of the major constraints in the area of special education. He claims funding is the main determinant of all outcomes of either efficient or inefficient service delivery in special education and education as a whole. (http://www.isec2000.org.uk/abstracts/papers_k/kalabula_1.htm) Shea and Bauer (1994) also claim that, Public Law 101-476, the Individuals with Disabilities Education Act identified several shortcomings of the general and special education services for learners with disabilities which were recognized. It was recognized that, the special education needs of children with disabilities were always not met; more than half of these children did not receive the services they need and that one million of the children with disabilities do not attend school with their peers.

In Zambia, only two percent of the children's needs are met. A Ministry of Education document – A Glance at Primary Education. (2003) reported that in Zambia, 56 per cent of the entire education budget was allocated to basic education in 2000, and 62 per cent in 2003. It also reported that expenditure on education was increasing since 2000 but that the level of expenditure was still at a low level. The situation is very sad for learners with special education needs as only 5 per cent of the funds allocated to a learning institution are used for special education. In many cases the funds are not even used for the intended use but used by the mainstream for other purposes.

It is a fact that special education is more expensive than ordinary education because of the use of specialised equipment which in many cases is procured from outside the country and for the fact that each learner needs different teaching method and teaching and learning materials. The infrastructure used by the learners with hearing impairments need infrastructure which is disability friendly and this calls for modification of classrooms and any other specialised rooms which the hearing-impaired learners use. It is therefore very important that the Ministry of Education and School administrators allocate more resources to

the special education departments so that facilities, equipment and teaching and learning materials are made disability friendly.

2.4.15 Communication methods used in teaching the hearing-impaired.

Communication is a way of conveying messages and this is done by using a language. Communication is done in various ways. It can be done through writing, talking or signing. According to Kendra Cherry at <http://www.netplaces.com/psychology/thinking-language-and-intelligence/the-charact...>, language is a systematic way to convey meaning using symbols and sounds. He claims all languages have grammar and are complex and creative systems used with full efficiency among the users. He further claims all languages have their own rules of syntax and grammar which determine how and when certain words should be combined and in what order they should be presented in conveying meaning. Language in whatever form is the means of communication.

The hearing-impaired are in three different categories. We have the deaf, the deafened and the hard of hearing. However, there is an emerging disability that has been ignored for a very long time because no attention was paid to it. This is deafblindness. The deafblind are both deaf and blind. The three different categories of the hearing-impaired implies using different communication modes when teaching them. However, this can only be done when the learners have been screened. It is very important for the teacher of the hearing impaired to know the type of hearing-impairment each learner in the class has. This helps in knowing the type of communication method to use when teaching them. Failure to use the correct communication method will affect the performance of the learner and the quality of education being provided. The hearing-impaired learners need to be communicated to the same way the ordinary learners are communicated to. However, their mode of communication may differ according to the degree and type of hearing impairment. Ministry of Education (1977) points out the importance of communication and postulates that, "Communication is essential in teaching and learning. For this reason, language has a vital role to play in the educational process and, therefore, the attainment of language skills during the basic education stage will be extremely important in the new system." Learning at any level can only be one through communicating using different modes. It is important that the language we use when communicating should have all the required vocabulary. Learners with hearing impairment especially the deaf communicate through sign language. However, other hearing-impaired

learners like the hard of hearing are taught using oral language while the deafened benefit from sign language and lip reading.

American Sign Language (ASL) is used to teach the hearing-impaired learners in Zambia although Zambian sign language is also taking root in most institutions of learning. American Sign Language is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. (<http://www.nidcd.nih.gov/health/hearing/pages/asl.aspx>)

The lack of oral language has a very big effect on the learning of the hearing-impaired learners. This is because they cannot perceive language the way other hearing learners perceive it. This may explain why the performance of the hearing-impaired learners especially the deaf is very poor. This view is shared Dembo (1994) who claims because language plays such important role in school learning, one can understand why hearing-impaired children frequently have academic problems. The hearing-impaired therefore need to be taught using a communication mode which is beneficial to them. Failure by the Education system to provide the hearing-impaired learners with trained teachers will impact negatively on their performance.

2.4.16 Sign Language as a communication mode

The Zambia Sign Language Dictionary (2001) defines sign language as a gestural- visual language in which the speaker expresses or communicates ideas using hands, fingers, head, facial expressions and body movement. This is the same view shared by Mbewe (2014) who defines sign language as a language that uses manual and gestural communication instead of sound to convey meaning. He claims it simultaneously combines hand shapes, orientation and movement of the hands, arms or body, and non-manual facial expressions to fluidly express a speaker's thoughts. Sign language is a language on its own with its own vocabulary and rules. It is the main mode of communication used by the deaf and the deafened. However, it seems it is the main language used by all the hearing-impaired. It is very important that the teachers of the hearing-impaired learners use correct sign language so that it does not distort the learners understanding. Not all trained specialist teachers know sign language as there is specialization when teachers go for special education training. It is therefore very important that only those teachers trained to teach the hearing-impaired handle them. It is wrong to allocate hearing-impaired classes to teachers who are not trained to handle the hearing-impaired learners.

2.4.17 Over Enrollment

Research has shown that over enrolment has a negative effect on teaching and learning. The school administrators must ensure that they control class enrollment as this motivates both the learner and the teacher. The teacher needs to have enough time with individual learners and this can only happen if the class enrolment is good. In special education, a teacher is not supposed to handle many learners because the learners learn as individuals and not in groups. It is therefore very important that the school administrators ensure that the number of learners in a class will not affect the provision of quality education. The fewer the learners, the more time the teacher has with individuals. Williams (2000) points out that there is a relationship between class size and student learning. When there are more learners, the teacher will have no time attending to individual challenges as he will be forced to attend to a group instead of individuals and this will compromise the quality of education being provided. It becomes very difficult for a teacher to attend to many learners as the teacher has to move from one learner to another.

The number of learners a teacher handles is very cardinal in teaching the hearing-impaired learners. This is because within a hearing-impaired class the learners may have different hearing losses. It is therefore important that the learners are handled as individuals and not a group. Williams (2000) points out that there is a relationship between class size and student learning. When there are more learners, the teacher will have no time attending to individual challenges as he will be forced to attend to a group instead of individuals and this will compromise the quality of education being provided. It becomes very difficult for a teacher to attend to many learners as the teacher has to move from one learner to another.

According to Organisation for Economic Co-operation and Development (OECD 1994) smaller classes benefit all pupils because of individual attention than large classes. Blatchford and Mortimore (1994) claim smaller classes may influence parents when they choose where they have to take their children. This is because parents want their children to be given individual attention. They claim students in smaller classes are usually engaged in learning behavior and display less destructive behavior than do students in large classes. There are a few key characteristics to be aware of when interacting with people who are deaf or hard of hearing. First, the level of "usable" hearing varies greatly from person to person. Second, they may or may not speak, and communication may or may not require an ASL interpreter." Having many hearing-impaired learners in one class usually forces the teacher to

handle the learners as a group and this greatly affects learning as the learners do not learn at the same rate. The learners may also need different teaching and learning resources and the teaching methods employed by the teacher may differ from learner to learner.

It is therefore very important that school head-teacher controls the number of hearing-impaired learners a teacher can handle if effective teaching and learning is to take place in a class of hearing-impaired learners. Berry (2000) is of the view that a lower density of students per classroom increases teacher-student interaction and communication. He claims comfortable learning facilities not only boosts the morale of students and teachers but also ensures the realization of the set educational objectives. However, most head-teachers tend to impose the number of learners on the teacher due to lack of understanding of special education and thus the need for sensitisation. For the hearing-impaired learners, the head-teacher must always ensure that specialist teachers are consulted before new learners are enrolled because it is teachers who know how many learners they can handle at any given time. This is irrespective of the grades of the learners. Learners in special education can be in the same grade but operating at different levels.

Ministry of Education document – Standards and Evaluation Guidelines (2015:106) has stipulated that a class of learners with special educational needs should consist of about 4-5 learners. This is the same view shared by the University of Vermont who claim that, “having students who are deaf or hard of hearing in a classroom can be a great challenge to the level of accessibility of a class, but can also serve as a catalyst for making effective UDL-focused changes that improve the classroom experience for everyone. The number of learners a teacher handles in a class has an effect on the provision of quality education. It is very important that a teacher handles a manageable number of learners and the school head teacher must ensure that a teacher only handles a class that is not over enrolled. An over enrolled class compromises the provision of quality education. For the hearing-impaired learners, it is recommended that a teacher handles not more than five hearing-impaired learners in the class if quality education is to be provided to the learners. This is in line with the Inclusive Education and Special Education in Zambia Implementation Guidelines (2016) posits that a special education class shall be composed of 3-5 learners of the same category of disability.

2.4.18 Assessment methods

Assessment is the collection of information and data needed to plan programmes and initiatives. ADEA (1998) postulates that, “assessment is a vital process in measuring educational outcomes. It is a method that illuminates the uniqueness of the child. It provides advice as well as feedback, so that all recipients of the information can take effective decisions about future action.” The type of assessment given to the learners is very important. Learners should be assessed on what they have learnt and with a view of receiving a feedback. Assessments should suit the learners and should not only be used to pass an examination but to find out where a learner needs assistance. However, in many cases, the learners are given uniform assessment without taking into consideration the levels and the ability of the learners. The assessments also do not take into consideration the disabilities of learners. It is important that as assessments are being prepared, the learners’ disabilities are taken into consideration.

Learners with disabilities operate at their own individual pace and that in many cases learn individually with the teachers preparing individual work that fits the individual learners. The teacher determines what to teach and he should be the one to assess the learner as he/she knows what has been taught to the learner and what he/she wants to find out from the learner. It is therefore very unfair for learners with disabilities to write the same examination as the able bodied learners.

The Journal of Educational Assessment in Africa (2013) urges teachers to use a variety of resources and strategies when assessing as it postulates that there is no assessment method which is fit for all purposes. The Journal is of the view that one of the aims of classroom assessment is to provide support to teachers to modify their instruction and the learning activities of learners.

Ministry of Education (2010) Monitoring and Evaluation document views assessment as the collection of information and data needed to plan programmes and initiatives. Sutton (1991) claims the aim of assessment is to promote children’s’ learning. He claims assessment can provide a framework in which educational objectives may be set and pupils progress is chartered and expressed and that it can yield a basis for planning the next educational steps in response to children’s needs. However, Education Reforms (1977) states that, “public examination are a means to maintain or improve the general standard of quality in any

programme.” It claims that by having public examinations, it is possible to maintain quality and uniformity as all candidates for a particular programme are subjected to the same measurements. However, this view does not take into consideration learners with disabilities who may lag behind in their learning because of their conditions.

2.4.19 Automatic Promotions

In mainstream education, the learners automatically move from one grade to the next grade the following year. This is irrespective of the performance of the learner. This situation is not fair as some learners are made to go to the next grade even when they are not ready. However, in special education, a learner will only move to the next level depending on how that particular learner is performing. If a learners’ performance is poor, the learner will remain at the same level until the teacher is satisfied with the learners’ performance. In this way the learner is assured of being provided with quality education as only suitable work will be given. There is no need to allow a learner to move to the next grade if that learner is not ready to do so academically. It is therefore wrong for the head teacher to force learners who are not ready to move to the next grade to do so. Forcing learners to move leads to poor performance shown in the final examinations.

2.4.20 Guidance and Counselling

Guidance and counselling is very important in the education of the hearing-impaired learners. The Commonwealth Secretariat report of 1998 (module 2), defined guidance as a service provided by someone knowledgeable about an issue raised and counseling as a service provided by one person to enable another to think through or analyse for oneself what the cause of certain problem might be. The hearing-impaired learners just like any other learner need to be guided and counseled. However not all schools have qualified guidance and counseling teachers. In many cases, even those schools with qualified guidance and counseling teachers do not offer their services to the hearing-impaired learners or their parents. Guidance Counselors specialize in helping students make decisions about their personal and educational needs while providing information about colleges and other life choices. This service though little attention is paid to it is very important as it assists not only the learner but teachers and parents as well. It is therefore very important that school head teachers ensure that their institution has a guidance and counselling teacher.

Shayo defines guidance as, “it is directing, pointing, leading and accompanying. He claims, Guidance is saying, “yes” to someone who is asking for help. It is saying “yes” to an invitation of someone who wants a temporary companion along life’s way. The hearing-impaired learners just like any other learner need to be guided and counseled. However not all schools have qualified guidance and counseling teachers. In many cases, even those schools with qualified guidance and counseling teachers do not offer their services to the hearing-impaired learners or their parents. Inclusive Schooling Programme (2003) document of the Ministry of Education states that it is the duty of the guidance and counseling teacher to; plan and implement school guidance and counseling, ensure the provision of effective guidance and counseling services at all levels and effectively guide children in their personal, social, vocational and educational needs so as to ensure holistic development.

What Does A Guidance Counselor Do? <http://www.essortment.com/guidance-counselor-do-35976.html> states that guidance counselors are school professionals who specialize in helping students make decisions about their personal and educational needs while providing information about colleges and other life choices. It claims that counselors do so many things and provide such valuable information for students who might be struggling with life choices. They can counsel students individually or sometimes in small groups. A guidance counselor’s job ranges from leading classroom discussions to administering placement in schools and class. Their roles include meeting parents, teachers, learners and administrators. School counselors need to work with other teachers to identify pupils learning needs. The hearing-impaired learners thus depend on their class teachers for guidance and counseling. It is therefore important that the specialist teacher is of good morals as the learners need the teacher as a role model. Banja (2013) claims that the teacher conduct has an impact on pupil discipline. It is therefore very important that teachers conduct themselves in exemplary manner so that they can be role models to their learners both inside and outside the classroom. Learners always try to imitate their teachers.

Guidance and counselling is very important to learners with hearing-impairment. The hearing- impaired learners are supposed to be guided in their work. This helps them to choose subjects that will help them in future. They also need counseling so that they understand their disability and what they can do for them to fit in society. Guidance and counseling services are a pre-requisite for the provision of quality education. The school therefore must ensure that the hearing- impaired learners are provided with guidance and counseling services.

2.4.21 Involvement of Parents in Hearing-Impaired Learners Education

Parents play a very important role in the education of their children both at school and out of school. Linda Hinkle at www.livestrong.com/article/212838-the-importance-of-parent-involvement-in-e... postulates that, research findings overwhelmingly indicate that parent involvement not only positively affects student achievement, but it also contributes to higher quality education and better performance of schools. She also claims both the students and the schools benefit when parents are involved in education. Henderson and Mapp (2002) report that, a synthesis of research on parent involvement found that regardless of family income or background, students with involved parents are more likely to perform better than those whose parents are not involved. It is therefore very important especially for parents of hearing-impaired learners to involve themselves in the education of their children. When parents are detached from their children's learning the provision of quality education will suffer. This is because there will be no one to have an oversight role in controlling the school administrators and teachers. Parents are therefore encouraged to participate in their children's learning.

Parents are in fact the major stakeholders in the education of their children. It is therefore very important that they are involved in their children's learning all the time both at school and at home. Farrell (2009) postulates that parents have knowledge and information about their children which may not be apparent in the school setting but which may have a bearing on the child's learning. (pg. 135) it is therefore very important that they get involved in their children's learning so that they share their ideas and experiences with the school. Failure by parents to take responsibilities over their children's education is a factor that leads to non-provision of quality education. Many parents do not know what their children are doing at school. Parents of the hearing-impaired pupils in many cases have nothing to do with their children's education. The parents have left everything in the hands of the school. Harwell and Jackson (2008) postulate that it is important that the school personnel make every effort to build a trusting relationship with parents in order to promote a two-way exchange of information.

Derville (1990:110) claims parents' attitude towards school and towards the child himself will also influence his progress. It is however sad that most parents with disabled children shy away from involving themselves in their children's education. Shea and Bauer (1994:31) revealed that many parents and brothers and sisters of persons with disabilities suffer from

the “Courtesy stigma.” It is the duty of every parent to take hold of the education of their children irrespective of disability. Shea and Bauer points out that Parents /family should collaborate in special education provisions.

Parents are a very important factor in the educational development of their disabled children and ignoring their involvement will affect the provision of quality education to pupils with disabilities. They should try by all means to play an oversight role in the provision of quality education to their disabled children. Parental involvement in the learning of their children is very important and is a factor in the provision of quality education. When parents are involved in their children’s education, the school is held answerable to the academic performance of the learner.

2.4.22 Support from School-Head-teachers

The head teacher is the leader of the school and must lead by example. Elmore (2000) points out the importance of leadership. He claims the purpose of leadership matters in determining the motivation of teachers and the quality of their teaching which subsequently affects student performance improve instructional practices and performance. Stogdill (1989) states that leadership, is the act of influencing the activities of an organization towards goal setting and achievement. Schools can make a difference to student achievement and the head teacher’s leadership is one factor determining that success. A head teacher as a leader of a school plays so many roles in the running of the school. It is the role of the head teacher to plan with others on how the school will be run. The head teacher should also be highly involved in budgeting for the school. He must ensure the school staff are performing their duties through supervision and monitoring. The head teacher should show leadership all the time as according to Realin (2003), it is leadership that guides talents and energies of teachers, pupils and parents towards achieving set educational goals. If a head teacher fails in his duties, the school performance will be highly affected. Therefore educational leadership should be focused on achieving effective educational and social outcomes for learners. (ScottMcLeod 2009) However, Pandya (2011) is of the view that school management is the most important factor in the governing the school and this determines how well learners will perform in school.

A school head teacher is the chief executive of the school who has the role of administering and managing the school. A school head teacher is a manager of the school. The head teacher should be abreast with management skills. Haimmann (1991) states that, management is the process of setting things done through and with other people towards common objectives. Therefore, a school head teachers has to work through and with other people. This is the same view shared by Kreitner (1995) and Blandford (2004) who are of the view that management is the process of working with and through others to achieve organizational objectives. Kelly (1999) sums up the importance of school management and he claims that effective delivery of public education services heavily depend on the suitability of the management structure. School head teachers are very important in any educational organization. The head teachers' role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. The head teacher is the leader of the school and must lead by example. Fullan (2010) reports that a study carried out in England found that school and leadership effects are shown to influence academic outcomes via their effects on teachers and teaching quality. He claims good leadership promotes a favourable school climate and culture that emphasizes high expectations and academic outcomes. He further claims the quality of leadership Wikipedia on Ask.com claims the head teacher performs various roles and responsibilities in a school. It claims head teachers are in charge of the day to day running of schools. They must ensure that teachers carry out their delegated duties effectively. (<http://www.ask.com/question/what-is-the-role-of-the-head-teacher>) This view is shared by house of Commons 9th report which states the roles of head teachers as those of: Strategic directing of the school, ensure teaching and learning is taking place through monitoring and evaluation of the quality of work, leading and managing staff, effective deployment of staff and resources; and account for the efficiency and effectiveness of the school to the governors and others, including pupils, staff, local employers and the local community.

Schools can make a difference to student achievement and the head teachers' leadership is one factor determining that success." The head teacher is a manager and should ensure that managerial skills are put into effect for them to run schools successfully. The head teacher should understand education management. A Ministry of education of 2003 quoting Cronse et al (1994) defined management as, "the process in which human, financial, physical and information resources are utilized to achieve the objectives of the organization." It goes on to

suggest that managers need to give direction to personnel and influence them to achieve the organisations' goals.

Stones (1966) claims the school and the class are the two most important groups that influence children in the field of formal education, and the degree to which children with varied home backgrounds realize their educational potential will depend on the intellectual and emotional atmosphere of these groups. (Pg. 362) The head teacher of the school must know how to organise his/her school. Dunn (1989) points out that, "organisational ability is essential regardless of the method of teaching." The head teacher must ensure that the teachers are doing what they are supposed to do. This should be done by ensuring that all officers are doing their work. He/she must ensure that the deputy head teacher, heads of departments and the senior teachers are inspecting and observing teachers and ensuring that teachers are provided all the needed necessities. This is the view taken by Willms (1992:29) who said compliance monitoring systems emphasize schooling inputs, particularly teacher and fiscal resources must be provided. These systems attempt to ensure that certain standards of educational provisions are being met. Ainscow (1994) quoted Edmonds (1982:22) as having noted that one of the features of exceptional schools is the principal's leadership and attention to the quality of instruction.

Lack of effective leadership will affect the provision of quality education. The poor performance by hearing-impaired pupils cannot be blamed on the pupils alone. In many cases, the blame must be put squarely on the head teachers. The head teachers are to blame because of their failure to supervise their teachers. The head teacher is the leader of the school and if the pupils are not performing well, he/she must be blamed. According to Mary Parker Follett, a leader is "the man who can energize his group, who knows how to encourage initiative, how to draw from what each has to give. (Prasad et al. 2008:118) A head teacher falls in this area of leadership and if he fails to energize his/her group; failure will be seen in pupil performance. Mclean (2010) asserts that an effective school is one where the head is trustworthy and approachable. He further contends that good leadership is where the leader listens to others before making a decision.

No matter how well trained and active the teaching staff may be, the school will never be an effective teaching unit unless the head teacher is competent. A good head teacher must have a good working knowledge of the curriculum. He/she should understand the basic principles on which the subjects taught are based. He/she should be able to direct discussions and to give

advice. Head teachers should visit classes regularly to keep themselves informed of what is going on. The head teacher should spend time daily in classrooms checking teaching techniques, chalkboard work, charts, teachers' attitudes, supervision of books, standards of writing. Pupil's work -books should be examined regularly by the head teacher and his/her deputy.

In the area of special education, most head teachers seem not to know how to handle the special education departments. This is mainly due to lack of knowledge in special education. Most of the head teachers in Zambia were trained during the time special education was not given consideration. They have little knowledge, most of it gained during workshops and at times sensitization by the teachers. This leads them to look at it as a by the way. These is the same view shared by Shea and Bauer (1994:25) who claimed that the majority of Principals and teachers, however, do not have adequate training in special education and are not confident making decisions with regard to the students with disabilities.

In special education, the non-teaching staffs are as important as the teaching staff. The non-teaching support required by the pupils should be provided through suitable ancillary staff so that teachers may concentrate on their main educational task. If the teachers are made to do work that was supposed to be done by the non-teaching staff, their performance will be affected negatively. This is what we find in the Zambian school as the non-teaching staffs are no longer found in schools as they have been laid off.

Brennan (1985:120-121) gives the head teacher the responsibility of ensuring that the curriculum is being complied with. He claims that professionally the ultimate responsibility for curriculum remains with the head-teacher, a fact not always appreciated by the staff. He also says the head teacher must ensure that staff are contributing to practical aspects of curriculum maintenance and developed – allocation of resources' and facilities, financial, planning, choice of materials, ordering etc. If the head teacher and the teachers provide a wrong curriculum, this will be seen in pupil performance. Most schools having the hearing-impaired have wrong curriculum in place. Nearly all the schools force pupils to do academic subjects at the expense of subjects that give pupils life skills. Most academic subjects do not have the necessary books and equipment and this has led to poor performance by the pupils.

The importance of ensuring that children with special needs have access to necessary facilitating equipment cannot be overstressed; to those who need them, they are as important as pens and pencils to pupils in an ordinary primary school. Without them, curriculum restriction or limitation is inevitable (Brennan 1985: 130).

One other factor that leads to non-provision of quality education is lack of vision and goals by the head teacher and teachers. This leads to poor running of schools. A school according to Frederickson and Cline (2010:195-196) must be well organized and managed. A school they claim should have, "good leadership that provides strategic vision and goals, appropriate rewards for collegial collaborative working, attendance to staff needs and rewards, and effective home-school partnership." They further observed that a school should also have effective monitoring which will encompass regular measurement of pupil performance across a range of domains, appropriate assessment of teacher efficiency, and the evaluation of overall school performance in relation to a range of indices.

The head teacher is a leader of the school and must lead by example. He must be trustworthy and hardworking. He must be a unifying factor and must work with all the teachers and listen to other members of staff. A head teacher should give the direction of the school and ensure that the school is carrying out planned activities. This helps in the provision of quality education. The head teacher must also ensure everyone is working accordingly by monitoring the teachers and other members of staff failure to do so will lead to a breakdown in the provision of quality education.

2.4.23 Supervision and Monitoring of Specialist teachers

Supervision is the process of ensuring that work is being done according to plan. Monitoring and Evaluation System (2010) a document for the Ministry of Education defines monitoring as, "the regular collection and analysis of information to assist in timely decision making; to ensure accountability and provide a basis for evaluation." Monitoring/Evaluation and Individualised Education Plans in an Inclusive School (2003) a Ministry of Education document claims that, "Monitoring is a means to measure to what extent things that were supposed to happen actually took place, and whether the objectives were reached." Monitoring helps in quality assurance. Owino et al at http://www.ajbmr.com/articlepdf/ajbmr_v01n02_08.p. Postulate that quality assurance is a continuous process by which an institution can guarantee that standards and quality of its

educational provisions are being maintained or enhanced in learning institutions. Indicators on The Quality of School Education at http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/cl claims monitoring as an indicator of quality helps in determining the level of participation of various stakeholders in the school system.

Supervision is the process of ensuring that work is being done according to plan. Every institution of learning has officers who supervise the institution. Mogasha and Tsayang (1990) define supervision as, “a process that leads to the improvement of teaching and learning.” Tait (1993) defines supervision as, “a process through which supervisors visit schools to work with teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary.” Better Schools- Resource Materials for school inspectors (module four) defines supervision as, “a constant and continuous process of more personal guidance based on frequent visits when attention is focused on one or more aspects of educational institution and its organization.” It goes on to suggest that supervision should; be collaborative and collegial, aim at giving professional guidance, the supervisor takes on the role of mentor and facilitator, the purpose of supervision according to the resource material should be, problem solving, ensuring implementation of educational policies, identification of the needs of schools, evaluation of the performance of teachers and school managers, monitoring instruction to enhance the quality of learner achievement, collecting data to facilitate planning and decision making and for quality assurance.

Supervision and monitoring of both teaching and learning is very important. School and teachers need to be monitored by both internal and external monitors as a pre-requisite to the provision of quality education. Supervision and Monitoring are very important duties that an effective and efficient school administrator must do. It is the role of the school head teachers to supervise their subordinates and monitor that they are carrying out school activities according to plan. Where supervision and monitoring is not taking place no effective teaching can take place. It is therefore important that head teachers supervise and monitor all the school staff.

2.4.23.1 Supervision

In the educational institutions, the school administrators are tasked with the work of supervising the educators. Tait (1993) states that, supervision aims at giving advice, support

and direction for the improvement of the following; classroom instruction, teacher performance and institutional performance. The reasons for supervision according to him are; to ensure quality, improve and maintain standards, evaluate the performance of teachers and schools, monitor instruction, identify needs of schools, collect data, provide advice to schools, strengthen the supervision by head teachers and provide feedback to the ministry and other stakeholders. Kalabula (2007) views supervision as a continuous process of giving personal guidance through frequent visits to schools. Learning Achievement at the Middle Basic School Level (2008) a Ministry of Education document reported that teachers generally indicated that they were supervised by their supervisors in schools. The majority of teachers (68%) said head teachers checked their schemes of work, weekly forecasts and lesson plans compared to 32% who reported not having been monitored. 73.6% of the teachers said deputy head teachers monitored their work, while for 86.4% of teachers, senior teachers checked their schemes of work, weekly forecasts and lesson plans.

2.4.23.2 Monitoring.

Another important factor that needs a lot of consideration monitoring. Monitoring and Evaluation System (2010) a document for the Ministry of Education defines monitoring as, “the regular collection and analysis of information to assist in timely decision making; to ensure accountability and provide a basis for evaluation.” Calvani (2001) defines monitoring as a planning management tool which provides the school management with regular and continuous feedback that can be used for making decisions aimed at improving. He claims monitoring can be carried out to observe progress of educational programme implementation and to ensure that input process are proceeding as planned and external factors are controlled. He also claims monitoring is done in order to enhance or bring improvement in schools in terms of teaching and learning. The role of monitoring in schools is very important, it is carried out by monitors who include senior teachers, deputy head teachers, heads of departments, head teachers and standard officers. The role of standard officers is to ensure that quality assurance prevails in schools. Many times the standard officers do not inspect schools to check on the provision of quality education. Kalabula (2007) attributes the lack of provision of quality education to pupils with disabilities to standards officers. He claims that, “during the past forty years in Zambia, standards officers have concentrated on checking standards of education through children who are believed to be able bodied. No standards officer in the Ministry of Education, has ever taken interest in maintaining standards of

education of the disabled or the popularly known as children with special educational needs (SEN).” However, Tyagi (2009) observes that District education Officers do not visit the required number of school yet they are required to visit all the schools. Standards officers and all levels of monitors should always carry out inspections.

The Malawi handbook for Inspectors (1982) defines inspection as, “that specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement.” Tait (1983) defines it as, “the process through which central authority, represented by inspectors and monitors evaluates the teaching and administration in schools.” ADEA (1998) state that inspections have the following characteristics; It involves examining and evaluating the quality of teaching and learning in the school, based on established criteria, it is judgmental, it monitors education trends and standards in institutions, it checks availability and suitability of the required physical facilities, human resources and instructional materials and it checks on the social environment of the school. Ministry of Education (2007) National Implementation Framework calls for the development and application of effective teacher assessment and inspection system; enhancement of inspections of basic schools; design and application of an effective standards assurance system that monitors teacher performance; and securing qualitative and quantitative stability in the supply of well-motivated, satisfied and healthy teachers.

The Zambia Basic Education Syllabi (2003) a Ministry of Education document states that, “the standards section of the Directorate of Standards and Curriculum is tasked to ensure that there is quality education taking place in basic, high and private schools.” It goes further to state that, “essentially, the standards officers have an advisory and evaluation function to educational provisions. Similarly, the monitoring and evaluation function of the standards section is concern with assessing the quality and effectiveness of actual education provisions in individual schools and in the system as a whole, and reporting on this to appropriate authority.”

Monitoring is a management tool that ensures that programmes are carried out as planned. It also helps to check whether the planned activities are going on as planned or not. Monitoring helps in making changes when things are not going as planned. In this way it helps in ensuring that the learners are provided with quality education. It is very important that both the school and teachers are monitored in the implementation of school and classroom

programmes. It is the role of the head teachers to ensure that teaching and learning is going on by monitoring teachers and other members of staff.

2.6 Needs of the Hearing-Impaired Learners.

For all the learners to learn effectively, their needs are supposed to be met by either the school or their parents. It is very important that these needs are met because failure would lead to provision of quality education being compromised. For the learners with hearing impairments, their social and academic needs are very different from those of hearing learners. It is therefore very important that the school administration and parents know the needs of these learners if they were to access quality education.

2.6.1 Understanding Pupils' background and Attending of Pre-School

The pupils' background is a very important factor to consider in education. If a pupil has a poor background, there is a likelihood that the pupil will struggle in his/her study. It is very important that educators understand the needs of learners with hearing impairment if quality education is to be provided to them. Defining quality in Education -A UNICEF document (<http://www.unicef.org/education/files/qualityEducation>) states that, "The quality of children's lives before beginning formal education greatly influences the kind of learners they can be." It claims that a study done in twelve (12) Latin American countries found that attendance at a day care coupled with higher levels of parental involvement is associated with higher test scores and lower rates of repetition. It goes further to state that apart from cognitive effects, early childhood programmes promote better psychosocial, effective and stimulates the child's brain development. The hearing-impaired learners just like the hearing learners need a firm foundation. A child may fail to master the basic skills of reading and arithmetic if not exposed to these skills early in life and this failure in learning these basic skills may affect progress in other subjects.

It is important that the teacher for the hearing-impaired learners knows the learners background. A teacher should know whether the learner is post lingua or pre lingua. Post lingua learners are those who lost hearing after attaining the language while pre lingua learners are those who were born or lost hearing before they attained the language. The importance of knowing this background is that it will help the teacher what mode of communication to use when teaching the learners. Pre lingua learners use sign language while

post lingua learners benefit both from sign language and oral language by lip reading. It is important to know the learners' background as it helps in placing them correctly.

The background of the learners because help teachers to know whether the learners need screening in other areas apart from screening for hearing impairment. Some learners may have multiple disabilities and knowing the background of the learner may help establish whether they need attention in other areas. It is equally important for the teachers to know the type of hearing loss a learner has and this can only be known by knowing the background of the learner and after assessment.

Pre-Schooling for the hearing-impaired learners is very important as it helps them to interact and socialize with other learners. It is in Pre- School that the teachers are likely to know the special needs of the hearing-impaired learners and their learning styles. Hearing-impaired pupils are likely to learn more from seeing and doing things themselves than they can from listening to talks or reading books, therefore, the use of models, demonstrations and other visual aids is more necessary for these children than it is for hearing children. Derville (1990:114) points out that the learning rate of hearing-impaired is slow and their memories are short; they soon forget what they have learnt and their power of concentration is weak. They need far more practice and far more encouragement than ordinary children. Kirk et al. (2009:341) however claim the presence of hearing loss does not affect the child's level of intellectual abilities and that the most important thing to remember about children who are deaf or hard of hearing is that, most possess normal intelligence and some are intellectually gifted.

It is almost impossible to find early childhood classes for the children with disabilities. In cases where you find some learners, they could be those who are hearing. Pre- Schooling is very important as it prepares a learner and builds a strong foundation to learning. However, for children with hearing-impairment, this is almost non- existent and this has an effect on learning. This failure for them to attend early childhood classes may affect their performance compared to the hearing learners who may have attended pre-school. It is thus very important that the teacher of the hearing-impaired starts teaching the learners using pre - school methodologies irrespective of the age of the learner who has just entered school.

It is very important for the school and the teacher of the hearing-impaired learners to know the learners' background. This is because the learners' background is the foundation on

which the school and the teacher will build on. For quality education to be provided, the school and the teacher need to know the individual needs of the learner and plan on how to meet them. The learners' background also enables the school and the teacher assess, place, and provide the facilities which will promote learning. It may also be an avenue for early intervention programmes to be instituted.

2.6.2 Suitable Infrastructure

School infrastructure is very important in the provision of quality education to learners. It is even more important to learners with special educational needs especially the hearing, visually and physically challenged learners. The school infrastructure itself can be a barrier to the education of learners with disabilities. Parents would not take their learners to schools where they know that their children are not safe. It is therefore very important that school authorities make all their schools disability friendly if learners with disabilities are to attend school and learn effectively. Pennycuik (1993) postulates that the quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers and the ability of teachers to undertake certain instructional approaches.

There seems to be more infrastructure being built at Secondary school level than at Primary school level. The Statistical Bulletin (2016:12) reported that there was an increase in the number of classroom space at secondary school from 9,115 in 2015 to 10,113 in 2016. It also reported that the degree of increase at secondary school level as compared to primary school showed that there was more concentration at secondary school than primary school. There were no special schools built for learners with special educational needs opened during the years 2012 to 2015. This affected access as those with severe and profound disabilities could not go to mainstream schools.

2.6.2.1 Hearing-Impaired Friendly Classroom.

One of the most important considerations to make when teaching the hearing-impaired is the infrastructure. The Ministry of Education document- National Literacy Framework (2013) claims classroom environment limits opportunities to support literacy learning. This is because many classrooms lack desks, boards and storage rooms. This is worse for the hearing-impaired learners who need enough space to enable them sit in a horse-shoe formation when learning. The hearing- impaired need infrastructure which is friendly and

which will enable them concentrate. Mohd Hanafi Mohd Yasin says, “To provide children with special needs with comfortable, safe, and controlled learning, it is important to create continuity in the environment so that they would have equal access to education like typical students. Therefore, the specific infrastructure, such as barrier-free-facilities, wheelchair access, a comfortable classroom, and safety aspects, should be taken into account for purpose of teaching and learning.”

<http://www.sciencedirect.com/science/article/pii/S1877042810022573>

The classroom is the most important environment that needs to be modified so that it suits the learners that are going to use it. As a teacher, it is very important to know how best to prepare your classroom so that it fits your learners. Some of the modifications that you need to put in place include the walls, the doors, the floor and the windows. Vandiver (2011) reveals in his study the learners in classrooms with large windows, natural lighting, and well-designed skylights performed 19 to 20% better than their peers in classrooms without these features. His findings are supported by Earthman (2002) who claims that comfortable classroom temperature and smaller classes enhance teachers’ effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions.

The classroom for hearing-impaired learners must be acoustically treated. This entails making the room sound proof. The room will not or may only allow very little sound to come in from outside. This is done to stop ambient sounds from disturbing the learners. This is especially good when you have the hard of hearing pupils who need a very quiet environment for them to learn. It is advisable to acoustically treat the floor too. The floor when left bare can produce a lot of noise when people are walking on it. The school can buy carpets to put in the classrooms so that no noise is produced as the pupils and the teacher are walking. Berry’s (2002) research on classroom noise levels found that classroom noise levels should not exceed 68db or about 68-69db. He claims beyond these levels, students will have difficulty in understanding what is being said and are usually distracted by the noise from the next class. For the hearing-impaired classrooms, there is need to acoustically treat their classrooms as even the 68db is too much noise for the learners who use hearing aids. The hearing aids do not select the noise to pick but will pick any noise and that is the reason for acoustically treating their classrooms.

The classroom needs to have wide windows that will allow in light. The hearing-impaired learn by seeing and observing movements and thus if the room is dark, then learning may not take place. Pupils need to see the teachers' face and his/her facial expression. They also need to see what is written on the board. However, Ministry of Education (2003) cautions that the teacher should avoid teaching in front of the window as doing so may distract the pupils' visual communication. The sitting arrangement in a hearing impaired classroom must be that of a semi-circle or a horse shoe. This is done so that all the pupils may see the teachers' movement and face. The teacher must never teach while giving his/her pupils his back. It also allows pupils communicate in sign language or signed English.

It is important that the classroom walls are painted white, cream or grey. These colours are good for so that whatever is stuck on the walls to come out. If you paint the walls with a dull colour, it will be difficult for the pupils to pick out what is on the wall. This is very important for the teacher as some of the learners may be colour blind and may fail to pick out important information from a dull wall. For the hearing-impaired, some of them may be deafblind and thus they may not pick out the information from the walls. The walls must preferably be painted White or Cream White. This will allow the hearing-impaired read what is being said by both the teachers and their fellow pupils through lip reading.

The teachers' chalkboard must be painted black, blue or green. It is advisable that the teacher uses white chalk all the time. If the teacher runs out of white chalk, it is advisable that yellow chalk is used. Other colours of chalk must only be used when making maps or charts. Pinnel and Galloway (1987) summarized the development approach to classroom management as follows; Teachers must realize that students make a significant contribution to the educational process, learning occurs when students feel a need to change or learn, learning is holistic rather than individual pieces of information or skills, teachers must recognize the power of the social context of the classroom on learning, teachers must develop a personal understanding of learning and development and teachers must care about what takes place in their classrooms. Kay (1971) observed that many classrooms are too small for the number of children they accommodate and that it is particularly bad for children to spend many years of their young lives in cramped and overcrowded conditions. This view is shared by Harcombe (2001) who claims that the type of classrooms hearing-impaired pupils use is a very important factor. She claims that pupils with disabilities are usually taught in special classes

mostly within the mainstream or in special school and that these classes are usually small and can only accommodate a small number of pupils.

The classroom needs to have wide windows that will allow in light. The hearing-impaired learn by seeing and observing movements and thus if the room is dark, then learning may not take place. Pupils need to see the teachers' face and his/her facial expression. They also need to see what is written on the board. The classrooms for the hearing-impaired need to be spacious in order to allow the learners sit in a horse shoe formation which is good for the learners to see the teachers' face and signs and each other when signing and communicating.

2.6.3 Screening

Screening is very important especially for early graders. Losardo and Syverson (2011:241) define screening as, "an assessment conducted to determine whether the child needs further assessment in one or more areas of development." Screening as can be seen helps in the correct placement of learners. Screening for physical and developmental disabilities is very important for every learner entering the school system. According to Foster et al at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1306321/?page=2>, screening is the application of a simple accurate method for determining which children in a population are likely to be in need of special services to develop optimally. It should however be realized that screening is different from diagnosis. Screening can also be a process of collecting information over a period of time through a variety of sources that could lead to the conclusion that an individual might be significantly at risk for a special condition such as a learning disability. Screening is carried out in order for early interventions to be carried out. The interventions could be educational or medical. Screening should always be done with the consent of the learner or the parent if the learner is very young. The information obtained from the screening activity is confidential and should not be shared with any other person apart from the screened person or the parent.

De La Paz and Graham (1995) point out that there is no standard or uniform battery of tests, checklists, or procedures to follow for the identification of most students with disabilities. It is therefore very important that all learners entering school system are screened for all the disabilities to allow teachers to put in place early interventions or referral to other specialists in other fields. Screening is a must for the hearing-impaired learners if quality education is to be provided. Hearing impairment as early alluded to can be catergorised in three different

levels. These are the deaf who cannot hear anything, the deafened who used to hear but can no longer hear and the hard of hearing who have residual hearing and can hear when provided with hearing aids or placed in front of the class. Screening therefore is very important as it enables the teacher to determine the learners' hearing level and know how to place the learner. It also helps the teacher to know the mode of communication to use when teaching and the facilities to be provided if quality learning is to take place.

2.6.4 Correct Placement

One of the most important interventions in the area of special education is that of placement. Placement is the process of correct positioning a learner in an environment that will be conducive for learning. Placement of learners in the correct learning environment is very important. If a learner is placed in a wrong environment, effective learning will not take place. It is important that learner is screened before being placed in a classroom. As AIU publication on current trends points out, there are different views shared by different professionals on how best to place learners with disabilities. On one hand are those who are for inclusive education and on the other, those who still feel the learners are best taught in exclusive institutions. (<http://www.answers.com/topic/special-education-current-trends>) However, for the hearing-impaired learners, it's important that the learners are properly screened so that they are well placed both institutionally and in the classroom.

Hearing impairment has three distinct groupings; the deaf, the deafened and the hard of hearing. A teacher needs to know how to place these different learners if they have to benefit from teaching. Learner's performance will be affected if they are wrongly placed both in schools and in classroom. It is therefore important that the hearing-impaired learners are correctly placed. Before any placement is done, learners should be screened for not only hearing impairment but also for visual impairment. This is because some learners may be deafblind. According to Ann-Christine Gullacksen et al. (2011), deafblindness is a combination of visual and hearing disability. They claim this type of disability limits activities of a person and restrict full participation in society. It is therefore very important that educators screen the learners thoroughly before placement. It is therefore very important for the teacher to know how to place the different hearing-impaired levels if quality education is to be provided to the hearing-impaired learners.

2.6.5 Adequate Specialist Teachers

Schools with hearing-impaired learners need to be well staffed with qualified teachers. This is because hearing-impaired learners are supposed to be taught according to their degree of hearing and in many cases as individuals. A class of hearing-impaired learners should have a maximum of five learners. A teacher with a lot of learners in many cases is not very effective as attention cannot be paid to all the learners. One factor that has contributed positively and negatively to the provision of quality education is the teacher. UNICEF (2013) claims teachers are a- and perhaps the key element in a child's learning environment, and that it is important that they have a clear understanding and a commitment to teaching all children. Teachers are major stakeholders in the provision of quality education. A teacher is a trained officer with the responsibility of imparting knowledge to learners at any level of education especially primary and secondary levels and is one of the most important people in the educational life of any pupil. Okumbe (1999) claims professional and academic qualifications of a teacher determines the effectiveness of the teachers delivery in his teaching profession. On the other hand, Kwiti (2004) was cited by Mugo (2011) as postulating that teachers experience affects students' performance in national examinations as experienced teachers know the techniques of preparing learners for examinations adequately.

Teachers' attitude towards learners with disabilities is also a factor that contributes to poor performance and lack of quality education being provided. Most of the teachers relate the disability to the ability of the learners with disabilities. Panda and Bartel (1972) found that teachers when asked to evaluate pupils along various dimensions, rated those with special needs lower than others on all factors. A research by Nunes (2004:397) found that hearing-impaired and hearing children in the sample were progressing along the same developmental path. This was so long materials designed to minimize communication problems were availed. It is therefore clear that the primary challenge in educating deaf children lies in helping them develop effective means of communication with others. It is therefore very important that a specialist teacher develops good attitude towards the hearing-impaired learners if quality education is to be provided.

A specialist teacher should understand the learners very well and have empathy. Dunn (1989:86) is of the view that the single most important attribute that a teacher of the handicapped can possess, is the emotional maturity. A teacher's perception of himself as a teacher will also influence his teaching style and the climate of his classroom (Hendrikz.

1994). A teacher for the hearing-impaired must understand his/her role in educating the hearing-impaired. The teacher should not only perceive himself or herself as classroom teacher but also as a counselor and a parent. The teacher should be a mentor to the learner both inside and outside the classroom. The teacher of the handicapped must be stabilising influence, must present to the students the ultimate in successful adjustment. He claims that a teacher who is unable to resolve a personal psychological problem is not likely be able to assist students in solving their problems. A good teacher should understand the learners under his/her care. This will entail knowing the learning styles of each learner. Teachers should also understand the learners psychologically for them to cater for each learner's needs. Most teachers fail to cater for all learners because they treat them as a group instead as an individual.

A teacher for the hearing-impaired must be very creative. This is because the teacher has to meet individual needs of the learners and each learner may have different needs and may need different learning methods and materials. If the teacher is lazy and non-creative, the learners may go out without grasping what the teacher had planned to be achieved. A good teacher needs to plan before teaching. Important consideration to be made by a teacher in preparing for successful learning includes; who are the learners, what is the topic or skill to be learned and what are the important parts of the topic or skill which make the whole, what teaching method is to be used, what teaching and learning materials are to be used? It is doubtful if the any curriculum would be successful if it required skills or personal qualities not present in the group of teachers who will teach it. It is the teacher's responsibility to ensure that the work of ancillaries is incorporated in classroom activities in a manner compatible with pupil learning and if possible contributing to it. (Brennan. 1985: 118) Teachers should be involved in curriculum development. They should not be regarded as mere purveyors of the curriculum but as a control figure in its development, operation and refinement. (Brennan. 1985) This is very important for the teacher of the hearing- impaired as the teacher needs to modify the curriculum so that it suits the learners. For the learners to benefit, teaching methods and teaching and learning materials need to be taken in consideration. Richard and Howley (2000:88) state that, "teachers have the responsibility to develop an understanding of how individual pupils learn." Eleanor Lemmer (1999) states that, the new paradigm makes provision for the teacher as a mediator or facilitator of learning. The accent falls on the learner's learning process and how learner and teacher can work as a team to understand the process of learning.

Teacher's professional qualifications and their performance in the classroom is one of the most critical factors in improving student learning. The professional skill of the teacher establishes a productive atmosphere from the start by means of good organization and careful planned teaching structures (Farrant. 1988:169). A well trained and motivated teacher would definitely perform better than one with low qualifications. UNICEF (1999:16) emphasizes the need for teachers to reform their educational practices to be more in keeping with a child-centered, rather than a teacher dominated classroom. However, Research Dynamics - South Africa (2001) reports that, Educators in their findings reported that, very few or no resources were available to enable educators to effectively deal with diverse learning needs in their classroom.

The way teachers handle the pupils is also very important factor. Pupils with hearing problems need someone who acknowledges their problem and shows signs of helping them. They lose confidence and trust in a teacher who may seem not to care about them. Derville (1990:111) points out that it might however be the case that the teacher, through treating children unjustly or unkindly has caused the pupils to dislike him. If this happens, the child will probably begin to dislike the subjects taught by that teacher and may as a result become backward in them. Children with special educational needs thus need a well-trained teacher who understands their needs.

Teachers of the hearing-impaired must have the qualifications to teach the hearing-impaired learners. It is wrong for the school administrators to allocate hearing-impaired learners classes to teachers who are not trained to handle the hearing-impaired. When teachers who are not trained handle the hearing-impaired learners no quality education can be provided as the teachers may not have the knowledge of handling such learners. It is therefore incumbent upon the Ministry of Education to train more teachers to handle the hearing-impaired learners. In many cases, teachers who may have been trained to handle other disabilities have been made to teach the hearing- impaired learners and this has compromised the provision of quality education.

2.6.6 Friendly Curriculum

A major factor that affects the provision of quality of education for the hearing-impaired learners is in the area of curriculum. According to Farrant (1991) the term curriculum refers to that set of decisions about what is taught and how it is taught, that determines the general

framework within which lessons are planned and learning takes place. The Resource materials for School Inspectors (1998) suggests that when coming up with a curriculum, room should be given to look at the needs of handicapped learners and also considering the culture, customs and traditions of both country and the region. This view is supported by Florian (2007) who postulates that the purpose of the curriculum must be to serve the learners for who it is designed. EFA Global Monitoring Report (2005) agrees with the views of Florian and are of the view that the curriculum should as much as possible respond to the needs and priorities of the learners, their families, and the communities. However, this is not the case in Zambia, the Ministry of education document - Moving towards Inclusive Schooling (2001) states that the curriculum is centrally prescribed by the Zambian Curriculum Centre and all the children irrespective of disability are expected to do what is prescribed in the curriculum. The document further states that a lot needs to be done to modify the curriculum to enable it take into account the individual needs of the learners without losing sight of the objectives pursued in common.

Most of the time especially in developing countries like Zambia; the curriculum is prepared without taking into consideration the pupils with special educational needs. Reid (1989:73) points out that, there should be a careful differentiation: what is taught needs to be matched to pupil's abilities and aptitudes. It is the teacher who has expertise in curriculum adaptations and augmentations and who can inform IEP teams on the types of modifications that might be appropriate and useful for a given student. (Diane M. Browder 2006: 31) UNICEF (2013) is of the view that teachers tend to work in isolation, which means they are often unsupported in the classroom and are often under pressure to complete a narrow syllabus imposed from above. How much is the teachers' contribution to the curriculum? Is the teacher for the hearing-impaired consulted when preparing the curriculum? These questions need answers from the planners of the curriculum.

Ministry of Education document (2007) – National implementation framework 2008-2010 reports that the Ministry planned to improve the quality and relevance of education through the design of a comprehensive and diversified school curriculum that was interlinked throughout all educational levels. Particular attention was to be placed on ensuring that the revised curriculum is sufficiently responsive to the developmental aspirations of Zambia, in general and to the special requirements, in particular.

The curriculum for the hearing-impaired learners should take into consideration the needs of the learners. However, the curriculum being used in the Zambian schools seem to be tailored for the hearing learners and not for the hearing-impaired learners. This coupled with lack of teaching and learning resources and unsuitable learning environment has made learning for the hearing- impaired very difficult. The hearing-impaired especially those with severe hearing impairment need a curriculum that will suit their individual needs. The policy in special education is that the curriculum should fit the learner and not the learner fitting the curriculum as is the case. The Zambia Curriculum Framework (2013) is of the view that for learners with severe impairments, an alternative curriculum should be used. It is hoped that the alternative curriculum can answer the needs of the hearing-impaired learners.

2.6.7 Individualised Education Programme/Plan (IEP)

An Individualised Education Programme (IEP) is a document tailored to fit an individual learner in special education. The Wikipedia encyclopedia defines an IEP as, “a document that is developed for each public school child who is eligible for special education.” An IEP is developed by a group of people who are mainly stakeholders in the education of the learner. The IEP document describes how the learner is going to learn and what the stakeholders are going to do to help the learner achieve the intended goals. It is mandatory that all learners that receive education in special education institutions have IEPs. The IEP is meant to ensure that the learners get appropriate work. It is therefore important that school head teachers ensure that specialist teachers are working with other stakeholders in preparing IEPs. An IEP ensures that quality education is being provided as the prepared work suits the learner. However, it can only succeed if all the stakeholders play their respective parts. Individualised Education Programmes are written documents that direct the provision of special education services to students with disabilities who need them. Sue Watson defines individualised education programme as, “a written programme developed by the schools special education team with input from the parents and specifies the student’s academic goals and the method to obtain these goals.” (<http://specialed.about.com/od/specialacronyms/g/iep.htm>) Sue Watson points out that the IEP focuses on areas affected by the disability. The NCLD at <http://www.ncl.org/student-disabilities/iep-504-plan/what-is-iep> is of the view that any IEP must have information about the child’s current performance, annual goals, special education and related services, accommodation, participation in state and district-wide tests, needed transition services and measured progress.

Morris et al (2004:129) claim that, the role of education according to Vygotsky is to provide children with experiences which are within their respective Zones of Proximal Development (ZPDs). They claim activities should challenge children but which, with sensitive adult guidance, can be accomplished by children. The teacher's task is to keep each child's learning tasks either centred on, or focused slightly above each respective child's ZPD. It is therefore very important that the work given to learners is not that which is beyond their capacity or that which is very much below their capacity. Stones (1966) is of the view that the important thing is for the teacher to ensure that any new learning, be it guided discovery or expository, can be integrated in the body of concepts the child already possess. When it is not integrated in his framework of understanding, any learning which takes place will be of arbitrary in nature. He further claims that, in addition to trying to arrange the optimum learning conditions for the children, the teacher will have to ensure that they are all doing the things they are most suited to do. It is therefore important that the teacher gives learners work which will suit them.

Learners with special education needs especially those with severe and profound disabilities need an individualized education programme. This is because each individual has needs which are different. According to Martha Thurlow at <http://www.education.com/reference/article/individualised-education-program-iep1> Individualised Education Programmes are written documents that direct the provision of special education services to students with disabilities who need them. Sue Watson defines individualised education programme as, "a written programme developed by the school's special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals." (<http://specialed.about.com/od/specialacronyms/g/iep.htm>) Sue Watson points out that the IEP focuses on areas affected by the disability. Wikipedia http://en.wikipedia.org/wiki/individualised_Education_Programme claim the intention of an IEP is to help children reach educational goals more easily than they otherwise would. It claims that in all cases, the programme should be tailored to the individual learner's identified needs. According to Wikipedia, the plan should describe how the learner learns, how the learner best demonstrates the learning and what the teachers and service providers will do to help the learner learn effectively. It claims IEPs also help in placing the learner.

The IEP is a very important plan for teaching learners with special educational needs like the hearing-impaired learners. This is because it prioritises the needs of the learner and it gives chance to the teacher and the learner to have a one on one discussion which is very conducive for hearing-impaired learners. The IEP also gives chance to the parents to participate in their child's education. It also makes learning real as the teacher uses suitable teaching and learning resources. It is incumbent upon specialist teachers to use IEPs whenever they are handling learners with special education. An IEP is also an avenue for quality education to be provided as the child uses suitable facilities and learns in an enabling environment.

2.6.8 Use of Correct Teaching and Learning Methods

Methods are particular ways of doing something. Teaching and learning methods are ways by which teachers impart knowledge into the learners and also the way learners get knowledge from their teachers. Mbewe (2014) claims that the teaching strategies for deaf pupils may seemingly be the same as those of others, but certain variations have to be considered in handling the learners with special educational needs. He claims that this is due to age variations, subject content and levels of progressive education assimilation. It is very important for the teacher of the hearing-impaired to vary their teaching methods. This is because there are different learning styles in every class of the hearing-impaired. It is therefore important that teachers for the hearing-impaired use different teaching methods which are learner centered. Ministry of Education – Standards and Evaluation Guidelines – (1997) proposes that some of the learner centered methods a teacher for the hearing-impaired can use include: role play, dramatization, group discussion, inquiry approach, discovery approach, problem solving, demonstration, debates, field trips and projects.

These proposed methods are learners centered and entails the learner actively being involved in the learning process. The role of the teacher is mostly facilitating while the learners participate and carry out the activities. This is very important for the hearing-impaired learners as they learn better by seeing and doing than by listening to the teacher. It is therefore very important that whenever they are taught, teaching and learning resources are always available if quality education is to be provided. They also need teaching and learning methods which are very practical. The most beneficial teaching methods for the hearing-impaired are; role play, inquiry approach, problem solving, demonstration, field trips and task analysis.

Different learners have their own learning styles and it is important that a teacher knows the learning styles of all his learners. We have in essence three categories of learners: those who learn by sight, those who learn by hearing and those who learn by touch, for the hearing-impaired learners, since they have challenges with hearing, they learn more by sight and by touching. It is therefore very important that a teacher of the hearing-impaired learners uses teaching methods which involve the two. It is also advisable that a teacher of the hearing-impaired learners uses teaching and learning materials all the time. Teaching and learning methods are ways by which teachers impart knowledge into the learners and also the way learners get knowledge from their teachers.

2.6.9 Adequate Teaching and Learning Materials

Teaching and learning materials are resources which help the teacher in teaching and the learner in learning. Teaching and learning materials are very important in teaching. They are extremely important to the hearing-impaired learners who mainly use sight for learning. Kay (1971) emphasizes the importance of teaching and learning materials and claims as the term implies the materials are intended to help the teacher to teach more effectively, or better still, which enable the learner learn more readily. He further claims that new and wonderful teaching aids like radios, televisions and film- strip slides projectors, tape recorders and others have found their way into classrooms.

Learning materials are important because they can significantly increase student achievement and enables learners learn on their own. Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. In addition to supporting learning, learning materials can assist teachers by differentiating instructions. The British Council document- creating an inclusive learning experience for English language learners with specific needs claims that, illustrations be it photographs, drawings or cartoons motivate learners. It claims they give visual clues which accompany text and are very helpful to all learners especially those who have a strong visual memory (www.Teachingenglish.org.uk -2012). Jennifer (2010) postulates that the availability of visual aids, books, supplies, games and technology support can improve the learning environment by facilitating the learning and teaching process. She claims experience shows that unavailability of such materials can make learning and teaching impossible in some circumstances. This view is supported by Modi (2013) who states that teaching and learning materials play a significant role in enhancing teacher's lesson preparation and class delivery. He claims that a

study by University of Nairobi's Department of Education Administration found that teaching and learning resources create motivation in learning by supporting the learning process since learners enjoy learning when teaching and learning materials are used, resulting in student achievement. Kay (1971) claims, differentiating of learning materials is the tailoring of lessons and instruction to different learning styles and capacities within a teacher's classroom. He is of the view that each child should if possible have his/her own piece of equipment instead of using only one teaching aid for the whole class.

Chantamani (1992) points out that special teaching facilities are required to meet the personal and social needs of the exceptional children. Brennan (1985) and Mercer and Mercer (1989) state that children with special educational needs show greater variation in learning and to meet their needs, the teacher must have a greater variety of teaching and learning materials. If the teacher is not supported in the provision of the teaching and learning aids he may resent the pupils with disabilities. This is the view taken by Shea and Bauer (1994) who claim that general education teachers may not be ready to meet the needs of learners with mild disabilities without some support. Students/Pupils with special educational needs need to be provided with appropriate facilities and materials such as hearing aids, Braille paper, brailion and others. These materials are very expensive and not locally obtained. It will be difficult and expensive therefore to buy these materials and supply them in all schools in Zambia as this should be the case if inclusion is to be effective. Heward and Orlansky (1988) however point out that special educators should devote increased attention to making general education administrators and teachers more aware of the key principles involved in providing an appropriate education to exceptional students in the least restrictive environment.

Ministry of General Education and Culture (1986) pointed out as early as 1986 that it is important for a teacher to teach all the children in class not only some children. The Ministry claims that a teacher should know all the pupils learning styles and plan for them. It observed that some people tend to retain most easily when they have seen (visual) the information via books, movies, handouts, watching demonstrations, verbal descriptions they can easily picture in their 'mind's eye. Ministry of Education (1977) indicated as far back as late 1970s that, "Education materials and equipment are aids to the teaching and learning process and must be consistent with objectives of the curriculum if they are to reinforce the teaching methods which may have been devised to support the particular curriculum." It also claims that quality education requires the availability and use of textbooks and other educational

materials and that without these aids to the learning process, effective teaching and learning in the modern sense cannot take place. It points out that suitable materials enable pupils to acquire and apply knowledge, to learn at their own pace and assess their own progress.

The Ministry of Education (2003) Zambia Basic Education Syllabi contends that the aim of the Ministry and Government as a whole is to provide quality education to its nationals and that this requires the supply of books, writing materials and other educational items in sufficient quantity to meet the needs of all students. It claims the availability of the materials have a positive effect on learning. However, the findings of the Ministry of Education - National Assessment (2008) indicated that the supply of textbooks in schools was inadequate and that the situation had worsened in the last couple of years. Ministry of Education document on Girls Education (1990) reported that provincial reports were unanimous in noting that the schools continue to be destitute of the resources needed to support the process of learning and called for improvement especially in the availability of textbooks as it fall short of the demand.

Mbewe (2014) insists that when teaching the deaf children, it is important to think visually. He therefore suggests that using visual clues and resources will help a deaf child access your lesson and develop their understanding. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. They can support student learning and increase student success. Ideally, the teaching materials should be tailored to the content in which they are being used and suit the learners. Teaching materials come in many shapes and sizes, but they all have in common the ability to support learning. For learners with hearing impairment, it is a must that the learners use them all the time. This is because hearing-impaired learners use the sense of sight to compensate the loss of hearing.

It is very important that a teacher of the hearing-impaired learners' use appropriate teaching and learning resources which fit every child. This is possible through planning. As a teacher plans the lesson plans, they also plan for the teaching and learning materials to be used for each child. The teaching and learning materials should always fit the child and not the child to fit the teaching and learning materials.

2.6.10 Adequate Specialised Equipment/Assistive Devices

Specialised equipment is special machines/equipment that is made to aid a person with a difficult. They are made to make work easy for the affected person. Provision of specialized equipment is a very important factor in providing quality education to the hearing-impaired. Lack of specialized equipment may negatively affect the provision of quality education. Brennan (1988:130) postulates that some specialised equipment in use for pupils with special needs is almost entirely facilitating; its main use is to give the pupils access to a form of communication or an area of curriculum. This is supported by Ministry of Education (2003:20) who claim that with appropriate auditory aids, deaf and hard of hearing pupils can be as effective and capable as their hearing peers. Gearheart et al. (1988) also points out the importance of special equipment, he claims audiovisual equipment and personnel can be of particular value to the teacher who has a student with a hearing impairment in the class.

Lynch (2013) who states that tools needed for academic success when it comes to students with physical disabilities are progressing. He claims assistive technology can help any student with a number of issues. He is of the view that assistive technology can give those in special education access to learning that would not exist without the technology. ([http://blogs.edweek.org/edweek/education_futures/2013/10/current-trends_in_special.](http://blogs.edweek.org/edweek/education_futures/2013/10/current-trends_in_special))

Gearheart et al. (1988) points out the importance of special equipment, he claims audiovisual equipment and personnel can be of particular value to the teacher who has a student with a hearing impairment in the class. It is therefore very important that the school system ensures that the hearing-impaired learners are provided with the needed specialised and assistive resources to assist them in their learning. Failure to provide the equipment affects the learning process and the learners' performance.

2.6.11 Adequate Funding for Special Education.

Special education by its nature is very expensive. Schools need a lot of finances to enable them procure the logistics that will enable the learners receive quality education. This factor must be taken into consideration by any system before they plan to open a special school or special unit. Special education is more expensive than mainstream education. It is not expensive only to the education system but to parents as well. Meki (2005) carried out a study in Lusaka to ascertain the impact of the grants given to Lusaka schools in the provision

of quality education. The study revealed that the grants were not enough for warrant quality education.

Dust (1997:6) claims that the cost of caring for children with disabilities is high, especially for those on low and middle incomes. This view is also shared by Kelly (1991:54) who said, "In the absence of resources, schools must rely on parents, but apart from the cost which may be prohibitive for many parents, the necessary items cannot be found. In remote rural areas, no retail outlets exist from which parents can purchase stationary or other school supplies. He however claims that, Educational funds are not used according to the best economic considerations, because so large apportion goes to the subsector that promises a large return to the individual, but only a relatively small portion goes to the subsector that promises the largest return to society. Chapman and Stone (1985:169) are of the view that some equipment is still very expensive and its purchase needs to be considered in relation to the total resources available to support the pupils requiring it.

Hegarty (1995) in his study in 63 countries reported that funding in special education was being financed by a mixture of state, non-governmental organisations, voluntary bodies and parents in many countries. However, he claimed that state funding was predominant. It is therefore the role of Government to ensure that special schools and units are well funded if they are to provide quality education. Ndhlovu (2008) in his study conducted to find out the challenges faced by the pupils with disabilities in accessing inclusive education revealed that funding was a hindrance to provision of quality special education. He pointed at lack of suitable infrastructure, inadequate learning resources, inadequate trained teachers in special education, lack of specialized assessment for placement and intervention services, lack of assistive devices and equipment as some of the indicators of lack of funding.

Kalabula in his paper presentation to ISEC in 2000 pointed out that funding is one of the major constraints in the area of special education. He claims funding is the main determinant of all outcomes of either efficient or inefficient service delivery in special education and education as a whole. (http://www.isec2000.org.uk/abstracts/papers_k/kalabula_1.htm) Shea and Bauer (1994) also claim that, Public Law 101-476, the Individuals with Disabilities Education Act identified several shortcomings of the general and special education services for learners with disabilities which were recognized. It was recognized that, the special education needs of children with disabilities were always not met; more than half of these children did not receive the services they need and that one million of the children with

disabilities do not attend school with their peers. The Zambian situation is even worse than the American situation.

In Zambia, only two percent of the children's needs are met. A Ministry of Education document – A Glance at Primary Education. (2003) reported that in Zambia, 56 per cent of the entire education budget was allocated to basic education in 2000, and 62 per cent in 2003. It also reported that expenditure on education was increasing since 2000 but that the level of expenditure was still at a low level. The situation is very sad for learners with special education needs as only 5 per cent of the funds allocated to a learning institution are used for special education. In many cases the funds are not even used for the intended use but used by the mainstream for other purposes.

It is a fact that special education is more expensive than ordinary education because of the use of specialised equipment which in many cases is procured from outside the country and for the fact that each learner needs different teaching method and teaching and learning materials. The infrastructure used by the learners with hearing impairments need infrastructure which is disability friendly and this calls for modification of classrooms and any other specialised rooms which the hearing-impaired learners use. It is therefore very important that the Ministry of Education and School administrators allocate more resources to the special education departments so that facilities, equipment and teaching and learning materials are made disability friendly.

2.6.12 Good Communication Modes

Communication is one of the most important aspects of language. In whatever way you want to transfer knowledge, you need to communicate. According to Kendra Cherry at <http://www.netplaces.com/psychology/thinking-language-and-intelligence/the-charact...>, language is a systematic way to convey meaning using symbols and sounds. He claims all languages have grammar and are complex and creative systems used with full efficiency among the users. He further claims all languages have their own rules of syntax and grammar which determine how and when certain words should be combined and in what order they should be presented in conveying meaning. Language in whatever form is the means of communication. This is the same view shared by Chantamani (1992) who postulates that language becomes a barrier to hearing-impaired children in social and personal development as they in many cases cannot communicate with other children. He claims that as language

plays a vital role in development, the hearing-impaired are forced to depend on other children and this leads them to have a sense of inferiority.

The hearing-impaired learners need to be communicated to the same way the ordinary learners are communicated to. However, their mode of communication may differ according to the degree and type of hearing-impairment. There maybe three different hearing-impaired in a hearing- impaired classroom and a teacher should base his communication method on the degrees of hearing-impaired learners when communicating if he/she is to be effective. It is therefore very important that the hearing-impaired learners are communicated to in the language they understand.

2.6.12.1 Use of Sign Language in teaching

Learning at any level can only be one through communicating using different modes. It is important that the language we use when communicating should have all the required vocabulary. Learners with hearing-impairment especially the deaf communicate through sign language. Sign language is very important for the hearing-impaired as this maybe their only means of communication. Wikipedia, the free encyclopedia defines sign language as, “a language which uses manual communication and body language to convey meaning.” (http://en.wikipedia.org/wiki/Sign_language) It also claims sign language can involve simultaneously combining hand shapes, orientation and movement of the hands, arms or the body, and facial expressions to express a speaker’s thoughts.

Language learning is very difficult for the hearing impaired. Dembo (1994) claims because language plays such important role in school learning, one can understand why hearing-impaired children frequently have academic problems. This view is shared by Kirk and Gallagher (1983) who claim that, “in general, studies on the academic achievement of hearing-impaired children have not reported much improvement over the years with serious problems in language expression, it is not surprising that deaf children experience serious problems in academic achievement.” In particular, their reading achievement may be below grade level.

Kirk et al. (2009) points out that, “ reading levels of children who are deaf or hard of hearing tend to be substantially lower than those of the hearing peers,” and that, “ through improved teaching strategies, earlier intervention, new technology, and medical treatment, children who are deaf or hard of hearing are making solid gains in learning to read.” Kay (1971) states that,

“language is the principle means which we use to communicate with other human beings. He claims that a baby begins by associating meaning with certain sounds and gestures, he/she expresses feelings through inarticulate noises which as a child grows older, develop into speech.” For the hearing- impaired children, they will depend on gestures as they cannot hear sound.

According to Riekehof (1980), deaf people recognise the importance of signing because it is their means of daily communication within the family and the deaf community. Sign language just any other language has its own vocabulary. However, Muzata (2013) in his study indicated that teachers who responded to his study questions reported that sign language was inadequate in its vocabulary to enable them teach prevention of HIV/AIDS effectively. He claims a rich vocabulary is essential for effective delivery of information and communication. He is of the view that, when vocabulary is limited, communication is incomplete and the intended information may not reach its intended target effectively. In supporting the importance of effective use of sign language, Kirk et al (2009) quoted Luetke-Stalman et al (2000) who said, “The teachers’ and parents’ abilities to sign will not only aid the child in developing a communication system but also will enhance the child’s academic success and his or her social skills, peer interaction, and play. ” It is therefore important that teachers and parents of hearing- impaired learners have adequate knowledge of sign language.

UNICEF points out that, “Deaf people can succeed and contribute to society just like the hearing people. Developing their abilities begin with education and language. Because deaf children grow up in a hearing world, quality education means bilingual education and that bilingual education helps the deaf children develop their ability to communicate using language of hearing people. Deaf children who can communicate effectively in sign language will find it easier to learn other languages like English.” Neo-English System (2011) at <http://neoenglish.wordpress.com/2010/12/16/characteristics-and-features-of-language/> indicates the characteristics of language as; arbitrary: there is no relationship between the words of a language and their meaning or the ideas conveyed. Social: it’s a set of conventional communicative signals used by humans for communication in a community. Symbolic: it consists of various sound symbols and their geographical counterparts that are employed to denote some objects. Systematic: all languages have their system of arrangement, Non-instinctive and; Conventional: no language was created in a day out of a

mutually agreed upon formula by a group of humans. Sign language just like any other language also has the same characteristics.

Gross (2009:239) outlined some requirements for the hearing-impaired to access quality education. She pointed out that the following are important attributes; Planning the best possible listening conditions for the child, checking regularly that the hearing aids are working properly, and remembering that aids only really function effectively over a 2-3 metre distance, ensuring that light is on the face of the teacher and facing the pupil so that they can make maximum use of visual cues – real objects, pictures. There are certain needs which all backward children have in common, Gross (2009:112) claims that, their need for individual attention is much higher than that of normal children.” In the area of hearing impairment, we find three main categories of the hearing-impaired. We have the deaf who learn through sign language only and the hard of hearing and the deafened who learn through sign language and lip reading. Some hearing-impaired pupils like the hard of hearing may need amplification while the deaf and deafened may not. Shea and Bauer 1994:303) claim that, “amplification is not a cure for hearing impairment, it simply increases the intensity and loudness of some sounds augmenting the individual’s residual hearing.” It is wrong for teachers to think that provision of amplification equipment will solve the hearing-impaired pupil’s academic problems. This factor is very important and must always be taken into consideration. It is therefore important that teachers realise that hearing-impaired pupils need more than just amplification.

It is important to realize that Sign language like any other language has all the characteristics mentioned of a language. Sign language is used all over the world by the hearing-impaired to communicate with each other and with those that hear and that signs use visual imagery to convey ideas instead of single words. It claims signs are more reliant on gestures and facial expressions than on finger-spelling. (<http://www.essortment.com/sign-language-expression-importance-gestures-facial-exp...>) However, Mbewe (2014) points out that sign language is not universal and depends on each community and varies from region to region.

In Zambia, American Sign Language (ASL) is used to teach the hearing-impaired learners. American Sign Language is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. (<http://www.nidcd.nih.gov/health/hearing/pages/asl.aspx>) Manitoba Education at <http://www.edu.gov.mb.ca/k12/cur/languages/asl/index.html> is of the view that American

Sign Language is a complete visual-gestural language with its own grammar, vocabulary, and syntax. It claims that like any other sign language, it uses the hands, the body, and facial expressions to express meaning and the eyes to perceive meaning.

Muzata (2013) in his study on teaching the hearing-impaired HIV/AIDS reports that, 54% of the teachers who responded in the study reported that sign language was a hindrance to their effective teaching of HIV/AIDS prevention to learners with hearing impairment. Teachers also reported that their lack of expertise in sign language hindered the natural flow of lessons when they are teaching. In the area of hearing impairment, different groups will need different strategies to assist them learn effectively. How the teacher and other stakeholders communicate to the learner can affect their response to what they receive in terms of knowledge. In many cases, the hearing-impaired may lag behind due to various reasons. The main reason however, is due to communication problems. However, other reasons may compound their being backward. Derville (1990) postulates that, “Since children are backward for different reasons, different cases need different kinds of treatment.

Ministry of Education (1977) points out the importance of communication and postulates that, “communication is essential in teaching and learning. For this reason, language has a vital role to play in the educational process and, therefore, the attainment of language skills during the basic education stage will be extremely important in the new system.” UNICEF (2013) shares the same view and claims access to information and means of communication are essential for anyone to realize their rights as a citizen. Without ways to gather knowledge, express opinion and voice demands, it is impossible to obtain an education, find a job or participate in civic affairs.

The hearing-impaired use sign language when communicating and it is therefore important that the same language is used when teaching them. The teachers of the hearing-impaired should therefore be able to use sign language if they have to teach the hearing-impaired learners. If the teachers are unable to use sign language, then there is likelihood that teaching and learning will not take place as there will be no proper communication between the learner and the teacher in and outside the classroom. The Ministry of Education should therefore train more specialist teachers who can specialise in the area of hearing impairment where sign language is one of the courses they have to take.

2.6.13 Boarding Facilities

Providing the hearing-impaired with boarding facilities is an important factor. Hearing-impaired pupils in boarding schools seem to be doing better than those in day schools. This could be due to the fact that those in boarding schools are exposed to more sign language than those in day schools. This view is shared by Kirk (op. cit) who says, “the advantages of residential schools from a parents’ perspective are that the teachers are better prepared to deal with the hearing impairments and that the child is in a population of students who are similarly challenged, so he or she can relate to and establish friendship with classmates, develop a positive self- image, and achieve emotional security.”

Boarding facilities also allow the learners to share their experiences. The learners assist one another when they are given work to do. They have time to consult one another when they are not very clear. It is also easy for the teacher to help the learners during their spare time as the pupils are found in one place. It is very difficult for learners who are not in a boarding school to receive assistance from their parents and siblings because of the language barrier. The parents and the siblings do not know or understand some of the signs the learners learn at school and thus it is very difficult for them to help the hearing-impaired learner.

2.6.14 Suitable Academic Assessment Methods

Assessment is very important in education. The Journal of Educational Assessment in Africa (2013) urges teachers to use a variety of resources and strategies when assessing as it postulates that there is no assessment method which is fit for all purposes. The Journal is of the view that one of the aims of classroom assessment is to provide support to teachers to modify their instruction and the learning activities of learners. It is very important that the learners with hearing impairments are assessed by their own teachers who understand and plan for them. The assessment should be based on what the learners have learnt and should be focused on helping the learners improve their performance.

ADEA (1998) postulates that, “assessment is a vital process in measuring educational outcomes. It is a method that illuminates the uniqueness of the child. It provides advice as well as feedback, so that all recipients of the information can take effective decisions about future action.” Sutton (1991) claims the aim of assessment is to promote children’s’ learning. He claims assessment can provide a framework in which educational objectives may be set and pupils progress is chartered and expressed and that it can yield a basis for planning the

next educational steps in response to children's needs. This view is shared by the Ministry of Education document – Zambia Basic Education Syllabus (2003) which claims that the aim of assessment is to help learners learn more effectively. It points out that it should be recognised that learners are different and achieve the outcomes according to their abilities.

Assessment according to Ministry of Education (2010) Monitoring and Evaluation document is the collection of information and data needed to plan programmes and initiatives. Assessment in special education is looked at in two ways. The assessment can be that of assessing the level of the disability and also to assess the learner academically. It is in the area of academic assessment that has proved to be unfair to the hearing-impaired learners as the learners are made to write examinations or assessments meant for the hearing learners. The examiners do not take into consideration the language of the learners when assessing. In many cases, the learner is made to write in a language which is not familiar. The examinations are also in many cases marked by markers who are not specialist teachers bringing into question the reliability of the marking as the markers do not understand the sign language which is usually used by the hearing-impaired learners. Education reforms (1977) states that, "public examination are a means to maintain or improve the general standard of quality in any programme." It claims that by having public examinations, it is possible to maintain quality and uniformity as all candidates for a particular programme are subjected to the same measurements. It however points out that in assessing the students; the teacher has first to determine the readiness of the student to learn and then his rate of progress. Are the Zambian examinations aimed at determining the readiness and do they take into consideration the individual differences? The answer is no as the general examinations do not take the diverse needs of the learners and do not take into consideration the mode of communication used by different learners. The examinations are usually tailored for the able bodied or hearing learners as the hearing-impaired learners are made to write in Signed English and not in Sign Language that they use during learning time. The results at the end of the examinations are also not reliable as non-specialist teachers who do not understand sign language are made to mark the answer scripts of the hearing-impaired learners.

The assessment of learners with hearing impairment and others with disabilities usually do not take into consideration their needs. In many cases they are made to write and do the same activities the hearing or able bodied learners do. It also important to realise that learners with disabilities operate at their own individual pace and that in many cases learn individually with

the teachers preparing individual work that fits the individual learners. The teacher determines what to teach and he should be the one to assess the learner as he/she knows what has been taught to the learner and what he/she wants to find out from the learner.

2.6.15 Promotion Based on Performance

Another factor that leads to poor performance by hearing-impaired learners is the policy of automatic promotions. Automatic promotion is the yearly promotions of learners from one grade to the next without taking into consideration whether they are ready to go to the next grade. Derville (1990:111) states that, “it is sometimes due to faulty promotion at school, i.e. owing to some mistakes in organization, a child may have been kept back in a lower form when he should have been promoted, or he may have been promoted to a higher class before he was mature enough to manage the work in the class.”

A child should only be promoted when the teacher is satisfied that he/she has acquired the needed competences. This view is supported by Hendrikz (1994) who claims that often the process of educational selection begin at the lowest levels of primary school, only those who make sufficient progress in learning the accepted skills and knowledge be allowed to go to the next class. If pupils are promoted to the next grade before they have acquired the necessary skills, their performance will be poor. This is because the work which will be given to them will be advanced.

In special education, it is not the age of the learner that determines promotion to the net grade but the performance. A learner can remain in the same grade or level as long as the performance cannot allow them to move to the next grade. There is no need to make a learner move to the next grade when they are not ready to do so. However, this has to be done in consultation with the learners’ parents, the guidance and counselling department and the school administration.

Automatic promotion has affected the provision of quality education in Zambia. This is because even the learners whose performance is poor are made to proceed to the next level without considering their special needs. It is therefore important that learners are promoted to the next class based on their performance. In special education, only the learners whose performance is acceptable are promoted to the next level. This lessens pressure on both the teacher and the learner.

2.6.16 Guidance and Counselling

The hearing-impaired learners need a lot of guidance and counseling from the Guidance department. This helps them in understanding their impairment and how they can overcome some impediments to their education. They also need guidance from the department on what subjects they can do and which ones they cannot do. This is important as it makes the learners make correct decisions which help them in future. School counselors need to work with other teachers to identify pupils learning needs. The hearing-impaired learners thus depend on their class teachers for guidance and counseling. It is therefore important that the specialist teacher is of good morals as the learners need the teacher as a role model.

Guidance and counseling is very important in the education of the hearing-impaired learners. The Commonwealth Secretariat report of 1998 (module 2), defined guidance as a service provided by someone knowledgeable about an issue raised and counseling as a service provided by one person to enable another to think through or analyse for oneself what the cause of certain problem might be. The hearing-impaired learners just like any other learner need to be guided and counseled. However, guidance and counseling should not only be left to the Guidance department but also to the class teacher.

What Does A Guidance Counselor Do? <http://www.essortment.com/guidance-counselor-do-35976.html> states that guidance counselors are school professionals who specialize in helping students make decisions about their personal and educational needs while providing information about colleges and other life choices. It claims that counselors do so many things and provide such valuable information for students who might be struggling with life choices. They can counsel students individually or sometimes in small groups.

2.6.17 Involvement of Parents in Education

Parents play a very important role in the education of their children both at school and out of school. UNICEF (2013) state of the World's children reports that parents can play many roles, from providing accessible transport to raising awareness, getting involved in civil society organizations and liaising with the health sector so that children have access to appropriate equipment and support. This view is supported by Sylva et al (2010) who claim that parental support is important since parents are the first educators of the child. They further claim that children learn best through sustained sharing thinking. Education in Zambia Strategic Plan 2003-2007, a Ministry of Education document states that, "parents and sectors

of the public frequently question the relevance and quality of the education provided by the Ministry of Education. They do not see the curriculum as imparting to pupils the skills that are relevant to the challenges they are facing in the real world.”

Linda Hinkle at www.livestrong.com/article/212838-the-importance-of-parent-involvement-in-e...postulates that, research findings overwhelmingly indicate that parent involvement not only positively affects student achievement, but it also contributes to higher quality education and better performance of schools. She also claims both the students and the schools benefit when parents are involved in education. Ronnie Phillips at www.edarticle.com/article.phd?id=324 stresses the importance of parental involvement and points out that, it is a fact that parents who are involved with their children will make sure their homes are conducive for education. He also claims that the other reason parents should be involved in their children’s’ education is because they are able to notice any deficiencies quickly as they live with the children. They are able to notice their children’s strengths and weaknesses.

Henderson and Mapp (2002) report that, a synthesis of research on parent involvement found that regardless of family income or background, students with involved parents are more likely to; earn higher grades and test scores, and enroll in higher-level programmes, attend school regularly, be promoted, pass their classes, and earn credits, have better social skills, show improved behavior, and adapt well to school, and graduate and go on to postsecondary education. The above view is shared by the Michigan Department of Education publication of 2001 which also point out that research has reported that when parents are involved in their children’s education; higher grades are scored, better school attendance is observed, increased motivation and better self-esteem is shown by learners, low rates of suspension is experienced, they is decreased use of drugs and alcohol and fewer instance of violent behavior. The publication also is of the view that parents who read to their children, have books available, take their children on trips, guide television watching, and provide stimulating experiences contribute to student achievement. It claims the earlier the parent is involved in the child’s education, the more powerful the effects. Galloway et al. (1994) cited the Warnock Report (DES, 1978) which was seen by many as enshrining the principle of parent- professional partnership in special education. One of its main recommendations was that the professional should carry out their assessment of a child’s needs in partnership with the child’s parents. Thus, to facilitate such partnership it was argued that parents should have

a right of access to all information collected during the course of an assessment. Savolainen et al. (2000:115) reports that parents are the stable factor in the lives of their children, united they are a significant force with the right to decide and bring change to the system. They claim that parent groups as advocacy groups guide schools and society towards respecting and accepting difference.

Parental involvement in the learning of their children is very important and is a factor in the provision of quality education. When parents are involved in their children's education, the school is held answerable to the academic performance of the learner. Teachers are made to teach if parents are involved in the learning of their children. Parental involvement will also make the parents understand the needs of their children and therefore participate in the provision of the needs. Parental involvement will also entail learning taking place both at home and at school. This will ultimately improve the quality of education being provided as both the school and the parents will be playing their respective roles in meeting the needs of the child. School administrators will also work knowing that parents are observing what they are doing and will use school resources prudently. In this way, quality education will be provided to the learner. For the hearing-impaired learners, parental involvement is a must as the parents of the hearing-impaired learners should be made to understand their children's needs which may be very different to the needs of their hearing children.

2.6.17.1 Support from Parents Teachers Association (PTA)

The Parents Teachers Association is an association of parents and teachers who have a sole purpose of improving the school in all areas. The PTA as it is commonly called is made up of parents who have children at a particular school only and who have a stake in the education of the learners. The parents and teachers elect and executive with the school Head teacher as the Secretary and the Deputy Head teacher as the vice secretary. The role of the PTA is to compliment the Governments inputs. The PTA plans for projects and raises funds which they use in improving the infrastructure and teaching and learning in schools. They raise their finances by mostly levying the learners and through other fundraising ventures. The PTAs have built a lot of infrastructure, built wall fences, bought transport in terms of buses and trucks and bought textbooks in many schools which has motivated the learners and teachers.

Farrant (1988) reported that research observed that in many instances, parents were given an opportunity to participate in the affairs of the school development. However, this was limited mostly to infrastructure development and determination of fees. This means that the ability of parents to hold teachers accountable for enhanced learner performance is quite limited and this has led parents to be observers instead of participants in the education of their disabled children. Research Dynamics South Africa (2001:51) calls for parents who are the primary caregivers of children to play a critical role in the education and development of learners. It also claims that, parents should be supported to be able to be empowered for them to recognise and fulfill their responsibilities as parents and play an active and valued role in their child's education. Parents should also have knowledge of their child's entitlements within the SEN framework, make their views known about how their children's education and have access to information, advice and support during assessment and any related decision-making process about special educational provisions. However, many parents of learners with disabilities shy away from participating in school activities which involve parents.

Parents of children with disabilities in many cases feel shy to come out and accept their disabled children. This view is shared by Derville (1990:110) who claims parents' attitude towards school and towards the child himself will also influence his progress. It becomes worse when they are called for open days. Shea and Bauer (1994:31) revealed that many parents and brothers and sisters of persons with disabilities suffer from the "Courtesy stigma." It is the duty of every parent to take hold of the education of their children irrespective of disability. Shea and Bauer points out that Parents /family should collaborate in special education provisions.

In special education, the PTA should be interested in seeing that learners with disabilities are provided with IEPs. They should be in the fore front in ensuring that parents with learners with disabilities participate in the formulation of IEPs. They call for the family to inspect and review all their children's educational records, have an independent evaluation of their child and participate equally with school personnel in developing, reviewing and revising their child's IEP. Very few are ready to work in the PTA executives. Failure by parents to take responsibilities over their children's education is a factor that leads to non-provision of quality education. Many parents do not know what their children are doing at school. Parents of the hearing-impaired pupils in many cases have nothing to do with their children's education. The parents have left everything in the hands of the school. Harwell and Jackson

(2008) postulate that it is important that the school personnel make every effort to build a trusting relationship with parents in order to promote a two-way exchange of information. This view is supported by a research by Research Dynamism of South Africa (2001) which revealed that Principals face a lot of challenges. Some of the challenges include; Shortage of appropriate teaching and learning materials and lack of parental involvement in the education of their children.

However, most PTAs have done very little for learners with disabilities. Most of the work done by the PTAs is targeted at helping the majority able bodied learners. This could be because the school system has not bothered to bring out issues of learners with special educational needs. It would help schools with learners with disabilities if they ensured that there is a parent of a learner with disability in the PTA executive. This will help in bringing out issues pertaining to learners with disabilities in meetings.

2.6.18 Support from the School Administrators

School head-teachers are very important in any educational organization. The head teachers' role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Fullan (2010) reports that a study carried out in England found that school and leadership effects are shown to influence academic outcomes via their effects on teachers and teaching quality. He claims good leadership promotes a favourable school climate and culture that emphasizes high expectations and academic outcomes. The head teacher of the school must know how to organise his/her school. Dunn (1989) points out that, "organisational ability is essential regardless of the method of teaching." The head teacher must ensure that the teachers are doing what they are supposed to do. He/she must ensure that the deputy head teacher, heads of departments and the senior teachers are inspecting and observing other teachers and ensuring that teachers are provided all the needed necessities.

Lack of effective leadership will affect the provision of quality education. The poor performance by hearing-impaired pupils cannot be blamed on the pupils alone. In many cases, the blame must be put squarely on the head teachers. The head teachers are to blame because of their failure to supervise their teachers. The head teacher is the leader of the school and if the pupils are not performing well, he/she must be blamed. According to Mary

Parker Follett, a leader is “the man who can energize his group, who knows how to encourage initiative, how to draw from what each has to give. (Prasad et al 2008:118) No matter how well trained and active the teaching staff may be, the school will never be an effective teaching unit unless the head teacher is competent. A good head teacher must have a good working knowledge of the curriculum. He/she should understand the basic principles on which the subjects taught are based. He/she should be able to direct discussions and to give advice. Head teachers should visit classes regularly to keep themselves informed of what is going on. The head teacher should spend time daily in classrooms checking teaching techniques, chalkboard work, charts, teachers’ attitudes, supervision of books, standards of writing. Pupil’s work -books should be examined regularly by the head teacher and his/her deputy.

A school head-teacher is the chief executive of the school who has the role of administering and managing the school. School head-teachers are very important in any educational organization. The head teachers’ role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Wikipedia on Ask.com claims the head teacher performs various roles and responsibilities in a school. It claims head teachers are in charge of the day to day running of schools. They must ensure that teachers carry out their delegated duties effectively. (<http://www.ask.com/question/what-is-the-role-of-the-head-teacher>) This view is shared by house of Commons 9th report which states the roles of head teachers as those of; strategic directing of the school, ensure teaching and learning is taking place through monitoring and evaluation of the quality of work, leading and managing staff, effective deployment of staff and resources and account for the efficiency and effectiveness of the school to the governors and others, including pupils, staff, local employers and the local community. Schools can make a difference to student achievement and the head teachers’ leadership is one factor determining that success.” The head teacher is a manager and should ensure that managerial skills are put into effect for them to run schools successfully. The head teacher should understand education administration and management. A Ministry of education of 2003 quoting Cronse et al. (1994) defined management as, “the process in which human, financial, physical and information resources are utilized to achieve the objectives of the organization.” It goes on to suggest that managers need to give direction to personnel and influence them to achieve the organisations’ goals.

Stones (1966:362) claims the school and the class are the two most important groups that influence children in the field of formal education, and the degree to which children with varied home backgrounds realize their educational potential will depend on the intellectual and emotional atmosphere of these groups. The head teacher of the school must know how to organise his/her school. Dunn (1989) points out that, “organisational ability is essential regardless of the method of teaching.” The head teacher must ensure that the teachers are doing what they are supposed to do. He/she must ensure that the deputy head teacher, heads of departments and the senior teachers are inspecting and observing other teachers and ensuring that teachers are provided all the needed necessities. This is the view taken by Willms (1992:29) who said compliance monitoring systems emphasize schooling inputs, particularly teacher and fiscal resources must be provided. These systems attempt to ensure that certain standards of educational provisions are being met. Ainscow (1994:22) quoted Edmonds (1982) as having noted that one of the features of exceptional schools is the principal’s leadership and attention to the quality of instruction.

No matter how well trained and active the teaching staff may be, the school will never be an effective teaching unit unless the head teacher is competent. A good head teacher must have a good working knowledge of the curriculum. He/she should understand the basic principles on which the subjects taught are based. He/she should be able to direct discussions and to give advice. Head teachers should visit classes regularly to keep themselves informed of what is going on. The head teacher should spend time daily in classrooms checking teaching techniques, chalkboard work, charts, teachers’ attitudes, supervision of books, standards of writing. Pupil’s work -books should be examined regularly by the head teacher and his/her deputy.

In the area of special education, most head teachers seem not to know how to handle the special education departments. This is mainly due to lack of knowledge in special education. Most of the head teachers in Zambia were trained during the time special education was not given consideration. They have little knowledge, most of it gained during workshops and at times sensitization by the teachers. This leads them to look at it as a by the way. These is the same view shared by Shea and Bauer (1994:25) who claimed that the majority of Principals and teachers, however, do not have adequate training in special education and are not confident making decisions with regard to the students with disabilities. In special education, the non-teaching staffs are as important as the teaching staff. The non- teaching support

required by the pupils should be provided through suitable ancillary staff so that teachers may concentrate on their main educational task. If the teachers are made to do work that was supposed to be done by the non-teaching staff, their performance will be affected negatively. This is what we find in the Zambian school as the non-teaching staffs are no longer found in schools as they have been laid off.

2.6.19 Effective teaching methods for hearing-impaired learners

The hearing-impaired learners learn mainly through sight. It is therefore very important that whenever they are taught, teaching and learning resources are always available if quality education is to be provided. They also need teaching and learning methods which are practical.

Methods are particular ways of doing something. Teaching and learning methods are ways by which teachers impart knowledge into the learners and also the way learners get knowledge from their teachers. It is therefore important that teachers for the hearing-impaired use different teaching methods which are learner centered. Ministry of Education – Standards and Evaluation Guidelines – 1997) proposes that some of the learner centered methods a teacher for the hearing-impaired can use include; role play, dramatization, group discussion, inquiry approach, discovery approach, problem solving, demonstration, debates, field trips and projects. These proposed methods are learners centered and entails the learner actively being involved in the learning process. The role of the teacher is mostly facilitating while the learners participate and carry out the activities. This is very important for the hearing-impaired learners as they learn better by seeing and doing than by listening to the teacher.

Muzumara (2011) classifies teaching methods in four categories, these are; demonstration and or modelling, drills, practice and applications. He claims all other methods fall within the four and it is up to the teacher to tailor the methods to his and the learners needs.

2.7 Challenges faced by specialist teachers in teaching the hearing-impaired

Specialist teachers face a lot of challenges in the teaching and learning process. The challenges are material, financial, social and physical. Most of these challenges affect teaching and learning. Some of the challenges faced can be resolved at school level while others need to be resolved at national level. These challenges can only be resolved if stakeholders in the education of the hearing-impaired work together. Leaving all the learning

of the hearing-impaired learners in the hands of specialist teachers cannot resolve the challenges.

2.7.1 Curriculum

The Curriculum is very important and affects both the learner and the teacher and it is another factor that affects the provision of quality of education for the hearing-impaired. According to Farrant (1991) the term curriculum refers to that set of decisions about what is taught and how it is taught, that determines the general framework within which lessons are planned and learning takes place. However, the specialist teacher seem to be detached from the development of a curriculum as it is tailored for the hearing learners. The Resource materials for School Inspectors (1998) suggests that when coming up with a curriculum, room should be given to look at the needs of handicapped learners and also considering the culture, customs and traditions of both country and the region. This view is supported by Florian (2007) who postulates that the purpose of the curriculum must be to serve the learners for who it is designed. However, this is not the case in Zambia, the Ministry of Education document - Moving towards Inclusive Schooling (2001) states that the curriculum is centrally prescribed by the Zambian Curriculum Development Centre and all the children irrespective of disability are expected to do what is prescribed in the curriculum. The document further states that a lot needs to be done to modify the curriculum to enable it take into account the individual needs of the learners without losing sight of the objectives pursued in common.

Reid (1989:73) points out that, there should be a careful differentiation: what is taught needs to be matched to pupil's abilities and aptitudes. It is the teacher who has expertise in curriculum adaptations and augmentations and who can inform IEP teams on the types of modifications that might be appropriate and useful for a given student (Diane M. Browder 2006:31). UNICEF (2013) is of the view that teachers tend to work in isolation, which means they are often unsupported in the classroom and are often under pressure to complete a narrow syllabus imposed from above. How much is the teachers' contribution to the curriculum? Is the teacher for the hearing-impaired consulted when preparing the curriculum? These questions need answers from the planners of the curriculum.

Lieberman (1985) is of the view that special education maintains its separate identity because among other reasons, he claims in regular education, the system dictates the curriculum; in special education, the child dictates the curriculum. The challenge we face in the current

scenario is that the hearing-impaired follow the same curriculum followed by hearing learners. This is despite the fact that the hearing-impaired cannot learn as fast as the other learners due to communication challenges. Reid (1989:72) postulated that the imposition of core and foundation subjects for all the pupils will clearly alter the parameters of the curriculum debate and that the minimal attention paid in the consultative document to special needs pupils is not an optimistic sign.

Simuchimba (2014) states that special education present one of the major challenges faced by school leaders in this era of comprehensive school reform. He claims that, today schools must provide children with disabilities with appropriate access to the general curriculum and effective instructional support. This is however becoming very difficult especially that schools are not adequately funded and funding is irregular. Children with disabilities have found it very difficult to follow the general curriculum. Ministry of Education (1977) contends that, “because of the physical or mental disability, the curricula, materials, equipment and methods have to be designed in such a way as to enable the student to cope with the disability and meet his/her needs.” The Ministry also called for the designing of a curricula and making available material and equipment to suit the nature and degree of the various disabilities/handicaps.

Ministry of Education document (2007) – National implementation framework 2008-2010 reports that the Ministry planned to improve the quality and relevance of education through the design of a comprehensive and diversified school curriculum that was interlinked throughout all educational levels. Particular attention was to be placed on ensuring that the revised curriculum is sufficiently responsive to the developmental aspirations of Zambia, in general and to the special requirements, in particular.

2.7.2 Teacher/Pupil Contact Time

Teacher pupil contact time is the time the teacher spends with the pupil. A teacher needs enough time to have contact with the learners. Learning is made possible when pupils spend more days per year in school and are actively engaged in longer school hours. The more time the learner spends with the teacher, the more the benefits to the learner. Teachers need to spend a lot of time with their individual learners. Not all learners learn at the same pace. It is therefore very important that teachers spend considerable time with their learners.

Defining Quality in Education a UNICEF publication (<http://www.UNICEF.org/education/files/QualityEducati>) claims the quality of a school and teaching is higher in schools that are able to make efficient use of the available time of its teachers and pupils. It claims that, “Whether a teacher uses traditional or more current methods of instructions, efficient use of school time has a significant impact on student learning and teachers’ presence in classroom is the starting point.”

The hearing-impaired, perform poorly because they have to concentrate on what they are doing all the time. This concentration on what they are doing makes them miss out on many things. People learn by listening and seeing what is happening, but for the hearing-impaired, they have to rely on sight only. This means they miss out many things that they cannot hear. This view is shared by Gisela et al. (1998) who also claim that when children focus their attention on the important images or sounds around them, their minds concentrate on what is important for the tasks and ignore anything else. Gisela et al. (1998:68-69) postulated that; children with poor auditory figure/ground perception will; be easily distracted by sounds around them in the class, have a short attention span, not be able to pick out the main idea from spoken words in a group of others, have problems with story sums and listening comprehension exercises, not notice small differences in sounds, for example the difference between ‘strong’ and ‘wrong’, not notice sounds patterns for example in the list ‘far’ ‘car’ ‘fat’ they will not be able to identify which word is the odd one out and find it hard to hear the difference between long and short vowels for example the difference between ‘at’ and ‘ate’ and that they will not notice the difference between a statement and a question from the tone of voice. This may confirm why the hearing-impaired pupils perform poorly in most academic work especially in oral and aural work.

The National assessment Survey (2008) a Ministry of Education document points out the importance of enough learning time. It claims that pupil- teacher contact time remains very low in Zambian schools and suggested that the Ministry of Education and specifically the directorate of planning determines how it can increase the pupil-teacher contact hours, especially in urban areas. This is worse for hearing-impaired learners who need more learning time. In many cases, the hearing-impaired learners use the same rooms with the hearing thus affecting their learning time as they need to leave room for the hearing learners to use the same room.

Specialist teachers do not have enough time with their hearing impaired learners. This is mostly because of lack of infrastructure which is shared with the hearing learners. This lack of enough contact time with the learners has affected the teachers' effectiveness and their ability to provide quality education to the hearing-impaired learners.

2.7.3 Enrollment

The number of learners a teacher handles is very cardinal in teaching the hearing-impaired learners. This is because within a hearing-impaired class the learners may have different hearing losses. It is therefore important that the learners are handled as individuals and not a group. This therefore means a teacher preparing work for each individual using the Individualised Education Programm (IEP) for each learner. It becomes very difficult for a teacher to attend to many learners as the teacher has to move from one learner to another. The Ministry of Education document – Standards and Evaluation Guidelines (2015:106) has stipulated that a class of learners with special educational needs should consist of about 4-5 learners. This is the same view shared by the University of Vermont who claim that, “having students who are deaf or hard of hearing in a classroom can be a great challenge to the level of accessibility of a class, but can also serve as a catalyst for making effective UDL-focused changes that improve the classroom experience for everyone.

There are a few key characteristics to be aware of when interacting with people who are deaf or hard of hearing. First, the level of "usable" hearing varies greatly from person to person. Second, they may or may not speak, and communication may or may not require an ASL interpreter.” Having many hearing-impaired learners in one class usually forces the teacher to handle the learners as a group and this greatly affects learning as the learners do not learn at the same rate. The learners may also need different teaching and learning resources and the teaching methods employed by the teacher may differ from learner to learner.

A specialist teacher handles many learners in the class and this affects teacher effectiveness. It is therefore very important that school head-teacher controls the number of hearing impaired learners a teacher can handle if effective teaching and learning is to take place in a class of hearing impaired learners. However, most head-teachers tend to impose the number of learners on the teacher due to lack of understanding of special education and thus the need for sensitization.

2.7.4 Automatic Promotions

Another factor that leads to poor performance by hearing-impaired learners is the policy of automatic promotions. Automatic promotion is the yearly promotions of learners from one grade to the next without taking into consideration whether they are ready to go to the next grade. A specialist teacher in many cases receives learners who are not ready for that grade. This causes a lot of challenges when planning for the learners. Derville (1990:111) states that, “it is sometimes due to faulty promotion at school, i.e. owing to some mistakes in organization. A child may have been kept back in a lower form when he should have been promoted, or he may have been promoted to a higher class before he was mature enough to manage the work in the class.”

A child should only be promoted when the teacher is satisfied that he/she has acquired the needed competences. This view is supported by Hendrikz (1994) who claims that often the process of educational selection begin at the lowest levels of primary school, only those who make sufficient progress in learning the accepted skills and knowledge be allowed to go to the next class. If pupils are promoted to the next grade before they have acquired the necessary skills, their performance will be poor. This is because the work which will be given to them will be advanced.

In special education, it is not the age of the learner that determines promotion to the net grade but the performance. A learner can remain in the same grade or level as long as the performance cannot allow them to move to the next grade. There is no need to make a learner move to the next grade when they are not ready to do so. However, this has to be done in consultation with the learners’ parents, the guidance and counselling department and the school administration.

2.7.5 Assessment

Assessment is very important in education. Assessment according to Ministry of Education (2010) Monitoring and Evaluation document is the collection of information and data needed to plan programmes and initiatives. ADEA (1998) postulates that, “assessment is a vital process in measuring educational outcomes. It is a method that illuminates the uniqueness of the child. It provides advice as well as feedback, so that all recipients of the information can take effective decisions about future action.” Sutton (1991) claims the aim of assessment is to promote children’s’ learning. He claims assessment can provide a framework in which

educational objectives may be set and pupils progress is chartered and expressed and that it can yield a basis for planning the next educational steps in response to children's needs. This view is shared by the Ministry of Education document – Zambia Basic Education Syllabus (2003) which claims that the aim of assessment is to help learners learn more effectively. It points out that it should be recognized that learners are different and achieve the outcomes according to their abilities. However, the type of assessments given to the learners are all tailored for the hearing learners. Little attention is paid to the hearing-impaired learners. Specialist teachers are not consulted during preparation of assessment questions and this affects the performance of hearing-impaired learners. At grade seven (7), nine (9) and twelve (12) final examinations, the learners are assessed in a language they do not use when learning and this affects learner performance and teacher morale.

Education reforms (1977) states that, “public examination are a means to maintain or improve the general standard of quality in any programme.” It claims that by having public examinations, it is possible to maintain quality and uniformity as all candidates for a particular programme are subjected to the same measurements. It however points out that in assessing the students; the teacher has first to determine the readiness of the student to learn and then his rate of progress. Are the Zambian examinations aimed at determining the readiness and do they take into consideration the individual differences?

Assessment in special education also means the act of making judgment about something. (The Merriam –Webster Dictionary) In special education it means finding out the severity of the disability using specialised equipment. The learners with disability are usually screened when they enter school by the teachers. Those they suspect of having disabilities are referred for further investigations by specialists in different fields. This is very important for the hearing-impaired learners as it helps the teacher know how to place them be it in class or institution. It also helps teachers in planning their work.

2.7.6 Guidance and Counselling

Guidance and counseling is very important in the education of the hearing-impaired learners. The Commonwealth Secretariat report of 1998 (module 2), defined guidance as a service provided by someone knowledgeable about an issue raised and counselling as a service provided by one person to enable another to think through or analyse for oneself what the cause of certain problem might be. Shayo defines guidance as, “it is directing, pointing,

leading and accompanying. He claims, Guidance is saying, “yes” to someone who is asking for help. It is saying “yes” to an invitation of someone who wants a temporary companion along life’s way.

What Does A Guidance Counselor Do? <http://www.essortment.com/guidance-counselor-do-35976.html> states that guidance counselors are school professionals who specialize in helping students make decisions about their personal and educational needs while providing information about colleges and other life choices. It claims that counselors do so many things and provide such valuable information for students who might be struggling with life choices. They can counsel students individually or sometimes in small groups. A guidance counselor’s job ranges from leading classroom discussions to administering placement in schools and class. Their roles include meeting parents, teachers, learners and administrators. School counselors need to work with other teachers to identify pupils learning needs. The hearing-impaired learners thus depend on their class teachers for guidance and counseling. This entails a specialist teacher being overburdened by doing the work of the guidance teacher instead of concentrating on teaching. Banja (2013) claims that the teacher conduct has an impact on pupil discipline. It is therefore important that the specialist teacher is of good morals as the learners need the teacher as a role model. However, this could be a challenge to the specialist teachers as some may not have undergone training in guidance and counselling.

The hearing-impaired learners just like any other learner need to be guided and counseled. However not all schools have qualified guidance and counseling teachers. In many cases, even those schools with qualified guidance and counseling teachers do not offer their services to the hearing-impaired learners or their parents. Inclusive Schooling Programme (2003) document of the Ministry of Education states that it is the duty of the guidance and counseling teacher to; plan and implement school guidance and counseling, ensure the provision of effective guidance and counseling services at all levels and effectively guide children in their personal, social, vocational and educational needs so as to ensure holistic development.

2.7.7 Unsuitable Infrastructure

Teaching should be carried out in an enabling environment. One of the determinants of an enabling environment is the school infrastructure. This is very important for the hearing-impaired learners who need broad classrooms which allow in a lot of light and which are

acoustically treated to avoid ambient sounds from penetrating through. Classrooms should allow the teacher and learners to move around and share information and should not be restrictive. A teacher is supposed to be a facilitator and restricting his movement because of lack of room has an effect on the lesson delivery. This is the same view shared by Ayeni (2000) who is of the view that schools with enough space for teachers to walk around while teaching gained the attention of the learners and improved academic performance. However, in Zambia most of the units for learners with disabilities are found in small offices which are dark and do not allow free movement of both the teacher and the learners. This has terribly affected the provision of quality education as both the teacher and the learners are demotivated by the infrastructure they use for teaching and learning.

It is very important that the hearing-impaired learners are provided with classrooms which are hearing-impaired friendly. It is the role of the school head teacher to ensure that the hearing-impaired learners just like the hearing learners are provided with good classrooms which can motivate and encourage them learn effectively. Poor infrastructure has an effect on the quality of education being provided in all cases. The Zambia Education Curriculum Framework (2013:4) categorically states that quality education requires the availability and use of educational materials and facilities if it has to be effective. This requirement is necessary especially for the hearing-impaired learners who need specialized rooms and teaching and learning resources all the time.

2.7.8 Lack of Teaching and learning resources

A specialist teacher just like any other teacher cannot teach effectively without teaching and learning materials. The hearing-impaired learners depend on sight for their learning. It is therefore very important that any learning is accompanied with a lot of teaching and learning resources which they can manipulate in most cases. Teaching and learning resources are therefore very important to a teacher of the hearing-impaired learners and to any other learner. However, many schools do not have the required teaching and learning materials to support learning. This affects the learning process especially for the hearing-impaired learners who depend on sight for learning. Altbach (1983) is of the view that nothing has ever replaced the printed word as the key element in the educational process. He claims that as a result, textbooks are central to schooling at all levels. He claims that when textbooks are available, instructional time is not wasted as when teachers and students copy text from the chalkboard.

Wikipedia on the Importance of teaching and teaching and learning materials at

<http://wik.answers.com/q/importance-of-teaching> a points at the importance of teaching and learning materials and claims teaching and learning materials assist pupils to enhance their memories as pupils can remember concrete materials in a large periods rather than abstract. Teaching and learning materials make it easier for teachers to present their lessons; teachers do not need much to explain a certain concept by using many words. Using teaching aids such as prepared charts with important information, teachers can save a lot of time because it is no longer required to write notes on the boards for pupils to copy. Teaching and learning materials stimulate the pupil's interest and helps them to concentrate on their lesson. It helps teachers to present their lessons precisely and enable pupils to relate concrete things with abstract facts.

A specialist teacher of the hearing-impaired learners cannot teach without the use of appropriate teaching and learning resources. This is because the learners make more use of the sense of sight to compensate for their lack of hearing. It is therefore important that teachers use teaching and learning materials which are visible and can be manipulated by the pupils. There is no learning that can take place without the use of teaching and learning resources for them. It is therefore very important that the Ministry of Education and schools ensure that all schools for the hearing-impaired are provided with suitable teaching and learning resources. Teachers for the hearing- impaired should also be very innovative and use teaching and learning resources all the time and also modify some teaching and learning resources to suit their learners.

Teaching and learning materials are very important in teaching and enhance the provision of quality education. Learning materials are important because they can significantly increase student achievement and enables learners learn on their own. Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. In addition to supporting learning, learning materials can assist teachers by differentiating instructions. Mbewe (2014) insists that when teaching the deaf children, it is important to think visually. He therefore suggests that using visual clues and resources will help a deaf child access your lesson and develop their understanding. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. They can support student learning and increase student success. Ideally, the teaching materials should be tailored to the content in which they are being used and suit the learners. Teaching materials come in many shapes and

sizes, but they all have in common the ability to support learning. For learners with hearing impairment, it is a must that the learners use them all the time. This is because hearing-impaired learners use the sense of sight to compensate the loss of hearing.

Muzata (2013) calls for independent planning for material distribution to special schools and units so that they receive their own consignment as they seem not to be benefitting from that distributed to the mainstream schools. He claims this will ensure even distribution of materials to special schools and in particular the hearing-impaired schools.

2.7.9 Lack of Specialised Equipment/Assistive Aids

A specialist teacher of the hearing-impaired needs to make use of specialised equipment like hearing aids which assist the hard of hearing in accessing sound. The teachers also need equipment like speech mirrors to assist the learners with speech problems. There are sets of equipment which cannot be made by the teacher and needs to be procured and are very important for effective teaching and learning. It is therefore very important that the Ministry of education and schools procure the needed equipment for effective learning to take place.

Jennifer (2010) postulates that the availability of visual aids, books, supplies, games and technology support can improve the learning environment by facilitating the learning and teaching process. She claims experience shows that unavailability of such materials can make learning and teaching impossible in some circumstances. The British Council document-creating an inclusive learning experience for English language learners with specific needs claims that, illustrations be it photographs, drawings or cartoons motivate learners. It claims they give visual clues which accompany text and are very helpful to all learners especially those who have a strong visual memory (www. Teachingenglish.org.uk -2012). Modi (2013) states that teaching and learning materials play a significant role in enhancing teacher's lesson preparation and class delivery. He claims that a study by University of Nairobi's Department of Education Administration found that teaching and learning resources create motivation in learning by supporting the learning process since learners enjoy learning when teaching and learning materials are used, resulting in student achievement.

It is therefore very important that teachers are provided with the appropriate teaching materials. Failure to provide teaching and learning resources affects the delivery of the lesson being presented as different learners have different learning styles. Students/Pupils with special educational needs need to be provided with appropriate facilities and materials such

as hearing aids, Braille paper, braillon and others. These materials are very expensive and not locally obtained. It will be difficult and expensive therefore to buy these materials and supply them in all schools in Zambia as this should be the case if inclusion is to be effective. Heward and Orlansky (1988) however point out that special educators should devote increased attention to making general education administrators and teachers more aware of the key principles involved in providing an appropriate education to exceptional students in the least restrictive environment.

Lynch (2013) states that tools needed for academic success when it comes to students with physical disabilities are progressing. He claims that assistive technology can help any student with a number of issues. He is of the view that assistive technology can give those in special education access to learning that would not exist without the technology. (http://blogs.edweek.org/edweek/education_futures/2013/10/current-trends_in_special.)The state of the Worlds' report of 2013 (UNICEF) reports that depending on the type of disability, a child may need any of a number of assistive devices and services. The report states that according to the World Health Organisation, in many low-income countries only 5-15 per cent of the people who need assistive technology are able to obtain it. It gives the reasons as including costs, which can be especially prohibitive in the case of children, who need their assistive devices replaced or adjusted from time to time as they grow.

Muzata (2013) calls upon the Ministry of Education, Science, Vocational Training and Early Education to have a policy for employment of assistive technology in education for learners with hearing impairments and other categories. He quoted Kirk et al. (2009:352) who reported that, "computer technology has advanced to such an extent that special word processing system can be used to translate written English into graphic finger spelling signed and written English." Failure by the Ministry of Education and schools to procure specialised equipment and assistive aids negatively affects the teachers' delivery of lessons and the provision of quality education to the learners with hearing impairments. The Ministry and schools should plan for the procurement of all the necessary equipment and assistive aids the same way they plan and procure the needs of the hearing learners in mainstream schools.

2.7.10 Lack of Parental Support

Teaching should be a collaborative activity with the teachers and parents as active participants. Specialist teachers who handle learners with disabilities like the hearing-

impaired need a lot of support from the parents. This is because in many cases the learners spend much of their time with the parents and also because learning does not end at school only. The parents and the school should be complimenting each other and work as one.

Parents should realise that they are a major stakeholder in the education of their children. They however seem not to have power or authority that can support them in the Zambian context. There is no legislation that they can fall on. Galloway et al. (1994) cited Kirp (1983:83) who argued that, the denial of real power to parents stems as much from the ideology of benevolent professionalism that has dominated thinking about children with special educational needs in this country as it does from any lack of legal rights Brennan (1985:125) claims no substitute exists for knowledge which parents possess about their own children. This is why the Warnock report stressed the involvement of parents in the assessment of special needs and in education at every level. Equally, parents should be an important source of input to development of curriculum. Parents have a very big stake in the curriculum their hearing-impaired child should follow. There is evidence that parental involvement in schools has a positive impact on children, teachers, and the school itself. Brennan (1985:125) points out that, parents can do the following to help the school;

McGregor and Vogelsberd (1998:67) claim that, parents of students with disabilities are looking for positive attitudes, good educational opportunities, and acceptance of their child among educators. Farrell (2009:135) postulates that parents have knowledge and information about their children which may not be apparent in the school setting but which may have a bearing on the child's learning. This view is shared by Rose and Howley (2007:97) who observed that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They also discovered that parents and carers will invest trust in teachers that must be repaid by respecting their role and understanding their challenges which they may face in accepting and understanding their child with SEN. However, Schunk (2009) indicated that although common sense tells us that families have profound influence on children development and learning, some critics contend that the family's role has been over-stated. Research is however, increasingly showing that families do make a difference and often a great one. Harwell and Jackson (2008) however claim that usually parents do know their children best; however, using that knowledge to get services to help their children can be very difficult.

Some forms of parental involvement that make a difference are contacting the school about their children, attending school functions, communicating strong educational value of effort, expecting children to do well at school, and monitoring or helping children with homework and projects. Browder and Spooner (2006) cited survey by Fitzgerald et al. (1995) that compared the amount of time spent reading to children and the parent's expectations for literacy between parents of children with disabilities and parents of typically developing children. Parents of students with moderate disabilities indicated they spent much less time reading to the children and had lower expectations.

Parents are a very important factor in the educational development of their disabled children and ignoring their involvement will affect the provision of quality education to pupils with disabilities. They should hold the education system accountable for their children's education. Inclusive Schooling Programme (2003) a ministry of education document summarises the roles of parents as; deciding the education of their children, protecting and advocating their children's interest, teaching by providing information and reinforcing of school work, providing care for the general welfare of their children, promoting community and home based programmes, collecting data and record keeping and promoting consultative collaboration among stakeholders.

DeForges (2003) claims parental involvement in the child's learning means involvement in a range of activities such as participation in school activities, helping the child with homework and parents – child discussion. Modi (2013) postulates that by supporting their child's learning in the home, parents can make the maximum difference to their child's academic performance. Harris and Goodall (2008) claim the more parents are engaged in the education of their children, the more likely their children are to achieve academic success. This view is supported by Kathuri (1997) who cited Asugas' study which found that children whose parents paid regular visits to check on their progress and attended school functions do better academically than those whose parents never showed any interest in their children's education.

Parents provide information about their child's special needs, alert school to any special interests or talents the child exhibits at home, become active participants in the child's learning and co-operate with other parents and teachers in discussion and evaluation of curriculum, school resources. Dust (1997:1) observes that there is resistance from some parents and education authorities to include children with disabilities in mainstream schools.

Kirk et al. (2009:353-355) points out that, the family provides essential support for the child who is deaf or hard of hearing. As members of the multidisciplinary team, the family helps to shape the educational programme for the child and reinforces the intervention in the home and that the child's development is facilitated when family members adopt interactive strategies, encouraging the child to request respond, and take the initiative. Most parents who can hear have little or no experience with deafness and may not know how to proceed with a child who is deaf. Parents also help to ensure that their child's educational experiences are appropriate and meet his or her needs.

A Ministry of Education (2002:4) publication carried out a study that revealed that developing collaborative working relationships with parents is the key to providing the most appropriate education for these children. Parents of children with special needs are likely to require greater support and guidance than many other parents. MOE (2002) claims that many parents are keen to obtain guidance from professionals like teachers, which is aimed promoting their children's progress.

2.7.11 Supervision and Monitoring of specialist teachers by internal and external monitors.

Supervision and monitoring of both teaching and learning is very important. School and teachers need to be monitored by both internal and external monitors as a pre-requisite to the provision of quality education. Specialist teachers just like the ordinary teachers need to be supervised and monitored by both internal and external supervisors and monitors. Failure to supervise them makes them under perform as they develop a lazier fur attitude towards work. Monitoring is also very important for specialist teachers as this enables them improve their performance as they get counsel from the monitors.

2.7.11.1 Supervision

Supervision is the process of ensuring that work is being done according to plan. Every institution of learning has officers who supervise the institution. Mogasha and Tsayang (1990) define supervision as, "a process that leads to the improvement of teaching and learning." Tait (1993) defines supervision as, "a process through which supervisors visit schools to work with teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary." In the educational institutions, the school administrators are tasked with

the work of supervising the educators. Better Schools- resource Materials for school inspectors (module four) defines supervision as, “a constant and continuous process of more personal guidance based on frequent visits when attention is focused on one or more aspects of educational institution and its organization.” It goes on to suggest that supervision should; be collaborative and collegial, aim at giving professional guidance, the supervisor takes on the role of mentor and facilitator, the purpose of supervision according to the resource material should be, problem solving, ensuring implementation of educational policies, identification of the needs of schools, evaluation of the performance of teachers and school managers, monitoring instruction to enhance the quality of learner achievement, collecting data to facilitate planning and decision making and for quality assurance.

Tait (1993) states that, supervision aims at giving advice, support and direction for the improvement of the following; classroom instruction, teacher performance and institutional performance. The reasons for supervision according to Tait are; to ensure quality, improve and maintain standards, evaluate the performance of teachers and schools, monitor instruction, identify needs of schools, collect data, provide advice to schools, strengthen the supervision by head teachers and provide feedback to the ministry and other stakeholders. Learning Achievement at the Middle Basic School Level (2008) a Ministry of Education document reported that teachers generally indicated that they were supervised by their supervisors in schools. The majority of teachers (68%) said head teachers checked their schemes of work, weekly forecasts and lesson plans compared to 32% who reported not having been monitored. 73.6% of the teachers said deputy head teachers monitored their work, while for 86.4% of teachers, senior teachers checked their schemes of work, weekly forecasts and lesson plans.

The hearing-impaired pupils face a lot of challenges in their education so much that in most cases they have even given up any hope of progressing in their education. This can even be seen from their academic performance which leaves much to be desired. When you ask them as to why they are performing poorly, they have a lot of reasons that leads you to think that they have given up. This confirms what Olson and Hergenhahn (2009) observed when they claimed that, “When organisms learn that their behaviour is independent of outcomes, they sometimes give up trying. Such animals become passive and withdrawn and seem to accept whatever happens to them. Humans, learned helplessness is often associated with the emotional state of depression.” The hearing-impaired pupils seem to have accepted the status

quo of their situation of hopelessness. One factor that needs to be worked on is building confidence in the hearing impaired pupils. Hearing-impaired pupils should be helped to regain their confidence.

2.7.11.2 Monitoring.

Another important factor that needs a lot of consideration is that of monitoring. Monitoring and Evaluation System (2010) a document for the Ministry of Education defines monitoring as, “the regular collection and analysis of information to assist in timely decision making; to ensure accountability and provide a basis for evaluation. Monitoring helps in quality assurance. Owino et al. at http://www.ajbmr.com/articlepdf/ajbmr_v01n02_08.p. postulate that quality assurance is a continuous process by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced in learning institutions.

Indicators on The Quality of School Education at http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/cl claims monitoring as an indicator of quality helps in determining the level of participation of various stakeholders in the school system.

The Malawi handbook for Inspectors (1982) defines inspection as, “that specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement.” Tait (1983) defines it as, “the process through which central authority, represented by inspectors and monitors evaluates the teaching and administration in schools.” ADEA (1998) state that inspections have the following characteristics; it involves examining and evaluating the quality of teaching and learning in the school, based on established criteria, it is judgmental, it monitors education trends and standards in institutions, it checks availability and suitability of the required physical facilities, human resources and instructional materials and it checks on the social environment of the school.

Monitoring/Evaluation and Individualised Education Plans in an Inclusive School (2003) a Ministry of Education document claims that, “Monitoring is a means to measure to what extent things that were supposed to happen actually took place, and whether the objectives were reached.” Ministry of Education (2007) National Implementation Framework calls for the development and application of effective teacher assessment and inspection system;

enhancement of inspections of basic schools; design and application of an effective standards assurance system that monitors teacher performance; and securing qualitative and quantitative stability in the supply of well-motivated, satisfied and healthy teachers.

The role of monitoring in schools is very important, it is carried out by monitors who include senior teachers, deputy head teachers, heads of departments, head teachers and standard officers. The role of standard officers is to ensure that quality assurance prevails in schools. Many times the standard officers do not inspect schools to check on the provision of quality education. Kalabula (2007) attributes the lack of provision of quality education to pupils with disabilities to standards officers. He claims that, “during the past forty years in Zambia, standards officers have concentrated on checking standards of education through children who are believed to be able bodied. No standards officer in the Ministry of Education, has ever taken interest in maintaining standards of education of the disabled or the popularly known as children with special educational needs (SEN).” Standards officers and all levels of monitors carry out inspections.

The Zambia Basic Education Syllabi (2003) a Ministry of Education document states that, “the standards section of the Directorate of Standards and Curriculum is tasked to ensure that there is quality education taking place in basic, high and private schools.” It goes further to state that, “essentially, the standards officers have an advisory and evaluation function to educational provisions. Similarly, the monitoring and evaluation function of the standards section is concern with assessing the quality and effectiveness of actual education provisions in individual schools and in the system as a whole, and reporting on this to appropriate authority.”

2.8 Summary

The review of literature has shown that learners with hearing impairments can learn better if all the necessary human and material support is availed to them. The literature has also shown that teachers, administrators, parents and other stakeholders must work together if quality education is to be provided. Failure to provide all the required necessities will compromise the provision of quality education. The Literature has shown that teachers of the hearing-impaired should always use suitable methods which should be learner centred if the hearing-impaired learners are to benefit from their teaching. Using methods like lecture method and question and answer is not beneficial to the hearing-impaired learners.

Hearing-impaired learners need a lot of teaching and learning resources. The learners use their sense of sight to the maximum when learning. Studies have shown that these learners benefit when they undergo experiential learning in which they are highly involved.

CHAPTER THREE

RESEARCH METHODOLOGY

The previous chapter reviewed literature related to the research with the major focus on factors that affect the provision of quality education. This chapter is about methodology used in the study. It is presented in sub-sections and presents the research methods used in the study and pays attention to the nature of the study design, the target population, sample size and sampling procedures, research instruments used in the study and validity and reliability of research instruments. It also looks at pre-testing of the study instruments, and further looks at data collection procedure, data analysis, data interpretation and ethical considerations.

3.1 Study Settings

The study was conducted in special education units found in each of the seven districts of North-Western province; Solwezi, Mwinilunga, Ikelenge, Kasempa, Mufumbwe, Kabompo and Zambezi. The special schools in each of the district were the only Hearing-Impaired units. The settings was balanced as urban, peri- urban and rural research study setting were represented. Table 4 shows the study settings where the study was conducted.

Table 4: Research Study Settings

S/N	DISTRICT	SPECIAL UNIT	NO. OF HI	SPECIALIST TRS.	SETTING
01	Solwezi	Solwezi basic	148	16	Urban
02	Mwinilunga	Kanyihampa	12	3	Urban
03	Ikelenge	Ikelenge basic	43	3	rural
04	Kasempa	Kasempa Basic	32	4	Urban
05	Mufumbwe	Kyamwina	23	4	Peri Urban
06	Kabompo	Chiweza	10	3	Urban
07	Zambezi	Zambezi basic	08	3	Urban
	TOTAL		276	36	

Source: Field data

In **Solwezi** district, the research was conducted at Solwezi Basic Hearing Impaired Unit. The Unit runs from pre-school to grade 12. The Unit has 148 hearing impaired pupils and 16 specialist teachers.

In **Mwinilunga** district, the research was conducted at Kanyihampa Basic Special Education Unit. The Unit has both the hearing impaired learners and intellectually challenged learners. It runs from pre-school to grade 5. The Unit has 12 hearing impaired pupils and 5 intellectually challenged learners. It only has 3 specialist teachers.

In **Ikelenge** district, the research was conducted at Ikelenge Basic Hearing Impaired Unit. The Unit runs from pre-school to grade 7. The Unit has 43 hearing impaired pupils and 3 specialist teachers.

In **Kasempa** district, the research was conducted at Kasempa Basic Hearing Impaired Unit. The Unit runs from pre-school to grade 7. The Unit has 32 hearing impaired pupils and 4 specialist teachers.

In **Mufumbwe** district, the research was conducted at Kyamwina Special Education Unit. The Unit runs from pre-school to grade 7. The Unit has 23 hearing impaired pupils, 18 learners with learning disabilities and 4 learners with physical disabilities. It has 4 specialist teachers.

In **Kabompo** district, the research was conducted at Chiweza Basic Special Education Unit. The Unit runs from pre-school to grade 7. The Unit has 10 hearing impaired pupils, 3 learners with physical disabilities and 4 learners who are intellectually challenged. The unit has only 3 specialist teachers.

In **Zambezi** district, the research was conducted at Zambezi Special Education Unit. The Unit runs from pre-school to grade 7. The Unit has 8 hearing impaired pupils, 8 intellectually challenged learners and 1 with physical disability. The unit has 3 specialist teachers.

Five (5) urban, One (1) peri-urban and one (1) rural Schools/Units for the hearing-impaired were involved in the study. It should be pointed out that schools were the only ones with learners with hearing impairments in the province.

3.2 Study Design

A research design is a plan of how a researcher is going to conduct the research. Babbie and Mouton (2004) claim that a research design is a plan or blueprint of how the researcher intends conducting the study. Bless and Achola (1988) also state that a research design is a plan of any scientific research from the first to the last step. The researcher used a descriptive design which used both qualitative and quantitative research techniques. This design was used because it was structured around ‘what’ questions (Blaikie, 2010). The study employed a mixed methods approach because the research desired to integrate thematic and statistical data from which the researcher could make more accurate inferences with increased credibility (Johnson and Onwuegbuzie, 2004). The design consists of procedures employed in carrying out the research and aimed at addressing the research questions.

A descriptive survey was used in order to obtain first-hand information from respondents which was used to formulate conclusions of the research questions from which recommendations were adduced. This is also in line with White (2005) who was of the view that a descriptive research helps in obtaining opinions of the sample which helps in inferring the perceptions of the entire community. TAs noted above, the study was both qualitative and quantitative in nature. The researcher constructed questions that solicited the required answers which were summarised. Structured questionnaires, semi structured questionnaires, in-depth interview guides and an observation checklist were used to collect data.

3.3 Target Population

Target population according to Patton (2002) is the specific component that the study focuses on and which is used to make generalisation. McMillan and Schumacher (2001) define a population as, “a group of elements or cases, whether individuals, objects or even events, that conform to specific criteria and which is intended to generalise the results of research.” Parahoo (1997) also defines a study population as the total number of units from which data can potentially be collected from. Generally, a population is the group of people who will participate in the study. The group targeted by the researcher was of a definite class of people who were picked because the researcher believed they could respond to his/her questions as they have the knowledge to do so or they were the affected.

The target population comprised hearing-impaired pupils, specialist teachers, ordinary teachers, Guidance teachers, school administrators, parents of deaf pupils and members of the

parent teachers' association in some selected special education schools/units found in ordinary primary schools of some districts of North-Western province.

The study had targeted 200 respondents made up of 40 hearing-impaired learners, 40 specialist teachers, 40 ordinary teachers, 20 guidance and counselling teachers, 20 school administrators, 20 parents and teachers' association members and 20 parents of learners with hearing impairments. However 166 participants took part in the study as some respondents failed to attend the interviews even after making appointments with them while others could not return the questionnaires.

3.4 Sample Size

A sample according to Webster (1985) is a finite part of statistical population whose properties are studied to gain information about the whole. He claims that when dealing with people, it can be defined as a set of respondents elected from a large population for the purpose of survey. This is the same view shared by Field (2005) in WHO (2016) who defines a sample as a smaller collection of units from a population used to determine truths about that population. White (2005) defines a sample as a group of subjects or situations selected from a larger population. 166 respondents participated in the study. These were made up of; twenty five (25) Specialist teachers from Special Education Units, forty (40) ordinary teachers from schools accommodating hearing-impaired special units, forty (40) hearing-impaired pupils from Special Education Units, twenty (20) school administrators in schools with Hearing-Impaired Special Education Units, and ten (10) Guidance teachers, fifteen (15) members of parents and teachers' association and eighteen (16) parents of the Hearing-Impaired.

3.5 Description of the Sample

Forty (40) hearing impaired were selected as study sample because they were the focus of the study and were the ones affected. Twenty five (25) specialist teachers teaching the hearing-impaired learners were selected to participate in the study because they were the ones teaching the hearing impaired learners and they had information on the challenges they faced when teaching the hearing-impaired learners. Forty (40) ordinary teachers were selected to participate in the study because they interacted with both the hearing-impaired learners and the specialist teachers and they worked in the same environment where the hearing-impaired learners were learning from. Ten (10) guidance and counselling teachers were selected to participate in the study as they were the ones who kept school records for the hearing-

impaired learners and who were responsible to give guidance and counselling services to hearing-impaired learners, specialist teachers, parents of hearing-impaired learners and school administrators.

School administrators and parents are very important in the life of a school. Twenty (20) school administrators were selected to participate in the study because they were the ones who were managing the schools where the special units were found. They were also the ones who enrolled the hearing-impaired learners and who attended to parents of the hearing-impaired learners. Sixteen (16) parents of the hearing-impaired learners were selected to participate in the study because they were the major stakeholders in the education of their children. They were also picked because they had information on the challenges faced by their children. Fifteen (15) parent teachers' association members were selected to participate in the study because they were a stakeholder in the running of the schools that accommodated the special education units and represented parents including parents of learners with hearing impairments.

3.6 Sampling Procedure.

Sampling procedure is the process of selecting the sample from the larger population. Leedy and Ormrod (2005) claim that, the particular entities which qualitative researchers select comprise the sample, and the process of choosing them is called sampling. The selection of the sampling procedure was based on the researchers' knowledge of the population and the study objectives. The study employed random and purposeful sampling. Connaway and Powell (2010) are of the view that sampling methods should be based on how best the researcher knows the population and on the study objectives. Random sampling was used to select the pupils, ordinary teachers and school administrators while purposeful sampling was employed to select specialist teacher, guidance teachers, PTA members, parents of the hearing impaired learners as they are the only teachers teaching the hearing-impaired in the school. McMillan and Schumacher (2001) postulate that, "the power and logic of purposive sampling is that a few cases studied in depth yield many insights about the topic, whereas the logic of probability sampling depends on selecting a random or statistically representative sample for generalisation to a larger population." Leedy and Ormrod (2005) state that purposive sampling technique ensures that participants with needed information about the topic are selected. However, all the secretaries and their vice-secretaries of PTAs did not

participate as they participated as school administrators. Twenty (20) administrators were picked using simple random sampling from the respective schools under study.

The hearing-impaired respondents were selected at school using random sampling. The researcher wrote numbers 1-20 and every learner who picked an odd number was picked to participate in the study. However, this was dependent on the number of learners at the school and the grade of the learners. The target was to select those learners who could read.

Specialist teachers were selected using purposeful sampling. This was done at the special unit where specialist teachers trained in handling the hearing-impaired learners were selected. They were purposefully selected because they were the only ones who were teaching the hearing-impaired learners in the hearing-impaired special units.

Guidance and counselling teachers were selected using purposeful sampling. They were purposefully selected because they were the only ones who trained in Guidance and counselling and they were offering guidance and counselling services in school.

Ordinary teachers were selected at school using random sampling. The researcher wrote numbers 1- 20 and every teacher who picked an odd number was picked to participate in the study. They were picked because they worked in the same environment where a special education unit was found.

Parents of the hearing-impaired learners were selected using purposeful sampling. This was done by following them home. They were purposefully selected because they were the parents of the hearing-impaired learners who had a lot of information about their children.

School administrators were selected using purposeful sampling. This was done at school and targeted those who were in charge of the department and the head-teachers and their deputies. They were targeted because they were always in contact with the special units and had information about the special unit and the learners.

Parent's teachers' association members were selected using purposeful sampling. This was done at school and targeted the chairman, the treasurer and one executive committee member. The nearest executive committee member of the PTA was the one who was picked to

participate in the study. The secretaries were not targeted because head-teachers are the secretaries of the PTAs.

3.7 Research Instruments

Data collection instruments were developed by the researcher. Structured questionnaires, semi structured questionnaires, interviews and observations were used to collect data from the one hundred and sixty six (166) respondents. Five different questionnaires were used for ordinary teachers, specialist teachers, Guidance teachers, hearing-impaired pupils and school administrators. Questionnaires for learners were structured while those for the specialist teachers, ordinary teachers, guidance teachers and school administrators were semi-structured to allow the respondents put forward their perceptions and express themselves thoroughly. Semi-structured questionnaires in form of interview guides was used to collect data from PTA members and parents of the hearing-impaired.

3.7.1 Questionnaires

Both structured and semi-structured questionnaires were used because they save time and create rapport between the researcher and respondents. According to Jwan (2010) Questionnaires save time on the side of the researcher and heightens the independence and accuracy of responses from respondents. This is the same view shared by White (2005) who claimed that questionnaires were economical. Bowling (1999) also claimed that questionnaires increased the external validity of the study done when used as a data collection instrument.

The questionnaires used in the study were developed according to the variables they were to measure. The study aimed at finding out school factors that affected the provision of quality education which led to the hearing-impaired learners perform poorly. In order to get information from the respondents, the researcher based his questionnaires on the determinants of quality education. He wanted to find out through the questions whether the hearing-impaired learners were being provided quality education. The determinants looked at were; attendance of early childhood learning, screening for disability, provision of teaching and learning resources, provision of specialised equipment, teaching methods, learning and teaching time, class enrollment, teacher training, staffing, automatic promotion, guidance and counselling services, pupil : book ratio, pupil : teacher contact time, supervision by administrators, monitoring by internal and external monitors, support from school

administrators, support from other teachers, support from parents and parents teachers association, funding, planning for special education, continuing professional development to specialist teachers, proficiency in the use of sign language, involvement of parents of the hearing-impaired in school activities and appointment of a special education needs coordinator.

The questionnaire for hearing-impaired learners was structured and the questions were based on their experiences at school and the support they got from stakeholders in their education in school and out of school. This was because a school was looked at as the pupils, teachers, school administrators, parents and the community. The questionnaire was developed to cover the first and third objectives of the research. These objectives were looking at factors leading to poor performance of learners with hearing impairments and to ascertain the extent to which the needs of the hearing-impaired learners were being addressed.

The questionnaire for specialist teachers, ordinary teachers, guidance and counselling teachers and school administrators was semi-structured and were based on their work as teachers and administrators. The questionnaire tried to find out from the officers if they were performing their duties. The questionnaire was developed to cover all the three research objectives. The three objectives were; factors leading to poor performance of learners with hearing impairments, ascertain the extent to which the needs of the hearing-impaired learners were being addressed and to identify the challenges faced by specialist teachers in teaching the hearing-impaired learners.

The questionnaire for PTA and parents of learners with hearing-impairment was semi-structured and was to be used as an interview guide. It had questions based on their supposed support to the learners with hearing-impairment as parents and parent representatives. They were developed in such a way that they answered all the three objectives of the research. The three objectives were; factors leading to poor performance of learners with hearing impairments, ascertain the extent to which the needs of the hearing-impaired learners were being addressed and to identify the challenges faced by specialist teachers in teaching the hearing-impaired learners.

3.7.2 Semi-Structured Interviews

Semi-structured interview guides were used on members of the parents, teachers association and parents of hearing-impaired learners. This method of data collection was employed

because according to Sadhu (2006) an interview helps in probing causal factors, determine attitudes, discovering the origin of the problem and it also allows the collection of data through direct interaction between the interviewee and the interviewer.

3.7.3 Observation Checklist

A checklist was developed in order to observe the teachers in their use of sign language. Sign language has rules and regulations used to convey information it was therefore used to observe the effective use of sign language by specialist teachers when teaching the hearing-impaired. It was also used to check on teaching methods and communication methods used when teaching the hearing-impaired learners.

The checklist for observing specialist teachers in their proficiency in the use of sign language was trailed and changes were made to perfect them after discussions with specialists in the area of special education. It was through the discussions with specialists that the researcher settled for the seven (7) different groups of respondents.

A questionnaire was preferred as it gave chance to the respondents to answer without being psychologically affected by the presence of the interviewer and it gave the respondents confidence in answering without any anxiety. It was also faster in instituting than the other techniques of data collection. Observations using a checklist were used to see the effective use of sign language. According to Sadhu (2006) observations is a more natural way of gathering information and seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities. The researcher collected his data by being a participant observer. He sat in class and observed specialist teachers teach and he paid attention to the way they signed. LeCompte and Preissle (1993) postulate that participant observers watch what people do, listen to what they say and interact with the people they are observing.

The researcher used triangulation in the collection of data. This was done by comparing the answers given by respondents who answered questionnaires and the answers given by the PTA members and Parents of the hearing-impaired on the same questions. Triangulation according to Reeves (1997) is the combination of several research methods in the same study which is looking at the same phenomenon. Triangulation allowed the researcher to understanding of what he wanted to find and helped him from being biased when collecting data. There were some questions in the questionnaires and interviews, which were looking at

the same issue and triangulation helped in the validity of the given responses. This is important as the respondents are of different understanding and there was need to collect data using different data collection instruments. Triangulation therefore allowed the researcher to gather data which was very effective in data analysis at the end of the day. This is the same view shared by Reeves (1997) who was of the view that using multiple methods of collecting data help to overcome the weaknesses and biases that may be found in using one data collection method.

3.8 Pre-Testing of Research Instruments

Pre-testing of all research instruments was done in Kasempa and Mufumbwe districts. It involved two (2) schools all of which have hearing-impaired units. The schools involved were Kasempa primary in Kasempa and Kyamwina primary in Mufumbwe district. The schools were picked as they are the only Special Education Units for the hearing-impaired in the two districts. The questionnaires for hearing-impaired learners, parents of the hearing-impaired learners and Parent's Teachers Association were pre-tested at the same schools.

Pre-testing was done in order to test the validity, reliability and consistence of the instruments. Some additions were made to the initial questionnaires and the interview guide was introduced. The initial questionnaire for the learners was unstructured and it was discovered that learners found it difficult to answer some questions. The researcher had to change the questionnaire and used a structured one which needed pupils to say yes or no. the researcher had a questionnaire for PTA and Parents of the hearing-impaired, however, after the pre-testing of the instrument, it was discovered that some parents could not read and therefore a semi-structured interview guide was developed for them. It was difficult to tell whether teachers knew sign language as all responded that they did. The researcher therefore came up with an observation checklist to measure the specialist teachers' knowledge of sign language. This was done to buttress the responses in the questionnaire on teachers' proficiency in sign language.

3.9 Validity and Reliability of Research Instruments

Validity and reliability are very important in research. When collecting data in research, we use different data collection instruments and follow procedures of data collection. The collected data should be very accurate so that it answers the research questions. Quality research therefore entails the researcher using the correct data collection instruments and

following the correct procedure in data collection. It is therefore very important that data collection techniques bring out the needed information relevant to the study being undertaken.

3.10 Validity of Research Instruments

Validity is the accuracy by which the research instruments measures what it intended to measure. Kumer (2005), is of the view that validity refers to quality of data instruments and procedures. Mugenda and Mugenda (2003) see it as the degree by which results obtained from research analysis represent the phenomenon under study.

In trying to measure the validity of the instruments, the researcher got assistance from lecturers and fellow researchers. The researcher also carried out a pilot study to test the data collection instruments with a view of ensuring the instruments drew out the needed information and also making adjustments where possible.

3.11 Reliability of Research Instruments

Reliability is the dependability of the research instruments in giving the same results after repeated trials in different places and using different respondents. Kerlinger (2003) defines reliability as the ability of the instrument to give consistent results after a number of repeated trails.

In order to test the reliability of the research instruments, the researcher piloted it in two special education units (Kasempa Basic Special Unit and Kyamwina Primary School Special Unit) for the hearing impaired in Kasempa and Mufumbwe districts of North-Western Province.

3.12 Data Collection Procedure

This section looks at the way data was collected from the different respondents. Data collection is the process of collecting data from the respondents such as people, the environment and from documents. Kombo and Tromp (2006) state that data collection refers to the gathering of information to serve or prove facts while Khan (2011) views it as a process of studying the organized materials in order to discover inherent facts. In this research, data was collected qualitatively and quantitatively by the researcher through structured and unstructured questionnaires, interviews and teacher observations. This method

of data collection was preferred as according to Jacob (1988), this methodology emphasises the importance of looking at variables in the natural setting in which they are found. (www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage21.htm). Data was collected in the second term of the school calendar (July of 2014) when teachers, pupils and administrators were in schools. The questionnaires were administered during teachers' and pupils' free time when there was no teaching and learning taking place. This was done in order to give the teachers and pupils ample time to attend to their classes and thereafter answer the questionnaire.

In order to collect information from the respondents using the different data collection instruments, the researcher had to visit schools and homes of the respondents respectively. For the Specialist teachers, Ordinary teachers, Guidance and counselling teachers and school administrators, the researcher visited their schools where he introduced himself and the purpose of his visit. A sample of teachers was then picked and the researcher distributed the questionnaire to the selected sample to answer individually. The answered questionnaires were then collected for analysis.

Hearing-Impaired learners were followed in their respective schools where a sample was selected. The researcher introduced himself and the purpose of his visit. A sample of hearing-impaired learners was then picked and the researcher with the help of the specialist teacher administered the questionnaire individually by reading and the learners answering the questions. The class teacher signed the questions to individual learners who gave their responses which were ticked. The hearing-impaired learners were asked to seek for clarification where they were not clear and the specialist teacher helped in clarifying. The answered questionnaires were then collected for analysis.

The PTA members were interviewed at school. The researcher invited individual PTA members at school who were then taken to the office of the deputy head teacher where they were interviewed. The researcher introduced himself and explained the purpose of his visit. PTA members followed questions which were written on the interview guide. The researcher came up with a record sheet in which he recorded the answers given by the respondents upon reading a question from the interview guide to the respondents. The process involved:

- a. The researcher reading a question to the respondent.
- b. The respondent answering the question.

- c. The researcher recording the responses on the record sheet.
- d. The researcher sorting out the responses to identify similar responses.
- e. The researcher coming up with important common themes.

The parents of the hearing-impaired learners were followed to their homes where they were interviewed individually. The researcher introduced himself and explained the purpose of his visit. The interview followed questions which were written on the interview guide. The researcher came up with a record sheet in which he recorded the answers given by the respondents upon reading a question from the interview guide to the respondents. The process involved:

- a. The researcher reading a question to the respondent.
- b. The respondent answering the question.
- c. The researcher recording the responses on the record sheet.
- d. The researcher sorting out the responses to identify similar responses.
- e. The researcher coming up with important common themes.

Specialist teachers, ordinary teachers, guidance teachers and school administrators were given the questionnaires which they answered individually at their own time. The researcher distributed the questionnaire himself and collected them after the respondents answered. The respondents were instructed to answer the questionnaire without any assistance from other people and also to be honest in their answering. They were also assured of the anonymity and confidentiality of their responses and that their responses were given the respect they deserved. The questionnaires were answered at school and respondents were not allowed to take them home. This was done in order to stop the respondents from discussing their answers with other people. Administrators were also given the questionnaires which they answered in their offices individually. The researcher collected the answered questionnaires after the school administrators had answered. Parents of the hearing impaired were interviewed at their homes using a semi-structured interview guide and the Parents Teachers Association (PTA) members were interviewed using a prepared structured interview guide at school in the deputy head-teachers' office. Borg and Gall (1998) advises researchers to

develop and use interview guides as it makes it possible to obtain data required to meet specific objectives of a study. White (2005) postulates that an interview instrument provides access to what is inside a person's head, and makes it possible to measure what a person knows, what he likes and what he thinks. The researcher collected the answered questionnaires and recorded the answers as they were given by the respondents during the interview.

Specialist teachers were observed in their classes to see how effective their sign language was. The researcher used an observation guide or checklist to check on teacher proficiency in sign language. This was done by seeking permission from the head-teachers to enter the classrooms where specialist teachers were operating from. The researcher explained to the teacher that he was monitoring teaching and learning as a standards officer. Specialist teachers were observed in order to verify whether they knew sign language or not. The researcher employed a participant observation technique in collecting information. The researcher sat in the class, observed teachers teach using sign language, and participated in signing with the learners. According to Leedy and Ormrod (2005) observations in qualitative research are intentionally unstructured and free flowing in order to allow the researcher to shift focus from one thing to another.

3.13 Problems Encountered During Data Collection

The researcher encountered some problems during data collection which affected the research. Some of the problems included;

- i. It was very expensive to find parents of the hearing impaired learners because some of the learners were in boarding school and their parents were in different places and the researcher had to follow them.
- ii. It was very expensive to carry out the research in different districts as each sampled district had only one hearing impaired unit.
- iii. Some respondents did not return the questionnaires while others failed to attend interviews even when appointments were made.
- iv. Some respondents' especially ordinary teachers were not ready to participate in the study without being paid.
- v. The number of teachers trained in handling the hearing impaired learners was very small.

- vi. It was very difficult to administer the questionnaire on the hearing impaired learners because some terms needed to be explained in sign language.

The problems encountered were very difficult to resolve as they were beyond the researchers control.

3.14 Data Analysis Procedure

Khan (2011) defined data analysis as the process of studying the organized material for the purpose of discovering the inherent facts. Data was analysed both qualitatively and quantitatively. Qualitative data was analysed using thematic analysis. Descriptions were made and the data was reduced to themes or categories. Thematic analysis according to Boyatzis (1998) is a process for encoding qualitative information. He claims that it involves; collection of data, coding the data, validating the data, identifying themes and finally consolidating the gathered information and finalising theme names. It helps researchers in discovering patterns from the read data. Boyatzis (1998) posits that thematic analysis helps to gain insight and knowledge from the collected data which enables researchers to develop a deeper appreciation for the group or situation they are researching. He further claims that in thematic analysis, themes emerge from the gathered data which are not imposed or pre-determined by the researcher and using the findings, researchers can apply statistical analysis to validate themes. This is the same view shared by Braun and Clarke (2006) who postulate that thematic analysis allows flexibility in the researcher's choice of theoretical framework and that it can be used in any theory a researcher chooses. Rudestam and Newton (1992), are of the view that data in qualitative research is in form of words as opposed to numbers. The views of the respondents in the study helped in making conclusions and assumptions. Themes were drawn from the responses and this helped in categorising the given data.

Quantitative data was analysed using SPSS to generate descriptive phenomena, graphs and charts. This was done by first cleaning the data, coding it, entering it and finally analysing the data. Quantitative data was also edited to eliminate inconsistencies and for easy classification and to facilitate tabulation and interpretation. Scores from the responses which needed yes or no enabled the researcher to come up with tables, graphs, charts and percentages. The final scores were arrived at by classifying the responses and expressing them in percentages.

3.15 Data Interpretation

In the study, data was interpreted through the use of percentages. Sadhu (2006) claims interpretation of data can be done at the time of observation. He postulates that the observer may be in a better position to interpret what he observes than someone who has to reconstruct the situation secondhand. The collected data was organised and coded according to emerging themes. The responses were categorised according to similarities and differences. The responses were reflected in form of tables, charts, graphs and descriptions of the findings

3.16 Ethical Considerations

Ethical considerations were observed before, during and after collection of data. The respondents were assured of confidentiality to protect their privacy. An introductory letter introducing the researcher and the purpose of the study was given by the University of Zambia. A request to undertake the study was then sought from the office of the Provincial Education Officer. The Provincial Education Officer allowed the researcher to undertake the study and an introductory letter was written to introduce the officer in the districts. Permission was then sought from the District education Board Secretaries to undertake the study in schools. At school level, permission was sought from head-teachers and teachers to undertake the study. The aims of the study were explained to all respondents and they were assured of confidentiality when answering the questionnaires. The respondents were advised not to write their names on the questionnaires. They were also assured that the data they were going to give was not to be shared with other people. Respondents were not coerced to take part in the research and those who did not want to participate were allowed to withdraw. Permission was requested from specialist teachers who were observed and those who felt uncomfortable were not observed. Respondents were interviewed individually with an assurance that their responses were confidential.

3.17 Summary

This chapter presented the methodology used in the study. A descriptive design which employed qualitative and quantitative methods was used to describe factors that affect the provision of quality education, needs of hearing-impaired learners, teaching and methods used to teach the hearing-impaired learners, challenges faced by both the specialist teachers and the hearing-impaired learners in the learning process and supervision and monitoring of specialist teachers.

One hundred and sixty eight (168) respondents selected through random and purposeful sampling procedures participated in the study. These were made up of; twenty five (25) Specialist teachers from Special Education Units, forty (40) ordinary teachers from schools accommodating hearing-impaired special units, forty (40) hearing-impaired pupils from Special Education Units, twenty (20) school administrators in schools with Hearing-Impaired Special Education Units, and ten (10) Guidance teachers, fifteen (15) members of parents and teachers' association and eighteen (18) parents of the Hearing-Impaired. The collected data was analysed both qualitatively through descriptions and quantitatively using Microsoft Excel.

CHAPTER FOUR

FINDINGS OF THE STUDY

The chapter presents the findings of the study conducted to establish factors affecting the provision of quality education to the hearing-impaired learners. The findings are those collected from the hearing-impaired learners, specialist teachers, ordinary teachers, school administrators, guidance and counselling teachers, Parent Teachers' Association members and parents of the hearing-impaired learners. The findings are given under full sub-headings derived from the research questions.

4.1 Response Rate

The research had envisaged to have had 200 respondents. However, only 166 respondents took part in the study as shown in the Table 5.

Table 5: Response Rate of Respondents

S/N	RESPONDENTS	INTENDED RESPONDENTS	ACTUAL RESPONDENTS	NON RESPONDE NT RATE
01	Hearing-Impaired Learners	40	40	0%
02	Specialist teachers	40	25	37.5%
03	Ordinary teachers	40	40	0%
04	Guidance teacher	20	10	50%
05	School Administrators	20	20	0%
06	Parents teachers' Association	20	15	15%
07	Parents of the hearing-Impaired	20	16	20%
	Total	200	166	17%

Source: Field data

There was a low response rate by specialist teachers and guidance teachers mainly because some of the specialist teachers felt uncomfortable answering the questionnaire as they were not trained in handling learners with hearing impairments and most of the guidance teachers who did not respond had not undergone any training in guidance and counselling and were not ready to answer the questionnaire as they claimed they were only assisting the schools in the absence of trained guidance teachers.

4.2 Factors affecting the provision of quality education to hearing-impaired learners

The study revealed that there are many factors that affect the provision of quality education to the hearing-impaired learners in Special Schools and Special Units in North-Western Province of Zambia. The factors are both found in Schools and in homes where the hearing-impaired learners are found. These factors can be dealt with at different levels in the education system. Some of the factors can be resolved at national, provincial, district, school levels and at homes.

4.2.1 Inadequate knowledge by the school administrators and PTA on hearing impairment

The study sought to find out whether school administrators and the PTA had adequate knowledge on hearing-impairment. 7 administrators and 3 PTA members responded that they had knowledge about hearing-impairment while 13 administrators and 12 PTA members responded that they had no knowledge about hearing-impairment. The findings revealed that Parent Teachers' Association (PTA) members were all aware that they had hearing-impaired learners in their schools. However, the PTAs had no knowledge of issues of special education and hearing-impairment in particular. One of the PTA members had this to say;

“We are aware that we have learners with hearing impairments and that they are in school but we know very little about their needs. All we know is that teachers are trained in handling the learners with hearing impairments.”

It is the duty of the school administration to inform the Parent Teachers' Association (PTA) members of the presence of hearing-impaired learners at their schools. This is important as the PTA may find ways and means of helping the hearing-impaired learners. It may also help the PTA understand the needs of the different learners in their schools. The study explored

PTA awareness of having hearing-impaired at their schools. All the Parent Teachers' Association members responded that they were aware that they had hearing-impaired learners at their schools.

4.2.2 Disability friendliness of the school environment

The study sought to find out from all the respondents whether their school environments were disability friendly. Figure 2 shows specialist teacher teaching a crowded class of hearing-impaired learners at Solwezi Hearing-Impaired



Source: Field data

Figure 2: A specialist teacher teaching a crowded class of hearing-impaired learners at Solwezi Hearing-Impaired Unit (Photo taken on 20.03.2017).

All the 166 respondents noted that the school environment was disability unfriendly for the hearing impaired-learners. The respondents were of the view that the school was not ready for the learners with hearing-impairment as they did not understand their language, there were not enough infrastructure to accommodate the hearing-impaired learners and that the pupils and the teachers had not been sensitised on disability issues. One parent of a hearing impaired learner said;

“My child is very happy when he is at home, he becomes very sad when it is time to go to school because the school is very far and

he has no one to communicate with on the way. The hearing impaired learners also learn from small dark offices while the hearing learn in big classroom which is very unfair. If I had a way, I would have taken him to a special school where facilities are a little bit good.”

And one specialist teacher said,

“The school environment is not conducive for the hearing-impaired learners. There is a lot of noise and learners cannot concentrate in class. There is need to fence the school so that hearing-impaired learners are not distracted.”

4.2.3 Friendliness of the school infrastructure

The study tried to find out the views of respondents on the friendliness of the school infrastructure. Figure 3 shows a specialist teacher teaching hearing-impaired pupils seated in a horse shoe formation required when teaching the hearing-impaired learners.



Source: Field data

Figure 3: A specialist teacher teaching hearing-impaired pupils seated in a horse shoe formation required when teaching the hearing-impaired learners. Solwezi Hearing-Impaired Unit (Photo taken on 20.03.2017).

All the twenty 25 specialist teachers, 33 ordinary teachers, 15 PTA members and all the 10 Guidance and Counselling teachers responded that the schools and classrooms were not hearing-impaired friendly as shown in Table 6.

Table 6: Hearing-impaired friendliness of the school and classrooms

	Specialist Teacher		Ordinary Teacher		PTA		Guidance Teacher	
	Freq.	Percentage.	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage
Friendly	0	0%	7	17.5%	0	0%	0	0%
Unfriendly	15	100%	33	82.5%	15	100%	10	100%
Total	15	100%	40	100%	15	100%	10	100%

Source: Field data

A specialist teacher said;

“The classrooms we use are not hearing impaired friendly. They are not acoustically treated and are dark and very small. It is very difficult to teach the deafened and deaf learners who rely on sign language and lip reading because they cannot properly see your face and gestures accompanying your facial expressions.”

Another specialist teacher said,

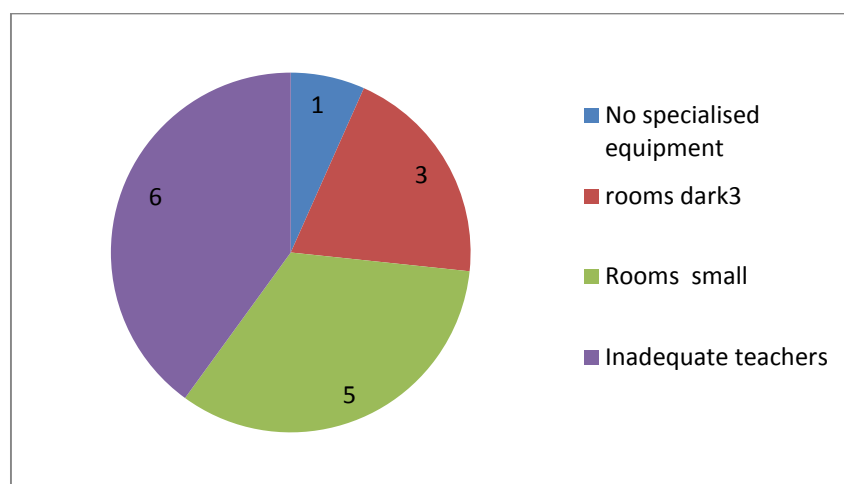
“The classrooms are not acoustically treated and so they allow outside noise to penetrate the classroom causing disturbance. The learners would also want to see whatever passes by since they are easily attracted by what they see.”

One school administrator said;

“The school infrastructure is not enough for all the learners including the hearing learners and so it was very difficult to cater

for the few hearing impaired-learners at the expense of the majority hearing learners.”

Of the fifteen (15) Parent Teachers’ Association members, 1 claimed the schools had no specialised equipment. 3 claimed the rooms were dark. 5 claimed the rooms were small while 6 claimed schools had inadequate teachers. Figure 4 shows some of the reasons why PTAs thought classrooms are unfriendly



Source: Field data

Figure 4: PTA members’ reasons why classrooms are unfriendly (n=15)

One PTA member said,

“There are many areas where the hearing-impaired learners have a challenge. The major one being the classrooms which are very small as they are made to learn from offices. This maybe is because of their small numbers.”

Another PTA member said;

“The hearing impaired learners at this school only have two teachers. When one of the teachers is sick or absent, the learners are asked to go home but this is not the case with the hearing learners who are usually taught by other teachers when their class teacher is sick.”

4.2.4 Friendliness of school facilities in schools for the hearing-impaired learners.

The study sought to find out whether the schools facilities like books, school equipment, teaching and learning materials the hearing-impaired learners were using were friendly or not. The study revealed that most of the parents of the hearing-impaired were of the view that the school facilities were friendly, however, all the learners with hearing impairments claimed the schools were not friendly. Table 7 shows parents and hearing-impaired learners' responses.

Table 7: Unfriendliness of school facilities in schools for the hearing-impaired learners.

	Parents of the HI		Hearing Impaired Learners	
	Frequency	Percentage	Frequency	Percentage
Friendly	13	81%	0	0%
Unfriendly	3	19%	40	100%
Total	16	100%	40	100%

Source: Field data

Of the sixteen (16) parents of the hearing-impaired learners, 3 claimed the rooms used by the hearing-impaired learners were unfriendly while 13 claimed that the school facilities were friendly. However all the 40 hearing-impaired learners claimed that the school facilities were not friendly. It can be seen clearly that the learners who use the school facilities were of the view that the facilities were not friendly. The majority of parents claimed the facilities were friendly mainly because they did not take into consideration the needs of their hearing-impaired learners as they thought the hearing-impaired learners need the same facilities used by hearing learners.

Classrooms used by hearing-impaired learners are supposed to have enough light. This is to help the hearing-impaired to see the teachers' facial expressions and lip read. Figure 5 shows a classroom with big windows which allow enough light to enter the room.



Source: Field data

Figure 5: A class in session for hearing-impaired learners. The classroom has big windows which allow enough light. St. Mulumba Special Education Unit. (Photo taken on 20.03.2017).

4.4 Extent to which the needs of the hearing impaired learners are being addressed in schools

The study sought to find out whether the needs of the hearing-impaired learners were being addressed by schools.

4.4.1 Screening the hearing-impaired before enrolling in Grade one

The study sought to find out whether the hearing-impaired learners were screened for disabilities before enrolling for Grade 1. The study revealed that, 27 hearing-impaired learners, 20 specialist teachers, 16 administrators, 10 parents of the hearing-impaired, 8 PTA members and 7 Guidance and Counselling teachers' responded that the hearing-impaired learners were screened for both hearing and visual impairments while 13 hearing-impaired learners, 5 specialist teachers, 4 administrators, 6 parents of the hearing-impaired, 7 PTA members and 3 Guidance and Counselling teachers' responded that the

hearing-impaired learners were not screened for both hearing and visual impairments. One parent of the hearing-impaired had this to say;

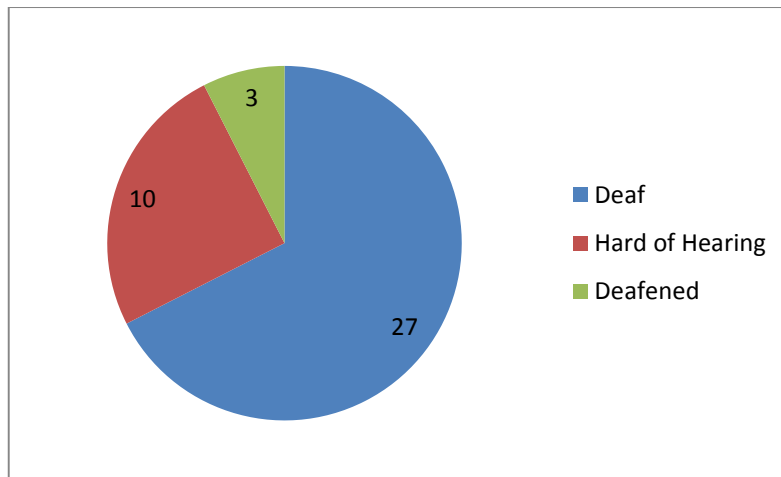
“I did not know that my child should have been screened for visual impairment as well because all we know as parents is that our child has a hearing problem but why should my child be screened for visual impairment when the child is not blind?”

Another parent said;

“We as parents need a lot of information on disabilities as all we know is what we see. We have never been called to be taught about disabilities and that our children should be screened for all disabilities. Had we been made aware, we would have had them screened at the same time.”

4.4.2 Pupils’ Type of Hearing Impairment

The study sought to find out the type of hearing impairment the hearing-impaired learners had. The study revealed that, of the forty (40) hearing-impaired learners, 10 were hard of hearing. 3 were deafened and 27 were deaf. On the whole the largest numbers of hearing-impaired learners were deaf. It is very important for teachers to know the type of hearing a learner has. This helps in determining the mode of communication to be used when teaching and communicating with the learners. It also helps in placement of the learner both institutionally and in the classroom. Figure 6 shows the different hearing impairments found in classes of the hearing-impaired.



Source: Field data

Figure 6: Type of Hearing Impairment. (n=40)

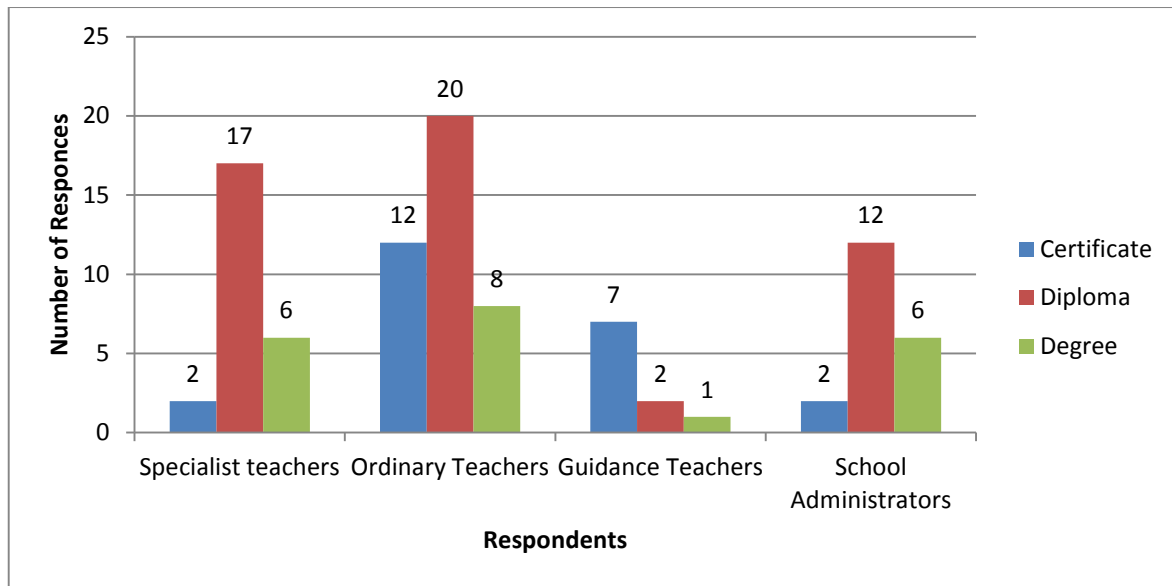
4.4.3 Appointment of a Special Education Needs Coordinators (SENCO).

The study tried to find out whether school administrators had appointed SENCOs. The school administrators responded as follows; 5 School Administrators claimed they had appointed a SENCO for their schools while 15 claimed they had not appointed one. One school administrator said;

“I have not appointed a Special Education Needs Coordinator (SENCO) because I do not know what a SENCO is and what they are supposed to do in school. No one has ever sensitized me about the need to have a SENCO. I have now seen the importance and I will make sure that I appoint one.”

4.4.4 Teachers’ and Administrators’ qualifications

The study looked at the qualifications of specialist teachers, ordinary teachers, guidance and counselling teachers and school administrators. The study revealed that the teachers and administrators were qualified enough for them to perform effectively. The majority of the teachers had diploma qualifications as shown in Figure 7.



Source: Field data

Figure 7: Teachers and Administrators Qualifications

Of the twenty five specialist teachers two had a teachers’ certificate, six had degrees and seventeen had diplomas. Of the forty ordinary teachers twelve had a teachers’ certificate, twenty had diplomas in teaching and eight had degrees. Of the ten guidance and counseling teachers, one had a degree, two had diplomas in teaching and seven had certificates. On the whole the largest number of guidance and counseling teachers had diplomas while of the twenty school administrators, two had certificates, twelve had diplomas teaching and six had degrees. Teachers’ qualifications are very important especially when teaching learners with disabilities like the hearing impaired learners. It is very important that the hearing impaired learners are handled by specialist teachers trained to teach them.

4.4.5 Poor Staffing

The study sought to find out whether special education schools and units were adequately staffed. School administrators, ordinary teachers and specialist teachers all claimed that the special schools and special units were not adequately staffed. Figure 8 shows one specialist teacher teaching a big number of hearing-impaired learners.



Source: Field data

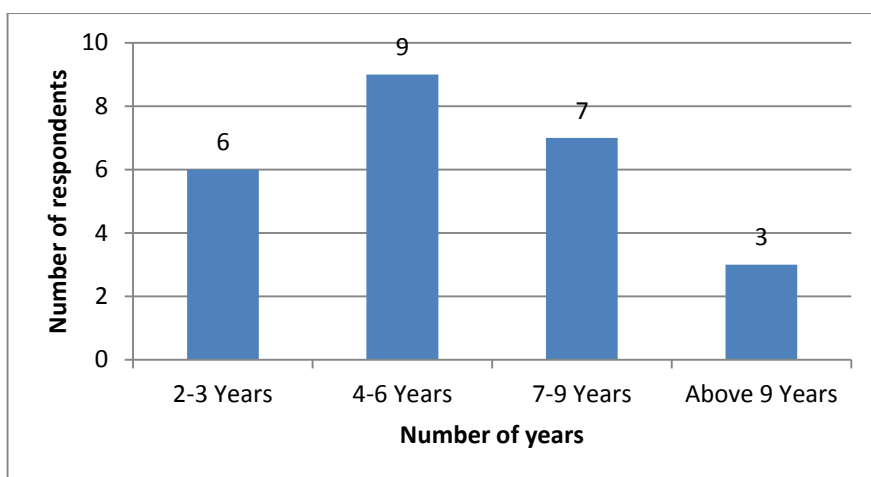
Figure 8: One specialist teacher teaching a big number of hearing-impaired learners at Solwezi Hearing Impaired Unit. (Photo taken on 12.04.2016)

4.4.6 Specialist Teachers training in teaching the Hearing-Impaired

On the training of specialist teachers, the study revealed that out of the twenty five (25) specialist teachers, 22 specialist teachers claimed they had been training in handling the hearing-impaired learners while 3 said they had no training in handling the hearing-impaired learners. The study also revealed that out of the twenty school administrators, 16 administrators had no training in issues of special education while 4 administrators had been trained in issues of special education.

4.4.7 Specialist teacher's number of years spent teaching the Hearing-Impaired

The study sought to establish teachers experience in teaching the hearing-impaired learners. Of the twenty five (25) specialist teachers, 6 had been teaching for 2-3 years. 9 had been teaching for 4-6 years, and 7 had been teaching for 7-9 years while 3 had been teaching for over 9 years. The largest number of specialist teachers had been teaching for 4-6 years as shown in Figure 9.



Source: Field data

Figure 9: Specialist teacher’s number of years spent teaching the Hearing-Impaired

(n = 25)

4.4.8 Capacity Building for specialist teachers

The study sought to find out whether specialist teachers handling learners with hearing impairments were involved in capacity building workshops. The study revealed that specialist teachers are always left out of capacity building activities. All the twenty five (25) specialist teachers were not considered for any capacity building trainings in the latest pedagogical issues and that issues of special education are never discussed in teacher group meetings. One specialist teacher said;

“We see a lot of our colleagues from the mainstream going for capacity building within and outside the school. However, no one from special education is sent to these capacity building workshops. Our friends are even going to Universities for what they are calling fast track training but no one seems to think of us.”

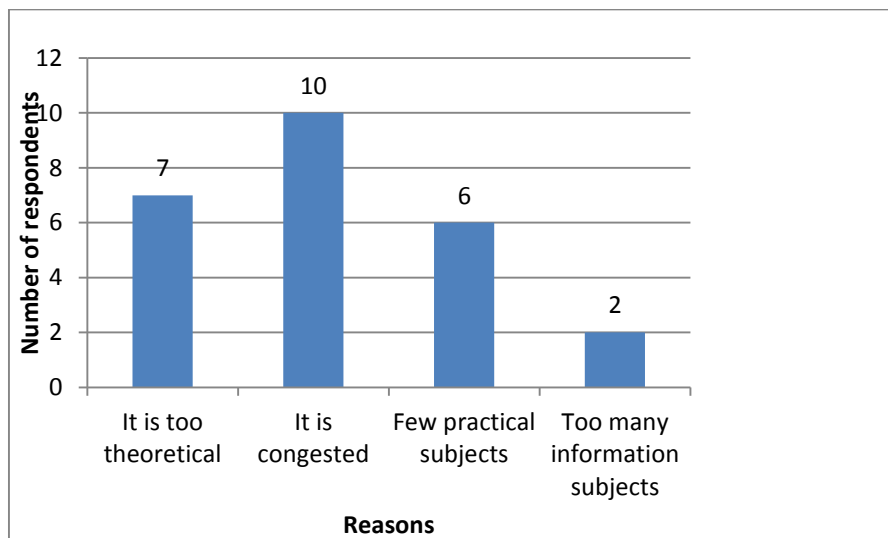
4.4.9 Discussion of disability in teacher group meetings

The study sought to find out whether issues of disability are discussed in the teacher group meetings. Of the forty (40) ordinary teachers, 3 of them claimed that disability was one of the issues discussed in teacher group meetings, while 37 claimed that it was not discussed during

teacher group meetings. The study revealed that very few schools discuss issues of disability in teacher group meetings.

4.4.10 Suitability of the current curriculum for learners with hearing impairment

The study sought to find out whether the current curriculum was suitable for the hearing impaired learners. All the twenty five (25) specialist teachers claimed the current curriculum is not suitable for the hearing impaired learners. They gave reasons as to why they thought the curriculum was not suitable for the hearing impaired learners. They claimed that the current curriculum was tailored for the hearing learners and not the hearing-impaired learners because in many cases they are unable to finish the syllabi due to their slow pace of learning. Figure 10 shows some reasons why the current curriculum is not suitable for hearing-impaired-learners.



Source: Field data

Figure 10: Reasons why the current curriculum is not suitable (n = 25)

Of the twenty five (25) specialist teachers, 7 were of the view that the current curriculum was not good for the hearing-impaired learners because it was too theoretical, 10 others claimed the curriculum was too congested, 6 claimed the current curriculum had very few practical subjects while 2 were of the view that it had too many information subjects. One of the specialist teachers said;

“The curriculum is too broad for our learners who seem to be doing very well in practical subjects like home economics and art.

It is better that we have an alternative curriculum which will focus on skills training as our learners are failing to copy with the demands of the current curriculum.”

Another specialist teacher said,

“This curriculum we are using does not fit the hearing impaired learners because it is too theoretical. It does not help the hearing-impaired learner to live an independent life after school. The hearing-impaired need a curriculum which will teach them skills and they were too many information subjects in the current curriculum.”

4.4.11 Planning for the hearing-impaired learners

The study sought to find out whether PTAs plan for the hearing-impaired needs. The study revealed that all Parent Teachers’ Associations (PTAs) do not plan for the hearing-impaired but just plan for the whole school. The study also revealed that the majority of Guidance and Counseling teachers who, just like other teachers, are expected to plan for the learners do not plan for the hearing-impaired learners. The study however revealed that only two Guidance and Counselling teachers planned for the hearing-impaired in their work-plans while eight (8) did not plan for them.

4.4.12 Adequate Teaching Time

The study sought to find out whether specialist teachers had adequate time to teach the hearing- impaired learners. The responses were revealed as shown in Table 8.

Of the twenty five (25) specialist teachers, 8 claimed that they taught for 4 hours, 7 claimed they taught for 3 hours, while 5 claimed that they taught for 5 hours and another 5 claimed that they taught for 2 hours respectively. Table 8 show time taken by teachers to teach hearing-impaired learners.

Table 8: Time taken by teachers to teach the Hearing-Impaired Learners in a day

<u>Time taken by Specialist Teachers</u>	<u>Frequency</u>	<u>Percentage</u>
5 Hours	5	20%
4 Hours	8	32%
3 Hours	7	28%
2 Hours	5	20%
<u>Total</u>	<u>25</u>	<u>100%</u>

Source: Field Data

On the number of hours taught, one specialist teacher said,

“I am supposed to teach the learners for a longer period of time every day because these learners do not learn at the same rate, however, I am forced to dismiss them even before they have learnt what I was supposed to teach them just to allow the other class of hearing learners to use the classroom.”

4.4.13 Teaching methods used to teach the hearing-impaired learners

The study investigated the effectiveness of teaching methods used in teaching learners with hearing-impairments. The findings revealed that all the ordinary teachers claimed that specialist teachers were used the same teaching methods used when teaching the hearing learners. The study revealed that; of the twenty five (25) specialist teachers, 2 claimed that they used mostly outing lessons. 3 claimed that they used question and answer method, 4 claimed that they used inquiry method, 6 claimed that they use group-work while 10 claimed that they used lecture method when teaching the hearing-impaired learners. Table 9 shows methods used by specialist teachers when teaching hearing-impaired learners.

Table 9: Methods used by specialist teachers in teaching the hearing-impaired

<u>Methods used by Specialist Teachers</u>	<u>Frequency</u>	<u>Percentage</u>
Lecture Method	10	40%
Question and Answer	3	12%
Inquiry Method	4	16%
Group Work	6	24%
Outing Lessons	2	8%
<u>Total</u>	<u>25</u>	<u>100%</u>

Source: Field Data

All the forty (40) ordinary teachers claimed the teaching methods they used by specialist teachers were not different from those they used and of the twenty (20) school administrators, 5 claimed specialist teachers mainly use question and answer method, 3 claimed the teachers use group-work while 12 claimed specialist teachers use lecture method. However, 30 hearing-impaired learners claimed specialist teachers use a variety of methods when teaching them while 10 claimed their teachers did not use a variety of methods when teaching them.

4.4.14 Teaching and learning material

The study sought to find out whether special education schools and special education units receive teaching and learning materials. Results revealed that special education schools and units are not receiving sufficient teaching and learning resources. The study revealed that the majority of hearing-impaired learners and specialist teachers were of the view that the educational resources and materials were not suitable for teaching and learning of the hearing-impaired learners. The study also revealed that all the twenty five (25) specialist teachers claimed that they did not have sufficient teaching and learning resources to enable them teach effectively. All the forty (40) ordinary teachers claimed their schools did not receive enough teaching and learning materials. 4 Guidance and Counselling teachers claimed that their schools were providing enough teaching and learning materials for the

hearing-impaired learners while 6 claimed that their schools were not providing enough teaching and learning materials for the hearing-impaired learners. The findings also revealed that of the forty (40) hearing-impaired learner respondents, 15 claimed that the educational resources and materials were suitable while 25 claimed that the materials were not suitable for them. All the twenty five (25) Specialist teachers claimed that the teaching and learning materials were not suitable for the hearing- impaired learners. One specialist teacher said;

“The teaching and learning materials were not suitable for hearing-impaired learners because they were tailored for the hearing learners. Most of the learning materials were supposed to contain signs to cater for the deaf learners.”

4.4.15 Procuring of Specialised Equipment/Assistive Aids

The study sought to find out whether schools procure specialised equipment and assistive aids. The findings revealed that all the twenty five (25) specialist teachers and twenty (20) school administrators claimed that schools had not bought hearing aids or any other specialised equipment for the hearing-impaired learners. The study also revealed that there were many reasons why schools did not procure specialised equipment. The reasons ranged from administration not being concerned, pupils not being screened, hearing aids being expensive to hearing aids not being found in shops. Of the twenty five (25) specialist teachers, 2 claimed that the administration was not concern, 4 claimed that pupils were not screened, 7 claimed that the hearing aids were expensive while 12 claimed that hearing aids were not found in local shops as shown in Table 10.

Table 10: Teachers' reasons for not procuring hearing aids

<u>Reasons for not procuring hearing aids</u>	<u>Frequency</u>
Hearing Aids not found	12
They are expensive	7
Pupils are not screened	4
School administration not concerned	2
<u>Total</u>	<u>25</u>

Source: Field Data

4.4.16 Provision of textbooks

The study sought to find out whether the hearing-impaired learners had text books and what the pupil: book ratio was in the Special units and schools. The findings showed that 22 hearing-impaired learners responded that they had textbooks like readers and other types while 18 hearing-impaired learners responded that they had no textbooks like readers and other types, and that of the twenty five (25) specialist teachers, 6 claimed the pupil book ratio at their schools was 1: 1, 7 claimed it was 2 : 1 and 12 claimed that it was 3 : 1 as shown in Table 11.

Table 11: Teachers' responses to Pupil: Book ratio

<u>Pupil: Book Ratio</u>	<u>Frequency</u>	<u>Percentage</u>
1 book to 1 pupil	6	24%
1 book to 2 pupils	7	28%
<u>1 book to 3 pupils</u>	<u>12</u>	<u>48%</u>
<u>Total</u>	<u>25</u>	<u>100%</u>

In many cases, hearing-impaired learners share text books in many subjects. Figure 11 shows hearing-impaired sharing one text book.



Source: Field data

Figure 11: Hearing-impaired learners sharing one text book. Solwezi Hearing-Impaired Unit (Photo taken on 20.03.2017).

4.4.17 Textbooks bought by the PTA for hearing-impaired learners

Text books are very important in learning. The study sought to find out whether PTAs bought text books for the hearing-impaired learners. 6 PTA members responded that they had bought textbooks like readers and other types while 9 PTA members responded that they had not bought textbooks like readers and types for hearing-impaired learners. One PTA member said,

“When we buy textbooks, we just buy for the school and we do not buy specifically for the hearing impaired learners because we thought they use the same books.”

A PTA chairman at one of the schools had this to say;

“Whenever we have the resources to buy some textbooks, we just buy for the whole school and we take it that the hearing impaired-

learners also benefit from our purchases. We however have only bought very few books for the school.”

4.4.18 Adequate funding for the hearing-impaired learners

The study sought to find out whether special schools and special units are adequately funded. The findings revealed that the grants were not enough to warrant quality education. All the twenty (20) school administrators claimed that they did not receive specific funding for learners with hearing impairments. To this effect, one school administrators said;

“The funding we receive as schools that have special education units is very inadequate. The funds do not take into consideration the needs of learners with special educational needs. The funds are not even adequate for those learners in the mainstream.”

4.4.19 School Administrators budgeting for the hearing-impaired learners

The study sought to find out whether school administrators budget for the hearing-impaired learners. The study revealed that all the specialist teachers did not think school administrators budget for the hearing-impaired learners. This was because they did not see anything that the schools purchased specifically for the hearing-impaired learners. Whatever the schools bought were for the learners in the ordinary classes and the hearing-impaired learners benefitted as a by the way.

4.4.20 Mode of communication used when teaching the hearing-impaired

The study tried to find out what mode of communication is used when teaching the hearing-impaired learners. Of the twenty five (25) specialist teachers, 5 claimed that they use total communication when teaching. 3 used oral communication and 17, used sign language. The largest number of specialist teachers use sign language. Teachers of the hearing-impaired are encouraged to use sign language if all the learners are deaf. They can however use total communication when they have a mixture of deaf, hard of hearing and the deafened learners in their classes. Table 12 shows specialist teachers responses on the mode of communication used when teaching hearing-impaired learners.

Table 12: Mode of Communication mainly used by Specialist Teachers

<u>Mode of Communication used</u>	<u>Frequency</u>	<u>Percentage</u>
Oral	3	12%
Total Communication	5	20%
<u>Sign Language</u>	17	68%
Total	25	100%

Source: Field Data

4.4.21 Ordinary teacher's communication with the hearing-impaired learners

When asked on the mode of communication ordinary teachers used when communicating with the hearing-impaired learners, all the 40 ordinary teachers responded that they did not communicate with the hearing impaired in sign language. One ordinary teacher said;

“It is very difficult to communicate to the hearing-impaired learners because I do not know sign language.”

4.4.22 Specialist teachers' proficiency in sign language

The researcher studied the proficiency of teachers in sign language. The study revealed that 23 specialist teachers responded that they were proficient in sign language while 2 responded that they were not proficient in sign language. The researchers' observation of teachers teaching showed that all the twenty five specialist teachers used sign language when teaching effectively. Figure 12 shows a Specialist teacher using sign language when teaching in class.



Source: Field data

Figure 12: A Specialist teacher using sign language (Photo taken on 09. 04. 2017).

The study also revealed that schools do not have textbooks with pictures in sign language. All the forty (40) hearing- impaired learners revealed that textbooks they were using had no pictures in sign language but just written English.

4.4.23 High number of hearing-impaired learners taught

A teacher of the hearing impaired learners is supposed to handle a manageable number of learners. The recommended number is five (5). Figure 13 shows an over enrolled class. This affects the teacher pupil contact time as the teacher needs to attend to individual needs of all learners. Figure 13 show an over enrolled class being handled by one specialist teacher.



Source: Field data

Figure 13: An over enrolled class being handled by one teacher. Solwezi Hearing-Impaired Unit (Photo taken on 20.03.2017).

One area of concern in education is that of enrollment. The researcher sought to find out the number of learners specialist teachers were handling. Of the twenty five (25) specialist teachers, 3 claimed that they taught 1 learner. 4 claimed that they taught 3 learners. 5 claimed that they taught 5 learners, 6 claimed that they taught 6 learners while 7 claimed that they taught more than 6 learners as shown in Table 13.

Table 13: Number of hearing-impaired learners taught

Numbers taught	Frequency	Percentage
1 Learner	3	12%
3 Learners	7	28%
5 Learners	5	20%
6 Learners	4	16%
Above 6 Learners	6	24%
Total	25	100%

Source: Field Data

4.4.24 Academic assessment of the hearing-impaired learners

The study sought to find out whether the academic assessments given at the end of grades 7, 9 and 12 were suitable to the hearing-impaired learners. All the twenty five (25) specialist teachers claimed that the final examinations at both grade seven (7), grade nine (9) and grade twelve (12) were not suitable for the hearing-impaired learners. The findings revealed that the final examinations were not suitable to the learners with special education especially that they were not written in sign language which was the main language of the hearing-impaired. One specialist teacher said;

“In special education, we assess learners according to what we have taught since we teach individual learners and not a class. However, the final examinations do not look at individuals but all the learners, this is unfair because our learners are asked to answer questions on areas they have not covered and thus the poor performance.”

Another specialist teacher said,

“The final examinations at all grades: seven (7) nine (9) and twelve (12) are not fair to the hearing-impaired learners. This is because it is written in the language of the hearing learners giving them an advantage over the hearing-impaired. The examinations should be translated into sign language which the hearing-impaired learners understand.”

4.4.25 Automatic promotion

The study sought to find out whether the hearing-impaired were promoted to the next class automatically. Of the twenty five (25) specialist teachers, 20 of them claimed that the hearing-impaired learners were promoted automatically to the next grade while 5 claimed that the hearing-impaired learners were not promoted to the next grade automatically. The study revealed that the majority of school hearing-impaired learners were promoted to the next grade automatically every year. To this effect, one specialist teacher said;

“The challenge we have is that both the head-teachers and parents of the hearing impaired learners insist on the learners to proceed to the next grade. Head-teachers claim that they must create space while parents claim their children are growing old.”

The study also found that there were many reasons for automatic promotions and the specialist teachers gave some of the reasons as shown in Table 14.

Table 14: Reasons for automatic promotions

Reasons for automatic promotions	Frequency	Percentage
Lack of Classrooms	3	12%
Parents insist	9	36%
Head teachers insist	5	20%
Learners insist	4	16%
Lack of Teachers	4	16%
Total	25	100%

Source: Field Data

Of the twenty five (25) specialist teachers, 3 claimed that the hearing-impaired learners were automatically promoted to the next grade because of lack of classrooms, 4 claimed that they were automatically promoted because of lack of specialist teachers, another 4 claimed that it was because learners insisted to proceed to the next grade, 5 claimed that the head-teachers insisted that the learners proceed to the next grade, while 9 claimed that parents of the learners insisted on their children proceeding to the next grade every year.

4.4.26 Referring of the hearing-impaired learners to Guidance and Counselling teachers

The study sought to find out whether hearing-impaired learners were referred to the Guidance and Counselling teachers. The findings revealed that only 1 Guidance and Counselling

teacher had received a hearing-impaired learner referred to him while 9 claimed that they had never received a hearing-impaired learner referred to them. The findings also revealed that only 1 Guidance and Counselling teacher had counseled one hearing-impaired learner while 9 claimed that they had never counseled any hearing impaired learner. However, 2 specialist teachers claimed that Guidance and Counselling teachers attended to the hearing-impaired learners while 23 specialist teachers claimed that Guidance and Counselling teachers did not attend to the hearing-impaired learners and 36 hearing-impaired learners responded that they did not get any assistance from Guidance and Counselling teachers, while 4 claimed that they had received some assistance from the Guidance and Counselling teachers. 12 School Administrators responded that the hearing-impaired received assistance from Guidance and Counselling teachers while 8 School Administrators claimed that the hearing-impaired learners do not receive any assistance from Guidance and Counselling teachers. 12 parents of the hearing-impaired claimed that they had never been attended to by the school Guidance and Counselling teachers, while 4 claimed that they had received some counseling services. It was also revealed by the guidance and counseling teachers that no parent of the hearing-impaired learners had been counseled by the guidance and counseling teachers.

4.4.27 Record keeping of the hearing-impaired learners' information by Guidance teachers

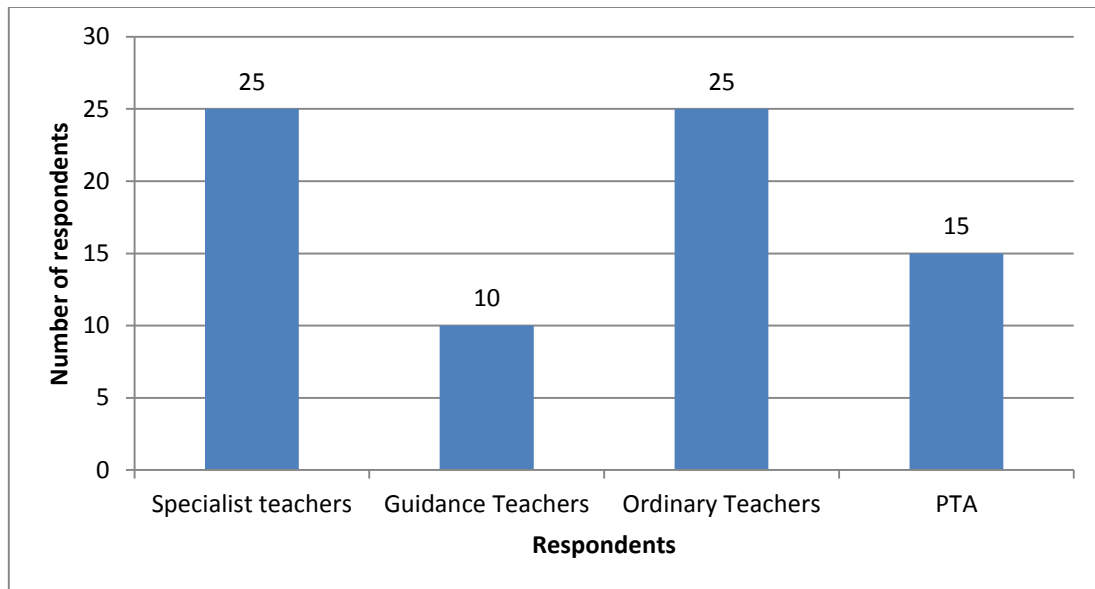
The study tried to find out whether guidance and Counselling teachers keep records of the hearing-impaired learners. 2 Guidance and Counselling teachers responded that they have records of the hearing-impaired learners while 8 responded that they did not have records of the hearing-impaired learners. However, 8 Guidance and Counselling teachers responded that they only kept assessment and examination records for the hearing-impaired learners while 2 (20%) responded that they did not keep the records. The study revealed that most of the Guidance teachers did not keep records for the learners with hearing impairments.

4.4.28 Guidance and Counselling work load

The researcher studied the work load of guidance and counseling teachers. This was because guidance and counseling is very important to hearing-impaired learners. The study found that all the ten (10) Guidance and Counselling teachers were not full time Guidance and Counselling teachers but only did it on part time basis.

4.4.29 Attitude of parents of the hearing-impaired towards school

The study sought to find out the attitude of parents of the hearing-impaired towards their children's education. The findings revealed that most of the respondents were of the view that the attitude of parents of the hearing-impaired learners towards school was very poor as shown in Figure 14.



Source: Field data

Figure 14: Parents of the hearing-impaired Attitude towards School

The figure above shows that of the 15 parent teachers' association (PTA) members, all 15 claimed that the attitude of parents of the hearing-impaired learners towards school was very poor. All the 25 specialist teachers claimed that the attitude of parents of the hearing-impaired learners towards school was very poor. 25 ordinary teachers claimed that the attitude of parents of the hearing-impaired learners towards school was very poor while 10 of the guidance teachers claimed that the attitudes of parents with hearing-impaired towards school was very poor.

4.4.30 Hearing-impaired learners' parents attending school meetings

The study sought to find out whether parents of the hearing-impaired learners attend school meetings. The findings revealed that the majority of ordinary teachers eighty two and half percent (82.5%) were of the view that parents of the hearing-impaired learners did not participate in school activities. The findings revealed that 12 hearing-impaired learners

responded that their parents did attend school meetings while 28 hearing-impaired learners responded that their parents did not.

4.4.31 Attendance of PTA meetings by parents of the hearing-impaired learners

The study sought to find out whether parents of the hearing-impaired learners attend PTA meetings. The revelations from the interviews showed that very few parents of the hearing-impaired attended PTA meetings. Two (2) School Administrators and four (4) parents of the hearing-impaired learners claimed that the parents of the hearing-impaired attended PTA meetings while eighteen (18) School Administrators and twelve (12) parents of the hearing-impaired learners claimed that they did not attend PTA meetings.

4.4.32 Parents of the hearing-impaired learners in PTA executives

The study sought to find out whether parents of the hearing-impaired learners were in the PTA executives. The revelations from the interviews showed that there were no parents of the hearing-impaired attended in any of the PTA executives.

4.4.33 Discussion of hearing-impaired in PTA Executive meetings

The study sought to find out whether issues of the hearing-impaired learners are discussed in PTA executive meetings. The study revealed that PTAs do not discuss issues of the hearing-impaired learners. Of the fifteen (15) PTA members, 3 Parent Teachers' Association (PTA) members claimed that school administrators do bring out issues of hearing-impaired learners while 12 claimed that they did not. All the 15 PTA members responded that issues of special education are never discussed during PTA annual general meetings. One of the PTA members said,

“We as parents of the hearing-impaired learners are outnumbered by the parents of the hearing-learners and as such find it very difficult to bring out the issues that affect our children. In any case the agenda is determined by the PTA executive and thus all we do is discuss what is on the agenda which in most cases is school improvement and how to raise the required resources. Little do we discuss learners' performance.”

4.4.34 Participation of parents of the hearing-impaired in school activities

The study sought to find out whether parents of the hearing-impaired learners participate in school activities. The study found that 7 Ordinary teachers claimed that parents of the hearing-impaired learners participate in school activities while 33 Ordinary teachers claimed that parents of the hearing-impaired learners did not participate in school activities. One PTA member said,

“Very few parents of the hearing-impaired learners actively participate in school activities including PTA meetings maybe because they feel ashamed to have children who are hearing-impaired.”

4.4.35 Adequate provision of school requirements by parents

The study tried to find out whether parents of the hearing-impaired provided school requisites for their children. 15 hearing-impaired learners responded that their parents were not ready to buy their school requirements while 10 hearing-impaired learners responded that their parents were ready to buy their school requirements. One of the parents of the hearing-impaired who provided educational needs said,

“I treat my child the same way I treat the other children and I even ensure that my child does not lack anything that is required at school. I do this because I do not want my child to feel discriminated because of the disability.”

4.4.36 Adequate assistance given to the hearing-impaired learners by PTA

The study sought to find out assistance given to the hearing-impaired learners by the PTA. The study revealed that all the PTA members claimed they never assisted the hearing-impaired learners. It is the responsibility of the PTA to assist all the learners at school.

The study also explored the reasons why PTAs were not assisting hearing-impaired learners. Table 15 shows some of the reasons given by PTAs for not assisting hearing-impaired learners.

Table 15: Reasons given by PTA for Not Assisting the Hearing-Impaired Learners

<u>Reasons for not assisting the HI by PTA</u>	<u>Frequency</u>	<u>Percentage</u>
It is the role of Government	5	33%
Equipment is very expensive	3	20%
We do not know their needs	4	27%
Equipment not found	2	13%
<u>Learners do not pay anything</u>	<u>1</u>	<u>7%</u>
Total	15	100%

Source: Field Data

Of the fifteen (15) parent teachers' association members, 5 claimed that they did not assist the hearing-impaired learners because it was Government's role to assist the learners, 4 claimed that they did not know the needs of the hearing-impaired learners, 3 claimed that the equipment for hearing-impaired learners was very expensive, 2 claimed that the equipment for hearing-impaired learners was not found in shops while one 1 claimed that it was free education and hearing-impaired learners did not pay anything. One PTA member said,

“We expect the Government to provide all the needs of the hearing –impaired learners the same way they provide for the other hearing learners.”

4.4.37 Support from Head-teachers

The study sought to find out how much support specialist teachers received from school head teachers. The findings revealed that of the twenty five (25) specialist teachers, only 2 claimed that the head teachers were very supportive, 4 claimed that head teachers were supportive and 19 claimed that the head teachers were not supportive. Table 16 shows specialist teacher's responses on support received from head teachers.

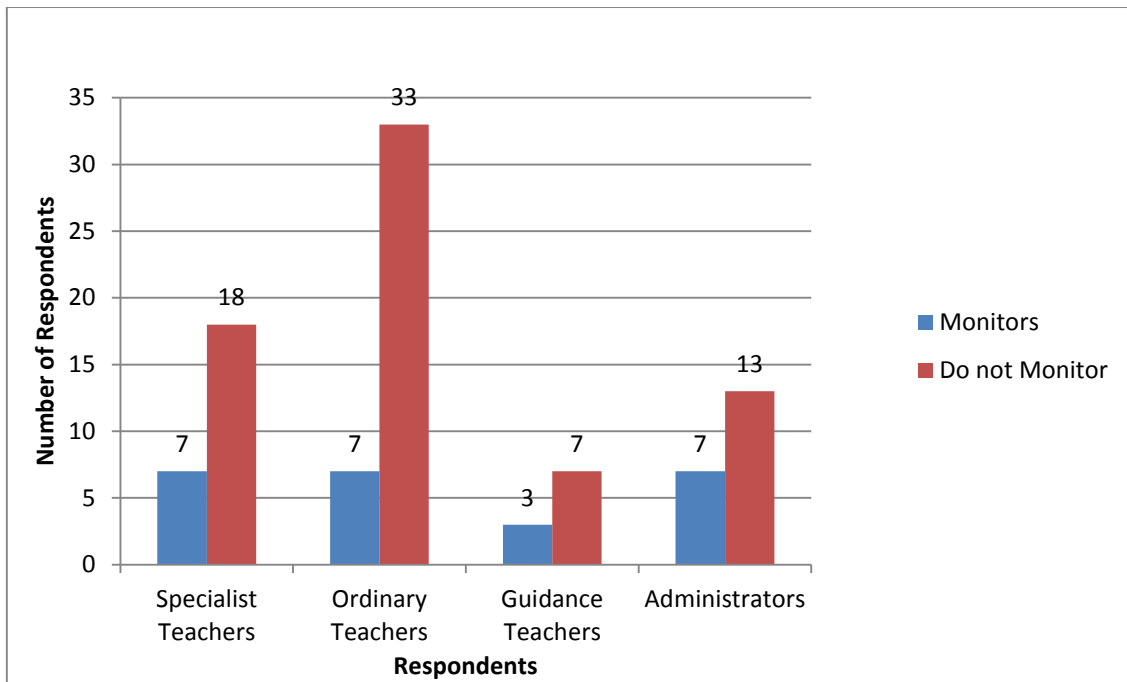
Table 16: Specialist teachers' views on support from head teachers

Support give to specialist teachers by head teachers	Frequency	Percentage
Very supportive	2	8%
Supportive	4	16%
Not Supportive	19	76%
Total	25	100%

Source: Field Data

4.4.38 Monitoring of Specialist teachers by internal monitors

The study investigated the monitoring of specialist teachers by internal monitors. The study revealed that most school administrators did not monitor the specialist teachers. All the specialist teachers, ordinary teachers and school administrators claimed school administrators supervise specialist teachers. However, the findings revealed that most of the school administrators do not monitor the specialist teachers when teaching the hearing-impaired learners as shown in the Figure 15.



Source: Field data

Figure 15: Monitoring of Specialist Teachers (n=95)

Of the twenty five (25) specialist teachers, 7 specialist teachers claimed that school administrators monitor them when teaching hearing-impaired learners while 18 claimed that school administrators do not monitor them when teaching the hearing-impaired learners. 7 ordinary teachers claimed that school administrators monitor specialist teachers when teaching the hearing-impaired learners while 33 claimed that school administrators did not monitor specialist teachers when teaching the hearing-impaired learners. 3 Guidance and Counselling teachers claimed that school administrators monitor specialist teachers when teaching the hearing-impaired learners while 7 claimed that school administrators did not monitor specialist teachers when they teach the hearing-impaired learners in the classrooms.

The findings of the study showed that most school administrators were not monitoring specialist teachers. The school administrators however had reasons for their failure to monitor the specialist teachers. There were a variety of reasons given by the school administrators for their failure to monitor the specialist teachers. Table 17 shows the administrators' reasons for not monitoring.

Table 17: School administrators’ reasons for not monitoring specialist teachers

<u>Reasons for not monitoring specialist teachers</u>	<u>Frequency</u>	<u>Percentage</u>
Got Lost (Head teachers)	2	10%
Difficult to follow	7	35%
<u>Do not know Sign Language</u>	11	55%
Total	20	100%

Source: Field data

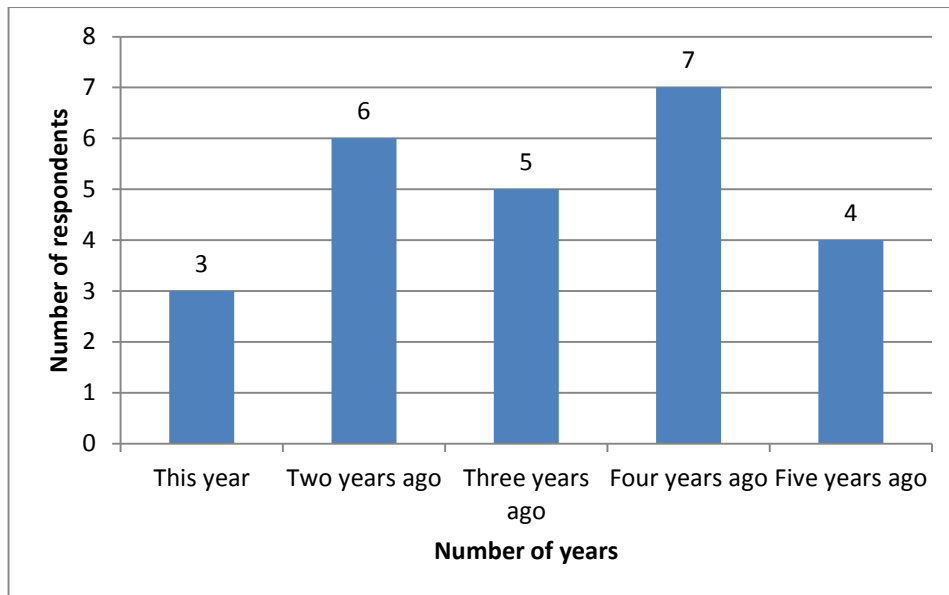
Of the twenty (20) school administrators, 2 claimed that they did not monitor the specialist teachers because they usually got lost. 7 claimed that they did not monitor the specialist teachers because they do not know sign language while 11 claimed that it is difficult to follow the lessons. The findings also revealed that district standards officers do not monitor specialist teachers. 3 ordinary teachers’ and 1 Guidance and Counselling teacher responded that specialist teachers were monitored by external monitors while 37 ordinary teachers and 9 guidance and Counselling teachers claimed that external monitors did not monitor specialist teachers. One head-teacher said;

“It is very difficult to monitor specialist teachers teaching the hearing-impaired learners because of the language they use when teaching. I do not know sign language and it becomes very difficult for me to just sit and watch the class in session.”

4.4.39 Monitoring of Specialist teachers by External monitors

The study investigated the monitoring of specialist teachers by external monitors. The findings revealed that almost all the specialist teachers were not monitored by external specialist monitors

The study also sought to find out when the specialist teachers were last monitored by external monitors. Figure 16 shows the last time specialist teachers were monitored by external monitors.



Source: Field data

Figure 16: The last time specialist teachers were monitored (n = 25)

Of the twenty five (25) specialist teachers, 3 claimed that they were monitored by standards officers that year. 6 claimed that they were monitored two years before the study, 5 claimed that they were monitored three years before the study, 7 claimed that they were monitored five years before the study and 4 claimed that they were monitored five years before the study. Standards officers both internal and external are supposed to maintain the provision of quality education in institutions of learning by monitoring teaching and learning in all institutions of learning.

4.4.40 Meeting the needs of the hearing-impaired learners

The study sought to find out whether the needs of the hearing-impaired were being met by both the schools and the Ministry of Education and whether quality education was being provided to the learners with hearing impairment. 12 of the ordinary teachers claimed that hearing- impaired learners receive quality education in their schools while 28 claimed that the learners do not receive quality education in their schools. All the 40 ordinary teachers, 16 parents of the hearing-impaired learners and 10 Guidance and Counselling teachers responded that the schools were not meeting the needs of hearing impaired learners.

4.4.41 Attendance of Pre-School before entering Grade One

The study sought to find out how many hearing-impaired learners had attended pre-school. Only 7 of the hearing-impaired learners claimed that they had attended pre-school before starting grade one while 33 claimed that they had not attended pre-school before starting grade one.

4.4.42 Individualised teaching

The study sought to find out whether hearing-impaired are taught as individuals. The study found that, of the 40 hearing-impaired learners, 3 claimed that they were taught as individuals, 15 claimed that they were taught according to performance based groups, 9 claimed that they were taught according to type of impairment while 13 claimed that they were taught as a class. It is important that hearing-impaired learners are taught as individuals and that specialist teachers prepare Individualised Education Programmes (IEP).

4.4.43 Individualised Education Programme (IEP) for hearing-impaired learners

The study sought to find out whether specialist teachers were preparing IEPs for the hearing-impaired learners. The study revealed that all the twenty five (25) specialist teachers do not prepare Individualised Education Programmes (IEPs) for their hearing-impaired learners. One specialist teacher said,

“It is difficult to prepare individualized education programmes for the hearing-impaired learners because of the big number I teach and so I just teach them as a class.”

4.4.44 Involvement of stakeholders in the preparation of Individual Education Programme (IEP) for the hearing-impaired learners

The study sought to find out whether stakeholders in the education of the hearing-impaired learners are involved in the preparation of an IEP. The study revealed that all the sixteen (16) parents of the hearing-impaired and 10 Guidance and Counselling teachers had never been involved in the preparation of an IEP for the hearing-impaired learners. One parent said,

“I did not know that I am supposed to be involved in the preparation and in assisting my child. I thought that, it is the teacher who is trained to do that and not us parents.”

4.4.45 Boarding facilities

Boarding facilities are very important for the hearing-impaired learners. The study sought to find out whether hearing-impaired learners attend school as boarders or as day scholars. The study revealed that of the forty hearing-impaired learners, 25 were day scholars while 15 were boarders.

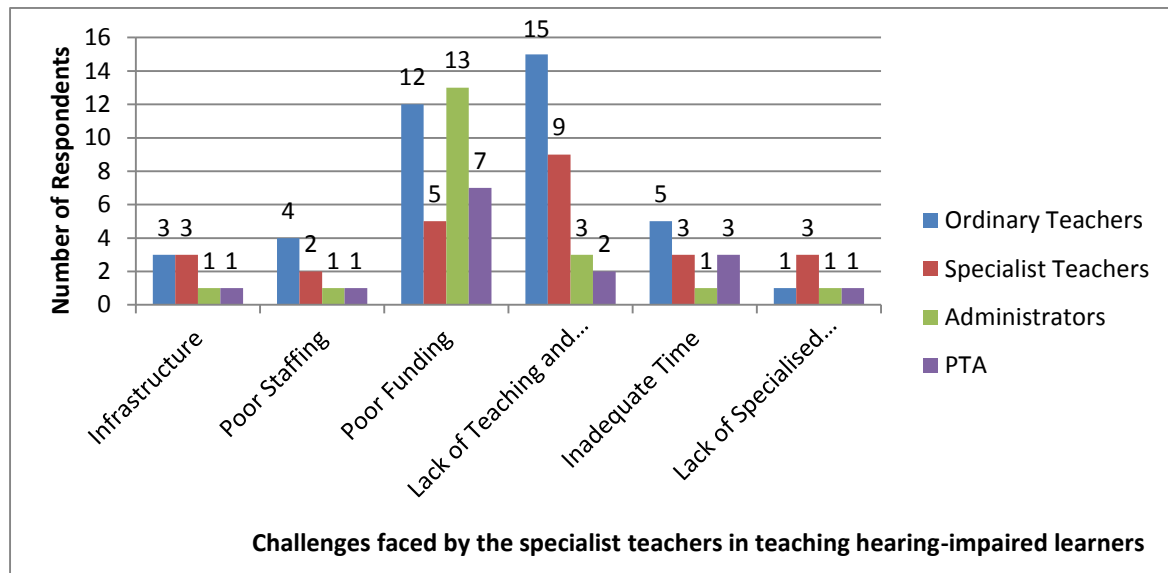
4.5 Challenges faced by the specialist teachers in teaching hearing-impaired learners

The study sought to find out the challenges faced by specialist teachers when teaching the hearing-impaired learners. Of the twenty (20) school administrators, 3 were of the view that the major challenge facing the specialist teachers in teaching the hearing-impaired learners was the issue of teaching and learning materials, 1 claimed that it was lack of infrastructure, another 1 claimed that it was inadequate number of specialist teachers, 13 claimed that it was lack of funding, 2 claimed that it was lack of time while 1 claimed that it was lack of specialised equipment. Of the 40 ordinary teachers, 15 were of the view that the major challenge facing the specialist teachers in teaching the hearing-impaired learners was the issue of teaching and learning materials, 3 claimed that it was lack of infrastructure, 4 claimed that it was inadequate number of specialist teachers, 12 claimed that it was insufficient funding, 5 claimed that it was lack of time while 1 claimed that it was lack of specialised equipment.

Of 15 PTA members, 2 were of the view that the major challenge facing the specialist teachers in teaching the hearing-impaired learners was the issue of teaching and learning materials, 1 claimed that it was lack of infrastructure, another 1 claimed that it was due to inadequate number of specialist teachers, 7 claimed that it was funding, 3 claimed that it was lack of time while 1 claimed that it was lack of specialised equipment. Of the 25 specialist teachers, 9 were of the view that the major challenge facing the specialist teachers in teaching the hearing-impaired learners was the issue of teaching and learning materials, 3 claimed that it was lack of infrastructure, 2 claimed that it was inadequate number of specialist teachers, 5 claimed that it was lack of funding, 3 claimed that it was lack of time while another 3 claimed

that it was lack of specialised equipment. Figure 17 shows the responses for challenges faced by specialist teachers.

Specialist teachers face a lot of challenges when teaching the hearing impaired. Some of the challenges they face are as shown in Figure 17.



Source: Field data

Figure 17: Challenges faced by the specialist teachers in teaching hearing-impaired learners.

4.5.1 Homework for the hearing-impaired learners

All the schools in Zambia have been directed to give homework to all the learners as a way of improving their performance and also a way of involving parents in the learning of their children. The study therefore sought to find out whether the hearing-impaired learners were given homework. 5 of the parents of the hearing-impaired claimed that their children were given homework while 10 claimed that the hearing-impaired learners were not given homework by their teachers. However, all the 25 specialist teachers claimed that they gave their learners homework. One parent said,

“I have never seen my child come with homework and even if he did it would be very difficult for me to assist because the signs he uses at school seem to be different with the ones we use at home.”

4.5.2 Formation of academic clubs for the hearing-impaired learners

Schools are expected to have extra mural activities. These activities are done after learning and one of the activities is where learners go into academic clubs. The study sought to find out whether specialist teachers have formed academic clubs for the hearing-impaired learners. 15 specialist teachers claimed they had formed academic clubs for the hearing-impaired learners' while 10 claimed they had not formed clubs for the hearing-impaired learners. The study revealed that only 15 specialist teachers had formed academic clubs for the hearing-impaired learners. This finding though encouraging is a pointer that some schools are not doing enough to help the learners. Schools must ensure that teachers form academic clubs for their learners and all the learners must be made to belong to about three academic clubs.

4.5.3 Discussion of hearing-impaired learners' performance with their parents

The researcher sought to find out whether specialist teachers discussed the performance of the hearing-impaired with their parents. Indications from the study showed that the majority of specialist teachers did not invite parents of their hearing-impaired learners. Of the 25 specialist teachers, 7 claimed that they had never invited a parent to discuss their child's performance. 3 claimed that they had invited six parents to the school to discuss the performance of their children, another 3 claimed that they had invited seven parents. 4 claimed that they invited six parents to the school to discuss the performance of their children while 8 claimed that they invited five parents to the school to discuss the performance of their children. The majority of specialist teachers claimed that parents of the hearing-impaired learners do not come to school when invited to discuss their children's performance.

The study also found that; 8 parents of the hearing-impaired learners claimed that they often met the teachers who handle their children, 5 claimed that they did when called by the teachers while 3 claimed that they had never met the teachers who taught their hearing-impaired children. One of the parents of the hearing-impaired said,

“We are never called by teachers of our deaf children and this has been our main worry because we are often called by teachers of our hearing children. Whenever the teachers of our deaf children want anything, they just send us written notes. Even during open days it is difficult to see the teacher who handles my deaf child.

Another parent of the hearing-impaired put it this way;

“Whenever we are called by the school administration it is either to discuss the new fees our children are going to pay or how we as parents are supposed to contribute towards the improvement of the school. We have never been called to discuss the performance of our hearing-impaired children. To me as a parent, I feel the school system has not paid much attention to the hearing-impaired learners as much as they have paid to the hearing. We as parents are always called to school to discuss the performance of our hearing children.”

4.6 What should be done to assist the hearing-impaired learners in their learning?

Having gathered information on the challenges learners with hearing-impairments were facing in their learning, the study sought to find out what should be done to assist the hearing-impaired learners in their learning. The views of the PTA on what should be done to assist the hearing- impaired learners in their learning were different as shown in Table 18.

Table 18: PTAs’ views on what should be done to assist the hearing-impaired

<u>What should be done</u>	<u>Frequency</u>	<u>Percentage</u>
Adequate Funding	4	27%
Sign Language	6	40%
Administration support	3	20%
<u>Enough Learning Time</u>	<u>2</u>	<u>13%</u>
<u>Total</u>	<u>15</u>	<u>100%</u>

Source: Field data

Of the fifteen (15) parent teachers’ association (PTA) members, 2 were of the view that the most important thing to be done to help the hearing-impaired learners was to give them

enough learning time. 3 were of the view that the special schools and units needed enough support from the school administrators. 4 were of the view that the schools needed adequate funding while 6 were of the view that the learners needed sign language books.

4.7 Summary

The Ministry of Educations' main role is the provision of quality education. The provision of quality education entails that the end users who are the learners need to be provided with all their essential needs for them to learn effectively. The study revealed that all the respondents were of the view that quality education was not being provided to hearing-impaired learners. For quality education to be provided to the hearing-impaired learners, the Ministry of Education should provide among other things; hearing-impaired friendly infrastructure, adequate specialist teachers, specialised equipment, suitable and adequate teaching and learning resources, suitable curriculum, adequate funding, boarding facilities, sign language textbooks, enough learning time, acceptable enrolments and proper supervision and monitoring of learning. However, the study revealed that the needs of the hearing-impaired learners were not being met by the Ministry of Education, Schools, Parents and Teachers and thus quality education was not being provided. UNESCO (1990) is of the view that quality Education is being provided if the education being provided includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examinations systems, policies, management and administration. The Ministry of Education and schools through PTAs should ensure that they provide the necessary needs of the hearing impaired learners if quality education is to be achieved. Failure to provide the hearing-impaired learners with their needs would translate in poor learner performance.

There are many causes for the poor performance by hearing impaired learners. Some of the causes according to different respondents for poor performance are poor funding received by schools, inadequate number of specialist teachers, lack of support by the administrators to special education, lack of teaching and learning resources, lack of sign language books, unconducive learning environment, automatic promotion, inadequate time for learning, inadequate and unsuitable infrastructure, inadequate staffing and over enrolment.

In order to improve the performance of hearing impaired learners, respondents proposed the need to give the hearing impaired learners enough learning time, need for enough support from the school administrators, need for adequate funding, construction of more suitable

infrastructure, procurement and use of suitable teaching and learning resources, procurement and distribution of specialized equipment, procurement and use of sign language books, enhanced monitoring by both internal and external monitors and need to assess learners in the language they understand.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

This chapter discusses the findings of the study in relation to factors affecting the provision of quality education to learners with hearing-impairments in some special schools and special units in selected schools of North-Western Province. The discussions are presented according to emerging themes. The main themes that emerged were; the factors affecting the provision of quality education, challenges faced by specialist teachers when teaching the hearing-impaired learners and the needs of hearing-impaired learners.

5.1 Response Rate

The research had envisaged to have had 200 respondents. However, only 166 respondents took part in the study. This was made up of forty (40) hearing-impaired learners, twenty five (25) specialist teachers, forty (40) ordinary teachers, ten (10) guidance and counselling teachers, twenty (20) school administrators, sixteen (16) parents of the hearing-impaired and fifteen (15) PTA members.

5.2 Factors affecting the provision of quality education to hearing-impaired learners

There are many factors that affect the provision of quality education to the hearing-impaired learners in Special Schools and Special Units in North-Western Province of Zambia. The factors are both found in Schools and in homes where the hearing-impaired learners are found. These factors can be dealt with at different levels in the education system. Some of the factors can be resolved at national, Provincial, District, School levels and at homes.

5.2.1 Knowledge of hearing impairment by the school administrators and PTA members

The views of the administrators and those of the PTA members indicated that the majority of respondents did not have the knowledge of hearing impairment. It is very important that the Parent Teachers' Association (PTA) members are made aware of the presence of the hearing-impaired learners in their schools. This is important as the PTAs are partners in the education of learners including the hearing-impaired learners. The PTAs plan and budget for projects should be undertaken in schools. The findings revealed that parent teachers' association (PTA) members were all aware that they had hearing-impaired learners in their

schools. However, the PTAs had no knowledge of issues of special education and hearing impairment in particular. It is the duty of the school administration to inform the Parent Teachers' Association (PTA) members of the presence of hearing-impaired learners at their schools. This is important as the PTA may find ways and means of helping the hearing impaired learners. It may also help the PTA understand the needs of the different learners in their schools. Failure to have knowledge about the hearing-impaired can affect the planning and budgeting process. Lack of knowledge leads to planners making wrong decisions as they are not enlightened about a group that may need certain services. This is the same view taken by Klazema (2014) who postulates that knowledge is what prevents us from making mistakes we may have made in the past. He further claims that knowledge can improve the ability to think critically and help in dealing with specific problems and this leads to gaining experience. It is therefore very important that both the school administrators and the PTAs have adequate knowledge about the hearing-impaired learners and any other learners at their schools for them to make informed decisions.

5.2.2 Disability friendliness of the school environment

The learning environment is very important for effective learning. If the learning environment is uncondusive, quality education cannot be provided. Schools must ensure that the learning environment is conducive for all the learners. However, all the 166 respondents claimed the school environment was disability unfriendly for the hearing-impaired learners.

The school environment is very important to both the teacher and the learner. The school administration must ensure schools are as friendly as possible to a learner. The Ministry of Education, Science, Vocational Training and Early Education Standards and Evaluation Guidelines of 2015 claims that, a school should be a centre for care and support to a learner (pg : 5). This entails the schools providing all the necessities needed to make learning as pleasurable as possible. If a school is not disability friendly, it automatically excludes those learners with disabilities. This view is shared by Gonder and Hynes (1994) who pointed out that a favourable school environment reduces drop out of school. Parents of learners with disabilities will not take their disabled child to a school where they know their child will not benefit from. Making a school disability friendly means removing all the barriers that make it difficult for the learner to access education. Cohan (2006) in his study found that the school environment affects more than just academic performance as it influences students' emotions, increases educational aspirations and improves attendance and retention. It is the duty of the

school administrators to make their schools disability friendly. The District Education Board Secretaries must ensure that their schools are not hindering any of the children from accessing education.

The study also revealed that the hearing-impaired learners do not have adequate infrastructure for effective learning to take place. In many schools of Zambia, Parent Teachers' Associations (PTAs) have done a lot in assisting schools to provide quality education. They have built teachers' houses, classrooms, wall fences, bought school buses and at times bought school textbooks. However, it was revealed from the study results that no Parent Teachers' Associations (PTA) had ever built any infrastructure for the hearing-impaired learners. This failure by the PTAs to cater for the hearing impaired learners need investigation. It may be that the associations are ignorant of the existence of the hearing-impaired learners or the school systems have paid a blind eye to the existence of the hearing-impaired learners in their schools. However, it must be stated that the role of PTAs is to compliment the Government in the provision of quality education to all the learners without discrimination and one area the PTAs should pay attention to is that of learners with special educational needs. One administrator said,

This inadequacy in infrastructure for the hearing-impaired learners has an effect on the quality of education being provided. No proper learning can take place in unsuitable classrooms. This is because the quality of the infrastructure has an effect on teaching and learning as the infrastructure affects other areas of education. This is the view is shared by Pennycuik (1993) who postulated that the quality of infrastructure may be related to other school quality issues like presence of adequate instructional materials, textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches.

5.2.2.1 Friendliness of the school and classrooms

The hearing-impaired learners need to learn in hearing-impaired friendly infrastructure. They are easily distracted by anything they hear or see. It is therefore very important that both the school and classroom infrastructure is hearing impaired friendly. The hearing-impaired learners need classrooms which are acoustically treated. This is important as acoustically treated rooms do not allow ambient sounds to distract the concentration of the learners. They also need classrooms with broad windows which allows in enough light, this is to allow the

learners see the facial expressions, gestures and for the hard of hearing to lip/speech read. A quality classroom for the hearing-impaired must be acoustically treated and floors covered by carpet so that it does not allow ambient noise to enter the classroom. If noise is allowed to enter a classroom during learning, it can disturb the learners especially those using hearing aids. This view is supported by Berry (2002) who found in his study that classroom noise should not exceed 68db or 68-69db. He claims that beyond these levels, students would have difficulties understanding what is being said and get distracted by noise. It clearly showed from the study that almost all the stakeholder's views were that schools and classrooms were not being hearing-impaired friendly.

It is therefore very important that both the school and classroom infrastructure used by the hearing-impaired learners is hearing-impaired friendly. It is the role of the PTAs to work with the school administration in ensuring that learners with hearing impairments are provided with hearing-impaired friendly infrastructure.

The inadequacy in infrastructure for the hearing-impaired learners has an effect on the quality of education being provided. No proper learning can take place in unsuitable classrooms. This is because the quality of the infrastructure has an effect on teaching and learning as the infrastructure affects other areas of education. This is the same view shared by Pennycuik (1993) who postulated that the quality of infrastructure may be related to other school quality issues like presence of adequate instructional materials, textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. It is therefore very important that schools are made disability friendly if they have to benefit all the learners. For the hearing-impaired learners, it is very important that their rooms are acoustically treated and the walls are painted with either white or cream white paints. The rooms should also have wide windows or transparent sheets to allow in enough light for the learners to lip read and see signs made by both the teachers and fellow learners.

5.3.2.2 Friendliness of school facilities in schools for the hearing-impaired learners

School facilities are very important for effective and quality education to be provided to any learners including those with hearing impairments. The facilities motivate both teachers and the learners. The study revealed that most of the parents of the hearing-impaired were of the view that the schools were friendly. However, all the learners with hearing impairments claimed that the schools were not friendly. The majority of parents claimed that the facilities

were friendly mainly because they did not take into consideration the needs of their hearing-impaired learners as they thought the hearing-impaired learners need the same facilities used by the hearing learners.

The hearing-impaired need facilities that will answer their needs. This is the same view shared by Lackney and Picus (2008) who claim that school facilities should be responsive to the changing programs of educational delivery. However, the classrooms used by the hearing-impaired learners are not acoustically treated, the rooms are small and dark and the floors are not covered by carpets affecting the delivery of lessons. Most of the schools did not have libraries which is a very important facility to a learner to improve their reading and for research. This affects the reading literacy levels and capabilities of learners. Postlethwaite and Ross (1992) share this view and claim that for a learner to develop good reading ability, they need classroom libraries with sufficient books for each learner.

It is very important that schools provide learners with hearing impairment with friendly facilities which can help them learn. Facilities like libraries, acoustically treated rooms and floors with carpets should be provided for the hearing-impaired learners. Class teachers should ensure that they create their own class libraries based on the levels of learners they handle. This can improve the literacy of their learners.

5.3 Extent to which the needs of the hearing-impaired learners are being addressed in schools

Hearing-impaired learners face a lot of challenges in schools. It is incumbent upon schools to find ways of mitigating the challenges faced by the different learners accessing education in their respective schools.

5.3.1 Screening the hearing-impaired before entering Grade one

Screening of the hearing-impaired learners is very important in the education system. It is important that all learners entering school are screened for any disabilities so that early intervention can be put in place. The learners are supposed to be screened for hearing, vision and intellectual disabilities. This is the same view shared by Losardo and Syverson (2011) who postulates that screening is conducted to identify children who may be at risk for health or development problems and they claim that it should occur prior to other measurements. Screening for physical and developmental disabilities is very important for every learner

entering the school system if early intervention has to start. However, the study revealed that the early graders were not screened before starting their first grades. This revelation implies that the specialist teachers were teaching their learners without knowing their special needs. It also implies that the teachers were likely not to meet the needs of their learners as they were not aware of the learners needs.

Screening also helps the teacher to know how to place the learners in class. It is important that all schools ensure that the learners are screened for proper placement and in other cases referral. This is the same view shared by Foster et al. According to Foster et al at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1306321/?page=2>, screening is the application of a simple accurate method for determining which children in a population are likely to be in need of special services to develop optimally. It should however be realised that screening is different from diagnosis. Screening can also be a process of collecting information over a period of time through a variety of sources that could lead to the conclusion that an individual might be significantly at risk for a special condition such as a learning disability. It is important that screening is carried out on all the learners entering the school system as it enables the school system to identify those learners who would need attention and also the type of attention needed. Screening is a prelude to early intervention. The school system can only intervene when it has identified learners after screening. Screening also enables the teacher to know where to refer the identified learner with a disability.

Screening is very important for hearing-impaired learners. This is because it is after screening that a teacher can know how to place a hearing-impaired learner. Screening also helps the teacher to plan the work to be given to the learner and the mode of communication to use during teaching. If screening is not carried out, the chances of the learner accessing quality education is compromised. The learners may wrongly be called slow learners due to failure by the authorities to identify the other disability. In many cases, teachers and parents may only pay attention to one disability ignoring the other one.

The school system should ensure that all learners enrolling in their schools are screened for both physical and developmental disabilities. This will enable teachers institute early intervention activities as early as possible.

5.3.2 Pupils' Type of Hearing Impairment.

Hearing impairment is a term used to describe people who have no or poor hearing. This term includes those people who are deaf and cannot hear anything because they were born deaf, the deafened, these people were born hearing but along the way lost their hearing and the hard of hearing. The hard of hearing can hear sound when it is amplified. According to Shea and Bauer (1994) the hard of hearing people have residual hearing in them. They do hear when sound is amplified and can communicate normally as long as sound is amplified to their level of hearing. It is therefore important that the school and parents buy hearing aids for the hard of hearing if they are to benefit from the teachers. This will enable the hearing-impaired learners acquire quality education as communication will be easy for them with the aid of hearing aids especially when they are correctly placed in the classroom.

The study revelations were that the biggest number of the hearing-impaired were the hard of hearing. It is important to know the type of hearing loss the learners have as this will enable the teachers know the mode of communication, teaching methods, teaching and learning resources to use and also how to place the learners in class. It also helps the teacher to know which learner needs a hearing aid. The revelation also implies that the specialist teachers' mode of communication in classes that had the hard of hearing would not be the same as those who only had the deaf learners in their classes because the hard of hearing need speech and the use of hearing aids and also that the needs of the learners will differ according to the type of disability the learners have. Hearing-impaired learners should never be treated the same because different hearing loss needs different mode of communication and teaching methods.

5.4 Appointment of a Special Education Needs Coordinators (SENCOs)

The study revealed that schools had not appointed SENCOs. A SENCO is a very important officer in the area of special education who is supposed to co-ordinate issues of special education in schools. The officer is supposed to be a trained special education teacher and should be in the IEP and the school assessment committees. Failure to have SENCOs can lead to learners with special educational needs not to be identified in schools.

Every school is supposed to have a teacher who coordinates special education issues. This teacher who is commonly known as a Special Education Needs Coordinator (SENCO) is supposed to ensure that issues of special education are well handled in the school. This view is supported by Farrell (2009) who postulates that the SENCO links workers or the subject specialists and the literacy and numeracy co-coordinators, together with external specialists and should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The study revealed that most School Administrators had not appointed a Special Education Needs Coordinator (SENCO) for their schools. This finding is sad as it implies schools do not have an officer who coordinates issues of special education. The SENCO is an important officer who needs to work with the school authorities in the area of special education. The SENCO must have knowledge in special education and is expected to train the administrators and teachers in how to identify, screen, assess and assist learners with special education needs. Failure to appoint a SENCO will affect the provision of quality education as teachers will not know how to identify and help the learners that need assistance.

Schools should ensure that they appoint a SENCO who can coordinate issues of special education. The DEBS office has an officer who is delegated to look at issues of special education and this officer must ensure that all schools appoint SENCOs.

5.5 Teachers' and Administrators' qualifications

The study revealed that the teachers and administrators were qualified enough for them to perform effectively. The majority of the officers had diploma qualifications. Officers' qualifications are very important in the delivery of education. This is because different teachers are taught different ways of handling the learners according to the age and level of education. Learners with special educational needs are supposed to be handled by specially trained teachers who are given the competences of handling such an area. This view is shared by Farrant (1988) who claims that teacher's professional qualifications and their performance in the classroom is one of the most critical factors in improving student learning. He further emphasised that the professional skill of the teacher establishes a productive atmosphere from the start by means of good organization and careful planned teaching structures. A well trained and motivated teacher would definitely perform better than one with low qualifications.

Teachers' qualifications are very important especially when teaching learners with disabilities like the hearing impaired learners. It is very important that the hearing-impaired learners are handled by specialist teachers who have the right qualifications. This is because they need to know the strategies of handling the learners and also how to communicate with the learners. Boekaerts (2002) is in support of qualified teachers in education as he claims that there are some theoretical aspects of learning which scaffold classroom interaction which a teacher should know and understand and this can only be attained through training. He claims that learning is not just limited to knowledge acquisition as learners need to be equipped with appropriate skills for learning to be successful. This is the same view shared by Matt (2013) who claims that teachers not only need qualifications but need to continually reflect on their practice and update their skills.

It is therefore very important for the hearing-impaired teacher to be qualified and be up to date with new technologies in pedagogy of handling learners with special educational needs like the hearing-impaired and also to always be abreast with the latest information on handling the learners.

5.5.1 Staffing

School administrators, ordinary teachers and specialist teachers all claimed that the special schools and special units were not adequately staffed. This was causing teachers to be ineffective as they handled many learners.

A school with hearing-impaired learners is supposed to be well staffed. The Ministry of Education through the Standards and Evaluation Guidelines document of 2015 has indicated that, a class of learners with special education is supposed to have a maximum of 5 learners. Therefore, schools with hearing-impaired units are supposed to be well staffed if quality education is to be provided. The study discovered that nearly all the special education units for the hearing-impaired were not adequately staffed. This means specialist teachers were being overworked and were likely not to teach effectively. This is the same view shared by Juma (2011) who pointed out that human resource as a factor of production is affected by the adequacy and quality as reflected by level of training and motivation. Teachers handling high numbers of learners are usually demotivated and this affects their performance and output. This ultimately affects learner performance. Dembele and Mario (2003) postulate that high student teacher ratio implies that the teacher will not pay attention to all the learners and this

leads to teachers using teaching methods which are not beneficial to learners and this affects learner performance. The schools/units with hearing-impaired learners need other support staff if quality education is to be provided. The schools/units need sign language translators, cooks in boarding schools, school nurses in a boarding school and sanitary officers. Failure to have the support staff in place makes the learning environment very un conducive for learning.

School administrators, ordinary teachers and specialist teachers all claimed that the special schools and special units were not adequately staffed. This was causing teachers to be ineffective as they handled many learners. Quality learning can only take place if the teacher-pupil ratio is low. Otherwise, if the teacher pupil ratio is high, the quality of education can be compromised.

The District Education Board Secretaries must ensure that schools with learners with hearing impairment are adequately staffed with hearing-impaired trained teachers. They should also ensure that specialist teachers are not misplaced as in many cases, specialist teachers are sent to schools where they are made to teach in the mainstream which already have adequate staff compared to those found in special education. The Ministry of Education has trained a lot of specialist teachers who are not practicing because of misplacements.

5.5.2 Specialist Teachers training in teaching the Hearing-Impaired

The hearing impaired learners are supposed to be taught by specialist teachers especially those trained in handling the hearing-impaired learners. This is because the teacher needs to understand the learners and also know how to communicate in sign language which is the main language of the hearing-impaired. This view is in agreement with Chantamani (1992) who is of the view that children with special education needs should be handled by a teacher who has a clean concept of special education because the education of exceptional children either in special schools or integrated education set up depends on the efficiency of the teacher. Horton (1988) postulates that quality education depends more on trained teachers, administrators, and availability of materials and books. The study findings revealed that eighty eight percent of the specialist teachers handling the hearing-impaired learners were well trained in handling them.

The study revealed that out of the twenty five specialist teachers, twenty two specialist teachers claimed they had been training in handling the hearing-impaired learners while three said they had no training in handling the hearing-impaired learners. It is very important that teachers teaching the hearing-impaired learners are trained in teaching them. Failure to provide the hearing-impaired learners with trained teachers in the area of hearing impairment will compromise the quality of education to be offered to these learners. The study also revealed that out of the twenty school administrators, sixteen of them had no training in issues of special education while four of them had been trained in issues of special education. It is very important that school administrators heading schools with learners with disabilities are trained in special education. This allows the school administration to take into account the learners with disabilities when planning and budgeting for the school.

It is very important that the school administrators in schools where there are special units have training in special education. This is because their attitude towards the learners may change with their understanding of the learners. Poor attitude towards the learners with special educational needs at times is due to non-understanding of special education. Lack of training in special education makes administrators lack confidence in running special education institutions. This view is consistent with Howard and Orlansky (1988) and Shea and Bauer (1994) who claimed that administrators and teachers do not receive adequate training in special education and thus they are not confident to handle the pupils with special educational needs. The study revealed that the majority of school administrators eighty percent (80%) had no training in issues of special education while only twenty percent (20%) were found to have had some training in special education. It is important that the School administrators running Special Education Schools and Units have some knowledge in special education. It is even more advantageous when the administrators are trained in special education especially in handling the disabilities at the School or Unit they are running. Having knowledge in special education in many cases make the administrators pay attention to the special education learners as they may always have them in their minds as they plan, budget and assess the learners at their institutions of learning. The Ministry of Education must have a deliberate policy of appointing only those with special education background to head schools with special education units.

5.5.3 Specialist teacher's number of years spent teaching the Hearing-Impaired

Teachers experience is very important in teaching. Experienced teachers know how to handle the learners as they have been teaching for a very long time. Experience is especially important in teaching the hearing-impaired learners in that an experienced teacher could know to handle a challenging case as he/she could have come across the same case before. An inexperienced teacher depends on what they read while an experienced teacher uses both book knowledge and experience. Inexperienced teachers also tend to fear handling some disabilities because of lack of experience and confidence. This view is the same view shared by Avramidis et al. (2000) and Garner (1996) who indicate that research has found out that many newly qualified teachers entering the professional arena perceive themselves as ill-equipped to teach the pupils with disabilities. Teaching experience however should be seen in the examination results as an experienced teacher is expected to produce good results. This view is shared by Harbison and Mayer (1964) who claimed that the performance of a teacher as reflected by level of training and teaching experience will determine the quality of grades attained in the examination. It is therefore very important that specialist teachers are made to teach the hearing-impaired learners so that they can gain experience.

5.5.4 Capacity Building for specialist teachers

The study revealed that all the twenty five specialist teachers were not considered for any capacity building trainings in the latest pedagogical issues and that issues of special education are never discussed in teacher group meetings.

Capacity building is very important for all teachers. It is through capacity building that teachers come to know about the new innovations in pedagogy as the teaching profession is constantly change because of new technology coming up all the time. This is the same view shared by Kaplan (2000) who indicated that capacity development is a process of change and management transformation. He claims that people's institutional and society's capacities change over time and thus the need to focus on what development policies and investments work best to strengthen the abilities, networks and knowledge base.

The Educational Initiatives a Non-Governmental organization working in India stated that teachers have one of the most demanding vocations in the world and that in order to fulfill their important roles with excellence, they need training, motivation as well as regular mental, emotional and spiritual rejuvenation. Teachers feel recognised and get motivated

when they attend workshops and acquire new knowledge. Without capacity building, teachers get frustrated and demotivated as they keep on doing the same things time and again. However, the study revealed that specialist teachers are left out of capacity building workshops and school administrators only consider teachers from the ordinary classes when attending workshops on different issues pertaining to pedagogy.

This lack of capacity building has an effect on the provision of quality education as without it teachers are left out in the learning of new innovations in education. Ordinary and specialist teachers need to meet and share knowledge with specialist teachers assisting in issues of how to handle learners with disabilities. It is important that all teachers know how to handle all the learners. This is the same view shared by UNESCO (2001) who observed that teachers need more than the knowledge of the subject as they need to understand and know how to handle different learners.

It is very important that specialist teachers are considered for capacity building just like the other teachers. This is to enable them to move in tandem with the latest issues in pedagogy and technology. The DEBS offices and schools should ensure that every capacity building exercise is attended by teachers who handle learners with special educational needs.

5.5.4.1 Discussion of disability in teacher group meetings

Schools are expected to have teacher group meetings as part of their continuing professional development (CPD) in schools. These teacher group meetings are avenues used by teachers to share professional information. The study revealed that disability issues are never discussed in teacher group meetings. This revelation is very important as it justifies the poor attitude towards disabilities by the teachers. Disability issues are supposed to be discussed in teacher group meetings as there is no class where there are no learners with special educational needs.

Disability is one very important issue that schools must discuss in their teacher group meetings. It is even more important for schools that have learners with disabilities like hearing impairment to always discuss ways and means of assisting learners. Teachers in schools having hearing-impaired learners need to learn sign language and they can only do so in teacher group meetings. The School Special Educational Needs Coordinator (SENCO) should together with the Specialist teachers take advantage of teacher group meetings to share knowledge on special education issues. Schools which discuss disability issues in their

teacher group meetings are likely to have attitude change towards the hearing-impaired learners than those which do not. School head-teachers in schools with learners with special educational needs must ensure that all teachers attend teacher group meetings and that special education issues are discussed. Many professional issues are discussed in teacher group meeting and specialist teachers should be taking advantage of such meetings to share information about learners with special educational needs. Teachers should be acquiring the latest information all the time and they should never remain behind in what is happening in education. This is the same view taken by Okumbe (2001) who encourages managements that they have no choice but to train teachers as competences of employees will never remain the same because factors like curriculum change, technology change and transfers and promotions will always take place.

Issues of disability are very important and need to be discussed at school level especially during teacher group meetings. School administrators must ensure that issues of disability are discussed in teacher group meetings. This is because disability can happen any time and all teachers and learners are all potentially disabled. It is also very important that teachers are made aware that there are some learners who do not have physical disabilities but have learning difficulties and thus also need special attention.

5.6 Suitability of the current curriculum for learners with hearing impairment

A curriculum is said to be a set of courses and their content offered at a school. According to Farrant (1991) the term curriculum refers to that set of decisions about what is taught and how it is taught, that determines the general framework within which lessons are planned and learning takes place. The researcher therefore sought to find out the suitability of the curriculum to the learners with hearing impairment. All the twenty five (25) specialist teachers claimed that the current curriculum is not suitable for the hearing-impaired learners.

The study found that specialist teachers had reasons for their views on the unsuitability of the curriculum for the hearing-impaired learners. They gave various reasons as to why they thought the curriculum was not suitable for the hearing-impaired learners. The Resource materials for School Inspectors (1998) suggest that when coming up with a curriculum, room should be given to look at the needs of learners with disability and also considering the culture, customs and traditions of both the country and the region. Specialist teachers claimed that the current curriculum was tailored for the hearing learners and not the hearing-impaired

learners because in many cases the curriculum did not aim at meeting the individual learners but a group of learners. The curriculum is designed in such a way that the learners suit it while the opposite is in special education where the curriculum should suit learners.

The current curriculum does not look at learners with disabilities who because of their conditions are slow and in many cases take time to finish the syllabus. This is the same view taken by Chantamani (1992) and Brennan (1985) who claim that pupils with disabilities face more time pressure and are affected by their disabilities which delay their learning. They claim that the learners with disabilities find themselves being forced into the pattern of curriculum suited for the able bodied and that a special curriculum should be designed to match the needs of learners with disabilities. This is the same view shared by the Ministry of Education, Science, Vocational Training and Early Education in the Revised Curriculum Document who are of the view that learners with severe disabilities and the intellectually challenged need an alternative curriculum. Florian (2007), postulates that the purpose of the curriculum must be to serve the learners for who it is designed. This is the same view shared by EFA Global Monitoring Report (2005) which calls for a curriculum which should as far as possible respond to the needs and priorities of the learners, their families and communities.

It is very important that officers in the area of special education at the Curriculum Development Centre (CDC) develop an alternative curriculum for those learners with intellectual disabilities and those with severe disabilities as per the recommendation in the revised curriculum. It is hoped the curriculum to be developed will fit the learners with disabilities.

5.7 Planning for the hearing-impaired learners

Planning is very important in our everyday life. It is even more important for institutions of learning as it makes them run their institutions in an organised and coordinated way. The school system must always prepare their annual work plans and the Parent Teachers' Association must plan how they were going to implement their projects. It has always been said that, "failure to plan is planning to fail," and if the school system fails to plan, then they will definitely fail to run effectively as they will face a lot of challenges on the way. This is the same stand taken by Mbiti (2007) who claims that educational planning is problem prevention as it minimizes the magnitude of an educational problem likely to be encountered at some point. In teaching, planning is very important as it makes the teacher teach in an

organized manner. It enables the teacher to know what is to be taught and how it will be taught. Gilbert (2007) is in support of this view and claims that lesson planning gives the teacher a bird's view of things to be taught and learned every day.

The study revealed however that all specialist teachers do not prepare IEPs for their learners. Planning is a necessity for all teachers at all levels. You cannot teach if you have not planned what to teach. It is therefore very important that school administrators ensure that all their officers are planning their work and that learners are learning what has been planned by their teachers. Failure to plan is said to be planning to fail.

5.7.1 Inadequate Teaching Time

One area of concern in the teaching of the hearing-impaired learners is that of time. Time is very important as learners with disabilities need a lot of time to accomplish their individual and group tasks. The study sought to find out whether specialist teachers had enough teaching time.

The hearing-impaired learners by the nature of their disability need a lot of time for learning. They use too much energy to comprehend what the teachers are saying and it is also very tiring for teachers to sign for a long time. This is in line with the views of Mercer and Mercer (1989) who claim that good teaching is a difficult job which requires a lot of both physical and mental energy but that students can bring enjoyment to teaching. A good teacher must always enjoy his/her good work. The teacher should therefore not be limited by time if he/she has to achieve an intended objective. The teacher is the pupils' role model. He/she must be captivating and humorous. The teacher according to Winkler (1999) is the first to notice pupils with learning difficulties and can give advice on how to manage them and how much time each learner requires to learn. However, it was revealed from the study that most of the teachers spend less than four (4) hours per day on teaching the hearing impaired learners. The National assessment Survey (2008) a Ministry of Education document also pointed out the importance of enough learning time. It claims that pupil- teacher contact time remains very low in Zambian schools and suggested that the Ministry of Education and specifically the Directorate of Planning determines how it can increase the pupil-teacher contact hours. This is worse for hearing-impaired learners who need more learning time. In many cases, the hearing impaired learners use the same rooms with the hearing thus affecting their learning time as they need to leave room for the hearing learners to use the same room.

Defining Quality in Education a UNICEF publication (<http://www.UNICEF.org/education/files/QualityEducation>) claims that the quality of a school and teaching is higher in schools that are able to make efficient use of the available time of its teachers and pupils. It claims that, “whether a teacher uses traditional or more current methods of instructions, efficient use of school time has a significant impact on student learning and teachers’ presence in classroom is the starting point.” It is also very important that the hearing-impaired learners are given a lot of time for explanations during their learning time. Further, the hearing-impaired learners just like other learners with special educational needs need individual attention as they learn at their own pace. Schools must ensure that the hearing-impaired learners are given enough time for learning. Specialist teachers need a lot of time to attend to individual learners. When time for learning is not enough, it compromises the quality to be offered.

5.7.2 Teaching methods used to teach the hearing-impaired learners

The study investigated the effectiveness of teaching methods used by teachers in teaching learners with hearing impairments. Specialist teachers must use teaching methods that may benefit their learners according to the disabilities of the learners. They must not use the same methods. The methods may also depend on the subject they are teaching. The study revealed that all the ordinary teachers claimed that specialist teachers were using the same teaching methods they use when teaching the hearing learners. This revelation by ordinary teachers is retrogressive to the provision of quality education as a teachers should use the same teaching methods for the ordinary learners and for those with special education needs. In many cases, ordinary teachers use lecture method most of the time while specialist teachers who are supposed to teach individuals cannot use the same method, lecture method is for a group of learners and not for individuals. There are many teaching methods that you may use when teaching the hearing-impaired pupils. Some of the commonly used methods beneficial to the hearing-impaired are;

Task analysis

This method is very beneficial especially to slow learners. This method according to Kirk et al. (2006) breaks down complex tasks into simpler component parts. It is easier for the children to learn simpler tasks than learning things as a whole.

Outing lessons

The learner is made to learn by getting the actual knowledge on the spot. The hearing-impaired learners learn more by seeing. The outing lessons bring the real world closer to the children and they understand better when they are taken to a place where they can learn from.

Demonstrations

Pupils learn better when they see the teacher do something and are allowed to show it to others. Demonstrations make the pupils put in practice what they see. They are also easy to correct and seek advice. The study revealed that specialist teachers were using the same teaching methods used by ordinary teachers.

Role play

In role play, the learners are made to play certain roles which bring real life information to them (learners) and the learners are made to be very innovative as they are made to imitate and make good use of the situation at hand.

Question and Answer

The question and answer method is very beneficial to hearing-impaired learners as they are made to answer leading questions. The questions asked to specific issues related to what is being taught and are therefore highly learner participative

Collaborative

Collaborative method allows learners to work in groups. Learners work well when they learn in groups where they are very free to share their ideas. The role of the teacher is that of a facilitator who goes round helping learners with questions.

There are many methods teachers can use to teach the hearing-impaired learners. The method used depends on the type of learners the teacher handles. However, the study revealed that; of the twenty five specialist teachers, two claimed they used mostly outing lessons to teach the hearing-impaired learners, three claimed they used question and answer method when teaching the hearing impaired learners, four claimed they used inquiry method, six claimed they use group-work while ten claimed they used lecture method when teaching the hearing-impaired learners.

All the four ordinary teachers claimed that the teaching methods used by specialist teachers were not different from those they used and of the twenty school administrators, five claimed that specialist teachers mainly use question and answer method, three claimed the teachers use group-work while twelve claimed that specialist teachers use lecture method. However, thirty hearing-impaired learners claimed that specialist teachers use a variety of methods when teaching them while ten claimed that their teachers did not use a variety of methods when teaching them. Teaching methods employed in teaching the hearing-impaired learners are very important in their education. Teaching methods contribute to effective teaching and teachers should use the methods which they believe their learners will benefit from. It is only good teaching methods that ensure the provision of quality education. A study done by Nambuya (2013) is in support of the view that teaching methods can lead to the provision of quality education and good performance as her study revealed that teaching methods affect the academic performance of the learners.

Teaching methods used by teachers when teaching are very important. There are many teaching methods used by teachers in teaching different learners. It is however very important that specialist teachers handling learners with hearing impairment employ methods that will benefit the learners. The hearing-impaired lack hearing and therefore benefit from the use of methods that involve them. Methods like; task analysis, demonstrations, outing lessons, question and answer, role play and collaborative all involve the learners in doing one thing or another.

It is the role of the teacher to employ methods that they think can benefit the learners. For the specialist teachers handling individual learners, it is important that they know the learning styles of their learners before they choose the teaching methods to employ.

5.7.3 Teaching and learning material

The hearing-impaired learners need a lot of teaching and learning resources as they depend on sight when learning. Teaching and learning resources help to cement what is taught on the minds of the learners and improves the quality of teaching. This is the same view shared by Modi (2013:36) who stated that the quality of teaching and learning materials directly impacts the quality of teaching. Muzata (2013) claims that, teachers of the hearing-impaired need support materials to help them relay information to the hearing impaired learners. It is not possible in many cases for the hearing-impaired to be taught without teaching and

learning resources as they need to see and touch the teaching and learning resources. Teaching without teaching and learning resources is not an effective way of teaching especially for learners with special educational needs.

The study revealed that special education schools and units are not receiving sufficient teaching and learning resources. The failure to provide teaching and learning materials to the hearing-impaired learners affects the quality of education being provided. Hearing impaired learners need a lot of teaching and learning resources when learning and when these resources are not in place, effective learning does not take place. This is the same view shared by Modi (2013) who reported that teaching and learning materials play a significant role in enhancing teacher's lesson preparation and class delivery. He further claims that a study by University of Nairobi's department of Education Administration found that teaching and learning materials motivate learners by supporting the learning process as some learners enjoy learning when teaching and learning materials are used resulting in good student achievement.

The Ministry of Education must ensure that special schools and units are provided with all the teaching and learning resources needed for effective teaching and learning to take place. This view is in agreement with that of Ndonyo (2007) who recommended that the Ministry of Education must provide schools with the necessary teaching and learning aids and all supportive services must be provided to schools.

The Ministry of Education should ensure that schools are provided with all necessary teaching and learning support for effective teaching and learning to take place. This lack of teaching and learning resources is an abrogation of the rights for the learners to receive quality education by the schools and the education system. The study also revealed that most of the educational materials in use in special education institutions for the hearing-impaired are tailored for the hearing learners because in almost all cases, the materials are not translated in sign language. The textbooks, maps, wall charts and other materials are only written in English or the local languages but not in sign language. The learners have to wait for someone to translate the materials in sign language. It is important that all the materials in use are translated in sign language if the hearing-impaired learners are to benefit from them. The current situation does not benefit the learners especially if they are reading on their own.

The study revealed that the majority of hearing-impaired learners and specialist teachers were of the view that the educational resources and materials were not suitable for teaching and learning of the hearing-impaired learners. It is very important that for quality and effective education to be provided, suitable educational resources and materials are provided to the learners. This lack of suitable teaching and learning materials has led to the provision of sub-standard education to the hearing-impaired learners and thus affecting their academic performance.

The study also revealed that all the twenty five specialist teachers claimed that they did not have sufficient teaching and learning resources to enable them teach effectively. All the forty ordinary teachers claimed that their schools did not receive enough teaching and learning materials. Four Guidance and Counselling teachers claimed that their schools were providing enough teaching and learning materials for the hearing-impaired learners while six claimed that their schools were not providing enough teaching and learning materials for the hearing-impaired learners. The study also revealed that of the forty hearing-impaired learner respondents, fifteen claimed that the educational resources and materials were suitable while twenty five claimed that the materials were not suitable for them. All the twenty five Specialist teachers claimed that the teaching and learning materials were not suitable for the hearing-impaired learners.

Teaching and learning materials are very important in the education of learners especially those with hearing impairment. It is important that teachers always use teaching and learning materials in all their lessons if they are to meet the needs of their learners. Teaching and learning materials are a pre-requisite for provision of quality education especially for the learners with hearing impairment. Every teacher is expected to use teaching and learning materials no matter the type of learners one is handling.

5.7.4 Procuring of Specialised Equipment/Assistive Aids

The study findings revealed that all the twenty five specialist teachers and twenty school administrators claimed that schools had not bought hearing aids and /or any other specialised equipment for the hearing-impaired learners. Institutions for the hearing-impaired need specialised equipment like audiometers, hearing aids, visual aids and speech mirrors. Speech mirrors are used in speech training and are very important for learners with speech problems. The hearing-impaired also need to be taught using television and video machines where they

can follow what is being taught using recorded lessons. Specialised equipment facilitates quality learning. This view is shared by Brennan (1988) who postulates that some specialised equipment in use for pupils with special needs is almost entirely facilitating; its main use is to give the pupils access to a form of communication or an area of curriculum. This is in agreement with the views of Ministry of Education (2003) which claims that with appropriate auditory aids, deaf and hard of hearing pupils can be as effective and capable as their hearing peers. All the hearing-impaired learners need for effective learning is a captivating environment, specialized equipment, appropriate teaching and learning aids, appropriate curriculum and specialist teachers. For the hard of hearing who need hearing aids, the study revealed that special schools and units had not bought hearing aids for the hard of hearing or any other special equipment for the hearing-impaired. The study also revealed various reasons for the failure to buy the special equipment.

The study also revealed that there were many reasons why schools did not procure specialised equipment. The reasons ranged from administration not being concerned, pupils not being screened, hearing aids being expensive to hearing aids not being found in shops. It is important that the school system plans for the hearing-impaired learners as the failure to provide them with their basic needs is an abrogation on their right to receive quality education. The schools should strive all the time to find hearing aids as these are necessities for the hard of hearing learners to learn effectively.

It is very important that specialised equipment is procured for the learners with hearing impairment. The specialised equipment assists the learners in learning and the teachers in teaching effectively. Some of the specialised equipment like hearing aids are learner specific. However, some of the equipment can be used to teach many learners at one time.

5.7.5 Provision of textbooks

Collins English dictionary (2014) defines a textbook as a book used as a standard source of information on a particular subject. Textbooks are therefore very important as they make a learner aware of what is to be learnt and how it can be learnt. Textbooks also help the teachers in knowing what is to be taught and how it should be taught. The study sought to find out whether the hearing-impaired learners had text books and the pupil: book ratio. The study found that most of the schools had textbooks for the learners.

Textbooks are very important in the education of a Zambian learner. This is because most of the content of the curriculum is found in textbooks. The majority of learners including those with hearing impairments use text books in their education. Textbooks are therefore very important to the hearing-impaired learners. This is the same view shared by Altbach (1983) whose view is that nothing has ever replaced the printed word as key elements in the educational process. Thus, as a result, textbooks are central to schooling at all levels.” He emphasizes that when textbooks are available, instructional time is not wasted as when teachers and students copy text on or off the blackboard. Studymode (2011) states that textbooks are very important as they can be excellent teaching aids for both teachers and learners. It however points out that relying on textbooks can be a disadvantage as some textbooks become outdated.

The pupil book ratio is very important for learners with hearing impairment and learners with disabilities in general. This is because learners learn at different paces and it is important that each learner has a textbook to oneself. This also makes the learners not to disturb their fellow learners. It is therefore very important that school authorities try by all means to ensure that the pupil book ratio is good if quality education is to be provided.

5.7.6 Textbooks bought by the PTA for hearing-impaired learners

Text books are very important in learning. The study sought to find out whether PTAs bought text books for the hearing-impaired learners. It was revealed from the study that the majority of Parent Teachers’ Association members had not bought textbooks like readers and other text books for hearing-impaired learners. However, because of the small numbers of the hearing-impaired learners, they were benefiting from what the schools were receiving from the Government and the PTA were procuring for the schools. However, because of the small numbers of the hearing-impaired learners, they were benefiting from what the schools were receiving from the Government and the few the PTA were procuring for the schools. The hearing-impaired learners as earlier mentioned learn more by seeing and thus they need a lot of reading materials. The role of parent teachers’ associations is to compliment the Government in the provision of quality education and buying of textbooks is one of the activities they can undertake.

The procurement of textbooks should not be left to Government alone. The PTAs are mandated by parents to assist schools improve their performance. The hearing-impaired learners as earlier mentioned learn more by seeing and thus they need a lot of reading materials. The role of PTAs is to compliment the Government in the provision of quality education and buying of textbooks is one of the activities they can undertake. Parents contribute through PTAs and this contribution helps in improving learner performance. This is the same view shared by Linda Hinkle at www.livestrong.com/article/212838-the-importance-of-parent-involvement-in-e... that, research findings overwhelmingly indicate that parent involvement not only positively affects student achievement, but it also contributes to higher quality education and better performance of schools. It can therefore be speculated that the more parents get involved in the education of their children, the more the school performance improves.

PTAs should procure books for the hearing impaired learners the same way they procure for the hearing learners. School administrators must always ensure that as PTA is procuring textbooks, the hearing-impaired learners are taken care off.

5.8 Adequate funding for the hearing-impaired learners

All the twenty school administrators in the study claimed that they do not receive specific funding for learners with hearing impairments. The only funds they receive are for school requisites for the whole school. This lack of funding implies school administrators cannot procure necessities that are required by the hearing-impaired learners for them to access quality education. The study also revealed that there is no specific fund set aside for the procurement of teaching and learning resources. It is however important that the Ministry of Education allocates funds for the procurement of teaching and learning materials in special education institutions. This is because special education institutions need to procure special equipment which is very expensive.

The policy of the Government is that learners attending primary schools are exempted from paying school fees. The majority of special education institutions in North-Western province are found in Primary schools. This literally means primary schools only source of funding are school grants sent by the Ministry of Education which are not adequate and PTA funds collected by the school on behalf of PTAs. The funds which schools receive are already attached to specific activities and school administrations have to follow given guidelines on

the use of money and it is inadequate. This is the same view shared by Meki (2005) who carried out a study in Lusaka to ascertain the impact of the grants given to Lusaka schools in the provision of quality education. Lack of funds entails schools failing to procure the needed requisites for effective teaching and learning. Limuli (2009) states that adequacy of financial resources enables a school acquire other facilities. The study revealed that the grants were not enough to warrant quality education.

It is important that the Ministry of Education fund schools adequately. Schools can only improve learner performance if they are able to procure learners' necessities. It is even more important that schools with special education units are given a separate fund for the learners with special education. This is because the needs of learners with special education are different from those in the mainstream.

5.8.1 School Administrators budgeting for the hearing impaired learners

One of the most important duties of the school head-teacher is that of annual planning and budgeting. This is an activity that attaches financial resources to planned activities. This is very important as the school operations are not disrupted and the school runs in an organized manner. In budgeting for the school requisites, the head-teacher through the financial committee should take into consideration the needs of the learners. It is important that specialist teachers present their requirements for consideration during budgeting. Hearing-impaired learners need a lot of provisions for them to learn effectively. Failure by the head teacher to provide the necessary needs to the learners will affect the quality of education they may receive. This view is shared by house of Commons 9th report which states the roles of head teachers as those of: Strategic directing of the school, ensure teaching and learning is taking place through monitoring and evaluation of the quality of work, leading and managing staff, effective deployment of staff and resources; and account for the efficiency and effectiveness of the school to the governors and others, including pupils, staff, local employers and the local community. It is the role of the head teacher to ensure that the school plans and budgets for the hearing-impaired learners.

In order for the hearing-impaired to be catered for by the school system, they need to be budgeted for effectively taking their special needs into consideration. It must be understood that special education is more expensive than ordinary education. This is so because in special education everything is individualised. However, the study revealed that all the

specialist teachers did not think school administrators budget for the hearing-impaired learners. This was because they did not see anything that the schools purchased specifically for the hearing impaired learners. Whatever the schools bought were for the learners in the ordinary classes and the hearing-impaired learners benefitted as a by the way.

It is the duty of the head teacher working with the school finance committee to budget for the learners with special educational needs. It is also very important that the school finance committee has a specialist teacher who can advise the committee on the needs of learners with special education. It is therefore very important that the school administrators ensure that the school finance committee includes a specialist teacher.

5.9 Mode of communication used when teaching the hearing-impaired

The study revealed that the majority of specialist teachers were using sign language when teaching their learners. However, the revelation that teachers are using sign language because the hard of hearing learners are not provided with hearing aids and thus they are also taught in sign language. The specialist teachers should however try by all means to use total communication which can benefit all learners in the class when teaching.

Communication is very important in education. Teachers need to know their learners and their preferred mode of communication. Learners at times fail because teachers use wrong modes of communication. This is very important especially to learners with hearing impairments who cannot benefit from verbal communication. This view is shared by Dembo (1994) who claims because language plays such important role in school learning, one can understand why hearing-impaired children frequently have academic problems. Teachers of the hearing-impaired are encouraged to use sign language if all the learners are deaf. They should however use total communication when they have a mixture of deaf, hard of hearing and the deafened learners in their classes.

Hearing impairment is a broad term. This term implies the loss of hearing. We find three groups of people within hearing impairment. These are; the deaf who were born deaf and cannot hear any sound, the deafened who were born hearing but have lost hearing along the way and the hard of hearing who have residual hearing and can get sound very well when provided with a hearing aid. The mode of communication in a classroom of the hearing impaired will therefore be determined by the type of hearing-impaired learners the class has. The hearing-impaired learners are communicated to in sign language, oral language or total

communication. Sign language is a language in which signs, facial expressions and gestures are used to convey information and benefits the deaf. Oral language is the use of speech and it benefits the hard of hearing and the deafened. Most of the classes for the hearing-impaired learners have the deaf, deafened and the hard of hearing. The teacher therefore has to use both speech and sign language. This combination is called total communication. It is therefore very important that the teacher knows his/her class very well before choosing the communication method to use.

It is therefore very important that specialist teachers know all their learners and their preferred mode of communication when teaching them. Using a wrong mode of communication will impact negatively on the learner. Teachers of the hearing-impaired are encouraged to use sign language if all the learners are deaf. They can however use total communication when they have a mixture of deaf, hard of hearing and the deafened learners in their classes.

5.9.1 Ordinary teacher's communication with the hearing-impaired learners

When asked on the mode of communication ordinary teachers used when communicating with the hearing-impaired learners, all the forty ordinary teachers responded that they did not communicate with the hearing impaired in sign language. Teachers teaching in schools that have hearing-impaired learners are expected to know basic sign language. This is important because the hearing-impaired learners need assistance not only from their teachers but also from all the teachers at their school. Lack of knowledge in sign language will hinder the rendering of assistance to the hearing-impaired learners. The study results show that ordinary teachers do not communicate with hearing-impaired learners due to lack of knowledge of sign language. A hearing-impaired learner just like any other learner is supposed to learn from all those who have more knowledge than them. The reason given by the teachers was that they did not know the language. This finding is in agreement with Kauffman (1993) who claimed that a research carried out in the United States Of America (USA) established that ordinary teachers in the mainstream did not agree with the inclusion because they felt ill prepared to handle children with disabilities. The study findings therefore implied that the hearing-impaired learners had a limited source of information as they could only get the information from their own teacher and not the other teachers. It is important for all the teachers and administrators found at a school or hearing-impaired unit that has hearing-impaired learners to learn sign language so that they can help and communicate with the

hearing-impaired learners. This can be done through continuing professional development in teacher group meetings.

It is important that schools with learners with hearing impairments ensure that all the teachers at the school are taught basic sign language by specialist teachers, this can be done during teacher group meetings. This will enable all teachers to assist the hearing-impaired learners deal with their challenges. This also will help the non-specialist teachers in communicating with the hearing-impaired learners.

5.9.2 Specialist teachers' proficiency in sign language

The researcher studied the proficiency of teachers in sign language. This is because sign language is very important in the teaching of hearing-impaired learners. Specialist teachers' proficiency in sign language is very important. Just like teaching using speech, the teacher is expected to use correct language following all the rules of that language. This is the case with sign language as a teacher is expected to use the correct signs. Using wrong signs will distort the information given to the learners. A specialist teacher of the hearing-impaired should always strive to use the correct signs which will convey correct information. This is in line with Riekehof (1980) who claims that signing is an important skill to be developed for effective and clear communication to take place. There should be proper communication to hearing-impaired learners if they have to learn effectively. The study revealed that specialist teachers were proficient in sign language. This was also confirmed through monitoring teachers by the researcher who used a sign language checklist to check the teachers' proficiency in signing when teaching the hearing-impaired. It is very important that proper signs are used when communicating to enable the hearing-impaired understand as this is their main language. However, specialist teachers need a lot of workshops to learn more in sign language as the language just like any other language is not static but evolving.

Specialist teachers who handle hearing-impaired learners must be proficient in sign language. This is important because they use sign language when teaching learners. They need to practice and improve their language all the time because sign language just like any other language keeps on growing with new vocabulary coming up all the time. The school administration must ensure sign language is one of the topics discussed in teacher group meetings.

5.10 High number of hearing-impaired learners taught

One area of concern in education is that of enrolment. Since the advent of Education For All, a lot of children have enrolled in schools and many teachers are teaching over enrolled classes. The researcher sought to find out the number of learners specialist teachers were handling. Over enrolment affects the teacher: pupil ratio. A teacher is supposed to handle a manageable number of pupils so that the needs of individual pupils are met.

In special education, a specialist teacher has to teach a maximum of five learners if he/she has to be effective. The Ministry of Education document Standards and Evaluation Guidelines (2015:106) states that, a class of learners with special educational needs should consist of 4-5 learners per class. This is because the teacher has to teach individuals instead of a group or a class. However, the study revealed that most of the specialist teachers teach more than three learners. This in itself means no effective learning takes place in most of the classes instead of individuals because when the number of learners is big, the teacher will have to teach all of them as a class as the teacher cannot plan for a lot of learners and attend to them. A teacher has to prepare work for each learner according to the ability of the learner. If a specialist teacher handles more than three learners, effective teaching may not take place and this compromises the provision of quality education.

It is important that specialist teachers handle the correct number of learners. In special education, teachers are supposed to handle an average of three learners. This is because they handle individual learners and not a group and within the same class, you may find learners performing at different levels. Handling many pupils makes teachers teach them as a group and not as individuals. This makes teachers employ teaching methods suitable for groups and not individuals. This view is shared by Michelowa (2003) who postulates that low student teacher ratio means that a teacher will be able to handle fewer students while a higher student pupil ratio will entail a teacher handling more students. He claims this will make a teacher employ teaching methods which are deductive and make student participation passive.

5.10.1 Academic assessment of the hearing-impaired learners

Assessments are used to measure learner performance. There are many different types of assessments but all with a view of promoting learners' performance. This is the same view shared by Sutton (1991) who claims that the aim of assessment is to promote children's learning. Assessment should aim at finding ways and means of assisting learners overcome

the challenges they face. However assessments can be categorised in two; pre and post and this can be done during learning or after a period of time. However, the examinations at the end of the year are not very fair to the hearing impaired learners. The examinations are written in a language of the hearing and not in sign language. This puts the hearing-impaired learners at a disadvantage. All the twenty five specialist teachers claimed that the final examinations at both grade seven, grade nine and grade twelve were not suitable for the hearing-impaired learners. Assessment should aim at finding ways and means of assisting learners overcome the challenges they face.

The hearing-impaired learners are assessed in the same way the hearing learners are assessed. This is irrespective of the level at which the learner is operating at. Schools do not take into consideration the levels at which the hearing-impaired is operating at when coming up with the assessment questions. In special education, learners can be in the same grade but operating at different levels. It is the class teacher who determines whether the learner should progress or not. It is therefore wrong for the learners to be assessed according to the grade level as the results which may be gotten will not reflect the true picture of what is going on in the classroom. It is therefore very important that the hearing-impaired learners are assessed by their class teachers as it is the class teacher who knows what the learner has covered and at what level the learner is operating.

The Journal of Educational Assessment in Africa (2013) urges teachers to use a variety of resources and strategies when assessing as it postulates that there is no assessment method which is fit for all purposes. Schools are therefore urged to ensure that the learners with hearing impairment are assessed by their respective class teachers instead of them writing what the other learners are being examined on. The Ministry of Education should also work on the alternative curriculum for the learners with special educational needs so that the Examination Council of Zambia can assess the learners based on that curriculum. The study revealed that the final examinations were not suitable to the learners with special education especially that it is not written in sign language which is the main language of the hearing-impaired.

It is therefore important that the hearing-impaired learners are assessed in the language that they understand. School head-teachers must ensure that hearing-impaired learners are assessed by their class-teachers who understand and know their work coverage. Assessments are supposed to be based on what has been taught. For learners with hearing impairments, the

assessments given at the end of examination classes are not suitable as in many cases some of the topics on which questions are based may not have been covered by the end of the year by the hearing-impaired learners. It is therefore unfair to the learners to assess them on work they have not covered.

5.10.2 Automatic promotion

A learner is supposed to move to the next level upon satisfying the teacher that he/she is ready to do so. The teacher should only recommend that the learner can progress when he/she is happy with the learners' performance. However, in many cases, learners just move from one level to another upon completion of the year's course. There are two schools of thoughts on automatic promotion. One school is of the view that retaining learners in the same grade due to poor performance may negatively affect the learner. Holmes (1989) claims that retaining a learner in the same grade may lead to stigmatisation which may harm the learner's self-esteem, impairing established peer relationships and alienating the individual from school. However, in special education which believes in individual education, this argument cannot stand as each individual works independently. Koppensteiner (2011) claims that opponents of automatic promotions argue that repetition can improve academic achievement by exposing low performing students to additional teaching and allowing them to catch up on the curriculum and the content of teaching. The study therefore sought to find out whether the hearing-impaired were promoted to the next class automatically. Of the twenty five specialist teachers, 20 of them claimed the hearing-impaired learners are promoted automatically to the next grade while 5 of them claimed that the hearing-impaired learners are not promoted to the next grade automatically.

In the mainstream education, learners are promoted to the next grade every year irrespective of their performance. This idea of automatic promotion has not been very helpful in the education system. This is because it allows learners who cannot cope to proceed to the next grade. This leads to a lot of learners leaving the education system without knowing how to read and write. This view contradicts that of Hendrikz (1994:190) who claims that often the process of educational selection begins at the lowest levels of primary school, only those who make sufficient progress in learning the accepted skills and knowledge should be allowed to go to the next class. The policy in special education is that a learner can only be promoted to the next grade when the teacher is satisfied that the learner has performed to expectations. This means, a learner can be in the same class for as long as the teacher is of the view that the

learner cannot proceed. This information should always be shared with the school administrators and the parents. The study revealed that the majority of school hearing-impaired learners are promoted to the next grade automatically every year. This therefore means that the learners who go to the next grade every year may not have gone to that grade if performance was used as a benchmark for selection. If learners were promoted to the next grade according to performance, schools are likely to have better performing pupils than we currently have. Head-teachers in schools with hearing-impaired units must ensure that only those learners who have performed well according to the class teacher are promoted to the next grade. This way only the learners who are ready will go to the next grade.

The study revealed that there were various reasons as to why hearing-impaired learners were automatically promoted to the next grade. Some of the reasons given were; lack of classrooms, lack of specialist teachers, learners insisting on proceeding to the next grade, head-teachers insisting that the learners proceed to the next grade and parents of the learners insisting that their children proceed to the next grade every year. Though this trend is accommodated in many schools, it has contributed to the poor performance by the hearing-impaired learners as even those who are not ready proceed to the next grade. The effect is seen by the poor results at grades seven (7) and nine (9). There is no excuse what so ever that can be given for promoting a learner to the next grade when they are not ready. It is wrong to promote a learner when he/she is not ready to proceed to the next level. For the learners with hearing impairments, they tend to grasp the information at a slow pace and most of them remain at the same level for a year or two before they can proceed to the next level. School head-teachers and parents must not force the hearing-impaired learners to move to the next grade when they are not ready.

The hearing-impaired learners are not supposed to be promoted automatically to the next grade as it is only the class teacher who can determine whether the learner is ready for promotion or not. Automatic promotions have a negative impact on the learning of hearing impaired learners. This is because they learn at a slower pace than the hearing learners. School administrators should therefore get guidance from the specialist teacher before a learner is promoted to the next grade and this should be done in consultation with the learners' parents.

5.11 Referring of the hearing impaired learners to Guidance and Counselling Teachers

Teachers at which ever level are trained to understand their learners. Teachers are supposed to know that by their profession they are automatically supposed to guide the learners. This is done through their conduct as they are role models. This is the same view taken by Banja (2013) who claims that the teacher conduct has an impact on pupil discipline. It is therefore very important that teachers conduct themselves in exemplary manner so that they can be role models to their learners both inside and outside the classroom. Learners always try to imitate their teachers. Trained teachers are supposed to know or suspect that a learner is facing a challenge. This challenge could be academic or social. As they teach, they are expected to come across different learners who may exhibit different learning styles. It is incumbent on the teachers to know each individual learner in their classes. This helps them to know how they can assist the learners. However, there are some learners they may feel need some assistance from other professionals like the Guidance and Counseling teachers or Optimologists. It is important that such learners are referred to the respective professionals who are able to assist them with professional advice.

In the school system it is important that the teacher tries to help the learner and one way of helping the learner is by referring them to the guidance and counseling teachers who through their skills can assist the learners. Shayo defines guidance as, directing, pointing, leading and accompanying. He claims, Guidance claims that it is saying yes to someone who is asking for help and an invitation of someone who wants a temporary companion along life's way. The hearing impaired learners need a lot of assistance in knowing what to learn and how they can learn. This helps them build confidence and it is the role of the guidance services to assist them. The study however revealed that the majority of Guidance and Counselling teachers do not receive hearing-impaired learners referred to them by specialist teachers. This meant teachers in most schools are not working as a group and that the school systems do not have special education committees that are mandated to assess and recommend for professional advice in consultation with the schools' Special Educational Needs Coordinator (SENCO) whose mandate is to coordinate issues of special educational needs. The school system should ensure that the school works as a unit and teachers refer learners who need assistance to the Guidance and Counseling teachers for expert advice.

The study revealed that only one Guidance and Counselling teacher had received a hearing-impaired learner referred to him while nine claimed that they had never received a hearing-impaired learner referred to them. The study also revealed that only one Guidance and Counselling teacher had counseled one hearing-impaired learner while nine claimed that they had never counseled any hearing-impaired learner. However, two specialist teachers claimed that Guidance and Counselling teachers attended to the hearing-impaired learners while twenty three of them claimed that Guidance and Counselling teachers did not attend to the hearing-impaired learners and thirty six hearing-impaired learners responded that they did not get any assistance from Guidance and Counselling teachers while four claimed that they had received some assistance from the Guidance and Counselling teachers. Twelve School Administrators responded that the hearing-impaired received assistance from Guidance and Counselling teachers while 8 of them claimed that the hearing-impaired learners did not receive any assistance from Guidance and Counselling teachers. Twelve of parents of the hearing-impaired claimed that they had never been attended to by the school Guidance and Counselling teachers while four of them claimed that they had received some counseling services. It was also revealed by the guidance and counseling teachers that no parent of the hearing-impaired learners had been counseled by the Guidance and Counseling teachers.

The learners with hearing impairment need counseling so that they understand themselves and their needs. It is therefore important that the school guidance and counseling department offer the services to the hearing-impaired learners and their parents. This helps in the provision of the needed education to these learners.

5.11.1 Record keeping of the hearing-impaired learners' information by Guidance teachers

The study tried to find out whether guidance and Counselling teachers keep records of the hearing-impaired learners. Two Guidance and Counselling teachers responded that they had records of the hearing-impaired learners while eight responded that they did not have records of the hearing-impaired learners. However, eight of them responded that they only kept assessment and examination records for the hearing-impaired learners while two responded that they did not keep the records. The study revealed that most of the Guidance teachers did not keep records for the learners with hearing impairments. This revelation is very worrying as the Guidance and counseling teachers are expected to keep all the records of the hearing-impaired learners. One of the duties of a Guidance and Counseling teacher is to keep records

of every learner at a school. The records kept by the guidance and counseling department need to be upgraded all the time so that follow ups can be made on any development. A Guidance and Counseling teacher should understand the different roles they play. They must by all means try to help the hearing impaired learners as that is their role. An article on What Does A Guidance Counselor Do? <http://www.essortment.com/guidance-counselor-do-35976.html> states that guidance counselors are school professionals who specialise in helping students make decisions about their personal and educational needs while providing information about colleges and other life choices.

The Ministry of Education (2004) school guidance service module suggests that the Guidance teacher will be accountable to all information that they receive and that they should ensure that they maintain up-to-date records. The records help in following the performance of the learners be it progressive or retrogressive. The study revealed that eighty percent of Guidance and Counselling teachers in the study kept records of the hearing-impaired learners. It is important that the school system working together with parents finds time to monitor the progress of the learners through the Guidance and Counseling department by checking the records of the learners. It is the duty of Guidance and Counseling teachers to keep assessment and examination records for the hearing-impaired learners and other learners. This is important as it helps them in giving the learners career advice.

Record keeping is very important in education especially when follow ups are supposed to be undertaken. All the officers keeping school records including the Guidance and Counseling teachers should ensure that all the records are well kept and updated. This helps in following up the performance of learners especially those with special needs.

5.11.2 Guidance and Counselling work load

The researcher studied the work load of Guidance and Counseling teachers. This was because Guidance and Counseling is very important to hearing-impaired learners. It was also important to find out whether Guidance and Counseling teachers were full time in the field or they did it as part time and whether Guidance and Counseling was taking place in schools. The study found that all the ten Guidance and Counselling teachers were not full time Guidance and Counselling teachers but only did it on part time basis. However, Guidance and Counseling services were only being offered to the hearing learners. It is however important

that all the learners are availed Guidance and Counseling services as such services improve learner confidence.

5.12 Attitude of parents of the hearing-impaired towards school

Attitude towards something is very important in life. Parents of children with disabilities in many cases feel shy to come out and accept their disabled children. This attitude by the parents is seen in the way they treat their hearing-impaired children. The study found that all fifteen PTA members claimed that the attitude of parents of the hearing-impaired learners towards school was very poor. All the twenty five specialist teachers claimed that the attitude of parents of the hearing-impaired learners towards school was very poor. Twenty five of the forty ordinary teachers also claimed that the attitude of parents of the hearing-impaired learners towards school was very poor while ten Guidance teachers claimed that the attitudes of parents of the hearing-impaired towards school was very poor. The parents of the hearing-impaired learners seem not to care much about the education of their children. This attitude has negatively contributed to the poor performance of the learners. This view is consistent with the findings of Derville (1990) who claims that parents' attitude towards school and towards the child himself/herself will also influence his/her progress. Attitude towards something shapes the behavior of an individual towards it.

The attitude of parents of the hearing-impaired learners towards school has been mostly negative. Very few parents have a positive attitude towards the education of the hearing-impaired. This is in comparison with their attitude towards the education of their hearing learners. There is need to have attitude change towards the education of the hearing-impaired by not only the parents but all stakeholders in education. This negative attitude can be seen from the study findings which revealed that most of the respondents were of the view that the attitude of parents of the hearing-impaired learners towards school was very poor. Most parents do not want to be associated to a child with a disability as they feel stigmatised. This view is shared with Shea and Bauer (1994) who revealed that many parents and brothers and sisters of persons with disabilities suffer from the "Courtesy stigma"

It can therefore be seen that the attitude of parents of the hearing-impaired learners who are the major stake holders in the education of their children is deemed to be poor by all the other stakeholders.

5.12.1 Hearing-impaired learner's parents attending school meetings

Parents of the hearing-impaired are supposed to be in the fore front in participating in school activities where their children learn. This will inspire their children and motivate them to attend and participate in school activities as well. It will also make the learners realize that their parents care about their education. This is the same view shared by Harris and Goodall (2008) who claim that the more engaged parents are in the education of their children, the more likely their children are going to achieve academically.

The study revealed that the majority of ordinary teachers, eighty two and half percent were of the view that parents of the hearing-impaired learners do not participate in school activities. Some parents fail to attend and participate in school activities because they think schools only call them when they want to ask for money or when they want them to participate in infrastructure development. This view is inconsistent with that of Farrant (1988) who reported that research observed that in many instances, parents were given an opportunity to participate in the affairs of the school development. However, this was limited mostly to infrastructure development and determination of fees. The school system should strive to involve the parents in activities that are aimed at improving the performance of the learners. This way, the attitude of parents towards attending and participating in school activities will change. The study revealed that 12 hearing-impaired learners responded that their parents did attend school meetings while 28 hearing-impaired learners responded that their parents did not.

It is important that parents of learners with hearing impairments attend school meetings. School meetings are avenues where they can share their experiences with other parents and also where they can contribute towards the education of their children as they would be talking from experience. Parents of the hearing-impaired have firsthand information about their children and their needs and it is only through attending meetings that such needs can be known by school administrators, teachers and other parents.

5.12.2 Attendance of PTA meetings by parents of the hearing-impaired learners

The revelations from the interviews showed that very few parents of the hearing-impaired attended PTA meetings. Two School Administrators and four parents of the hearing-impaired learners claimed that the parents of the hearing-impaired attend PTA meetings while eighteen

School Administrators and twelve parents of the hearing-impaired learners claimed that they did not attend PTA meetings.

Parent Teachers' Association (PTA) meetings are very important. It is in these meetings that parents agree on which projects they would carry out during the year. It is therefore very necessary that parents of the hearing-impaired attend such meetings as it is during the PTA meetings that they can bring out issues of the hearing-impaired learners. However, the study revealed that most parents of the hearing-impaired did not attend Parent Teachers' Association (PTA) meetings. The revelations from the interviews showed that very few parents of the hearing-impaired attended PTA meetings. This failure to attend PTA meetings contribute to lack of information on the hearing-impaired learners as parents of the hearing learners only bring out issues concerning their children. It is important that parents attend PTA meetings and any other school activity. This is because when children realise how involved their parents are and they would not like to disappoint them and so they will work hard. This view is shared by Asuga (2002) who in his study found that children whose parents paid regular visits to check on their progress and attended school functions, performed better academically than those children whose parents never visited and attended school functions.

Parents Teachers' Association (PTA) meetings are avenues where all school issues are supposed to be discussed. It is therefore important that schools that have hearing-impaired learners discuss issues affecting the hearing-impaired learners. The study however also revealed that school administrators do not bring out issues of hearing-impaired learners during Parents Teachers' Association (PTA) meetings. This finding implies that Parents Teachers' Association in many cases have no knowledge about the needs of the hearing-impaired learners as there are no people who bring them out during meetings. It therefore means that very little is done to assist the hearing-impaired learners as their challenges are never known by the PTAs especially in schools where the school administration has a negative attitude towards special education or children with special educational needs. The study revealed that PTAs do not discuss issues of the hearing-impaired learners. Of the fifteen PTA members, three Parents Teachers' Association (PTA) members claimed that school administrators did bring out issues of hearing-impaired learners while twelve claimed that they did not. All the fifteen PTA members responded that issues of special education are never discussed during PTA annual general meetings.

It is very important that parents of the hearing-impaired learners attend PTA meetings. This is because it is in such meetings where they can bring out the needs of their children and it is where they can share their experiences with other parents of both the hearing-impaired and hearing learners.

5.12.3 Parents of the hearing-impaired in PTA executive

The study explored the presence of parents in the PTAs executives. All the twenty school administrators and fifteen PTA members claimed that their PTA executives do not have a parent of a hearing-impaired learner in their executives. Parents of the hearing-impaired are supposed to actively participate in their children's education. Their failure to be part of the PTA executive denies their contribution during executive meetings. It is because of this failure that issues of learners with hearing impairment are not discussed in PTA executive meetings as the other PTA executive members have little interest in the affairs of hearing-impaired learners. This is the same view shared by Farrell (2009:135) who postulates that parents have knowledge and information about their children which may not be apparent in the school setting but which may have a bearing on the child's learning. The parents of the hearing-impaired have knowledge about their children which the other parents in the PTA may not have and thus it is important that they are part and parcel of the PTA executive.

It is very important that the PTA executive includes a parent of a hearing-impaired learner. This is because the PTA needs advice on how to deal with the needs of hearing impaired learners in the school. A parent of a hearing-impaired learner will always remind the executive about the need of the hearing-impaired learners.

5.12.4 Issues of hearing-impaired in PTA Executive meetings

Parents Teachers' Association meetings are avenues where the parents and teachers meet to discuss issues that are aimed at improving the school infrastructure and school performance. This is usually done through agreed upon projects which have been debated by all parents during their general meetings. It is in such meetings that issues of the hearing-impaired learners' welfare is discussed by the parents and teachers. However, the study revealed that issues of special education are never discussed during Parents Teachers' Association (PTA) members' annual general meetings.

Parents Teachers' Association (PTA) meetings are avenues where all school issues are supposed to be discussed. It is therefore important that schools that have hearing-impaired learners discuss issues affecting the hearing-impaired learners. The study revealed that school administrators do not bring out issues of hearing-impaired learners during parent teachers' association (PTA) meetings. This finding implies that parent teachers' associations in many cases have no knowledge about the needs of the hearing-impaired learners as there are no people who bring them out during meetings. It therefore means very little is done to assist the hearing-impaired learners as their challenges are never known by the PTAs especially in schools where the school administration has a negative attitude towards special education or children with special educational needs. The study revealed that PTAs do not discuss issues of the hearing-impaired learners. Of the fifteen PTA members, three parent teachers' association (PTA) members claimed school administrators do bring out issues of hearing-impaired learners while twelve claimed they did not. All the fifteen PTA members responded that issues of special education are never discussed during PTA annual general meetings.

5.12.5 Participation of parents of the hearing-impaired in school activities

It is important that parents of the hearing-impaired take part in school activities, their participation can motivate their children. However, their failure to participate demotivates their children and a demotivated learner has little interest in learning. Parents' involvement in their children's learning is very paramount as it makes the learners know that parents are supportive. This is the same view shared by DesForges (2003) who postulates that parental involvement in the child's education means involvement in a range of activities such as participation in school activities like homework. He claims that parental involvement is a major force in shaping a learner's educational outcomes.

The study found that seven Ordinary teachers claimed that parents of the hearing-impaired learners participate in school activities while thirty three Ordinary teachers claimed that parents of the hearing-impaired learners do not participate in school activities.

Parents of the hearing-impaired learners are the major stakeholders in their children's education. It is incumbent upon them to participate in school activities. This helps in building confidence in the hearing-impaired learners as it sends a signal that their parents have attached importance to their education. This also helps them to work hard as they would not want to disappoint their parents.

5.12.6 Adequate provision of school requirements by parents

Parents play a major role in the education of their children. It is the role of the parent to compliment the Government in the provision of quality education to the learners. The study revealed that most of the parents of the hearing-impaired learners were not ready to buy school requirements for their hearing-impaired learners. Government alone cannot do everything for the learners; it needs the support of the parents. This is the same view shared by Shea and Bauer (1994) who pointed out that Parents /family should collaborate in special education provisions. It is very common to find parents playing their roles in the education of the able bodied children but it becomes difficult to play the same role when it comes to the hearing-impaired learners or other learners with disabilities. The study findings revealed that very few parents of the hearing-impaired provided the educational need of their children, most parents of the hearing-impaired learners were not providing the educational needs of their children.

The study tried to find out whether parents of the hearing-impaired provided school requisites for their children. Fifteen hearing-impaired learners responded that their parents were not ready to buy their school requirements while ten hearing-impaired learners responded that their parents were ready to buy their school requirements.

It is the duty of parents to provide for their children's learning. The Government only supplements what the parents are putting in. However, it seems it is the other way round as parents think they supplement Government. One of the roles of parents is to ensure that their children are attending school and that they are providing their children's needs. Failure to provide for their children affects the performance of the learners.

5.12.7 Adequate assistance given to the hearing-impaired learners by PTA

The hearing-impaired learners lack both infrastructure and human resource for effective learning. However, the study revealed that PTAs do not assist hearing-impaired learners. Various reasons are given by the PTA members with some claiming that hearing-impaired learners' equipment is very expensive, it is the role of Government to procure and assist the hearing-impaired learners, schools receive very little funding while others claimed that they did not know where to buy the equipment as it was never found in the shops and that no requests were made by the school administration to procure the equipment for the hearing-impaired learners. It is very important that the school administration bring the needs of the

hearing-impaired to the attention of the PTAs. This in a way will enable some PTAs to assist learners with hearing impairment. It should however be emphasised that it is the role of the parents to compliment Government by providing needs of the learners. This is the same line shared by Kelly (1991) who postulates, that in the absence of resources, schools can rely on parents.

The study sought to find out assistance given to the hearing-impaired learners by the PTA. The study revealed that all the PTA members claimed that they never assisted the hearing impaired learners. Of the fifteen Parents Teachers' Association members, five claimed that they did not assist the hearing-impaired learners because it was Government's role to assist the learners, four claimed that they did not know the needs of the hearing-impaired learners, three claimed that the equipment for hearing-impaired learners was very expensive, two claimed that the equipment for hearing-impaired learners was not found in shops while one claimed that it was free education and hearing-impaired learners did not pay anything. The parent's responses clearly show that they are not aware of their responsibilities as parents of hearing-impaired learners and that the school had not counseled the parents of learners with hearing impairments.

It is the responsibility of the PTA to assist all the learners at school. Failure by the PTA to assist the hearing impaired learners compromises the quality of education offered to them. Parent teachers' associations are formed primarily to assist the schools in the areas where they think the schools are lacking. This may be in the areas of infrastructure development or in human resource especially paying support staff and at times teachers.

5.13 Support from Head-teachers

The study sought to find out how much support specialist teachers received from school head teachers. The head teacher as earlier mentioned is the leader of the school and must show leadership. Elmore (2000) points out that the purpose of leadership matters in determining the motivation of teachers and the quality of their teaching which subsequently affects student performance improve instructional practices and performance. If a head teacher does not motivate the teachers, the teachers get frustrated and this affects their performance. This view is shared Fullan (2010) who reported that a study carried out in England found that school and leadership effects are shown to influence academic outcomes via their effects on teachers and teaching quality. He claims good leadership promotes a favourable school climate and

culture that emphasizes high expectations and academic outcomes. The head teacher should assist the specialist teachers in ensuring that the special needs of the hearing impaired learners are met. However, the study revealed that of the twenty five specialist teachers, only two claimed the head teachers were very supportive, four claimed head teachers were supportive and nineteen claimed the head teachers were not supportive.

The head teacher is a manager and should ensure that managerial skills are put into effect for them to run schools successfully. The poor performance by hearing impaired pupils cannot be blamed on the pupils alone as lack of effective leadership can also affect the provision of quality education and the blame must be put squarely on the head teachers.

In the area of special education, most head teachers seem not to know how to handle the special education departments. This is mainly due to lack of knowledge in special education. Most of the head teachers in Zambia have little knowledge, the only knowledge they may have is that gained during workshops and at times sensitisation by the teachers. This is the same view shared by Shea and Bauer (1994:25) who claimed that the majority of Principals and teachers, however, do not have adequate training in special education and are not confident making decisions with regard to the students with disabilities.

Head teachers should therefore be in the fore front of providing all the necessities for the hearing-impaired learners and it is important that the head teacher or the deputy head teacher is a specialist in special education as this may help in making decisions which are beneficial to learners with special educational needs. It is also very important that head teachers consult specialist teachers whenever they want to make decisions on the needs of both the able bodied learners and the learners with special educational needs. This is because there are certain necessities that can benefit both learners.

5.14 Supervision and Monitoring

Supervision and Monitoring is very important in the provision of quality education. Without supervision and monitoring schools cannot carry out their day to day activities effectively. It is the role of the school administrators to supervise and monitor staff at their institutions of learning.

5.14.1 Supervision of specialist teachers

Supervision and monitoring is very important in education. It is through supervision and monitoring that the school can know whether it is working according to their planned activities or not. The study therefore sought to find out whether specialist teachers are supervised and monitored when they are teaching the hearing-impaired learners. All the specialist teachers, ordinary teachers and school administrators claimed school administrators supervise specialist teachers. However, the study revealed that most of the school administrators do not monitor as the specialist teachers when teaching the hearing-impaired learners. It is very important that the school administration supervises the running of the school and monitors the teachers when they are teaching.

Supervision is very important in the school life. Supervision is the process of ensuring that work is being done according to plan. Every institution of learning has officers who supervise the institution. Mogasha and Tsayang (1990) view supervision as a process that leads to the improvement of teaching and learning. Tait (1993) looks at supervision as, a process through which supervisors visit schools to work with teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary. School administrators are tasked with the work of supervising the educators. It is the role of school administrators to supervise teaching and learning. The school administrators ensure that teachers are preparing their teaching documents, the school is cleaned by learners, teaching and learning is taking place, Ministry of Education and local policies are being implemented and the school routine is being followed. The study revealed that school administrators were supervising the specialist teachers.

5.14.2 Monitoring of Specialist teachers by internal monitors

Monitoring and Evaluation System (2010) a document for the Ministry of Education defines monitoring as, “the regular collection and analysis of information to assist in timely decision making; to ensure accountability and provide a basis for evaluation.” Monitoring helps in quality assurance. Owino et al at http://www.ajbmr.com/articlepdf/ajbmr_v01n02_08.p. Postulate that quality assurance is a continuous process by which an institution can guarantee that standards and quality of its educational provisions are being maintained or enhanced in learning institutions. Indicators on The Quality of School Education

http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/cl

claims monitoring as an indicator of quality helps in determining the level of participation of various stakeholders in the school system. It is the role of school administrators to monitor teaching and learning. The role of monitoring in schools is very important and it is carried out by monitors who include senior teachers, deputy head teachers, heads of departments, head teachers and standard officers. The role of standard officers is to ensure that quality assurance prevails in schools. Many times the standard officers do not inspect schools to check on the provision of quality education. Kalabula (2007) attributes the lack of provision of quality education to pupils with disabilities to standards officers. He claims that, “during the past forty years in Zambia, standards officers have concentrated on checking standards of education through children who are believed to be able bodied.

One of the most important roles of a school administrator like a head-teacher is to monitor teaching and learning. It is through monitoring teachers that head-teachers come to know the needs of both the teachers and the learners. Monitoring also enables the head-teachers know which teachers are performing and which teachers need assistance. This view is in agreement with a (MOE) publication which states that head-teachers should visit classes regularly to keep themselves informed of what is going on. The head teacher should spend time daily in classrooms checking teaching techniques, chalkboard work, charts, teachers’ attitudes, supervision of books, standards of writing. Pupil’s work -books should be examined regularly by the head teacher and his/her deputy. However, the study revealed that most head-teachers do not sit in classrooms to observe teachers and observe them learn. Failure to monitor by head-teachers affects the provision of quality education as checks and balances are not put in place. The study revealed that most school administrators did not monitor the specialist teachers. The failure by the school administrators to monitor specialist teachers is confirmation enough that the school heads were not playing one of their most important roles of ensuring the provision of quality education through monitoring teachers. It must be understood by the school administrators especially the school head-teacher that they are the standards officers in their respective schools. External monitors just go into schools to compliment the efforts of the school administrators.

The District Education Board Secretaries office has a standard officer in charge of special education. This officer is a specialist who has been trained in special education. It is the role of this specialist officer to monitor all specialist teachers. However, these officers operate in

two districts and it was discovered that the officers only operate in districts where they reside. They rarely visit the other district as they claim there are no financial resources to allow them to work in the other district. However, the study revealed that district standards officers do not monitor specialist teachers. This finding is very sad as the specialist standards officers are supposed to monitor the specialist teachers who are not monitored on the pretext that administrators and other standard officers do not know sign language. The District education Board Secretaries must ensure that all specialist teachers are monitored by education standards Officers in charge of special education.

5.14.3 School administrators' reasons for not monitoring specialist teachers

The findings of the study showed that most school administrators were not monitoring specialist teachers. The school administrators however had reasons for their failure to monitor the specialist teachers. There were a variety of reasons given by the school administrators for their failure to monitor the specialist teachers.

The failure by most of the internal and external monitors has a bearing on the quality of education provided to learners with hearing impairments. This is because specialist teachers just like any other teacher is supposed to be monitored during their teaching. In this way, the teachers can be given professional advice where they are lacking and this improves both teacher and learner performance.

5.14.4 Monitoring of Specialist teachers by External specialist monitors

Monitoring is very important in the provision of quality education. The Ministry of Education document Standards and Evaluation guidelines (2015:33) postulates that core business of education standards officers is to ensure that quality learning and teaching comes first in schools. The document spells out some of the roles of the education standards officers as: monitoring teaching and learning, ensuring that correct and accurate records are kept in schools, advising teachers on learners centred methods of teaching, carrying out general inspections of schools as regards quality management of human, material and financial resources, ensuring that school based continuing professional development programmes are enhanced, ensuring that school head teachers constantly monitor teachers and class performance and ensuring that there is effective preparation and use of teaching documents.

External monitors are supposed to monitor all teachers, however, most of the monitors may fail to monitor a specialist teacher especially one teaching the hearing-impaired due to lack of knowledge in sign language. It however does not mean the specialist teachers should not be monitored. Standards officers use a monitoring tool which looks at many other areas and not only communication. A standards officer therefore has no excuse of failing to monitor a specialist teacher as they capture a lot of issues that are on the monitoring tool. This is the same view shared by Tait (1983) who views inspection as a process through which central authority, represented by inspectors and monitors evaluates the teaching and administration in schools. Using their findings, they are able to offer advice to the teacher and the school administrators.

The causes of poor performance by hearing-impaired learners is varied, the study revealed that there are various reasons which were attributed to learners performing poorly. Some revelations were that the poor performance was as a result of poor funding received by schools, lack of specialised equipment, inadequate number of specialist teachers, lack of support by the administrators to special education Units, schools lacking teaching and learning resources, lack of sign language books, unconducive learning environment, due to automatic promotion and due to over enrolment. The reasons given by the respondents are well known by the Ministry of education and some of them are being attended to. However, there certain issues which can be tackled at various levels of education. Some of the reasons can be tackled at school level while others at district, province and finally at national level. The Ministry of Education and the Provincial Education Officer must ensure that specialist standards officers monitor specialist teachers.

Standards officers both internal and external are supposed to maintain the provision of quality education in institutions of learning by monitoring teaching and learning in all institutions of learning. Monitoring is very important in education. This is because it enables teachers to get advice from both internal and external standards officers. The role of standards officers is to help teachers improve their teaching. Some of the teachers are new and need a lot of assistance from experienced teachers like school administrators and external standards officers. It is very important that standards officers in charge of special education at both district and provincial level monitor specialist teachers. However, specialist teachers can be monitored by any standards officer as these officers are trained in ways of monitoring and communication cannot be given as a hindrance monitoring specialist teachers as standards

officers look at different areas in the lesson delivery and communication or language is just one of the areas. It is also important that teachers monitor each other so that they get used to monitoring and reduces the pressure of being monitored. Monitoring is not aimed at finding faults but at assisting the teachers improve their teaching and in the long run improve learners' performance. This helps in the provision of quality education to the learners. The failure by both internal and external standards officers has impacted negatively on the provision of quality education to the learners with hearing impairments.

5.15 Needs of the hearing-impaired learners

The study wanted to find out whether the needs of the hearing-impaired were being met by both the schools and the Ministry of Education and whether quality education was being provided to the learners with hearing impairment. Twelve of the ordinary teachers claimed hearing-impaired learners receive quality education in their schools while twenty eight claimed the learners do not receive quality education in their schools. All the forty ordinary teachers, sixteen parents of the hearing-impaired learners and ten Guidance and Counselling teachers responded that the schools were not meeting the needs of hearing-impaired learners.

5.15.1 Attendance of Pre-School before entering Grade One

The study sought to find out how many hearing-impaired learners had attended pre-school. Only seven of the hearing impaired learners claimed they had attended pre-school before starting grade one while thirty three claimed they had not attended pre-school before starting grade one. Pre-schooling is very important in the learning process. Pre-schools help the learners in acquiring skills before entering grade one. Pre-reading, pre-numeracy, motor skills and socialization are some of the skills acquired at pre-school.

Pre-schooling is very important in the life of a learner. This is because pre-schooling prepares the learner in many areas of both academic and social life. Pre-schooling prepares the learners in many skills before they enter grade one. It helps the learners acquire pre-writing and pre-reading skills and activities of daily leaving. The study findings revealed that most of the hearing impaired learners had not attended pre-school before entering grade one. Parents of the hearing-impaired learners must ensure that the hearing-impaired children attend pre-school before starting grade one. However, the Ministry of Education must ensure that they train enough teachers and specialist teachers to handle pre-school hearing-impaired learners and learners with special educational needs as a whole. Failure to train pre-school

teachers in the area of special education will stop the parents of the hearing-impaired learners from sending their children to pre-schools.

5.15.2 Individualised teaching

Learners with special educational needs especially those with severe and profound disabilities need individualised teaching and learning. This is because each learner may have a different need and therefore there is need to teach each child individually. The study however found that, of the forty hearing-impaired learners, three claimed they were taught as individuals, fifteen claimed they were taught according to performance based groups, nine claimed they were taught according to type of impairment while thirteen claimed they were taught as a class. It is important that hearing-impaired learners are taught as individuals and that specialist teachers prepare IEP.

It is a policy in special education that no two people are the same. This being the case, learners are supposed to be treated as individuals and not as a class. Specialist teachers have been trained to prepare Individualised Education Programmes (IEPs) for individual pupils. This is because in most cases, each learner has different individual needs.

Teaching learners as a class is denying the learners the individual attention they need. Individual attention ensures the provision of quality education as the teacher pupil contact time is enough. It is wrong to look at learners as a group instead of as individuals. This is because no two people are the same, not even twins and as such each individual is supposed to be looked at differently. Individuals have their own learning styles which must be respected and it is wrong for teachers to force learners to use their preferred learning styles. The pace at which individuals learn differ and thus each individual should be allowed to learn at their own pace. Some learners are fast and others are slow learners. Therefore, specialist teachers are expected to prepare and teach individuals. A good teacher is supposed to accommodate all the learners in class. The failure by teachers to attend to individuals is a sign of laziness and this should not be allowed. Supervising officers in school with hearing impaired special units and special education classes must ensure that teachers prepared individual pupils work and not group or class work.

5.15.2.1 Individualised Education Programme (IEP) for hearing-impaired learners

In special education, it is a pre-requisite that each individual learner is treated as an individual and their needs are met as such. This therefore demands that a teacher prepares an Individualised Education Programme (IEP) for each individual learner according to the needs of that learner. However, it was revealed from the study that all specialist teachers were not preparing Individualised Education Programmes (IEP) for their hearing impaired learners. This therefore means the needs of individual learners are not being met by the school system. This view is in agreement with Wikipedia [http://en.wikipedia.org/wiki/individualised Education Programme](http://en.wikipedia.org/wiki/individualised_Education_Programme) which claims that the intention of an IEP is to help children reach educational goals more easily than they otherwise would. It claims that in all cases, the programme should be tailored to the individual learner's identified needs. The study revealed that all the twenty five (25) specialist teachers do not prepare Individualised Education Programmes (IEP) for their hearing-impaired learners.

It is a must for a specialist teacher to prepare an individualized education programme (IEP) for each child in class. The failure by teachers to prepare IEPs is saddening and a work up call to all the monitors to ensure that all specialist teachers prepare IEPs for the learners if the learners were to learn effectively. IEPs help meet the learners' demands and needs. They are prepared by a group and thus they are owned by all the stakeholders involved in its preparation. The aim of an IEP is to guide the learner. An IEP can be long term or short term and must be monitored by all those involved in its preparation. It is important that all the members are present when evaluating it to see the success and where there is need to change for the better.

5.15.2.2 Involvement of stakeholders in the preparation of Individual Education Programme (IEP) for the hearing-impaired learners

The preparation of an individualised education programme is not a sole responsibility of the specialist teacher. The programme is supposed to be prepared by a committee that should consist among others the; specialist teacher, a school administrator, a guidance teacher, a parent, the affected learner, a psychologist and a medical personnel. Each member of the committee has a role to play in the implementation of the programme and at the end of the programme or during evaluation; they have to give a report on their observation. However,

Zambian schools do not employ all the mentioned officers in their schools. It is therefore incumbent upon the school system to coordinate the inclusion of the other officers from the other departments to be part of the committee. The study revealed that all the sixteen parents of the hearing impaired and ten Guidance and Counselling teachers had never been involved in the preparation of an IEP for the hearing impaired learners.

Parents of the hearing-impaired and all other parents of the learners with special educational needs are supposed to be involved in the preparation of an individualized education programme. This view is shared by the Wikipedia encyclopedia which defines an IEP as, “a document that is developed for each public school child who is eligible for special education.” It further claims an IEP is developed by a group of people who are mainly stakeholders in the education of the learner. The parents who are the major stakeholder in the education of their children must therefore participate in the development of an IEP. This is because, the IEP plan does not end at school but continues at home. It is also important that the guidance and counselling teachers are also involved in the preparation of an individualised education programme as they are the ones who keep the learners’ records and they must be aware of the learners’ progress.

5.15.3 Boarding facilities

Boarding facilities are very important for the hearing-impaired learners. This is because it is an avenue used by the learners to learn sign language. It is also an avenue the deaf learners use to practice their deaf culture. The deaf have their own culture which is practiced amongst themselves. However, the study revealed that only two special education institutions out of eight had boarding facilities for the hearing-impaired learners. Learners with hearing impairment need an environment which facilitates their learning of sign language. The hearing-impaired need to learn sign language from their fellow hearing-impaired. It therefore means they need to be in an environment where they can be communicating all the time. One such environment is a boarding facility. The study revealed that of the forty hearing-impaired learners, twenty five were day scholars while fifteen were boarders.

Learners in a boarding school are likely to learn and know sign language than those in a day school. This is because they are exposed to a lot of their fellow hearing-impaired learners. The learners who are in day school seem to have challenges because they learn their signs from two different environments; the school and the home while those in the boarding have

three environments from where they learn sign language; the school, the boarding and their homes when schools close. However, the hearing-impaired day scholars seem to have confusions in their signs as they are exposed to the crude signs used at home and the signs learnt at school. The study revealed that only two special units for the hearing-impaired learners have boarding facilities. It is therefore very important that the Ministry of Education and schools through PTAs construct boarding facilities for the hearing-impaired to enhance the learning of sign language.

The hearing-impaired learners have a lot of needs which need to be met if they were to receive quality education. Different learners have different individual needs but they all however need; suitable infrastructure, specialised equipment, teaching and learning resources, trained teachers, screening, conducive learning environment, guidance and counseling, parental support and suitable placement among others. It is very important that these needs are met if the hearing-impaired learners are to receive quality education. However, not much is being done to provide these learners with their needs as most stakeholders in the education of the hearing-impaired are not playing their part and leaving everything to the Government. It is therefore very important that parents, the PTA, specialist teachers, guidance and counseling teachers and school administrators play their respective roles in ensuring that learners with hearing impairments receive the needed services for effective learning.

5.16 Challenges faced by the specialist teachers in teaching hearing-impaired learners

Specialist teachers face a lot of challenges in teaching the hearing-impaired learners. The challenges they face can be resolved at different levels of the education system. Among the many challenges are the issues of; infrastructure, lack of screening of learners, lack of teaching resources, lack of specialised equipment, automatic promotion of learners, unfair assessment of learners, poor learning environment all which have been discussed. This is coupled by; lack of assistance to learners when given homework, lack of joining academic clubs by learners and parents not discussing their children's performance when called to school by the teacher.

5.16.1 Homework for the hearing-impaired learners

All the schools in Zambia have been directed to give homework to all the learners as a way of improving learners' performance and also a way of involving parents in the learning of their children. The study revealed that learners with hearing impairments are rarely given homework in most schools. Parents of the hearing-impaired claimed their children do not come with work to be done at home like their hearing counterparts.

Homework is very important in the life of a learner. This is because learning does not only end at classroom level but continues at home. It is the role of parents, guardians and siblings to assist the learners with homework. This is the same view shared by Zentall and Goldstein (1999) who indicate that homework is very important as it plays the role of intersection between home and school. They claim it serves as a window through which parents can observe their children's independent learning. All the schools in Zambia have been directed to give homework to all the learners as a way of improving learners' performance and also a way of involving parents in the learning of their children. The study found that specialist teachers did not give learners homework claiming no one assisted them at home when given homework as the parents and siblings did not know sign language.

It is the policy of the Ministry of Education that learners are given homework by teachers almost every day. The Ministry of Education issued a circular in which they directed all the schools to give homework to all learners. Though the policy is flexible and allows schools and teachers to determine how many times they can give learners homework, the policy is very explicit and learners are supposed to be given homework by their teachers. The study revealed that most of the parents claimed the hearing-impaired learners were not given homework by their teachers.

Homework helps in the continuation of learning at home. It also avails parents and caregivers to see how their child is performing and also get involved in the learners education by assisting where possible. In effective schools, parents are made to sign in their children's books before the teacher can mark the homework. Homework also helps the teacher to complete the syllabi as not all the work can be done in the classroom. It is therefore very important that teachers give their learners homework. The hearing-impaired learners just like the hearing learners are supposed to be given some work to do after school as homework. The study revealed that learners with hearing impairments are rarely given homework in most

schools. Parents of the hearing-impaired claimed their children do not come with work to be done at home like their hearing counterparts.

Zentall and Goldstein (1999) point out that homework helps learners to manage their time and also keeps parents informed of what their children are learning. They claim homework is a bridge that joins parents and schools and also helps in improving learner's performance. Parents are supposed to ensure teachers give homework to their children. They should also ensure that they take interest in the work their children do at home. Homework is part of learning which is done at home and parents must be serious with the work their children bring home. Homework also gives chance to the learners to be exposed to other people who can give them assistance. The Ministry of Education through schools must ensure that this important policy is implemented by all the schools. This policy is must be monitored by all the standards officers at all levels of education.

School administrators and parents must ensure that teacher give the learners homework and that learners write their homework with the assistance of their parents, guardians and siblings at home. School administrators and parents should also ensure that the homework is marked by class teachers.

5.16.2 Formation of academic clubs for the hearing-impaired learners

Schools are expected to have extra mural activities. These activities are done after learning and one of the activities is where learners go into academic clubs. The study sought to find out whether specialist teachers have formed academic clubs for the hearing-impaired learners. The study revealed that the majority of specialist teachers had not formed academic clubs for the hearing-impaired learners. Academic clubs are very important to the learner. These clubs are avenues where learners share ideas amongst themselves. It gives learners the freedom of learning from each other and also helping each other. The fast learners assist the slow learners in academic areas. Some learners fail to ask questions in class but academic clubs gives them this chance of asking questions. The hearing-impaired learners just like the other learners need academic clubs where they can share ideas amongst themselves. However, the hearing-impaired learners fail to join academic clubs due to language barrier. Specialist teachers also fail to form academic clubs due to the small numbers of learners and the different performance levels of learners.

Academic clubs are very important in the life of a school system. Clubs like Mathematics club, Debate club, Anti AIDS club, JETS club enhance what is taught in class by teachers. These clubs are avenues where the learners from different classes meet and share ideas. The clubs are used by learners to share ideas and enables them get enough information from their teachers and other learners. It is important that teachers help in the formation of academic clubs especially in subjects like Mathematics, Science, Civic education, English and Sign language. The clubs help mitigate where the learners may not have had enough time to understand certain issues in the class. It is very important especially for the hearing-impaired learners who do not have enough learning time to have academic clubs. Schools must ensure that teachers form academic clubs for their learners and all the learners must be made to belong to about three academic clubs.

5.16.3 Discussion of hearing-impaired learners' performance with their parents

It is very important for the heads of the schools to interact with parents of learners attending their school. This is especially important when the learners are not doing very well or when they think there is something wrong with the learner. The performance of most hearing-impaired learners has been of great concern and it was revealed that parents of the hearing-impaired had never been called by the school head-teachers to discuss their children's performance.

The failure by the head-teachers to meet the parents of the hearing impaired is reason enough to believe that head-teachers' pay little attention to the education of the hearing-impaired learners. Indications from the study showed that the majority of specialist teachers did not invite parents of their hearing-impaired learners. It is important that parents of the hearing-impaired learners discuss their children's performance with the class teacher or head teacher. This is the same view shared by Ronnie Phillips at www.edarticle.com/article.phd?id=324 who stresses the importance of parental involvement and points out that, it is a fact that parents who are involved with their children will make sure their homes are conducive for education. He also claims that the other reason parents should be involved in their children's education is because they are able to notice any deficiencies quickly as they live with the children.

It is the duty of the school administration to ensure that parents are summoned to schools to discuss their children's performance. It is also the duty of the parents to ensure that they discuss their children's performance with both the school administrators and the class teacher. Failure by any of the two to play their roles can affect the learner's performance.

5.17 What should be done to assist the hearing-impaired learners in their learning?

Having gathered information on the challenges learners with hearing impairments were facing in their learning, the study sought to find out what should be done to assist the hearing impaired learners in their learning the views of the PTA on what should be done to assist the hearing-impaired learners in their learning.

Of the fifteen Parents Teachers' Association (PTA) members, two were of the view that the most important thing to be done to help the hearing-impaired learners was to give them enough learning time. Three were of the view that the special schools and units needed enough support from the school administrators. Four were of the view that the schools need adequate funding while six were of the view that the learners need sign language books.

A lot need to be done to help the hearing-impaired learners' access quality education. It needs the effort of all stakeholders in the education of the hearing-impaired learners to put their heads together to solve the challenges facing the learners. The study revealed that among other issues, enough learning time needs to be allocated to the hearing-impaired learners, enough support from the school administrators is needed if quality education is to be provided, adequate funding to schools with special units is needed and sign language books need to be produced.

There are many challenges in the learning and teaching of learners with hearing impairments. The challenges impact on both the learners and teachers. The learners with hearing impairment need a lot of equipment and special facilities to help them access quality education. However, the hearing-impaired learners lack a lot of needs, they lack; teaching and learning resources, suitable infrastructure, suitable curriculum, textbooks, enough learning time, specialised equipment, individual attention, and are automatically promoted. The specialist teachers on the other hand need a lot of specialised teaching and learning resources if they have to effectively teach the hearing impaired learners. The final examinations are very unfriendly to them as they are not written in their language. It is therefore very important that all the stakeholders involved in the provision of services and resources actively

play their part if the hearing impaired learners are to improve their performance. Quality education for the hearing-impaired relies on the provision of their individual specific needs as they are not supposed to be considered as a group but as individual learners. However, there seems to be little being done in providing the learners with their special needs. There is need for more to be done if the hearing-impaired learners are to access quality education.

5.18 Summary

The Ministry of Educations' main role is the provision of quality education. The provision of quality education entails the end users who are the learners need to be provided with all their essential needs for them to learn effectively. The study revealed that all the respondents were of the view that quality education was not being provided to hearing-impaired learners. For quality education to be provided to the hearing-impaired learners, the Ministry of Education should provide among other things; hearing-impaired friendly infrastructure, adequate specialist teachers, specialised equipment, suitable and adequate teaching and learning resources, suitable curriculum, adequate funding, boarding facilities, sign language textbooks, enough learning time, acceptable enrolments and proper supervision and monitoring of learning. However, the study revealed that the needs of the hearing-impaired learners were not being met by the Ministry of Education, Schools, Parents and Teachers and thus quality education was not being provided. UNESCO (1990) is of the view that quality Education is being provided if the education being provided includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examinations systems, policies, management and administration. The Ministry of Education and schools through PTAs should ensure that they provide the necessary need of the hearing impaired learners if quality education is to be provided. Failure to provide the hearing-impaired learners with their needs will translate in poor learner performance.

The findings of the study also revealed that there are many factors affecting the provision of quality education to learners with hearing impairments at all levels of the education system. All the major stakeholders in the education of the hearing-impaired learners are not playing their parts and this has affected the provision of quality education. This trend can be changed for the better if all stakeholders played their parts effectively. The teachers and learners face a lot of challenges in their teaching and learning. These challenges can be resolved at different levels of education. The Ministry of Education through schools, districts, province and national headquarters can all play major roles in ensuring that quality education is provided to

learners with hearing impairments. Parents through parent teachers' associations and parents of the hearing-impaired learners can also play a complimentary role in ensuring schools provided quality education to the hearing impaired learners by playing their respective roles.

In order to improve the performance of hearing-impaired learners, respondents proposed the need to give the hearing-impaired learners enough learning time, need for enough support from the school administrators, need for adequate funding, construction of more suitable infrastructure, procurement and use of suitable teaching and learning resources, procurement and distribution of specialised equipment, procurement and use of sign language books, enhanced monitoring by both internal and external monitors and need to assess learners in the language they understand.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the major findings emanating from the study. The objectives of the study were: determine the school factors affecting the provision of quality education to the hearing-impaired learners in special education schools/units, ascertain the extent to which the needs of the hearing-impaired learners are being addressed in schools and identify challenges faced by specialist teachers in teaching hearing-impaired learners.

6.1 Summary

The findings of the study revealed that there are many factors affecting the provision of quality education to learners with hearing impairments at all levels of the education system. Specialist teachers and learners face a lot of challenges in their teaching and learning. The study revealed that all the major stakeholders in the education of the hearing-impaired learners are not playing their parts and this has affected the provision of quality education. This trend can be changed for the better if all stakeholders played their parts effectively. There is need to resolve the many challenges which hearing-impaired learners are facing if they have to receive quality education. These challenges can be resolved at different levels of education. The Ministry of Education through schools, districts, province and national headquarters can play a major role in ensuring that quality education is provided to learners with hearing impairments. Parents through parent teachers' associations and parents of the hearing-impaired learners can also play a complimentary role in ensuring schools provided quality education to the hearing-impaired learners by playing their respective roles.

In view of the above, the following recommendations may help policy makers, curriculum specialists, school administrators, specialist teachers, standards officers and parents improve the provision of quality education to the hearing-impaired learners.

6.2 Conclusions

It can be clearly seen from the results that there were no differences in the views of hearing-impaired learners, Specialist teachers, Ordinary teachers, School administrators, Guidance and counselling teachers, Parent teachers association members and Parents of the hearing-impaired learners' on school factors affecting the provision of quality education to the hearing-impaired learners. All the respondents were of the view that there are many factors hindering the provision of quality education to the hearing-impaired learners. The major and common factors spelt out are; poor funding to special schools and units, lack of teaching and learning resources, lack of support from the school administrators, lack of specialised equipment and materials, poor staffing in schools, lack of parental support, lack of monitoring of specialist teachers by school administrators and standards officers, unfriendly hearing impaired infrastructure, lack of guidance and counselling services to the hearing impaired learners, automatic promotion and lack of screening of the hearing impaired learners. However, it was the view of the hearing-impaired learners, ordinary teachers, specialist teachers and school administrators that sign language is the mode of communication used to teach the hearing-impaired learners in special schools and special education units for the hearing impaired learners.

The study concluded that the school system is not addressing the needs of the hearing-impaired learners with most of the schools doing very little in the provision of manpower, teaching and learning resources and in learning facilities. The hearing-impaired learner's special needs were not provided at almost all levels affecting the provision of quality education. The hearing impaired it was revealed lack parental support, teaching and learning materials, specialised equipment, proper infrastructure and classroom, funding to meet their needs and inadequate specialist teachers. The Ministry of Education must ensure that the needs of the hearing-impaired learners are met at all levels of the education system. The Ministry should have a deliberate policy of funding special education units so that the schools will be able to procure necessary equipment and facilities. It should also ensure that enough specialist teachers who can handle the hearing-impaired learners are trained.

The study also revealed that some specialist teachers use ineffectiveness teaching methods when teaching the hearing-impaired learners, the study revealed that the methods used in teaching the hearing-impaired learners by specialist teachers were not different from those used by ordinary teachers when teaching the hearing learners. The study also revealed that

specialist teachers do not prepare individualised education programmes for the hearing-impaired learners. The learners are taught as a class instead of being taught as individuals and that they do not attend teacher group meetings where they can share and learn new methods of teaching. The failure by specialist teachers to prepare Individualised education programmes for learners affects the learning process of the hearing-impaired learners as their individual needs are not met. This may explain their poor academic performance.

It was discovered from the study that both specialist teachers and hearing-impaired learners faced a lot of challenges in teaching and learning. The challenges for teachers include: lack of teaching resources, lack of support from the school administrators, parents, guidance teachers and parent teachers associations, over enrolment, lack of suitable infrastructure and the unfriendly curriculum. They also faced the challenge of: lack of text books, lack of specialised equipment, inadequate time for learning, unsuitable infrastructure, lack of support from their parents and lack of guidance and counselling services. However, all the specialist teachers had the right qualifications to teach the learners with hearing impairments. The study also revealed that eighty percent (80%) of Guidance and Counselling teachers were trained and qualified to offer guidance and counselling services in schools. However none of them had the qualification to handle learners with hearing impairments. The majority of schools had not appointed a Special Education Needs Coordinator (SENCO) who was supposed to coordinate issues of special education in schools. This officer is very important in schools as he/she coordinates child find, screening, assessment, referral and placement of learners with special educational needs. It is therefore very important that the school system ensures that this officer is appointed in all the schools if quality education is to be provided.

The study further revealed that school administrators supervise specialist teachers in their preparation of teaching documents in their schools. However, the school administrators do not monitor the specialist teachers when they are teaching the hearing-impaired learners. It was also discovered that external specialist monitors rarely monitor the specialist teachers and this has made the specialist teachers relax. Some of the specialist teachers have never been monitored by both the school and external monitors. The findings also showed that the teachers' location has had no effect on their responses on how they viewed school factors affecting the provision of quality education to the hearing-impaired learners. The findings also revealed that the majority of school administrators and teachers were well qualified with

the majority being Diploma holders with long service in the education system. However, the school administrators lacked the knowledge in issues of special education.

The Education of learners with hearing-impairment is still in its infancy in North-Western province of Zambia and a lot need to be done to help the learners acquire quality education. There are many needs of the hearing- impaired learners which were not met and which compromised their education as pointed out in the reviewed literature. However, there is very little literature on the learners with hearing-impairments in Zambia. The number of special schools and special units for the hearing impaired in the province were very few affecting the collection of data. There were no significant differences in the views of the respondents from the urban, peri-urban and rural special education schools which participated in the study. This revelation implies the challenges faced by hearing-impaired learners in urban schools could be the same challenges facing those found in rural areas. There is a lot that needs to be done for the hearing-impaired learners to acquire quality education in North-Western province and Zambia in general.

6.3 Recommendations

1. All early graders entering pre-school education and grade one are supposed to be screened for disabilities before starting learning.
2. Individualised Education Programme (IEP) for learners with severe disabilities should always be prepared together with all the stakeholders needed in the preparation of IEP programme.
3. Guidance and Counselling services to the hearing-impaired learners, parents and other stakeholders are very important and every school is expected to offer these services.
4. The Ministry of Education should ensure that school administrators heading Special Education Schools and Units must have training in special education.
5. An alternative Curriculum for learners with severe disabilities should be developed.
6. All schools should have Special Education Needs Coordinators (SENCOs)
7. More sensitization on disabilities needs to be carried out by the Ministry of Education through Schools. This will help in changing the mindsets of teachers, school

administrators and the parents and help them have positive attitudes towards pupils with disabilities.

8. The Ministry of Education must provide special education schools with the necessary teaching and learning aids, specialised equipment and all other support services to the schools.
9. Internal and External monitors must monitor specialist teachers and ensure that they are preparing their lessons.
10. School administrators must ensure that learners are only promoted to the next grade based on their academic performance.
11. The Ministry of Education through Examination Council of Zambia must ensure that hearing-impaired learners are assessed in their language. (Sign Language)

6.4 Future Research

1. Home factors affecting the performance of learners with hearing impairments.
2. The Impact of teaching and learning resources on the performance of learners with hearing impairments
3. The impact of school facilities on the performance of learners with hearing impairments.
4. The role of parents in the provision of quality education to learners with hearing impairments.

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APPENDICES

APPENDIX 1: Questionnaire for hearing-Impaired Students

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to this questionnaire.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature: Date:

**HEARING-IMPAIRED PUPILS' VIEWS ON FACTORS THAT AFFECT THE
PROVISION OF QUALITY EDUCATION IN THEIR SCHOOLS.**

(To be answered by Hearing-Impaired Learners)

Province:District:

Name of School.....

Type of School: (Community, Private, GRZ or GRZ Aided)

Level of School

School Setting: (rural, urban or peri-urban)

Grade:

Gender:

Degree of hearing Loss.....

Age:

Answer all questions. Tick Yes or No

Revised hearing-impaired questionnaire after pre-testing

Answer all questions. Tick Yes or No

1. Have you attended pre-school before starting grade one? Yes () No ()
2. Have you been screened for hearing impairment? Yes () No ()
3. Have you been screened for visual impairment? Yes () No ()
4. Do you have textbooks such as readers and any other books? Yes () No ()
5. Do you share your reading books? Yes () No ()
6. Has the school given you all your needs? Yes () No () How do teachers communicate with you used in class? (Oral, sign language or total communication)
7. Do all your class teachers communicate to you in sign language? Yes () No ()
8. Are the books you use written in sign language? Yes () No ()
9. Do your teachers give you homework? Yes () No ()
10. Do you get enough assistance from your guidance teachers? Yes () No ()
11. Do your parents attend school meetings? Yes () No ()
12. Are your parents ready to buy your school requirements? Yes () No ()
13. Does the head-teacher or any of the administrators sit in your class when your teacher is teaching? Yes () No ()
14. Do your teachers give you work alone? Yes () No ()
15. Are you taught as individuals? Yes () No ()
16. Is the room have enough light? Yes () No ()
17. Are the educational resources and materials in use suitable for you? Yes () No ()
18. Do your teachers use teaching and learning resources when teaching you all the time?

Yes () No ()

19. What is the main method used by your teachers when teaching you?

(Lecture, question and answer, task analysis, outing lessons, inquiry, demonstration.)

20. Do you see visitors who sit in class and see how you are learning? Yes () No ()

Thank you for responding.

APPENDIX 2: Questionnaire for Specialist Teachers

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to this questionnaire.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

SPECIALIST TEACHERS' VIEWS ON FACTORS THAT AFFECT THE PROVISION OF QUALITY EDUCATION TO THE HEARING-IMPAIRED PUPILS IN THEIR SCHOOL.

This questionnaire is to be completed by Specialist teachers teaching the hearing-impaired pupils.

Province: District:

Name of School.....

Type of School: (Community, Private, GRZ or GRZ Aided)

Level of SchoolSchool Setting: (rural, urban or peri-urban)

Grade Handled:

Number of Pupils in Class:

Highest Academic Qualification:

Highest Professional Qualification:

Any Additional Professional Qualification:

Number of years served as a teacher:.....

Number of years served as a teacher:.....

Gender:

Age:

Answer all the questions. Tick Yes or No where applicable.

1. Are you a trained in teaching the hearing-impaired?.....
2. How long have you been teaching the hearing-impaired learners?.....
3. Are all the pupils in your class screened for hearing and visual impairments? Yes () or No ()
4. Do you plan Individual Education Programmes for your all your pupils? Yes () No ()
If not, give reasons for your answer.....
.....
.....
5. What mode of communication do you use when teaching?.....
6. Are you proficient in sign language? Yes () or No () If not what mode of communication do you use to teach the hearing-impaired learners?
.....
7. Do you have the hard of hearing in your class? If yes, has your school bought hearing aids for the hard of hearing pupils? If no, give reasons for your answer.
.....
.....
.....
8. Is your school and classroom hearing impaired friendly? If not, give reasons for your answer.....
.....
.....
9. How many hours are spent on teaching your class?.....
10. How many pupils do you teach?.....
11. What is the book : pupil ratio in most of the subjects?

12. What in your view is causing the poor performance by the hearing-impaired learners?

.....
.....
.....

13. Do think your school administration budgets for the hearing-impaired learners?

Yes () or No ()

If no, give reasons for your answer

.....
.....
.....

14. How many parents of the hearing-impaired have you called to discuss their child's

problem?.....

15. Does the guidance and counseling department attend to your learners? Yes () No ()

16. Are pupils in your class taught as individuals or as a class? If it is as a class, give

reasons

.....
.....
.....

17. Have you formed academic clubs for pupils with hearing impairments?

Yes () or No ()

18. Do you have all the necessary teaching resources to enable you teach the hearing

impaired effectively? Yes () or No ()

19. Do you think the present curriculum is suitable to the pupils with hearing impairment?

(If not, give reasons for your answer)

.....

20. What teaching methods do you use when teaching the hearing-impaired?

.....

21. Are your hearing impaired pupils promoted to the next grade automatically each coming year ? If yes, Give reasons.

.....

22. Do you think the final grade 7 and 9 examinations questions are good for your learners?
If not, give reasons

.....

23. Do your school administrators monitor your teaching? Yes () or (No)

24. When were you last inspected by standard officers?.....

25. What is the major challenge you are facing when teaching the pupils with hearing impairment?.....

Thank you for responding.

APPENDIX 3: Questionnaire for Ordinary Teachers

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to this questionnaire.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

ORDINARY TEACHERS' VIEWS ON FACTORS THAT AFFECT THE PROVISION OF QUALITY EDUCATION TO THE HEARING-IMPAIRED PUPILS IN THEIR SCHOOL.

This questionnaire is to be completed by the Ordinary Teachers only.

Province: District:

Name of School.....

Type of School: (Community, Private, GRZ or GRZ Aided)

Level of SchoolSchool Setting: (rural, urban or peri-urban)

Grade Handled:

Number of Pupils in Class:

Highest Academic Qualification:

Highest Professional Qualification:

Any Additional Professional Qualification:

Number of years served as a teacher:.....

Number of years served as a teacher:.....

Gender:

Age:

Answer all the questions. Tick Yes or No where applicable.

1. Do you know sign language? Yes () No ()
2. How do you communicate with hearing-impaired learners?-----

3. Do the teachers of the hearing-impaired use sign language when teaching? Yes () No ()
4. What in view is contributing to hearing-impaired poor performance?.....
.....
5. Do parents of the hearing-impaired participate in school activities? Yes () No ()
6. Do you offer any assistance to the hearing-impaired learners? Yes () No () if not why?.....
7. Does the guidance and counseling department attend to hearing-impaired learners at your school? Yes () or No ()
8. Do you think your school administration has paid attention to the needs of hearing-impaired Yes () No () If no, why do you think so?
.....
.....
9. Do you think learners with hearing impairment are receiving quality education at your school? Yes () or No () Give reasons for your answer
.....
.....
10. In your opinion, has your school hearing-impaired infrastructure? Yes () No () If no, give reasons for your answer
.....
.....
11. Do you think your school is hearing impaired friendly? Yes () or No () If no, give Reasons.
.....
.....

12. Are the teaching and learning methods used by specialist teachers different from the ones you use? Yes () No ()
13. What is the attitude of parents of children with hearing impairment pupils towards school?
14. Does your school receive enough teaching and learning materials? Yes () No ()
15. Do hearing-impaired learners at your school use specialised equipment?
Yes () No ()
16. Is disability one of the issues discussed in teacher group meetings?
Yes () or No ()
- If no, give reasons
.....
.....
17. Do you meet with specialist teachers in teacher group meetings? Yes () No ()
18. Are the specialist teachers monitored by school administrators? Yes () No ()
19. Do external monitors monitor the specialist teachers of the hearing impaired?
Yes () No ()
20. Do you think your school is meeting the needs of the hearing-impaired?
Yes () No ()

Thank you for responding.

APPENDIX 4: Questionnaire for School Administrators

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to this questionnaire.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

**ADMINISTRATOR' VIEWS ON FACTORS THAT AFFECT THE PROVISION OF
QUALITY EDUCATION TO THE HEARING-IMPAIRED PUPILS IN THEIR
SCHOOL.**

Province: **District:**

Name of School:.....

Type of School:..... (Community, Private, GRZ or GRZ Aided)

Level of School:.....

School Setting:..... (rural, urban or peri-urban)

Highest Academic Qualification:.....

**Highest Professional
Qualification:**.....

**Any Additional Professional
Qualification:**.....

Number of years served as a teacher:.....

Number of years served as an administrator:.....

Gender:

Age:

TO BE ANSWERED BY ADMINISTRATORS.

Tick Yes or No where applicable.

1. Have you been trained in issues of Special Education? Yes () or No ()
2. How long have you worked as an administrator?
3. Are all the hearing-impaired learners screened for disabilities? Yes () No ()
4. Do you receive enough funds to buy the needs of hearing-impaired learners? Yes () No ()
()
5. Do you plan and budget for the hearing-impaired learners? Yes () No ()
4. Do you cater for the hearing-impaired pupils needs? Yes () or No ()
if yes how?.....
5. Do all the teachers teaching the hearing-impaired know sign language? Yes () No ()
6. What in your view is contributing to the hearing-impaired poor performance?.....
.....
7. Are the hard of hearing provided with hearing aids? Yes () No ()
if not, give reasons.....
8. Has your school provided the hearing-impaired with specialised equipment?
Yes () No ()
If not, give reasons.....
9. Do you have enough textbooks for the hearing-impaired pupils? If not, give reasons.
.....
10. Do you provide the specialist teachers with material to enable them make teaching and learning resources? Yes () No ()

11. What teaching methods do your teachers use when teaching hearing-impaired learners?

12. Do your specialist teachers use teaching and learning resources when teaching the
 Hearing-Impaired learners? Yes () No ()
13. Do you monitor/inspect specialist teachers? If the answer is no, give
 reasons.....
14. Do external monitors inspect/monitor specialist teachers? Yes () No ()
15. Are the learners with hearing impairment counseled and guided by the guidance
 Department? Yes () No ()
- If not give reasons?
16. Have you appointed the School Special Education Needs Coordinator (SENCO)? If Not,
 Give reasons).....
17. What is the attitude of parents of learners with hearing-impairment towards
 school?.....
18. Does your Parent Teachers' Association executive have a parent of a hearing-impaired
 child? Yes () No ()
- If no, give reasons.
19. Do parents of the hearing-impaired attend Parent teachers Association? Yes () No ()
20. Are issues of disability discussed in your administrators' meetings? Yes () No ()
21. Are issues of disability discussed in your PTA executive meetings? Yes () No ()
22. Does the PTA at your school plan for the hearing-impaired learners? Yes () No ()
- If no, give reasons.
23. Do you assist specialist teachers when they approach your office? Yes () No ()

24. Do you invite or attend to parents of the hearing-impaired learners? Yes () No ()

if no, give reasons.

25. What are the major challenges faced by your teachers when teaching the hearing-impaired?

.....
.....

Thank you for responding.

APPENDIX 5: Interview Guide Parents of Hearing-Impaired Learners

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to the questions in the Interview guide.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

PARENTS OF THE HEARING-IMPAIRED VIEWS ON FACTORS THAT AFFECT THE PROVISION OF QUALITY EDUCATION IN SCHOOLS ATTENDED BY THEIR CHILDREN.

Province: **District:**

Name of the school attended by your pupil:.....

Community Setting:..... (rural, urban or peri-urban)

Highest Academic Qualification:.....

Professional Qualification:.....

Gender:

Age:

INTERVIEW GUIDE

1. Is your hearing-impaired pupil screened for hearing impairment? If not why?
2. Is your hearing-impaired pupil screened for Visual impairment? If not why?
3. Do you think the school your child is attending is hearing-impaired friendly? If not, give reasons for your answer.
4. Does your child have textbooks?
5. Is your child given homework?
6. Do you assist your child by attending to his/her homework? If not why?
7. Are you happy with the performance of your hearing impaired child?
8. What in your view is causing the poor/good performance by the hearing impaired learners?
9. How often do you meet with the teacher that handles you child?
10. Have you ever been called by the head teacher to discuss your child's performance?
11. Have you ever been attended to by the school guidance teacher over your child?
12. Have you ever approached the school for help over your child' performance? If not why
13. What major challenge does your child face at school?
14. Do you know your Childs' school needs?
15. Do you provide the educational needs of your hearing impaired child? If not, give reasons.
16. Are you happy with school facilities at the school your child attends? If not Give reasons.
17. Do you participate in the preparation of an Individual Education Programme (IEP) for your child?
18. Does your child have enough learning time? If not explain why
19. Do you attend Parent Teachers Association meetings at the school your child attends?
20. If not, give reasons.
21. What should be done to improve the education of hearing impaired learners?

Thank you for responding.

APPENDIX 6: Interview Guide for Parent Teacher’s Association Members

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

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Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

PARENTS TEACHERS ASSOCIATION MEMBER'S VIEWS OF FACTORS THAT AFFECT THE PROVISION OF QUALITY EDUCATION IN SCHOOLS ATTENDED BY THEIR CHILDREN WITH HEARING IMPAIRMENT.

Province: **District:**

Name of the school attended by your pupil:.....

Community Setting:..... (rural, urban or peri-urban)

Highest Academic Qualification:.....

Professional

Qualification:.....

Gender:

Age:

INTERVIEW GUIDE

1. Are you aware that you have pupils with hearing impairment at your school?
2. What do you know about hearing impairment?
3. Are all your hearing-impaired pupils screened for visual and hearing impairments?
4. Is the school suitable for pupils with hearing impairments? If not why?
5. Do you know the problems faced by the hearing-impaired pupils in their learning as a Parent Teachers' Association member? If yes, what are the challenges?
6. What in your view is causing the poor performance by the hearing-impaired learners?
7. Do you know the needs of the hearing-impaired and do you provide them? If not why?
8. Do you plan for pupils with hearing-impairment? If not why?
9. What challenges do you think the hearing-impaired face in their education?
10. Are you aware of challenges specialist teachers face in teaching hearing-impaired learners?
11. Are you as PTA assisting pupils with hearing impairment in their learning? If not why?
12. Has the Parent Teachers' Association built any infrastructure for the pupils with hearing-impairments? If not why?
13. Has the school administration brought out issues of the hearing-impaired in your executive meetings? If not why?
14. What is the attitude of parents of children with hearing impairment towards school?
15. In what way has PTA assisted hearing-impaired pupils?
16. Do you have parents of the hearing-impaired in your executive? If not why?
17. Do the parents of the hearing-impaired learners attend PTA meetings? If not why?
18. During the Annual General Meetings, do the parents discuss issues related to the Special Education at your school? If not why?
19. Do you think you are doing enough for learners with hearing impairments? If not why?
20. How do you think you can assist the hearing-impaired learners as PTA?

Thank you for responding.

APPENDIX 7: Questionnaire for Guidance and Counselling Teachers

The University of Zambia

Department of Post Graduate Studies

P.O Box 32379

Lusaka

Zambia

Dear Respondent,

I am a post graduate student at University of Zambia pursuing Doctor of Philosophy in Education degree in Special Education. I am conducting a research on School Factors Affecting the Provision of Quality Education to Hearing-Impaired Learners in some special schools and units of North-Western Province as part of my academic requirement. I am kindly requesting you to assist me by responding to the questions in the questionnaire.

Your identity will be and responses will be confidential and will only be used for the purpose of this study. Your co-operation will be highly appreciated.

Thanking you in anticipation.

Thomas Mbunji Ndonyo.

Signature:.....

Date:.....

GUIDANCE TEACHERS' VIEWS ON FACTORS THAT AFFECT THE PROVISION OF QUALITY EDUCATION IN THEIR SCHOOLS.

Province:

District:

Name of School:.....

Type of School: (Community, Private, GRZ or GRZ Aided)

Level of School

School Setting: (rural, urban or peri-urban)

Grade:

Gender:

Age:

To be answered by Guidance and Counseling teachers only. Tick Yes or No where applicable.

1. Are you a trained guidance teacher? Yes () or No ()
2. Are you a full time guidance and counseling teacher? Yes () No ()
3. Do you have records of the hearing-impaired pupils in your files? Yes () or No ()
4. Are the grade one pupils enrolled in your school assessed before enrolment?
Yes () or No ()
If no, give reasons.
.....
5. Are you involved in the assessment of hearing-impaired pupils? Yes () or No () If
no, give reasons.
.....
.....
6. Are all your hearing-impaired pupils screened for hearing and visual impairments?
Yes () No ()
7. Do you keep assessment and examination records for the hearing impaired pupils? Yes
() or No ()
8. Are you a member of any pupil's Individualised Education Programme (IEP)?
Yes () No ()
If no, give reasons.
.....
9. Do you think your school is hearing impaired friendly? Yes () No () If no, give
reasons for your answer. .
.....
.....
10. Do you give guidance to the hearing-impaired pupils at your school? Yes () or No ()
) If no, give reasons for your answer.
.....
.....
11. How many pupils with hearing-impaired have you counseled?.....
12. How many parents of the hearing-impaired have you attended to?.....

13. What activities have you carried out for the pupils with hearing impairments?

.....
.....

14. Do teachers of the hearing-impaired use teaching and learning resources when teaching? Yes () No ()

15. Does the school provide enough teaching and learning materials to hearing-impaired learner? Yes () No ()

16. Do teachers of the hearing-impaired use sign language when teaching?
Yes () No ()

17. Do teachers of the hearing-impaired attend teacher group meetings? Yes () No ()

18. Do you think hearing-impaired pupils at your school are provided with their necessary needs? Yes () or No ()

19. Are the teachers of the hearing-impaired inspected/monitored by school administrators? Yes () No ()

20. Are the teachers of the hearing-impaired inspected/monitored by external monitors?
Yes () No ()

21. What is the attitude of parents of children with hearing impairment towards school?

.....
.....

22. What in your view is causing the poor performance by the hearing-impaired learners?

.....
.....

23. Do you think the school is providing quality education to the hearing-impaired learners? Give reasons for your answer.

.....
.....

24. What is the major challenge faced by teachers in educating the hearing-impaired learners?

.....
.....

25. What should be done to improve the education of hearing-impaired learners?

.....
.....

Thank you for responding.

APPENDIX 8: Checklist for observing teaching

CHECKLIST FOR SIGNING

Significant Aspects of Sign Language

Sign Language uses hands in making signs that convey information. The language has the following significant aspects.

- Place of articulation
- Hand configuration
- Hand movement
- Hand Orientation
- Finger spelling
- Gestures
- Facial Expressions

Place of articulation

The place where you place your hand. The hand can either be placed in the air or in contact with a particular part of the body but this is always above the waist.

Hand Configuration.

The shape that the hand takes when making the sign. It may be in the form of a flat hand, a fist, index finger etc.

Hand Movement.

This is the movement that the hand form makes at the place of articulation. The movement can be fast, slow, stationary etc. It should be mentioned that one sign can mean different things when it makes a movement.

Hand Orientation.

This refers to where the palm of the hand faces. For instance for sign WEIGHT, the palm faces downwards while in HEAVY the palm faces upwards.

Finger Spelling

In finger spelling, the signer uses fingers to sign the letters of the alphabet individually to spell a word. It is very good for words that are difficult to spell.

Gestures

Movement of parts of the body mostly used to emphasise the sign being made by the signer. For showing tired, the signer will place the sign on the waist and make them fall lazily to show tiredness.

Facial Expressions

These are used to give meaning to a sign. When signing sadness, the face should show sadness.

Whenever someone is signing, the following should always be remembered:

- Never give your audience your back when signing.
- Make the correct sign and sign movement.
- All the signs are made above the waist.
- Always face the person you are communicating to.
- Accompany your signs with gestures and facial expressions.
- Do not sign using two hands making two different signs at the same time. If both hands are signing, ensure they give chance to each other.

CHECKLIST FOR OBSERVING TEACHING.

What to observe;

1. Teaching methods
2. Communication methods
3. Learner participation
4. Use of teaching and learning resources
5. Sitting arrangements

APPENDIX 9: The questionnaire for hearing-impaired learners used for pre-testing

Answer all questions.

1. Did you attended pre-school before starting grade one?
2. What were you screened for before starting grade one?
3. What books do you use in school?
4. Do you share your reading books?
5. Is the school providing you with all your needs?
6. How do teachers communicate with you used in class?
7. Do all your class teachers communicate to you in sign language?
8. In what language are the books you use written in?
9. Do you get enough assistance from your guidance teachers?
10. Do your parents attend school meetings?
11. Are your parents ready to buy your school requirements?
12. Does the head-teacher or any of the administrators sit in your class and observe your learning?
13. Are your classrooms conducive for learning?
14. How are you taught in class? Are you taught as individuals?
15. Is the room good for your education?
16. Do you like the educational resources and materials in used in teaching?
17. Do your teachers use teaching and learning resources when teaching you all the time?
18. What methods does you teacher use when teaching you?
19. Do you see visitors who sit in class and see how you are learning?
20. Do you have enough time for learning?

APPENDIX 10: Revised hearing-impaired questionnaire after pre-testing

Answer all questions. Tick Yes or No

1. Have you attended pre-school before starting grade one? Yes () No ()
2. Have you been screened for hearing impairment? Yes () No ()
3. Have you been screened for visual impairment? Yes () No ()
4. Do you have textbooks such as readers and any other books? Yes () No ()
5. Do you share your reading books? Yes () No ()
6. Has the school given you all your needs? Yes () No () How do teachers communicate with you used in class? (Oral, sign language or total communication)
7. Do all your class teachers communicate to you in sign language? Yes () No ()
8. Are the books you use written in sign language? Yes () No ()
9. Do your teachers give you homework? Yes () No ()
10. Do you get enough assistance from your guidance teachers? Yes () No ()
11. Do your parents attend school meetings? Yes () No ()
12. Are your parents ready to buy your school requirements? Yes () No ()
13. Does the head-teacher or any of the administrators sit in your class when your teacher is teaching? Yes () No ()
14. Do your teachers give you work alone? Yes () No ()
15. Are you taught as individuals? Yes () No ()
16. Is the room have enough light? Yes () No ()
17. Are the educational resources and materials in use suitable for you? Yes () No ()
18. Do your teachers use teaching and learning resources when teaching you all the time?
Yes () No ()

19. What is the main method used by your teachers when teaching you? (Lecture, question

And answer, task analysis, outing lessons, inquiry, demonstration.)

20. Do you see visitors who sit in class and see how you are learning? Yes () No ()

APPENDIX 11: Questionnaire for parents of the hearing-impaired used for pre-testing.

Answer all questions.

1. Is your hearing-impaired pupil screened for hearing impairment? _____
2. Is your hearing-impaired pupil screened for Visual impairment? _____
3. Do you think the school your child is attending is hearing-impaired friendly? _____
4. Does your child have textbooks? _____
5. Is your child given homework? _____
6. Do you assist your child by attending to his/her homework? _____
7. How often do you meet with the teacher that handles your child? _____
8. Have you ever been attended to by the school guidance teacher over your child? _____
9. Have you ever been called by the head teacher to discuss your child's performance? _____
10. Have you ever approached the school for any assistance over your child's performance? _____
11. Do you participate in the preparation of an Individual Education Programme (IEP) for your child?-----
12. Do you participate in School activities at the school your child attends? _____
13. Do you attend Parent Teachers Association meetings at the school your child attends?
14. Is your child provided with all the school needs? _____
15. Do you provide the educational needs of your hearing-impaired child? _____
16. Are you happy with the performance of your hearing-impaired child? _____
17. What in your view is causing the poor performance by the hearing-impaired learners?

18. Are you happy with the school facilities at the school your child attends?_____

19. What major challenge does your child face in his/her education?_____

20. What should be done to improve the education of hearing-impaired learners?_____

APPENDIX 12: Questionnaire for PTA members used for pre-testing

1. Are you aware that you have pupils with hearing impairment at your school?_____
2. Do you have any knowledge about hearing impairment? _____
3. Are all your hearing impaired pupils screened for visual and hearing impairments?

4. Is the school suitable for pupils with hearing impairments? _____
5. What challenges do hearing-impaired pupils face in their learning?_____
6. Does PTA assist a hearing-impaired pupil with assistive aids? If not why?
7. Do you provide the needs of the hearing-impaired? If not why?
8. Are you as a PTA assisting pupils with hearing impairment in their learning? If not why?
9. Has the Parent Teachers' Association built any infrastructure for the hearing pupils?_____
10. Has the Parent Teachers' Association built any infrastructure for pupils with hearing impairments? If not why?
11. Do you have parents of the hearing-impaired in your executive? If not why?
12. Has the school administration brought out issues of hearing-impaired in your executive meetings? If not why?
13. What is the attitude of parents of children with hearing-impairment towards school?

14. During the Annual General Meetings, do the parents discuss issues related to the Special Education at your school? If not why?_____
15. Do the parents of the hearing-impaired learners attend PTA meetings? If not why?
16. Do you plan for pupils with hearing-impairment? If not why?

17. Do you think you are doing enough for learners with hearing impairments? If not why?
18. What in your view is causing the poor performance by the hearing-impaired learners?____
19. What challenges do you think the hearing-impaired face in their education?_____
20. What is the most important thing that needs to be done to help hearing-impaired pupils?

APPENDIX 14: Interview guide developed after pre-testing.

INTERVIEW GUIDE

1. Are you aware that you have pupils with hearing impairment at your school?
2. What do you know about hearing impairment?
3. Are all your hearing-impaired pupils screened for visual and hearing impairments?
4. Is the school suitable for pupils with hearing impairments? If not why?
5. Do you know the problems faced by the hearing-impaired pupils in their learning as a Parent Teachers' Association member? If yes, what are the challenges?
6. What in your view is causing the poor performance by the hearing impaired learners?
7. Do you know the needs of the hearing impaired and do you provide them? If not why?
8. Do you plan for pupils with hearing impairment? If not why?
9. What challenges do you think the hearing impaired face in their education?
10. Are you aware of challenges specialist teachers face in teaching hearing-impaired learners?
11. Are you as PTA assisting pupils with hearing impairment in their learning? If not why?
12. Has the Parent Teachers' Association built any infrastructure for the pupils with hearing impairments? If not why?
13. Has the school administration brought out issues of the hearing impaired in your executive meetings? If not why?
14. What is the attitude of parents of children with hearing impairment towards school?
15. In what way has PTA assisted hearing-impaired pupils?
16. Do you have parents of the hearing impaired in your executive? If not why?
17. Do the parents of the hearing impaired learners attend PTA meetings? If not why?
18. During the Annual General Meetings, do the parents discuss issues related to the Special Education at your school? If not why?

19. Do you think you are doing enough for learners with hearing impairments? If not why?
20. How do you think you can assist the hearing-impaired learners as PTA?