

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Influence of Selected Learning Resources on the Implementation of Curriculum for Learners with Hearing Impairment in Public Primary Schools in Ilemela District, Tanzania

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Abstract:

Teaching and learning resources contribute to effective learning in schools. Learning is the gradual process which is facilitated by the available teaching and learning resources especially to learners with hearing impairment. This research investigated the influence of selected learning resources on the implementation of curriculum for learners with hearing impairment in public primary schools in Ilemela District, Tanzania. There were three specific objectives: to determine the contribution of learning materials on the implementation of learners with hearing impairment curriculum, to find out the effect of teachers' qualifications on the implementation of learners with hearing impairment curriculum, and to examine the influence of physical infrastructure on the implementation of learners with hearing impairment curriculum in Public primary schools in Ilemela District. The researcher used Equity Theory and Classical Liberal Theory of Equal Opportunity. Questionnaire and interview methods were used in data collection. Research findings showed that, learning materials, teachers' qualifications and physical infrastructure affect the implementation of curriculum for learners with hearing impairment in Public primary schools. From the findings the study concludes that, unqualified primary school teachers and shortage of teaching and learning resources affect the implementation of learners with hearing impairment curriculum in primary school level in Ilemela. The researcher recommended that, there is need for the government and other educational stakeholders to provide enough learning materials to learners with hearing impairment in primary schools. Also, the government should recruit qualified teachers and introduce in-service training program for teachers to gain more skills and knowledge in teaching learners with hearing impairment.

Keywords: *Disabilities, hearing disability, learning resources, curriculum, public schools, primary schools, teachers' qualifications*

1. Introduction

The World Declaration on education for all and framework for action to meet basic learning needs adopted in Jomtien, Thailand from 5th - 9th March 1990, sets out the vision for provision of education to all children as they have equal rights to access education. The forum gave a chance for the initiation of special education for students with special needs in many countries (UNESCO, 1990). It did not initiate the special schools but it initiated the massive introduction of schools offering special education for students with special needs. Memorial School was established in Bulawayo in 1945 with the aim of providing inclusive education for all students including pupils with challenges such as hearing impairment, the disabled as well as those that are not given opportunity to learn in a normal school set up (Mpofu and Chimhenga, 2013).

Possi and Milinga (2017) report that, after special needs education was introduced in Tanzania, the government has been supporting efforts of non-governmental organizations such as religious organizations. The first school for the blind was established in 1950 by the Anglican Church. Later, the Roman Catholic Church started the school for deaf children in 1963.

Soon after independence, the government of Tanzania, donors, and other private entities started to facilitate the provision of education for children with special needs all over the country through various education and political reforms. The government introduced various education policies and reforms in its first five-year development plan of 1964-1969, 1969-1974, and 1974 -1979, the first union development plan of 1981, ten-year development program for secondary education expansion of 1984-1993, education and training policy of 1995, education and training policy of 2014 and finally free fee basic education policy of 2015.

Mapolisa and Tshabalala, (2013) report that, most of the children with hearing impairment do face various challenges since they use expensive teaching learning facilities compared to normal and children with other disabilities in Zimbabwe. They found out that most of the schools handling children with hearing impairment lacked qualified teachers with commitment and experience in teaching learners with hearing impairment. The problem caused many students to leave schools citing wastage of time. Also, the findings showed that the government of Zimbabwe did not concentrate much on constructing special schools for students with disabilities like those with hearing impairment. Most of the schools for students with hearing impairment were owned by the private sector including churches, NGO's, and private institutions.

Prakash (2012) reveals that learners with hearing impairment are facing various challenges when they are at home, on the way to school and even at school in India.

Desalegn (2016) comments that, all over the world countries are implementing inclusive education or integrated education. According to Desalegn, the government of Ethiopia is trying to implement inclusive education including children with hearing impairment although the country is still using normal schools to enroll students with disabilities. Children with disability need special care compared to normal students that is; it becomes difficult to teach students with disabilities together with normal students in the same class.

Opini and Onditi (2016) reveal that, education stakeholders constructed some schools in Tanzania for students with hearing impairment so as to give them opportunities to access education. Such students are affected by other limiting factors such as family background, government policy on education of children with hearing impairment, school infrastructure, teaching and learning materials and parents' awareness. Some tribes in Tanzania do not believe that students with hearing impairment can learn and become educated like normal children. This is the main hindrance to students with hearing impairment not only in Ethiopia but also in other African countries such as Tanzania. Therefore, this research focused on the influence of selected resources on the implementation of learners with hearing impairment curriculum in public primary schools in Ilemela District, Tanzania.

2. Statement of the Problem

The government of Tanzania has tried to equalize education opportunities all over the country by constructing more primary schools, providing free and compulsory primary education and strengthening the quality of education through effective supervision of primary schools, establishment of quality assurance departments and so many other initiatives (Opini and Onditi, 2016).

Despite of all these efforts by the government and other education stakeholders in Tanzania, learners with disabilities such as hearing impairment continue to face various challenges including inadequate and inappropriate teaching and learning resources such as teachers and physical infrastructure in public schools. This research investigated the influence of selected learning resources on the implementation of curriculum for learners with hearing impairment in public primary schools in Ilemela District, Tanzania.

3. Objectives of the Study

3.1. General Objective

To investigate the influence of selected learning resources on the implementation of curriculum for learners with hearing impairment in public primary schools in Ilemela District, Tanzania.

3.2. Specific Objectives

- To determine the contribution of learning materials in the implementation of the curriculum for learners with hearing impairment in public primary schools in Ilemela District
- To find out the effect of teachers' qualifications in the implementation of curriculum for learners with hearing impairment in public primary schools in Ilemela District
- To examine the influence of physical infrastructures in the implementation of curriculum for learners with hearing impairment in Public primary schools in Ilemela District

4. Conceptual Frame work

The independent variables in this research are the selected resources which include learning materials, physical infrastructures and teachers' qualifications while the dependent variable is the implementation of curriculum that is, teaching and learning. Learning materials include computers, projectors, speech trainers, audiometer machines, sign language dictionaries, hearing aids while the physical infrastructures include classrooms, audiology rooms and resource rooms.

The conceptual framework as presented in figure 1 shows three selected learning resources.

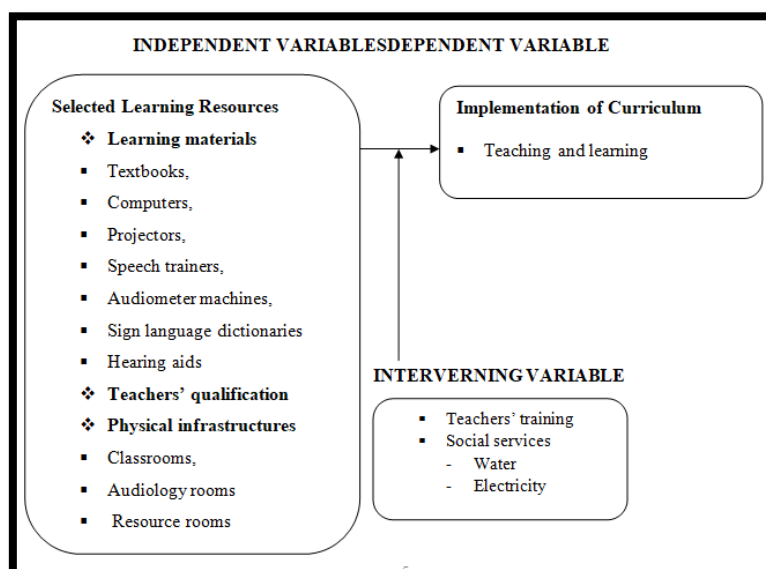


Figure 1: Conceptual Framework

5. Methodology

The study on the influence of selected learning resources on the implementation of curriculum for the learners with hearing impairment in public primary schools was conducted in Ilemela District which is one of the districts forming Mwanza region. It covers 254.6 square kilometers with 74 public primary schools.

In this study the researcher used mixed research approach. The researcher used this approach so as to cover the weaknesses of using either quantitative or qualitative approaches in a single study. The researcher employed a convergent parallel research design. A convergent research design entails that the researcher concurrently collects quantitative and qualitative data but analyses them differently. This approach helped the researcher to collect and analyze both qualitative and quantitative data and eventually compare the results.

The targeted population of this study comprised of 12 district education officers, 10 ward education officers, 6 heads of primary schools, 158 teachers and 46 students with hearing impairment. These formed a total population of 232. From the above population the sample size of the study of 147 was derived using Yamane formulae. Based on the nature of the problem the researcher used purposive sampling and simple random sampling to get the respondents from the population.

Questionnaire and interview guide were used to collect data. The instruments were developed by the researcher. The research instruments were subjected to validity and reliability. The instruments were piloted in schools outside the district where data was collected. Feedback from piloting was used to improve the instruments. Descriptive statistics were used to analyse Quantitative data with the help of Statistical Package for Social Sciences (SPSS), version 20.0. Data was presented using descriptive statistics which included means, percentages and frequencies. Qualitative data was analyzed using thematic analysis.

6. Findings

6.1. The Contribution of Learning Materials in the Implementation of the Curriculum

The study investigated on whether learning materials contribute to the implementation the curriculum for learners with hearing impairment in primary schools Ilemela District. The findings were as presented in Table 1.

Item	Frequency	Percent
Yes	72	72.0
No	28	28.0
Total	100	100.0

Table 1: Contribution of Learning Materials in the Implementation of Curriculum
Source: Field Data, 2019

The findings in Table 1 showed that 72 percent of respondents agreed that learning materials contributed to the implementation of curriculum for learners with hearing impairment while 28 percent did not agree. This implies that, majority of primary school teachers are aware on the contribution of learning materials in the implementation of the curriculum among the hearing-impaired learners.

The findings showed that there is poor implementation of curriculum for learners with hearing impairment in Ilemela District due to shortage of learning materials. Teachers lack necessary learning materials to implement curriculum for learners with hearing impairment.

The implementation of curriculum for learners with hearing impairment depends on the availability of teaching and learning materials as supported by Hassanzadeh, Parhoon and Movallali (2014) who explain that students with hearing problems should be given special care by being taught using special learning materials compared to normal students. Teachers implement well the curriculum to the learners with hearing impairment in the presence of different learning materials which will be used during teaching and learning process.

The findings from interview showed that the shortage of learning materials to learners with hearing impairment hinders implementation of curriculum to learners with hearing impairment in Ilemela District. One of the interviewees commented that;

Teachers fail to implement curriculum for learners with hearing impairment because of shortage of learning materials. The available learning materials do not match with the number of learners with hearing impairment in Ilemela District. Therefore, we beg the government to supply more teaching and learning materials to students with hearing impairment in Ilemela District (Interviewed on 6th May 2019).

Teachers who were interviewed indicated that there was shortage of learning materials and this affected the implementation of curriculum for learners with hearing impairment in Ilemela District. The shortage of these materials hinders the implementation of curriculum this is supported by Opini and Onditi (2016) who observed that there is poor implementation of curriculum for learners with hearing impairment since the implementation of education for all policy does not favor students with hearing impairment. If the policy supported special needs education, then there would be enough resources in schools that cater for learners with special needs. The supply of learning materials in normal schools does not correlate with the supply of learning materials to students with hearing impairment. These also agrees with the conceptual framework which indicates that in the process of implementing a curriculum innovation like the special needs curriculum inadequate resources can be an obstacle to proper implementation of the curriculum.

6.2. The Effect of Teachers' Qualification in the Implementation of Curriculum

The study sought to investigate how qualification of teachers of learners with hearing impairment affects the implementation of curriculum for learners with hearing impairment in Ilemela District. Participants were asked various questions regarding qualifications of teachers who teach learners with hearing impairment. The data is presented in Figure 1.

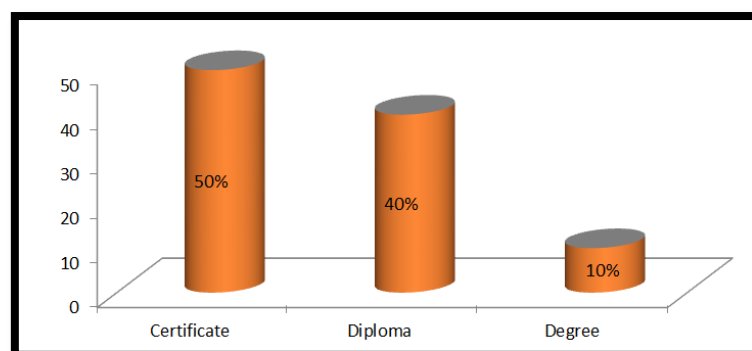


Figure 2: Highest Qualifications of Teachers'

The findings in Figure2 indicates that, 50 percent of the teachers had certificate in special education, 40 percent of teachers had diploma in special education and only 10% of the teachers had degrees in special education in Ilemela District.

The data in Figure 2 pointed out that there are few trained teachers who are trained to handle special needs education. This is not good for the special needs' curriculum. This curriculum requires specialists in the area who have who have been trained at certificate, degree and masters levels. With this kind of training, they will be able to handle special needs education curriculum effectively and therefore cater for the needs of the learners with hearing impairment. From the findings majority of teachers are certificate holders with very few degree holders. For effective implementation of curriculum for learners with hearing impairment we need to have more qualified teachers with degrees.

The findings in Figure 2 are similar to what was observed by Awamleh and El-Zraigat (2016) that schools where students were taught by qualified teachers had learners expressing good mastery of language in communication than schools with shortage of such teachers and those in which unqualified teachers were involved in teaching learners with hearing impairment. This is what is happening in Ilemela District where students are being taught by unqualified teachers while majority of schools are experiencing shortage of teachers who do not have proper qualifications to teach learners with hearing impairment.

The findings from interviews also indicated that Ilemela District has no enough qualified teachers since majority of primary school teachers were having certificates while very few were having diploma and degree qualifications. This was identified during interview in Ilemela District with one of the respondents who said that;

We do not have enough qualified teachers in our District. This hinders the implementation of curriculum for learners with hearing impairment. Most of our teachers have certificates in special education for learners with

hearing impairment while very few teachers have diploma and degree in teaching learners with hearing impairment.

The views of the interviewee indicated that the shortage of qualified teachers of students with hearing impairment in Ilemela District hinders the implementation of curriculum for learners with hearing impairment. This shows that indeed there is a shortage of teachers who can implement special needs curriculum. This finding is supported by Awamleh and El-Zraigat (2016) who asserted that teachers' qualification is the biggest problem in schools where curriculum for learners with special needs curriculum is implemented. This is a disservice to learners with hearing impairment because the language used in school is different from the language that a child with hearing problem hears before going to school.

Furthermore, the study sought information on whether teachers have skills and knowledge on teaching learners with hearing impairment in Ilemela District. The findings were as presented in Figure 3.

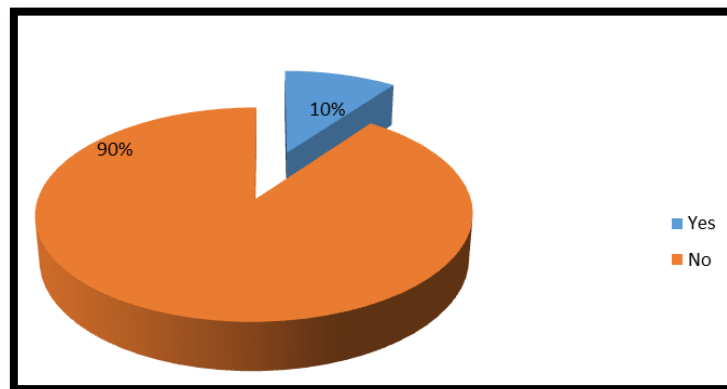


Figure 3: Teachers' Skills

The data in Figure 4 indicates that only 10 percent of all respondents agreed that teachers have skills in teaching learners with hearing impairment while a majority 90 percent reported that teachers do not have skills and knowledge in teaching learners with hearing impairment in Ilemela District.

This indicated that teachers of learners with hearing impairment in Ilemela District do not have skills and knowledge of teaching learners with hearing impairment. The government should employ more teachers with skills in teaching learners with hearing impairment in Ilemela District as lack of qualified teachers would lead to poor implementation of the curriculum in the area.

The findings in Figure 4 are similar to what was observed by Gürgür (2014) that it is impossible for students with hearing impairment to be taught by a teacher who does not have skills in special education of students with hearing impairment because teaching is a profession. Every teacher has teaching subjects of specialization therefore, a teacher cannot teach all subjects in a school and it is not possible for a teacher of normal students to teach students with disabilities.

The findings from interview indicated that, most of the teachers in Ilemela District have been assigned the duty of teaching learners with hearing impairment yet they do not have the skills in teaching learners with hearing impairment. This was identified during interview with some of the respondents in Ilemela District who reported that;

It is true that learners with hearing impairment are being taught by teachers with no skills in teaching learners with hearing impairment because of the shortage of man power. We have learners with hearing impairment but we don't have qualified teachers. It forces us to allocate normal teachers to teach learners with hearing impairment.

From the interview, it is clear that there is a shortage of qualified teachers for learners with hearing impairment in Ilemela district. The findings are similar to what was observed by Reyhani, *et al.*, (2015) that, teachers' skills are the most important aspect when recruiting teachers for students with hearing impairment in Iran. Teachers are most respected because they have skills and knowledge on teaching students with special problems like those with hearing impairment. However, contrary to Iran, in Ilemela District, majority of teachers teaching learners with hearing impairment are not qualified to teach such learners. Therefore, teachers hired to teach learners with special needs should be qualified teachers who have skills to help learners with hearing impairment in primary schools in Ilemela District.

The study also examined if the number of specialist teachers fit the number of learners with hearing impairment in the class. Teachers were asked to provide their views as presented in Figure 4.

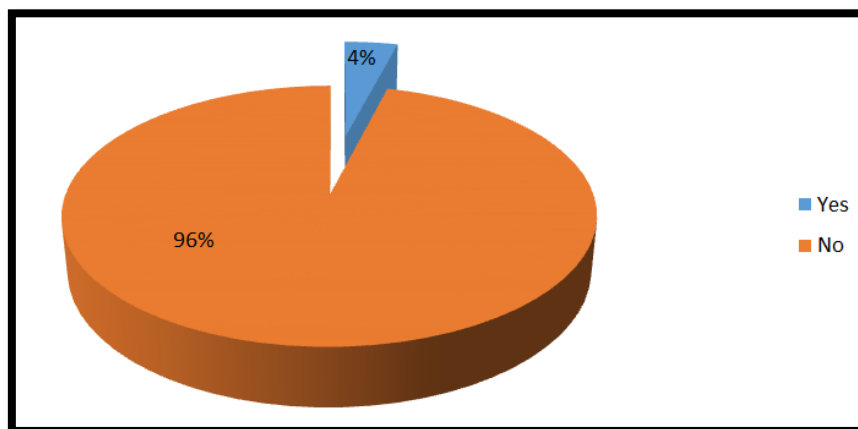


Figure 4: Specialist Teachers Fit the Number of Learners with Hearing Impairment

The results in Figure 4 indicated that, only 4 percent of respondents said specialist teachers for learners with hearing impairment fit the number of learners with hearing impairment while 96 percent responded that specialist teachers do not fit the number of learners with hearing impairment.

This meant that there is a shortage of qualified teachers for learners with hearing impairment in Ilemela District. As a result of this shortage, heads teachers are using non-specialized teachers to teach learners with hearing impairment.

The findings in Figure 4 are in line with the findings obtained by Naik, *et al.*, (2013) that most of the teachers were not qualified to be teachers of learners with hearing problems but because of the shortage of teachers the government enacted a law to train teachers for students with hearing impairment in its colleges for the purpose of increasing the number of teachers. Therefore, the government through the ministry of education should organize special trainings for teachers of learners with hearing impairment to give them skills and knowledge in teaching such learners.

6.3. The Influence of Physical Infrastructures in the Implementation of Curriculum

Teachers and learners in primary schools were asked if the schools had enough physical infrastructures for learners with hearing impairment in Ilemela District. The findings from teachers and students on the influence of physical infrastructure for learners with hearing impairment are as presented in Figure 5.

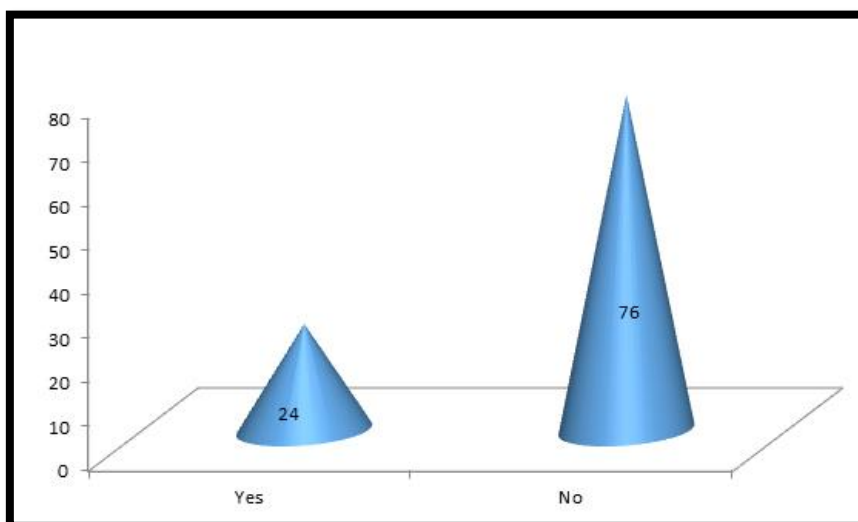


Figure 5: The Response If Schools Have Enough Physical Infrastructures

Figure 5 shows that 24 percent of respondents agreed that schools had enough physical infrastructures for learners with hearing impairment while 76 percent of respondents reported that schools did not have enough physical infrastructures for learners with hearing impairment in primary schools in Ilemela District. These findings imply that in most of primary schools in Ilemela District, there were no special buildings for learners with hearing impairment since most of them were learning in the same classes with normal students. This affected the implementation of hearing-impaired learners' curriculum as the students affected were not able to learn effectively as their normal counterparts.

These findings relate with those obtained by Hashim, Tasir and Mohamad (2013) that students with hearing impairment are facing challenges of inadequate physical infrastructures. They noted that although the government has constructed special schools for students with disabilities, classrooms are not well equipped with learning facilities to support the learning for the hearing-impaired learners. This is the scenario in primary schools in Ilemela District where most of schools do not have special classes for learners with hearing impairment.

The interview data indicated that inclusive schools in Ilemela District did not have special infrastructures for learners with hearing impairment in Ilemela District. Learners with hearing impairment were using the same infrastructures with normal students. This was identified during an interview with one of the interviewees who commented that;

We don't have special infrastructures for learners with hearing impairment that is why we put them together with normal students and other learners with other disabilities. The government and other educational stake holders should volunteer in constructing school infrastructures for learners with hearing impairment.

Interviews with learners about physical infrastructures indicated that, primary schools in Ilemela District did not have special infrastructures for learners with hearing impairment. This is similar to what was observed by the study conducted by Opini and Onditi (2016) that, implementation of education for all do not favor students with hearing impairment. Clearly, with inadequate infrastructure in schools, the hearing-impaired needs are not catered for leading to poor implementation of the curriculum.

During the study, teachers were asked to identify how physical infrastructures affect the implementation of the curriculum for learners with learners with hearing impairment in primary schools in Ilemela District. The data from teachers is as presented in Table 2.

Item	Frequency	Percent
Inadequate classrooms	95	95.0
Inadequate toilets	64	64.0
Lack of audiology room	57	57.0
Lack of resource room	63	63.0

Table 2: Challenges of Physical Infrastructure in the Implementation of Curriculum
Source: Researcher

Table 2 indicated that, 95 percent of respondents identified inadequate classrooms, 64 percent reported inadequate toilets, 57 pointed out lack of resource room and 27 percent said lack of semicircles tables while 63 percent noted inadequate chairs in the classes as the major challenges of physical infrastructures in the implementation of the curriculum for learners with hearing impairment in primary schools in Ilemela District.

Clearly, inadequate classrooms are a major infrastructural challenge for learners with hearing impairment. This is followed by inadequate toilets, lack of resource rooms and lack of audio room respectively. These learners were merely taught together with normal students. This challenge was also reported in the study conducted by Mutanga (2017) about challenges facing learners with special needs in higher learning institutions where most of the classrooms had been constructed to cater for lecture method with speakers installed within the lecture halls. This posed a challenge to students with hearing impairment because most of them lack facilities to cope with lecture method that commonly used in many universities.

According to Mutanga (2017), the learners with hearing impairment in higher learning institutions were not given special care. The difference is that this study was conducted in primary schools while Mutanga conducted his study among university students but the findings remain the same.

The interviews conducted also proved that learners with hearing impairment did not have special classes but they were always combined with their normal counterparts regardless of their disabilities. This was noted from one of the interviewees who lamented that;

Learners with hearing impairment do not have special classes in Ilemela District. Therefore, we need to create awareness to community members and other education stakeholders on the construction of special class to learners with hearing impairment so as to allow teachers of learners with hearing impairment to implement well their work of teaching in Ilemela District.

Lack of specialised classes leads to poor implementation of curriculum for learners with hearing impairment in primary schools in Ilemela District. The learning for learners with hearing impairment was being conducted under very difficult conditions in the sense that most of the inclusive classes had big numbers of learners compared with the recommended or standard ratio of learners in the inclusive classes.

Secondly, 64 percent of respondents identified inadequate toilets to be another infrastructural challenge in the implementation of the curriculum for learners with hearing impairment. This is similar to the findings of Opini and Onditi (2016) who concluded that the implementation of education for all policy does not favor students with hearing impairment since most of physical infrastructures developed for formal students are used for all learners including learners with hearing impairment. They found out that schools did not have special toilets for the learners with disability.

Similar information was obtained from the interviews conducted where respondents reported that students with hearing impairment were sharing toilets with normal students. This has been a common practice in most inclusive schools in Ilemela District. One of the interviewees reported that;

There is no need of having special toilets for learners with hearing impairment while we have toilets that can be shared by all learners. We don't need to divide learners. Therefore, the shortage of toilets cannot affect implementation of curriculum for learners with hearing impairment.

These findings revealed that school administrators did not see the need of constructing special toilets for learners with hearing impairment instead; they encouraged them to share the facilities with normal students so they do not feel segregated while in school with their normal counterparts. Adeniyi, *et al.*, (2011) recommended that the government should strengthen the physical infrastructure in inclusive schools so as to enable students with hearing impairment enjoy

studying. The government should put emphasis on the education of learners with hearing impairment in Tanzania by allocating resources towards the establishment of the appropriate infrastructure in primary schools.

Thirdly, lack of audiology room for learners with hearing impairment was another physical infrastructural challenge identified with 57 percent of respondents affirming that learners with hearing impairment lacked audiology rooms. This shows that most inclusive primary schools in Ilemela District do not cater adequately for the needs of such learners. As a result, the learners with hearing are not assessed to determine the level of deafness before being enrolled in the schools and consequently they cannot be classified for proper care according to their level of hearing. Although the government has reported plans to appropriate money for building the physical infrastructures such as toilets and classrooms in those inclusive schools there is no priority in building the audiology rooms in the public primary schools.

Most of the schools in Zimbabwe lack acoustically treated rooms and other supportive hearing aids that assist them in teaching and learning process. Thus, most of the infrastructure in the regular schools does not meet the fundamental needs of children with hearing impairment as observed by Mapolisa and Tshabalala (2013). Similar to their findings in Zimbabwe, this study revealed that primary schools with learners with hearing impairment in Ilemela District, Tanzania do not have special rooms or equipment for checking the extent of hearing impairment among affected learners. It was raised by one of the interviewees who lamented that;

We don't have audiology rooms for checking learners with hearing impairment because we have so many important things to solve to learners with hearing impairment in Ilemela District. Therefore, we try our best to educate learners with hearing impairment. All physical infrastructures will be available after a time based on the budget and contribution of other community members in the development of education in our District.

The information from interviewee indicated that primary schools in Ilemela District do not have special rooms and equipment for checking students with hearing problems. Although it is important to establish learners' ability to hear sounds so as to provide relevant support in teaching and learning process, in most schools, teachers were teaching such learners without testing their hearing capacity because they lacked audiology rooms and equipment.

Moreover, the study identified lack of resource rooms for learners with hearing impairment in primary schools in Ilemela District as another infrastructural challenge. The findings indicate that 65 percent of respondents said inclusive schools did not have resource rooms for learners with hearing impairment. This is a room in a school which is equipped for enriching learning and supporting learners with hearing impairment. Data from the findings point out that there is no single special infrastructure for learners with hearing impairment in Ilemela District. This is similar to the findings by Mapolisa and Tshabalala (2013) in Zimbabwe where most schools lacked acoustically treated rooms and other infrastructures that assist them in teaching and learning of hearing-impaired learners.

Interviews were also conducted on the availability of resource rooms as one of the important physical infrastructures in schools hosting learners with hearing impairment. From the responses, it was evident that most schools lacked resource rooms and this clearly came out when one of the interviewees lamented that;

We have learners with hearing impairment but we don't have supportive physical infrastructures for them therefore, what we can do is to help them learn together with normal learners in the physical infrastructures we have. It is difficult for them to learn but no way out there is no special budget for constructing physical infrastructures for learners with hearing impairment while we have different learners with disabilities.

This means, primary schools in Ilemela District do not have resource rooms for learners with hearing impairment as a result of lack of special budget for learners with disabilities in inclusive schools, the implementation of education for all policy notwithstanding. Therefore, the government should provide physical infrastructures for each group with disability so as to help them access better education like normal students. In addition, to the community members should be sensitized so they contribute towards the development of physical infrastructures for learners with hearing impairment in primary schools in Ilemela District.

7. Conclusions

Based on the findings, the study concluded that

7.1. *The Contribution of Learning Materials on the Implementation of Curriculum*

There was poor implementation of curriculum for learners with hearing impairments due to shortage of learning materials. Learners with hearing impairments were using the same learning materials together with normal students and learners with other disabilities.

7.2. *The Effect of Teachers' Qualifications on the Implementation of Curriculum*

Majority of the teachers who taught learners with hearing impairments in Ilemela District were not qualified in special needs education. In majority of school's teachers with no qualifications to teach learners with hearing impairments were assigned to teach learners with hearing impairments. This contributed to implementation of the curriculum. Few seminars were conducted for teachers teaching learners with hearing impairment.

7.3. *The Influence of Physical Infrastructures on Implementation Curriculum*

In regard to objective three the researcher made the conclusion that learners with hearing impairments in Ilemela District had no special infrastructures for learning. All of them were using the same physical infrastructures of the normal students with no disabilities. These therefore affected implementation of curriculum for learners with hearing impairments. Teaching learners with special needs require unique physical infrastructures for learners with hearing

impairments in absence of this infrastructure implementation of the special need's curriculum cannot be effective and therefore objectives of special needs education cannot be implemented as desired.

8. Recommendations for Practice

To improve the implementation of learners with hearing impairment curriculum in public primary schools in Ilemela District:

- The government through the ministry of education should provide enough learning materials to learners with hearing impairment.
- The government should employ qualified teachers, or introduce in service training programmes for teachers to gain more knowledge and skills in teaching learners with hearing impairment.
- The government should allocate funds for the construction and establishment of physical infrastructure for the hearing impaired.

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