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## The Effects of Human Resource Challenges on the Implementation of Inclusive Education for the Hearing- Impaired Pupils in Wakiso District, Uganda

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### **Abstract:**

Hearing impaired pupils have been a subject of educational attention globally for many years. In fact, systematic teaching of these learners is a relatively young field as a result historical prejudice by hearing educators and parents who believed that HI children were either incapable to learning or had serious limitation to their potentials, fortunately we now have firm evidence that those prejudices were unfounded. The study adopted a descriptive survey design and targeting 86 HI teachers and a sample population of 64 where 79 teachers and 3 head teachers were selected from the 3 primary schools. The data was analyze using SPSS Version 2.0 data was analyze using simple statistics of percentages and frequency tables. The findings on the effect of human resources challenges on inclusive education indicated a significant positive association between Human Resource Challenges and Inclusive Education ( $r=0.558$ , Sig-value=0.000). The researcher recommends that schools should be modified to accommodate hearing impaired learners to enable them fit in and to benefit in inclusive education.

**Keywords:** Human resource challenges, inclusive education and hearing-impaired pupils

### **1. Introduction**

Inclusive school must recognize and response to diverse needs of learners, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curriculum or organizational arrangement, teaching strategies, resource use and partnership with their communities. (UNESCO, 2005)

The concept of Inclusive education is a new method of teaching children regardless to the variances pointed out by the society and people around. People are often born with some similarities and some differences.

Regular children and children with disabilities are taught under one roof providing them with the same facilities, environment and attention. Although classes of some of the disabled children are separate, but they all eat together, play together and enjoy altogether'.

He further asserts that 'The prime focus of promotion of inclusive education is to build up the confidence level of the disabled children. To make them realize, that they have their own part to play in this world. No matter what difference they have, no matter what disability they have, once they are scolded or mocked, their confidence level collapses completely.

Marghza, (2017) again argued that 'Inclusive education works as a hope for them to survive in this world. The more they interact with normal children and people, who are different from them, the more they feel comfortable in future. Promoting this program can provide a better chance for disabled children and a bright future in this challenging world. We all can help them in one way or the other, we make up this society and only we can change it'.

The importance of inclusive education in the classroom is crucial. Green springs, (2016) pointed out that, it is of great importance for schools not to exclude special need students from associating and learning with other pupils. They should be provided with quality education just like other children. They are bright, intelligent and they need to be surrounded by other students so they can strive and learn social skills.

UNESCO (2005) defines inclusive education as 'responding to diverse needs of all learners by increasing participation in learning and reducing exclusion within education. This means that all children have equal right to quality education that caters for their individual needs'. This is true, because it provides a better chance for disabled children and a bright future in this challenging world. We all can help them in one way or the other, we make up this society and only we can change it.

It further explains that since regular schools with this inclusive orientation are the one that are mostly operative means of combating selective attitudes creating welcoming atmosphere and building an inclusive society. Similarly, Inclusive schools must recognize and respond to the diverse needs of students, accommodation of both different style and rates of learning and ensuring quality education to all through appropriate curriculum organizational arrangement, teaching strategies, resources use, partnership with their communities.

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

### *1.1. Problem Statement*

It is estimated that 10 percent of the total population of Uganda is made of people with special needs. This is about 3 million persons with about 25 percent of these being children of school-going age which is a total of 750,000 children. An estimated 90,000 of these children have been identified, assessed and about 18,600 enrolled in educational programmes for children with special needs. This implies that 90 percent of children with special needs are either at home or in regular schools with little or no specialist assistance, inadequate provision of facilities and poor curriculum delivery (Republic of Uganda, 2005). A Survey of the Development Assistance Desired by Deaf Ugandans (2005) estimated the number of the hearing-impaired persons in Uganda to be 600,000. The HI students' population in Primary schools for the HI was only 580. This showed that only approximately 0.1 % of the HI persons had an opportunity to access primary education. This low transition rate put questions on the implementation of the inclusive education programme for the HI. This heightens when schools globally have to contend with some of these challenges, given that the managers have little or no research-based information.

Given the gap between the desire to have the HI learners access primary education and reality between the documented policy and practice, there was need to investigate management challenges facing implementation of inclusive education in Ugandan primary schools for the HI.

### *1.2. Research Hypothesis*

- Ho: There is no statistical challenge in the implementation of inclusive education for the hearing-impaired learners.

### *1.3. Scope of the Study*

The study was conducted at three primary schools in Uganda, the schools are: Uganda school for the Deaf, Ndinta in Nakawa division. Mulago School for the Deaf, in Kawempe division, and Hill Top Preparatory school, Naguru, in Nakawa division, Uganda

## **2. Literature Review**

The UN Convention on the Rights of the Child 1989: This convention was held in November 1989 and has 54 articles. The adoption of the UN Convention of the right of the child by the UN General Assembly and its subsequent ratification by 187 countries imposed a requirement for radical changes to traditional approaches to provision made for children with disabilities.

The convention pointed out that for the child, for full and harmonious development of his or her personality should grow up in a family environment, in an atmosphere of happiness, love and understanding. Bearing in mind that as indicated in the declaration of the Rights of the child, the child by reason of his physical and mental immaturity needs special safeguards and care including appropriate legal protection before birth as well as after birth.

The convention recognizes the importance of international co-operation for improving the living condition of children in every country, in particular in the developing countries. Article 2,3,23 and 29 implies that all children have the right to inclusive education irrespective of their disabilities.

The 1990 World Conference on Education for All: In march 1990, about 1500 delegates and about 150 Government and non-governmental organizations met at the world conference on Education for All in Jomtein, Thailand. The conference called upon all countries to universalized adequate basic education. The conference participants adopted the world declaration for All and a framework for Action in meeting basic and learning needs.

A successful teacher according to Orodho (2014) is a scientific practitioner, who observe their students develop hypothesis about learning, develop plans, observe results, uses people and resources to support their students learning and to ensure that every student benefits.

Mukherjee and Bera, (2017) argued that teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. Bauer, (2014) is of the opinions that teachers must try to help students with disabilities have the same opportunities and experiences as their peers through adjustments with the right instrumental materials in their classrooms.

According to Dash, (2012) puts it that teacher qualification is an important resource critical to the success of inclusive education. An understanding of special needs and disabilities is necessary in addition to knowledge of general education. This will enable the teacher to tackle the various challenges that will arise in the course of duty as there are no outright answers to emerging issues both in and out of the classroom.

The highest qualification for the teachers is categorized into Certificate, Diploma, Bachelors, Masters or Doctoral degrees. A number of studies have examined the ways in which teachers' highest qualifications are related to students' achievement. Many of the studies found that teachers' qualifications correspond positively with students' achievement. In the literature review by Lynette, (2016) she pointed out that, one of the most salient characteristics of learning by hearing

impaired students in mainstream classrooms is the students' dependence on a third party to provide access to information which is mostly the sign language teacher or interpreter.

### 3. Methodology

#### 3.1. Research Design

The study employed a descriptive research design, which involves qualitative and quantitative methods. This design will be adopted to enable the researcher to gather information from a wide range of respondents (for example head teachers, teachers, and special needs teachers on the management challenges facing inclusive education for the hearing-impaired students).

#### 3.2. Target Population

According to Bogere and Gesa (2015), the study population is the group where the research was undertaken. The study involved three primary schools of which two are from Nakawa division and one from Kawempe division. There are over 20,314 Primary schools in Uganda out of which 17 are special schools, 84 attached units, and 27 all-inclusive schools at primary (EDA, 2015). The estimated target population for this study is eighty-two (82) of which eight (8) out of the teachers are deaf from Ugandan school for the deaf in Ntinda, Kampala districts (Field work, 2019). And from Mulago School for the Deaf have fourteen (14) teachers of which two sign language teachers are Deaf. Hill top preparatory school has a population of 480 pupils of which 97 pupils are special educational needs pupils and forty-four (44) teachers (Field work, 2009). This comprises of primary school teachers, head teacher, special education teacher and sign language teachers. These categories of teachers are targeted because they are knowledgeable to provide vital information. For confidentiality purposes the schools will be coded using Alphabet.

#### 3.3. Questionnaire

Questionnaire Mellenberg, (2008) defines 'questionnaire as set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study'. The survey used structured research questionnaire (Appendix 3) to collect quantitative field data. The first section was used to collect the demographic information of the respondents. The second section was used to gather data using the research objectives, covering the study variables such as; Human resources challenges, material resource challenges, finance challenges and enrolment challenges. Four Likert scale was used to create qualitative data. For field survey purposes, 78 questionnaires were distributed to respondents.

Human Resources Challenges	Frequency	Mean	Standard Deviation	Interpretation	Rank
Special needs schools have sufficient teachers	68	2.3019	.74897	Disagree	Low
The sign language teachers are well trained.	68	2.5849	1.00831	Agree	High
Qualifies personnel are made available for special need pupils.	68	2.8113	.96190	Agree	High
The deaf teachers are equipped with the necessary skills to tackle challenges.	68	2.6226	.81397	Agree	High
The school provides guidance and counselling to pupils with special needs	68	3.3585	.70967	Strongly Agree	Very high
Valid N (listwise)	68				
Average Mean		2.74			High

Table 1: Human Resource Challenges and Inclusive Education for HI

Source: Primary Data, 2019

The Likert scale means ranges of 3.26 – 4.00 (very high) represent strongly agree, while 2.51 – 3.25 represents Agree (high), 1.76 – 2.50 represents Disagree (low) and 1.00 – 1.75 strongly disagree (very low).

Similarly, from table 4:7 it shows that with respect to human resource challenges; results indicated that human resource challenges were rated high and this was indicated by the average mean (mean=2.74), implying that human resource challenges exist while teaching hearing impaired pupils in Kampala divisions, Uganda. This is in line with the interview response from the head teachers of the three different schools.

		<b>H.R.C</b>	<b>I.E</b>
H.R.C	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.000
	N	68	68
I.E	Pearson Correlation	.558**	1
	Sig. (2-tailed)	.000	
	N	68	68

*Table 2: Regression Analysis Showing Relationship between Human Resources*

*Challenges and Inclusive Education for HI*

*\*\* Correlation Is Significant at the 0.01 Level (2-Tailed)*

*Source: Field Survey, (2019)*

Results in Table2 above indicated a significant positive association between Human Resource Challenges and Inclusive Education ( $r=0.558$ , Sig-value= $0.000$ ). It therefore implies that Human Resource Challenges had an influence on Inclusive Education. Concerning the challenges related to human resources and implementation of inclusive education for HI.

### *3.4. Findings on Effect of Human Resource Challenges on Implementation of Inclusive Education in Kampala Divisions Uganda*

With respect to human resource challenges; results indicated that human resource challenges were rated high and this was indicated by the average mean (mean= $2.74$ ), implying that human resource challenges exist while teaching hearing impaired pupils in Kampala divisions, Uganda. Further analysis using multiple regression analysis reads ( $r=0.558$ , Sig-value= $0.000$ ) which shows a significant positive association between Human Resource Challenges and Inclusive Education for HI. It therefore implies that Human Resource Challenges had an influence on Inclusive Education. In other words, any improvement in Human Resource Challenges highly improves Inclusive Education in the selected schools.

## **4. Recommendations**

In light of the findings of the study, the following recommendations were made: Time allocation for the curriculum covered was found to be inadequate. It is important that curriculum developers work together with Ministry of education. The curriculum developers with Ministry of education should allocate more time to the learners.

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