The Current Status of Quality Teaching Provision for Students with Hearing Impairments in Primary Schools of Gondar City, Ethiopia

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Abstract
The purpose of this study was to examine the current status of quality teaching provision for students with hearing impairments in Gondar City primary schools. To achieve this purpose, descriptive design was employed including 181 participants of primary schools principals, teachers, students with hearing impairments and their parents. Special needs education teachers, students with hearing impairments and principals were selected purposively, whereas parents and regular class teachers were selected using simple random sampling technique. The data were collected through questionnaire, observation checklist and interview and then analyzed using descriptive statistics. The findings revealed that inputs of quality teaching including teachers’ skill in sign language, their teaching experiences in integrated classes, their experiences in using pre-assessments and students’ questions to guide the lesson and the instruction, and availability of teaching materials and aids are too poor to promote the quality teaching provision for students with hearing impairments in the classroom. Even, the practices of teachers in using a variety of teaching methods, and assessment techniques are very rare. Thus, the collaborative work of teachers with other stakeholders are mostly limited to improve the psychological and social achievements but not expanded to enhance the academic achievements of students with hearing impairments. Therefore, stakeholders including teachers, parents, school principals and peers should be skilled in sign language as a primary channel of learning for students with hearing impairments to expand and improve the quality teaching provisions for them. Key Words: Quality, Hearing impairment, Primary school, Teaching

1. Introduction
1.1. Background
Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, skills and attitudes (Transitional Government of Ethiopia, 1994). One of the aims of education is to strengthen the individuals and society’s problem solving capacity, ability and culture starting from basic education and at all levels. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people.

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. United Nation Educational, Scientific and Cultural organization (UNESCO, 2005) identified quality education in terms of its ability to strengthen the instrumental roles of schooling, such as helping individuals achieve their own economic, social and cultural objectives. This involves a process of maximizing the schools’ system performance and ability to prepare students for the adult role as citizens; train them to fulfill an appropriate adult role, develop personality, especially inter-personal skills, remove the recipient from an unemployed status.

Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self actualization and broadens perspectives to open minds to a pluralist world. There is
no one definition, list of criteria and definitive curriculum or list of topics for a quality education (Ministerial Round Table on Quality Education, 2003).

Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic and environmental contexts of place (Hoy & Wood, 1990). Quality education linked to purpose. It is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Qualities improvement is achieved by the whole school; by the teacher, pupils and staff not only the teacher; by the parent and wider community.

Every society has certain explicit or implicit measure or status indicators of educational quality such as educational input, output and educational process. Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content. In recent years, however, more attention has been paid to educational processes how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes (UNICEF, 2000).

According to Tegegn (1998) expresses that quality of education usually focuses on level of pupils’ achievement in examinations, parent satisfaction of the outcomes of education, relevant skill, attitude and knowledge acquired for life after schooling and the condition of learning environment. However, some of these are subjective and hence, are difficult to measure. These are a number of indicators that contribute to the quality of educational provision. These are pupils-teachers ratio, class-size and quality of facilities and qualification of teachers.

Frequently indicators often include concerns about the conditions of learning, such as supply of teachers or facilities. In light of this, Grisay and Mahle (1991) argue that, the notion of quality should not be limited to student results alone but should also take into account the determinant factors which influence these, such as the provision of teachers, buildings, equipment, and curriculum. Thus, the general concept of quality of education is made up of three interrelated dimensions. These are quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes).

The quality of learning is and must be at the heart of education for all (EFA). Stakeholders like teachers, students, parents, community members, health workers and local government officials should work together to develop environments conducive to learning. To offer education of good quality, educational institutions and programs should be adequately and equitably resourced, with the core requirements of safe, environmentally friendly and easily accessible facilities; well motivated and professionally competent teachers; and books, other learning materials and technologies that are context specific, cost effective and available to all learners (World Education Forum, 2000).

The Transitional Government of Ethiopia (1994) in the Education and Training Policy of Ethiopia elaborates the provision of education for children with special needs in accordance with their potential and needs. In line with this, the constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995) establishes the universal right to education, and emphasizes the need to allocate resources and assistance to disadvantaged groups. However, the group of children with hearing impairments in Ethiopia is one of the most neglected groups of children with disabilities in education.

According to Hallahan and Kauffmann (1991), hearing-impairment is a generic term indicating a hearing disability, which may range in severity from mild to profound, includes the subsets of deafness and hard of hearing. Deafness is understood as a condition when a person’s hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid. Hard of hearing is a person who, generally with the use of a hearing aid has residual hearing sufficient to enable successful processing of linguistic information through audition. These conditions can adversely affect the child’s educational performances to some extent (Smith & Luckasson, 1995).

The absence of interrelated contents and mode of presentation that can develop student’s knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system. Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials,
all indicate the low quality of education provided. To reduce the existing gap and to actualize Education for All, the Ministry of Education has designed a strategy for Special Needs Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs (Ministry of Education, 2015).

In all schools, an adequate supply of materials for teachers and for students is a pre-requisite of effective learning. This includes non-print learning support materials such as DVDs, radio and web content where appropriate. During the period of Education Sector Development Program V, the printing and distribution system for textbooks and teachers guide is analyzed and strengthened so that all students have access to the core resources required to learn (Ministry of Education, 2015).

1.2. Statement of the Problem

Basic education is seen as a right for every children and a necessary condition for the overall development of the country. Transitional Government of Ethiopia (1994) stated that special attention is given in the preparation and utilization of support input for special education in general, education of persons with hearing impairments in particular. Similarly, Education and Training Policy states that teacher training for special education is to be provided in regular teacher training programs.

Ministry of Education (MoE, 2012) in its curriculum differentiation and individual education plan (IEP) guide line indicated purposes of ongoing assessment in the inclusive classroom. Some of these include identifying what has or has not been achieved in relation to learning outcome, assist teachers to adapt the curriculum and teaching methods; allow learners with disability use alternative means of response, provides feedback to learners; flexibility in meeting individual needs. This implies that the quality of teaching students with hearing impairments is assured.

This quality of teaching is believed to be strongly determined by the teaching and learning styles that take place at the classroom level, teachers’ subject knowledge and pedagogical skills, the availability of textbooks and other learning materials, method of assessment mechanisms including the time spent by pupils actually learning their lessons (UNESCO, 1993). Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes (OECD, 2012).

Two basic reasons were initiated the researchers to conduct this study on the current status of quality teaching provision for students with hearing impairments. One reason is that policies and strategies are developed in promoting the education of students with disabilities in general the education of students with hearing impairments in particular, and more than ten higher education institutions are producing big number of graduates of special needs and inclusive education, but the number of students with hearing impairments enrolled in primary schools of Gondar city was very small as compared to students with other types of impairments such as physical and visual impairments. And, then those very small numbers of students with hearing impairments enrolled in primary schools are almost absent or not promoted from primary schools to the next higher grade levels of Gondar city high schools and preparatory schools.

The second reason is that as far as the researchers’ knowledge is concerned despite the attention given by ministry of education to provide quality education for all learners at all levels in general and for students with hearing impairments in particular, there is not ample research evidences that particularly focused on specific factors affecting the quality of teaching students with hearing impairments in the context of Ethiopia in general and in Gondar city in particular. Therefore, by considering these basic justifications, researchers are decided to conduct this study on the current status of quality teaching provisions for students with hearing impairments in primary schools of Gondar city.
1.3. Objectives
The general objective of this study is to discover the current status of quality teaching provisions for students with hearing impairments in Gondar City primary schools.

The specific objectives of the study are:
(a) to examine the major inputs of teaching as factors that affects the quality of teaching students with hearing impairments,
(b) to analyze the processes of teaching as factors that affects the quality of teaching students with hearing impairments, and
(c) to identify the expected and accomplished roles of stakeholders like teachers, primary school principals and parents that improve quality teaching for students with hearing impairments.

2. Research Methods
2.1. Research Design
In this study the descriptive research design was employed to assess factors that affect the quality of teaching students with hearing impairments in primary schools of Gondar City. Descriptive research design was used as it enables the researchers to describe an existing phenomenon by using words or numbers and to assess the nature of existing factors that affect the quality of teaching students with hearing impairments in the study area. The study used both qualitative and quantitative approaches. As indicated by Creswell, (2003), applying both qualitative and quantititative approaches together is useful for better understanding of the research problem. Therefore, in order to examine the data collected through observation and interview, qualitative approach was used; whereas in order to examine the data collected through questionnaire, quantitative approach was used.

2.2. Study Area and Population
This study was carried out in Gondar City which is one of the ancient and historical cities in Ethiopia, located in Northwest of Amhara Region and 738 km far from Addis Ababa. The study was focused on primary schools of Gondar city from grade one to grade eight levels in which students with hearing impairments were enrolled. Specifically, Tsadiku Yohannes, Atse Fasil, Begie Mider and Felege Abiyot primary Schools were the study sites. The study involved students with hearing impairments, teachers, school principals and parents of students with hearing impairments. Thus, the population of the study were 59 students with hearing impairments (i.e., Male=27 and Female=32) currently attending their education in Gondar City primary schools from grade one to grade eight levels and all 243 teachers such as 226 regular class teachers (i.e., M=76 and F= 150) and 17 special needs education teachers (i.e., Male =2 and Female= 15) of those four primary schools and who teach from grade one to grade eight levels.

2.3. Sample and Sampling Techniques
Four primary schools in which students with hearing impairments integrated, four principals, 17 Special Needs Education teachers were selected purposively. Again, from those 4 primary schools 37 students with hearing impairments (i.e., M=17, F= 20) who are attending their education in Grade 3 and above were selected by using purposive sampling technique. Taking only 37 participants of Grade 3 and above students purposively from the total of 59 students with hearing impairments is due to the students’ relative age maturity to express their idea in oral, sign or written forms. Purposive sampling involves a process whereby the researchers deliberately select respondents with some purpose or focus in mind (Cohen, Manion, & Morrison, 2007; Punch, 2005). Therefore, purposive sampling was used in this study based on the ability of the sampled category of respondents to produce a rich description about the topic.

Furthermore, 113 regular class teachers and 10 parents of students with hearing impairments were selected using simple random sampling technique from 226 teachers and 37 parents respectively. Because this method was the simplest way to collect the required data by giving equal chance for each respondent and it also saves the researchers’ time during data collection. Generally, 130 teachers, 10
parents, 4 primary schools principals and 37 students with hearing impairments totally 181 participants were selected for the study.

2.4. Data Collection Instruments

Depending on the nature of data gathered, three types of data collection instruments such as questionnaire, interview and observation checklist were used.

**Questionnaire:** Two forms of questionnaires, one form for teachers and the other form for students with hearing impairments, were prepared by the researchers based on the objectives of the study after thorough review of related literature. One form of the questionnaire designed and distributed to teachers i.e., regular class and special needs education teachers contained four open-ended items and 17 close-ended items with five response categories ranging from 1 stands for strongly disagree (SD) to 5 for strongly agree (SA). The other form of the questionnaire designed and distributed to students with hearing impairments also contained three open-ended items and 17 close-ended items with five response categories ranging from 1 representing for strongly disagree (SD) to 5 for strongly agree (SA). The close-ended items of questionnaires administered for teachers and students were similar for the purpose of comparing their responses.

Both questionnaires of teachers and students with hearing impairments were first prepared in English language and then translated to Amharic which is the local language of the respondents. The translation was made by the researchers with close assistance of experts in the field. In order to check the content and face validity of the questionnaires, the researchers received comments from three professionals of special needs education and rehabilitation. The Cronbach alpha coefficient reliability of teachers’ and students’ questionnaire forms calculated from the main study were (.718) and (.720), respectively. Thus, the Amharic versions of the questionnaires were administered to teachers and to students with hearing impairments for the study data collection. During questionnaire distribution to and collection from students with hearing impairments, well experienced sign language teachers facilitated the process.

**Observation Checklist:** The researchers have also conducted classroom observations to gather relevant information for the study. When observation is used in research, it usually consists of detailed notation of activities, events, and the surrounding contexts, events and activities (Best & Kahn, 2001; Creswell, 2003). The 6 items used for observation were determined by researchers with reference to the nature and objectives of the study. The main objective of conducting the observations were to identify the existing factors that affect the quality of teaching students with hearing impairments in their classroom, and how a teacher’s instructional competencies affect teaching and learning process of students with hearing impairments. Accordingly, Grade 5, 6 and 7 of two randomly sampled schools were observed three times in each class. Hence, a total of six observations were marked using the checklist developed for this purpose. Observations used in this study have taken the surrounding events and activities of classroom, accessibility of school resources, and assessment and evaluation systems into consideration.

**Interview Guide:** Interview is a very useful instrument to understand reasons why and how things happen and the way they are happening (Best & Kahn, 2001). Interview was conducted by researchers with sampled respondents of parents and school principals by asking a series of unstructured questions for gathering in-depth information. Six interview guiding questions were constructed by researchers based on study objectives to make triangulation for the data collected through questionnaires and observation checklist. To handle the interview well, interview questions were prepared separately for each group of interviewees.
3. Results

3.1. Introduction

The data was collected from the total of 181 respondents i.e., 130 Teachers, 37 Students with hearing impairments (SwHIs), 10 Parents and 4 primary school principals. The return rates of the questionnaires from SwHIs and teacher respondents were hundred percent (100%). In addition, 4 school principals and 10 parents of SwHIs totally 14 respondents were participated in interview. Thus, the result section consists of two parts. The first part presents the background information of respondents and the second part presents analysis of data in line with the study objectives.

3.2. Background Information of Respondents

This part presents the background information of the respondents of teachers, students with hearing impairments, school principals and parents of students with hearing impairments. In relation to the number of teachers, teacher respondents across sampled schools are 51(39.2%), 42(32.3%), 30 (23.1%), and 7(5.4%) from Tsadiku Yohannes, Atse Fasil, Felege Abiyot and Begie Mider primary Schools, respectively. It indicates that the majority of teacher respondents were selected from Saint John primary School followed by Atse Fasil primary School.

Regarding the family educational background of 37 students with hearing impairments, 26(70.30%) of parents were literate and 11(29.70%) of parents were illiterate. Thus, it is possible to infer that the majority of literate parents can play a significant role in supporting their children with hearing impairments by providing different teaching materials that enhances the provisions of quality of teaching for students with hearing impairments. With respect to the selected primary schools where students with hearing impairments were integrated, the majority 32(86.50%) of student respondents were selected from Tsadiku Yohannes Primary School. Besides, 2(5.40%) and 1(2.70%) of student respondents were selected from Atse Fasil and Felege Abiyot primary schools, respectively. Finally, 2(5.40%) of student respondents were selected from Begie Mider Primary Schools.

Regarding the educational qualification of the four primary schools, all sampled primary school principals were first degree holders. The three primary school principals participated in the study were males and the remaining one principal was female. This indicates that the number of female principals in primary schools was low. Concerning their ages and work experiences, they were 50, 42, 39 and 27 years old and 33, 22, 15 and 7 years work experiences, respectively. This indicates that each of the sampled respondents had sufficient experience in their work and it lead them to manage their institutions and facilitate the provisions of quality teaching especially for students with hearing impairments.

Among 10 parent participants, seven of them were females and the remaining three were male parent respondents. Hence it was not due to researchers’ interest of inviting them for interview rather they were found from school list based on take care of their child in every aspect of school involvement and selected in simple random way. It clearly indicated that especially female family members were giving care for their students with hearing impairments. Whereas, regarding their age, eight of them were between the range of 21 to 30 years old and only one parent respondent was above the age of 31 and one below 20 years old. In relation with the type of job of sampled parent, six self-employees, three government employees and only one or sibling act as a parent was a student with no job. This indicates that the majority of parents were self-employees. So they had had sufficient time to take care of their child for the provision of quality teaching for students with hearing impairments. Based on the data, the education level of the seven and three parent respondents were literate and illiterate, respectively. Therefore, again being educated family is also one facilitating factor for the provisions of quality teaching for students with hearing impairments. In addition, with respect to number of family members of sampled parents, all the sampled parents have more than two families. This indicates that those family members have a great chance in assisting students with hearing impairments in home as well as from school. This may also enhances the provision of quality teaching for students with hearing impairments.
For further description Table 1 depicted the number of respondent teachers including, regular class teachers and special class or special needs education teachers across their qualification, sex, age and teaching experiences; and Table 2 also indicated the number of respondent students across their sex, age and grade level.

Table 1. The number of teachers across their qualification, sex, age & teaching experience

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>56</td>
<td>43.10</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>74</td>
<td>56.90</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>130</td>
<td>100.00</td>
</tr>
<tr>
<td>Age</td>
<td>26-35</td>
<td>25</td>
<td>19.23</td>
</tr>
<tr>
<td></td>
<td>36-45</td>
<td>65</td>
<td>50.00</td>
</tr>
<tr>
<td></td>
<td>46-58</td>
<td>40</td>
<td>30.77</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>130</td>
<td>100.00</td>
</tr>
<tr>
<td>Qualification</td>
<td>Diploma</td>
<td>83</td>
<td>63.85</td>
</tr>
<tr>
<td></td>
<td>Bachelor Degree</td>
<td>47</td>
<td>36.15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>130</td>
<td>100.00</td>
</tr>
<tr>
<td>Teaching Experiences</td>
<td>1-10 years</td>
<td>12</td>
<td>9.20</td>
</tr>
<tr>
<td></td>
<td>11-20 years</td>
<td>66</td>
<td>50.80</td>
</tr>
<tr>
<td></td>
<td>21-30 years</td>
<td>36</td>
<td>27.70</td>
</tr>
<tr>
<td></td>
<td>31 &amp; above years</td>
<td>16</td>
<td>12.30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>130</td>
<td>100.00</td>
</tr>
</tbody>
</table>

As shown in Table 1, higher number of female teachers than male teachers was participated in the study. This indicates that teachers who were teaching in the primary schools of Gondar City as well as participated in this study were outnumbered by females. The age distribution of teacher respondents displayed that majority of respondents were between of 36 and 45 years old followed by the respondents whose ages were 45 and above years. This data indicates that the majority of teacher respondents were found in adult age where teachers were matured, they are expected to provide appropriate teaching and other holistic services for learners in particular and for the community in general.

In relation to educational qualification of teacher respondents, it was found that majority of respondents were diploma and the rest were first degree holders. This educational qualification level of teachers is the expected standard for primary school teachers nationally since in primary schools diploma and above educational qualification is expected and would play its contribution for teachers’ provision of appropriate service for learners in particularly for learners with hearing impairments hence when they learn more at least they can serve by treating fairly. Moreover, pertaining to teaching experience the majority of teacher respondents had between 11 and 20 years of teaching experience and the least number of teacher respondents had between 1 and 10 years of teaching experience. Thus, majority of respondents were experienced in teaching and expected to provide quality of teaching especially for students with hearing impairments based their experience.

Table 2. The number of respondent students across their sex, age and grade level

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>17</td>
<td>45.90</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>20</td>
<td>54.10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>37</td>
<td>100.00</td>
</tr>
<tr>
<td>Age</td>
<td>13-16 years</td>
<td>11</td>
<td>29.70</td>
</tr>
<tr>
<td></td>
<td>17-20 years</td>
<td>26</td>
<td>70.30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>37</td>
<td>100.00</td>
</tr>
</tbody>
</table>
As shown in Table 2, the majority of students with hearing impairments participated in the study were females. This indicates that more female students with hearing impairments had a chance to attend in sampled primary schools than male students with hearing impairments. Concerning the age of those student respondents, the majority of them are falling in the range between 17 to 20 years and the remaining were in the range between 13 to 16 years. This indicates that majority of student respondents were relatively in adolescence stage. Regarding the grade level of students with hearing impairments, the majority of them were attending their education in grade seven and the least number of them was attending their education in grade eight.

### 3.3. The Quality of Teaching Students with Hearing Impairments (SwHIs)

#### 3.3.1. Inputs of Teaching that Affect the Quality of Teaching SwHIs

This section presented the findings, related to inputs of teaching that are considered as positive or negative factors, collected through questionnaires from teachers and students with hearing impairments. Here descriptive analysis such as mean ($M$), standard deviation ($SD$) and number of participants ($N$) were carried out to examine the inputs of teaching for students with hearing impairments (SwHIs), see Table 3 for the details.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Teachers’ response</th>
<th>Students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Well skilled teachers in sign language</td>
<td>$N$ 130 $M$ 2.25 $SD$ 1.54</td>
<td>$N$ 37 $M$ 1.46 $SD$ 1.19</td>
</tr>
<tr>
<td>2</td>
<td>Availability of enough teaching materials for SwHIs</td>
<td>$N$ 130 $M$ 1.61 $SD$ 1.12</td>
<td>$N$ 37 $M$ 1.54 $SD$ 1.39</td>
</tr>
<tr>
<td>3</td>
<td>Well experienced teachers in teaching where SwHIs attend</td>
<td>$N$ 130 $M$ 2.06 $SD$ 1.92</td>
<td>$N$ 37 $M$ 2.08 $SD$ 1.66</td>
</tr>
<tr>
<td>4</td>
<td>Using student questions to guide the lesson</td>
<td>$N$ 130 $M$ 4.07 $SD$ 1.07</td>
<td>$N$ 37 $M$ 1.70 $SD$ 1.37</td>
</tr>
<tr>
<td>5</td>
<td>Using pre-assessments to guide the instruction</td>
<td>$N$ 130 $M$ 2.58 $SD$ 1.94</td>
<td>$N$ 37 $M$ 2.35 $SD$ 1.59</td>
</tr>
<tr>
<td>6</td>
<td>The time allotted to each class of a subject is sufficient to apply quality of teaching for SwHIs</td>
<td>$N$ 130 $M$ 2.25 $SD$ 1.74</td>
<td>$N$ 37 $M$ 2.16 $SD$ .96</td>
</tr>
</tbody>
</table>

As indicated in Table 3, for the item regarding whether teachers were well skilled in sign language, the mean ($M$) scores with the standard deviation ($SD$) of teachers and students with hearing impairments were $M = 2.25$ ($SD = 1.54$) and $M = 1.46$ ($SD = 1.19$), respectively. It showed that both teachers and students with hearing impairments were similarly disagreed on the skill proficiency of teachers in sign language to support students with hearing impairments. In the same way, both teacher and student groups of participants were similarly disagreed on the availability of sufficient teaching materials and the time allotted to each class of a subject is sufficient to apply quality of teaching for students with hearing impairments, and the teachers’ ownership of well experiences in teaching where students with hearing impairments were integrated and attended their education. Furthermore, students with hearing impairments disagreed that teachers were not using pre-assessments and students’ questions to guide the instruction as well as the lesson, however teachers agreed that they were using students’ questions to guide the lesson but not sure whether they were using pre-assessments to guide
the instruction. Generally, these findings implied that students with hearing impairments were not benefited from inputs of teaching except teachers feeling that they were using students’ questions to guide the lesson. Thus, these input deficiency lead to poor quality teaching for students with hearing impairments and then lead these students with hearing impairments to failure in education.

3.3.2. Processes of Teaching that Affect the Quality of Teaching SwHIs

The comparison of responses of teachers and students with hearing impairments about the teaching processes in teaching students with hearing impairments (SwHIs) were carried out by employing descriptive statistical data analysis techniques such as mean ($M$), standard deviation ($SD$) and number of participants ($N$) as shown the details in Table 4.

Table 4. Responses of teachers and students about teaching processes of SwHIs

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Teachers’ response</th>
<th>Students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$N$</td>
<td>$M$</td>
</tr>
<tr>
<td>1</td>
<td>Using different types of assessment methods</td>
<td>130</td>
<td>4.45</td>
</tr>
<tr>
<td>2</td>
<td>Using different types of teaching methods</td>
<td>130</td>
<td>2.35</td>
</tr>
<tr>
<td>3</td>
<td>Use of different teaching aids</td>
<td>130</td>
<td>2.38</td>
</tr>
<tr>
<td>4</td>
<td>Attentively understand SwHIs feelings and their questions</td>
<td>130</td>
<td>3.43</td>
</tr>
<tr>
<td>5</td>
<td>Invest time with SwHIs inside and outside the classroom</td>
<td>130</td>
<td>2.45</td>
</tr>
<tr>
<td>6</td>
<td>Provide feedback for SwHIs inside and outside the classroom</td>
<td>130</td>
<td>2.21</td>
</tr>
</tbody>
</table>

Table 4 depicted that the responses of teachers and students with hearing impairments were similarly positive on the ability of teachers in attentively understanding the feelings and questions of students with hearing impairments. On the contrary, the responses of teachers and students with hearing impairments were similarly negative on the items i.e., teachers are using different types of teaching methods, using different teaching aids, investing time and providing feedback for with students with hearing impairments inside and outside the classroom. Finally, teachers were agreed that they are using different types of assessment methods to check their students learning, but students with hearing impairments were disagreed on the teachers’ use of different types of assessment methods. Unlike the results collected from students with hearing impairments, the results from teachers indicated that teachers were using different types of assessment methods so as to facilitate the provision of the quality of teaching for students with hearing impairments. In general, as a result of these findings, major parts of the teaching processes were missed and a variety of learning needs of students with hearing impairments were not met. Then, the processes of teaching students with hearing impairments are not fulfilling the demands of quality teaching.

In addition to the specific processes of teaching the subject matter inside and outside the classroom, the researchers of the study were also interested to analyze the general processes that are the great factors that play significant roles in providing the quality of teaching for students with hearing impairment. Here, the descriptive data analysis such as mean ($M$), standard deviation ($SD$) and number of participants ($N$) were carried out (See Table 5 for the details).

Table 5. Responses of teachers and students about the general quality of teaching SwHIs

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Teachers’ response</th>
<th>Students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$N$</td>
<td>$M$</td>
</tr>
<tr>
<td>1</td>
<td>Work collaboratively with colleagues</td>
<td>130</td>
<td>2.19</td>
</tr>
<tr>
<td>2</td>
<td>Collaborate with parents outside of contract hours</td>
<td>130</td>
<td>3.54</td>
</tr>
<tr>
<td>3</td>
<td>Feeling good in teaching SwHIs</td>
<td>130</td>
<td>3.18</td>
</tr>
<tr>
<td>4</td>
<td>Having positive interactions with SwHIs inside</td>
<td>130</td>
<td>3.40</td>
</tr>
</tbody>
</table>
Applying quality of teaching for SwHIs is easy activity

| 5 | Applying quality of teaching for SwHIs is easy activity | 130 | 2.18 | 1.70 | 37 | 1.78 | 1.58 |

As shown in Table 5, the responses of teachers and students with hearing impairments were similarly positive on the collaborative work of teachers with parents even during outside of contract hours, and on the teachers’ feeling of good in teaching students with hearing impairments. On the contrary, teachers and students with hearing impairments were similarly felt that applying quality of teaching for students with hearing impairments is not an easy activity. However, teachers were agreed that they have positive interactions with students with hearing impairments inside and outside classroom but students were disagreed on it. On the other hand, teachers are disagree that they were working collaboratively with colleagues but students were agreed on this issue. In general, the findings in Table 5 implied that the general processes of teaching students with hearing impairments were better than the previous findings indicated in Table 3 and Table 4 that deals with inputs of teaching and specific processes of teaching the subject matter so as to promote the quality of teaching for students with hearing students. This section indicated that teachers were working more focusing on the psychological and social networking issues than pedagogical issues of students with hearing impairments.

3.3.3. Roles of Stakeholders in Achieving Quality of Teaching for SwHIs

This section presented the qualitative findings collected through interview from school principals and parents, collected through open-ended items of questionnaires filled by teachers and students with hearing impairments, and collected through observation from classroom teaching-learning processes in which students with hearing impairments were integrated. In relation to the role of stakeholders to improve quality teaching for students with hearing impairments, the government has a great role in managing well trained and qualified human resources, providing teaching materials and give attention to budget allocation for quality teaching of students with hearing impairments. Participants also responded that the allotted time and the content of the subject matter assigned for students with hearing impairments are not balanced so that the contents cannot be covered with allotted short period of time in each period. Then, the roles of primary school principals, teachers, and parents are improving of the balance between allotted time and the content of the subject matter, giving great emphasis for sign language skilled teachers, quality of teaching students with hearing impairments, decreasing the number of students into manageable class size, promoting collaboration between primary schools and higher education institutions to produce qualified graduates in sign language, and following up teachers who teach students with hearing impairment continuously.

However, stakeholders were not accountable to their roles accomplish tasks that positively or negatively affect the quality of teaching students with hearing impairments. According to their response there are lack of skilled human resources in sign language that help students with hearing impairments academically; scarcity of sign language materials like sign language books and DVD; shortage of time for teachers to address the needs and abilities of students with hearing impairments; and presence of large class size in integrated classrooms. Moreover, there is no any special assessment method which was in favor of students with hearing impairments. For example, students with hearing impairments take the same exam without adding extra time to meet their needs; they perform the same assignment on the same way even if their primary channel of learning is sign language.

In relation to the classroom teaching-learning process, teachers were not using a variety of methods of teaching and assessment through proficient use of sign language, and even there is no enough teaching materials in schools to support the teaching-learning processes of students with hearing impairments. So, without proficient use of sign language and other strategies of teaching, the provision of teaching services negatively affects the quality of teaching students with hearing impairments. However, teachers were properly treating students with hearing impairments and understand the feelings and questions of students with hearing impairments. Teachers had also positive
interactions with their students with hearing impairments inside and outside the classrooms. Thus, having positive interaction with students with hearing impairment facilitated the provision of quality of teaching for students with hearing impairments. Generally, several roles that can be played by classroom teachers, primary school principals and parents of students with hearing impairments were not accomplished as expected of those stakeholders to provide quality teaching for students with hearing impairments.

4. Discussion

This section deals with the discussion of findings collected through questionnaire, interview and observation in relation to the basic objectives and literatures reviewed. The study findings revealed that there are limitations in the applications of different types of assessment methods like assessment for learning and assessment of learning, and a variety of teaching methods in primary schools. The assessments types used by teachers were only test and final exam finally labeling students as failed or promoted to the next higher grade. According to Oloolube (2005), the assessment of learners’ learning through continuous assessment provides objective evidences necessary in the decision-making process in education. Assessment of learners’ progress could be defined as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling. So, if teachers were using different types of assessment methods it facilitates the provision of the quality of teaching for students with hearing impairments.

Regarding the use of teaching methods Gutek (1988) stated that they are the means or procedures that a teacher uses to aid students in having an experience, mastering a skill or process, or acquiring knowledge. Efficient and effective methods of teaching or instruction achieve the desired end because teaching implies the use of a technique or method of instruction to secure a desired objective. Thus, the findings of this study indicated that the majorities of teachers were not using different types of teaching methods. Hence, a variety of learning needs in a single class may not be satisfied and then, this leads to the poor quality teaching provision for students with hearing impairments.

Regarding teachers investing their time and providing feedback for students with hearing impairments in and out of the classrooms, the achievements were very low from expected services. And, the teachers’ use of different teaching aids and availability of sufficient teaching materials for students with hearing impairments in primary schools, there are no available teaching materials as well teaching aids. Then, teachers are not using teaching aids and materials to teach students with hearing impairments due to their unavailability in the schools. In contrary to these findings, the constitution of Federal Democratic Republic of Ethiopian (1995) establishes the universal right to education, and emphasizes the need to allocate resources and assistance to disadvantaged groups. Furthermore, Ministry of Education (2012) has designed a strategy for Special Needs and inclusive Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs including students with hearing impairments. Thus, the enforcement of those documents are not implemented in primary schools practically especially for the quality teaching of students with hearing impairments.

Based on the study finding, a majority of participants concluded that applying quality of teaching for students with hearing impairments was a difficult task. Hence, it needs the high effort of stakeholders to accomplish the quality teaching. As mentioned by OECD (1993), the quality of the teaching staff is measured by their educational level of all inputs required to carry out an educational activity effectively. In relation with the teachers’ experience of teaching, the majority of them are new for teaching students with hearing impairments in integrated class. With this situation, addressing the needs of students with hearing impairments during the teaching session is difficult. The more people know, the more they can do. In this regard OECD (1992) argued that improving educational quality has become a wide spread priority and the role of teachers in pivotal and successful reform is realized.
by and through them. So, experience helps teachers to realize and improve the educational quality of learning.

The majority of teachers were not using pre-assessments to guide their instruction. So, this leads to poor quality teaching for students with hearing impairment because unless teachers teach with pre-assessment results of what students understand and their learning abilities and weaknesses, provision of instruction for students with hearing impairments lead to failure in their academic achievement. Whereas the time allotted to each class of a subject to apply quality of teaching for students with hearing impairments is not sufficient and teachers were unable to teach the lesson within the allotted time for students with hearing impairments. So, this hinders in achieving the quality of teaching students with hearing impairments.

In relation to sign language skill abilities of teachers, they were not able to use sign language and teach students with hearing impairments in their classroom because teachers were not skillful in sign language. Even if, sign language training is given once a week in one primary school for teachers during the national anthem, it was not well organized and the time is short to possess such skill. As a result, providing teaching service for students with hearing impairments without the ability of sign language affects the quality of teaching students with hearing impairments. Transitional Government of Ethiopia (1994), in Education and Training Policy document, stated that teacher training for special education purposes in regular teacher training programs is one goal to provide services for students with disabilities in general for students with hearing impairments in particular. The policy document also stated that the provision of education for students with special needs must be in accordance with their potential and needs. According to the Federal Democratic Republic of Ethiopia (2012), Ethiopia is obliged to employ teachers who are qualified in sign language to train professionals and staffs who work at all level of education in order to help ensure the realization of the right to education for students with disabilities. However, the goals of producing qualified professionals in sign language are not still achieved by the education sector, and the finding indicates the opposite of what the convention and Education and Training Policy have stated.

In relation with the teachers’ ability to attentively understand the feelings and questions of students with hearing impairments, and teachers’ feeling to teach them were the encouraging achievements. Besides, teachers have positive interactions with their students with hearing impairments inside and outside classrooms, and these teachers have in some extent worked collaboratively with their colleagues. Regarding teachers collaboration with parents of students with hearing impairments even outside of contract hours, the finding is positively impacted to achieve quality teaching for students with hearing impairments. This is a good opportunity for primary schools to deal with quality of teaching for students with hearing impairment. Thus, having positive interaction with students with hearing impairments facilitates the provision of quality of teaching for students with hearing impairments. However, the finding indicated there have been some limitation among majority of teachers in working collaboratively with parents and their colleagues which impacts for providing quality teaching for students with hearing impairments. As pointed out on the guide of OECD (2012), encouraging a quality teaching culture consists in inter-linking the various types and levels of support so that collaboration and its likely impacts on the teaching and learning are enhanced among leaders, teachers, students, staff and other stakeholders.

Finally, World Education Forum (2000) reported that all stakeholders such as teachers and students, parents and community members, and local government officials should work together to develop environments conducive to learning for students with hearing impairments. To offer education of good quality, educational institutions and programs should be adequately and equitably resourced, with the core requirements of safe, environmentally friendly and easily accessible facilities; well motivated and professionally competent teachers; and books, other learning materials and technologies that are context specific, cost effective and available to all learners.
5. Conclusion

In this section, the conclusions of the study are drawn based on the findings on the quality of teaching students with hearing impairments in primary schools. Therefore, the following issues are the major aspects of the conclusions. Regarding inputs of quality teaching like teachers’ skill proficiency especially regular class teachers’ skill in sign language, the teaching experience of teachers in integrated classes, and the experience of teachers in using pre-assessments and students’ questions to guide the lesson as well as the instruction are too poor to promote the quality teaching provision for students with hearing impairments in the classroom. Similarly, the availability of teaching materials, teaching aids and the time allotted to each class of a subject are not sufficient to apply quality teaching for students with hearing impairments. Generally, almost all students with hearing impairments are not benefited from inputs of quality teaching and then, they are exposed to failure in education.

In relation to the processes of teaching, the majority of teachers have the ability to attentively understand the feelings and questions of students with hearing impairments, and have the feeling in teaching students with hearing impairments. They have also the ability to work collaboratively with parents and their colleagues. Again, teachers in most cases have positive interactions with their students with hearing impairments inside and outside classroom. In general, teachers have done encouraging collaborative work in improving the psychological and social achievements that may be the bases for pedagogical achievements of students with hearing impairments.

On the other hand, the practices of teachers in using a variety of teaching methods, teaching aids, and assessment techniques are very low that means the same teaching methods, teaching aids, and assessment techniques are used for several times throughout the year. Moreover, teachers are not devoted their time for support provisions and are not providing feedback on the achievements and failures of students with hearing impairments inside and outside the classroom so as to facilitate quality teaching provisions for students with hearing impairments. In general, the most important components of the teaching-learning processes that affect the quality of teaching are missed; and the learning needs of students with hearing impairments are not met. Therefore, the processes of teaching students with hearing impairments are negatively affect the quality of teaching and their academic achievements.

Regarding the expected and accomplished roles of stakeholders, promoting collaboration between primary schools and higher education institutions to produce qualified graduates in sign language, continuously follow up teachers who teach students with hearing impairments, managing well trained and qualified human resources, providing teaching aids and materials, accessing sign language books and DVD, allocating sufficient budget and making balance between allotted time and the content of the subject matter for the quality teaching of students with hearing impairments are the expected roles of school principals but not achieved as expected. Besides, the roles of parents are at least give high attention to sign language skill at home, and collaboratively work with school principals and teachers. However, they are not accountable to their roles in accomplishing them to support students with hearing impairments. Generally, several roles that can be played by classroom teachers, primary school principals and parents of students with hearing impairments are not accomplished as expected to provide quality teaching for students with hearing impairments.

6. Recommendations

Based on the conclusions, the following recommendations are forwarded by the researchers.

- The primary channel of learning for students with hearing impairments is sign language. Hence, stakeholders including teachers, parents, school principals and peers should be skilled in sign language to improve the quality teaching provision for students with hearing impairments.
- The collaborative work of teachers with other stakeholders should not be limited to improve the psychological and social achievements rather it should be expanded to make grow up the academic achievements of students with hearing impairments.
- Considering the questions of students in lesson planning and conducting pre-assessment help teachers identify the strong and weak sides of students with impairments to use a variety of
teaching methods during instruction. Thus, teachers should take students’ questions to guide the lesson and conduct pre-assessment to guide the instruction.

- Teachers of students with hearing impairments should be aware of that the learning needs and styles of those students are different from other students without hearing impairments so that they should use a variety of teaching methods, teaching aids, and assessment techniques to improve their achievement. Moreover, teachers should devote much time to students with hearing impairments and provide regular feedback on their learning and achievements to facilitate quality teaching provisions for students with hearing impairments.

- Primary school principals should establish collaboration and partnership networking system for their schools support from governmental and non-governmental organizations and other concerned individuals to solve the problems of qualified professionals in sign language, to fulfill teaching aids and materials, to access sign language books and DVD, to allocate sufficient budget for the quality teaching of students with hearing impairments.

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