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The Effects of Material Resource Challenges on Implementation of Inclusive Education for the Hearing Impaired Pupils in Wakiso Districts, Uganda

Osiatuma Stephanie Isioma

Master Degree Student, Open Distance and E- Learning,
Kampala International University, Uganda

Bantu Edward

Associate Professor, Department of Counselling Psychology,
Kampala International University, Uganda

Musa Yusuf Mohammed

Lecturer, Department of Social Studies,
Mar Suleiman College of Education Gashua, Yobe State, Nigeria

Abstract:

The concept of Inclusive education is a new method of teaching children regardless to the variances pointed out by the society and people around schools must recognize and response to diverse needs of learners, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curriculum or organizational arrangement, teaching strategies, resource use and partnership with their communities

The study examined the effects of material resource challenges on implementation of inclusive education for the hearing impaired learners. The study adopted a descriptive survey design and targeting 86 HI teachers and a sample population of 64 where 79 teachers and 3 head teachers were selected from the 3 primary schools. The data was analyze using SPSS Version 2.0 data was analysed using simple statistics of percentages and frequency tables. The findings on the effect of the findings on material resource and Inclusive Education had a strong significant positive relationship ($r=0.821$, Sig-value=0.000). This means that Material Resource also had a positive impact on Inclusive Education of the selected schools.

Keywords: Materil resources, inclusive education and hearing impaired pupils

1. Introduction

The concept of Inclusive education is a new method of teaching children regardless to the variances pointed out by the society and people around. People are often born with some similarities and some differences. Regular children and children with disabilities are taught under one roof providing them with the same facilities, environment and attention. Although classes of some of the disabled children are separate, but they all eat together, play together and enjoy altogether'. He further asserts that 'The prime focus of promotion of inclusive education is to build up the confidence level of the disabled children. To make them realize, that they have their own part to play in this world. No matter what difference they have, no matter what disability they have, once they are scolded or mocked, their confidence level collapses completely.

Marghza, (2017) again argued that 'Inclusive education works as a hope for them to survive in this world. The more they interact with normal children and people, who are different from them, the more they feel comfortable in future. Promoting this program can provide a better chance for disabled children and a bright future in this challenging world. We all can help them in one way or the other, we make up this society and only we can change it'. The importance of inclusive education in the classroom is crucial. Green springs, (2016) pointed out that, it is of great importance for schools not to exclude special need students from associating and learning with other pupils. They should be provided with quality education just like other children. They are bright, intelligent and they need to be surrounded by other students so they can strive and learn social skills.

Since the introduction of Universal Declaration of Human Rights (Article 26), Convention on the Rights of the Child (Article 28), World Conference on Education for All (1990), the Salamanca Conference (1994) and World Education Forum (2000) where UNESCO, UNDP, UNICEF, UNFPA, World Bank, etc. and agencies and representatives from all over the world gathered to review and analyze their efforts towards the goal of Education for All. Inclusive education has been regarded as the only means to achieve the goal of Education for All.

Article 35 of the constitution of Uganda (1995), gives right to respect and dignity for persons with disability. Similarly, article 30 of the same constitution gives all persons right to education. In the same context, Universal Primary Education (UPE, 2007) policy permits all school going children to attain free primary education in Uganda. In light of this,

the Salamanca statement and framework for Action on special needs spells the right for children to participate in quality education that is meaningful for each individual.

In a study conducted by Lynas (2005), he believes that HI learners may encounter difficulties which may affect their academic areas in reading, arithmetic, language and spellings. Lynas, (2005) he further confirm the report published by Centers for Disease in the United States of America, that hearing impairment is the most prevalent impairment for children at the time of birth, and among 1 to 3 newborns out of every 1000 live births are born with hearing impairment. Hallahan et al (2012) is of the opinion that hearing is one of the most important senses of the human. Being deprived of the sense of hearing is not only defined as not hearing the sounds, but it is defined as the lack of access to many helpful and promising experiences of both individual and social life as well. This kind of damage causes remarkable malfunctions for children with hearing impairment and one of the most important children functioning domains which is the academic performance is also affected.

1.1. Problem Statement

It is expected that disabled children would meaningfully gain access to all-inclusive education services instead of the traditional special school or units. Regrettably, it has not been realized as planned and as clearly manifested by school related challenges namely; the inappropriate curriculum and teaching style, lack of instructional materials, limited numbers of Special Needs Education (SNE) teachers to accommodate pupils in their regular class room activities, unfriendly and inaccessible classroom to children with disabilities (CWDs). In view of the above, there is need to investigate material resources challenges facing implementation of inclusive education for the hearing impaired in Wakiso district in Ugandan primary schools.

1.2. Objective

To examine the effects of material resource challenges on implementation of inclusive education for the hearing impaired pupils in Wakiso districts.

1.3. Scope of the Study

The study was conducted at three primary schools around Wakiso districts in Uganda.

2. Literature Review

In June 1994, over 300 participant including 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new Statement on the education of all disabled children, which called for inclusion to be the norm.

In addition, the Conference adopted a new Framework for Action, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that disabled children attend the neighborhood school that would be attended if the child did not have a disability. The Salamanca statement says that *'Every child has a basic right to education and those with special needs must have access to regular schools. Regular schools with an inclusive ethos are the most effective ways to combat discriminatory attitudes, creating welcoming and inclusive communities and achieve education for all.'* The Statement also calls on the international community to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes. In particular, it calls on United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), and United Nations Development Programme (UNDP) and the World Bank for this endorsement.'

Convention on the Rights of Persons with Disabilities (2006): The convention was held in United Nations Headquarters in New York in December 2006. It has 50 articles. The convention focus to promote, defend and reinforce the human Rights of all persons with disabilities. Article 24, focus on persons with disabilities should be able to access an inclusive education, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. Parties to this convention are required to promote, protect and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy equality under the law. The convention explained on the right of persons with disabilities to the right to education, right to health and right to vote.

Davis, (2013) proposed that every point of entry into the classroom should be modified and friendly to enable users of wheelchairs to access the classroom. Bauer, (2004) confirm that modification of the sitting rows, doors and passageway, stairs and recreational areas is paramount to help learners with disability. In light of this, Lynette (2016) 'asserted that the sitting location and lighting is also very important for interaction in a regular classroom'. Asif, (2008) suggested that learners with HI may need a good visibility and facial cues for lip-reading. Lip reading involves observing a person's face and mouth to understand what words are being said.

Tayo and Oluniyi, (2012) demonstrated that there are many assistive devices available to those who are hearing impaired; He further pointed out that these devices (hearing aids) are used by pupils who have some enduring hearing issues, the device increases sounds and enable the user to hear properly. Similar device used by HI learners include radio microphone. The microphone is worn by the speaker to convey and increase speech to persons wearing the receiver. One of the advantage of this device is that it allows more than one user at the same time. Another device that can assist HI learners include captioned video which allow HI learners to read through the sub title. HI pupils can learn better if given an assistive device.

3. Methodology

3.1. Research Design

The study employed a descriptive research design, which involves qualitative and quantitative methods. This design will be adopted to enable the researcher to gather information from a wide range of respondents.

3.2. Target Population

According to Bogere and Gesa (2015), the study population is the group where the research was undertaken. The study involved three primary schools Nakawa division. There are over 20,314 Primary schools in Uganda out of which 17 are special schools, 84 attached units, and 27 all-inclusive schools at primary (EDA, 2015). The estimated target population for this study is eighty-two (82) of which eight (8) out of the teachers are deaf from Ugandan school for the deaf in Ntinda, Kampala districts (Field work, 2019). This comprises of primary school teachers, head teacher, special education teacher and sign language teachers. These categories of teachers are targeted because they are knowledgeable to provide vital information. For confidentiality purposes the schools will be coded using Alphabet.

3.3. Questionnaire

Mellenberg, (2008) defines 'questionnaire as set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study'. The survey used structured research questionnaire to collect quantitative field data. The first section was used to collect the demographic information of the respondents. The second section was used to gather data using the research objectives, covering the study variables on material resource challenges. Four Likert scale was used to create qualitative data. For field survey purposes, 78 questionnaires were distributed to the respondents.

3.4. Interview

The head teachers of the three schools were interviewed because they are key informant for the study.

Material Resources Challenges	Frequency	Mean	Standard Deviation	Interpretation	Rank
The education centers are equipped with teaching aids to help SNE pupils understand better.	68	1.3758	.94362	Strongly disagree	Very low
The environment is made conducive for SNE.	68	3.2189	.86582	Strongly Agree	Very high
The school proximity is affordable for special needs children.	68	3.8405	.86288	Strongly Agree	High
The language laboratories have sound proof to carter for SNE needs.	68	1.5068	.64032	Strongly Disagree	Very low
The hearing aids are made available for the physically challenged pupils.	68	2.8509	.92811	Strongly Disagree	Very low
Valid N (listwise)	68				
Average Mean		2.5590			High

Table 1: Mean Showing Material Resource Challenges on Inclusive Education for HI

The Likert scale means ranges of 3.26 – 4.00 which shows (very high) represent strongly agree, while 2.51 – 3.25 represents Agree (high), 1.76 – 2.50 represents Disagree (low) and 1.00 – 1.75 represent strongly disagree (very low). Similarly, from Table 1 shows that with respect to material resource challenges; the education centers had a mean of (1.3758) which indicated that the responded strongly disagree to teaching and learning materials been made available for the pupils. Similarly, the study centers have no sound proof to carter for the pupils needs with mean of 1.5068 and hearing aids were not made available to the pupils by the government with mean of 2.8509.

		M.R.C	I.E
M.R.C	Pearson Correlation	1	.821**
	Sig. (2-tailed)		.000
	N	68	68
I.E	Pearson Correlation	.821**	1
	Sig. (2-tailed)	.000	
	N	68	68
** Correlation Is Significant at the 0.01 Level (2-Tailed)			
Source: Field Survey, (2019)			

Table 2: Regression Analysis Showing Relationship between Material Resource Challenges and Inclusive Education for HI

Results in Table 2 showed that Material Resource and Inclusive Education had a strong significant positive relationship ($r=0.821$, Sig-value=0.000). This means that Material Resource also had a positive impact on Inclusive Education of the selected schools. In line with the challenges concerning material resources and implementation of inclusive education for HI, school 'B' is of the opinions that: *'The teachers need instructional materials and other teaching aids to assist them in teaching pupils, if these materials are not made available, it becomes an issue, because these are pupils who are hard of hearing. We need to go the extra mile to teach them, if not they will lose interest in the school. There are teaching aids that facilitate effective teaching. Some of them are audio visual with caption, since this is a primary school we need these items to also help the child learn through reading and watching the pictures. At times these children fail to come with their hearing aid, we have to sit them in front and also use audio visual to prevent them from asking their peers for interpretation. Unfortunately, we do not have audio visual with caption presently in the school.'*

4. Findings on Effect of Material Resource Challenges on Implementation of Inclusive

Findings from material resource and inclusive education had a strong significant positive relationship ($r=0.821$, Sig-value=0.000). This means that Material Resource also had a positive impact on Inclusive Education of the selected schools.

Findings points out that material resource challenges on educational centers had a mean of (1.3758) which indicated that it is strongly disagree. The findings revealed that there is an effect, material resource challenges have on implementation of inclusive education among hearing impaired pupils in Nakawa divisions in Uganda. This finding agrees with Dash (2012) who pointed out that there are both external and internal factors that affect implementation of inclusive education. The external barriers are confronted before coming to and getting enrolled in schools, which include physical location of schools, non-availability of school, social stigmatization or economic conditions of the learners. The internal factors are mostly psychological barriers like self-concept, confidence etc which are sometimes imposed by the external factors and first step to remove the internal barriers is to remove the external barriers.

Similarly, response from the interview from the head teachers shows material resources is paramount in implementation of inclusive education, the head teacher of school B is of the view 'if these materials are not made available, it becomes an issue, because these are pupils who are hard of hearing. We need to go the extra mile to teach them, if not they will lose interest in the school. There are teaching aids that facilitate effective teaching. Some of them are audio visual with caption, since this is a primary school we need these items to also help the child learn through reading and watching the pictures. At times these children fail to come with their hearing aid, we have to sit them in front and also use audio visual to prevent them from asking their peers for interpretation. Unfortunately, we do not have audio visual with caption presently in the school.

5. Recommendations

There is need for government in conjunction with the Ministry of Education to sensitize the general public on the benefits of including HI learners in a general classroom.

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