

## A CASE STUDY ON TEACHING METHODS USED TO TEACH LEARNERS WITH HEARING IMPAIRMENT AT BUBUBU PRIMARY SCHOOLS IN ZANZIBAR.

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### ABSTRACT.

#### Background:

This study aimed to investigate the teaching methods used to teach learners with hearing impairment at, Mtopepo, Chuini, Kama, and Kidichi primary schools of Bububu ward in Zanzibar.

#### Methodology:

A descriptive case study research was conducted in which Qualitative data was collected from 36 members who included 25 learners 25 ordinary teachers, 5 Academic masters, and 5 head teachers from the selected schools.

#### Results:

The majority of respondents were Females 40 (66.6%) and 20 (33.3%) were males. 30 (50%) had primary education. 10 (16.6%) certificate education and 20 (33.3%) diploma education. By age, 58.3% of the respondents were 5 -15 years, 16.6% were 16 – 35 years and 25% were 36-55 years. The themes of the study were Headteacher understanding of the academic master lesson, Ordinary teacher-appropriate teaching methods, and Learner contribution in the class. Most teachers use a general approach to the students in a mixed class without considering that some students with special needs require a particular approach to understand the lesson. Some teachers were doing recommended teaching approaches to the students with special needs and their students were performing well, sometimes well compared to other normal students. Some teachers found it uneasy to teach students with special needs and lacked sufficient teaching knowledge, special tools, and materials like sign language knowledge which they also did not understand.

#### Conclusion:

There was a shortage of special needs teachers for hearing impairment in all the selected schools. The schools lacked enough special needs teachers who could be used to teach inclusive classes for hearing-impaired learners.

#### Recommendation:

The Ministry of Education Vocational Training of Zanzibar should improve teaching and learning methods for learners with hearing impairment in primary schools of Zanzibar.

**Keywords:** *Teaching methods, Hearing impairment, Bububu primary school, Special needs teachers*

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### BACKGROUND OF THE STUDY.

Inclusive Education is a government policy that provides for all children regardless of disability to access quality education. In this respect, the teachers have a great task of providing quality services to the children who are hearing impaired. Teachers should make diagrams on the chalkboard to explain things, Adoyo (2008) that teaching and learning methods for the hearing impaired in inclusive classes should be focused on individualized approaches of teaching that consider the differences and needs of each learner so that every learner could learn effectively, Cawthon (2001). Sign language and simultaneous communication; differential effects on memory and comprehension in hearing impaired children shows that poor performance of hearing impaired is attributed to inappropriate teaching methods and communication problems across the curriculum, Adoyo (2004). Report on teacher development management strategy shows that curriculum and teaching such as inappropriate teaching methods can be barriers to students with hearing impairment during the learning process, URT (2008).

Despite the many efforts taken by the Zanzibar government to improve inclusive education, learners with disabilities have poor academic performance. The study aims to investigate the teaching methods used to teach learners with hearing impairment at Bububu primary schools in Zanzibar.

### METHODOLOGY.

#### Research Design.

This study used a descriptive case study research design. Maris and Lapan (2004) show that case studies seek to answer focused questions by producing in-depth descriptions and interpretations of a phenomenon under study, thus, giving a deep understanding of the phenomenon. A descriptive case study enabled the researcher to get a deeper understanding, and hence deep description and interpretation of data on factors influencing the academic performance of hearing-

impaired students at Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools.

### **The Area of Study.**

This study was conducted in the Bububu ward in Zanzibar. Zanzibar is among the areas of Tanzania that exercise inclusive education policy at all levels however learners with disability especially hearing-impaired learners who reach schools have lower performance. So, the researcher selected schools from the urban west district, Zanzibar including Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools. These schools were indicated as all schools with inclusive education in the urban west district, Zanzibar.

### **Research Approach.**

This study used qualitative approaches. Creswell (2014) argues that there are three main types of research approaches which include the quantitative research approach, the qualitative research approach, and the mixed research approach.

The qualitative research approach is a multi-method in focus, involving an interpretive and naturalistic approach to its subject matter. The qualitative approach enabled the researcher to gain a deeper understanding of the situation, thus, obtaining real, thick, and detailed descriptive data on factors influencing the academic performance of hearing-impaired students in inclusive education at Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools.

### **Study Population.**

A study population is the entire accessible group of persons that is of interest to the researcher or that meets the criteria the researcher is interested in the study. In this study, the population comprised teachers, learners, Academic Masters of school, and heads of schools at Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools.

### **Sample.**

The sample is several individuals or things selected from a population. It is a subject of population (Ogula, 2008). The total sample of this study has been 36 members from Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools. These participants were provided with relevant information concerning this study. It involved primary-level learners that included 25 learners 25 ordinary teachers, 5 Academic masters, and 5 head teachers of schools.

### **Sampling.**

The sampling technique is a process used to select some elements of a population in such a way that it represents

the actual characteristics of the total population. This study used a purposive sampling technique because the researcher can obtain a representative sample by using sound judgment, which resulted in saving time and money (Kothar, 2004).

### **Purposive Sampling Technique.**

Babbie (2011) stated that purposive sampling is the process of selecting a sample based on knowledge of a population, its elements, and the purpose of the study. The study used a purposive sampling technique to obtain a sample of 60 respondents. 25 learners, 25 teachers, 5 Academic masters, and 5 head teachers of schools. Hearing-impaired learners were included in the sample because they were the main target members of this study who could give their opinions and experience on the factors influencing their academic performance in inclusive classes.

### **Data Collection Techniques.**

This study used interviews, observation, and focus group discussion as instruments of data collection:

#### **Interviews.**

The interview was used as an instrument for data collection. The researcher used interviews to obtain valid data from the members. So, interviews were responsible to 5 Academic masters and 5 head teachers at Bububu, Mtopepo, chuini, Kama, and Kidichi primary schools. The interview method involves face-to-face interaction between the researcher and participants.

#### **Observation.**

The researcher observed the teachers and their learners with hearing impairment in the classroom during the lesson taught. Observation involves recording the participation of learners, uses of materials and methods used within the period, and other things. This helps the researcher to notice things as they are or as they happen in real life.

#### **Focus group discussion.**

Ary, et al, (2010) explained that focus group discussion is a category of interviews whereby Several subjects are interviewed at the same time. Its advantage is those participants respond not only to the researcher but also to other participants and their responses. This study was focused on group discussion as a tool for data collection. The discussion took half or one hour and respondents were free to talk with other group members and were given opinions, beliefs, perceptions, and attitudes. The researchers divided 5 groups for five schools which comprise 5 teachers. Each group has a group leader to control the respondents from the members.

**Table 1 Respondents involve in group discussion.**

Name of schools	No. of respondents
Bububu primary school	5
Mtopepo primary school	5
Chuini primary school	5
Kidichi primary school	5
Kama primary school	5
Total	25

*Source: Field data, 2022*

**Source of Data.**

This study used primary data. The primary data was collected from teachers, learners, Academic masters, and the head teachers of 3 urban west district schools, in Zanzibar to get true information from the respondents to get true information from the respondents.

**Data trustworthiness.**

Trustworthiness in qualitative research involves credibility, transferability, dependability, and conformability. The aim of trustworthiness in a qualitative inquiry is to support the argument that the question's findings are worth giving consideration. The researcher ensured the trustworthiness of this study in different ways.

**Credibility.**

Credibility was guaranteed by informing the participant's privacy will guarantee by informing the participants that they shall not mention their names during interviews and focus group discussions as well as during the observation and that, all the collected information used only for research purposes. This gives the participants the freedom to participate and give their views without fear.

**Ethical Considerations.**

In this study, ethical issues were taken into consideration in all stages of conducting the study. The research permission was sought from all necessary authorities from the university level to the school level where the study was conducted. All participants were

informed about the study and its benefits, informed consent was obtained from each participant to participate and any participant has the right to withdraw at any stage of the data collection process. Security is guaranteed to the participants by making sure that no participant is abused in any way in the data collection process.

**Data Process and Data Analysis.**

**Data Process.**

The researcher gathered information through interviews, group discussion, and observation by using handwriting (notebooks), and audio recorders to recording respondents' voices Then the researcher transcribed the transcripts into the English language. Also, the researcher creates codes, creates categories, and develops themes.

**Data analysis.**

Data analysis refers to examining what has been collected in a research or experiment and making deductions and interferences (Kombo& Tromp 2006). The data was analyzed by using content analysis. The researcher analyzed by interpreting themes created from respondents' responses transcript and writing report.

**Demographic analysis of the respondents.**

This party has presented the data on the demography of all respondents namely Headmasters, Academic masters, ordinary teachers, and primary learners. It covered age, gender, and level of education.

**Table 2 shows the age of respondents (n=60)**

Age	Number of respondents	Percentage
5-15	35	58.3%
16 -35	10	16.6%
36-55	15	25%
Total	60	99.9%

*Sources: Field data, 2022*

The age of respondents indicates that the researcher arranged the age groups between 5 -15 (58.3%), 16 – 35 (16.6%), and 36-55 (25%). Five to 15 years of the total respondents who were involved in this research, because

this age is related learners with hearing impairment participated more than others. Therefore, the age group is important for this study.

**Table 3 shows the genders of respondents (n=60)**

Gender	Number of Respondents	Percentage
Male	20	33.3%
Female	40	66.6%
Total	60	99.9%

Source: Field data, 2022

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The study has shown that the majority of respondents involved in this study were Females 40 (66.6%). It is presented in table 4.2 and 20 (33.3%) males. This shows that the number of schools is more female than male.

**Table 4 the level of education of the respondents.**

Level of Education	Number of respondents	Percentage
Primary Certificate	30	50%
Diploma	10	16.6%
Diploma	20	33.3%
Total	60	99.9%

Source: Field data, 2022

The study revealed that the majority of respondents have primary-level education. The table indicates that 30 (50%) had primary education. 10 (16.6%) certificate education and 20 (33.3%) diploma education.

**Table 5: To inspect the teaching methods used to teach learners with hearing impairment.**

Types of respondents.	Themes	Categories	Response	Total
Headteacher and academic master	Understand the lesson	Well understand	0	10
		Lack of understand	10	
Ordinary teacher	Inappropriate teaching methods	Lack trained	10	40
		No training	30	
Learners	Contribute to the class	Lack contribute	3	10
		No, contribute	7	

Source: Field data, 2022

The themes of the study were Headteacher understanding of the academic master lesson, Ordinary teacher-appropriate teaching methods, and Learner contribution in the class.

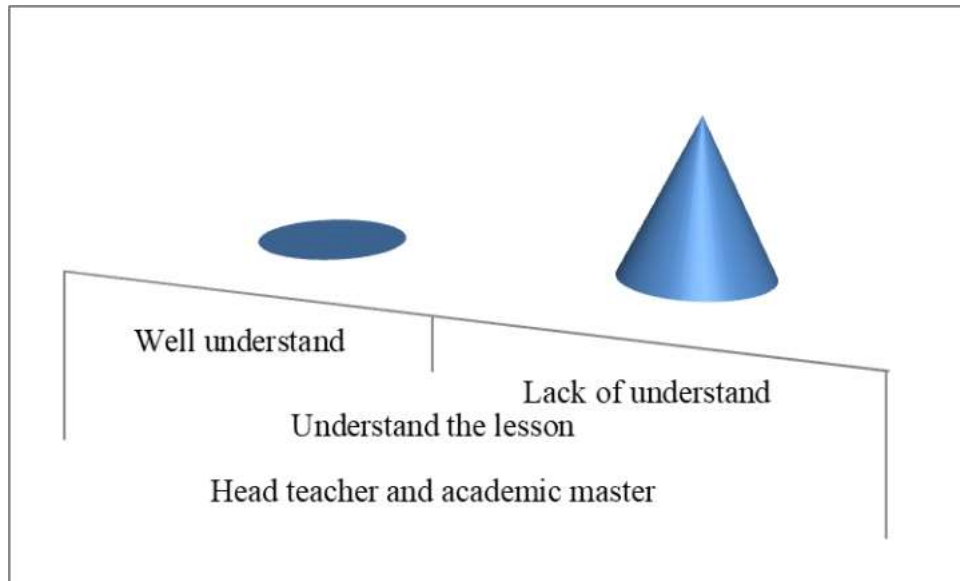
### Understand the lesson.

The study findings show that the method of teaching of hearing impaired is a problem in our school. Most of the head teachers and academic masters during the interviews claim that some teachers do not use better methods of teaching but use only lecture methods, so learners with hearing disability cannot contribute in class. One of the responses claimed that.

*“Most of our teachers are teaching in a general approach to all of the students in a mixed class, without considering*

*that there are some students with a special need that require a particular approach to understand the lesson”.* However other respondents replied that our teachers used teaching methods, Headteachers and academics stated that teachers used participatory methods within the class and learners with disability participated well. One of the respondents said:

*“There are some teachers who are doing recommended teaching to the students with special needs and the students are performing well and sometimes exceed their performance compared to other normal students, though it needs a strategic effort for them to improve their understanding. This implies that some of our teachers are doing good to the students with special needs and we need to motivate them”.*



**Figure 1: Understanding the lesson.**

The study has shown that teachers have not taken measures to prepare learners with hearing impairment because during the observation majority of teachers did not participate well with learners with disability in their lessons, so they undermined their performance.

One among the respondents claimed that:

*“It is not easy to teach the students with special needs, because I don’t have sufficient teaching knowledge of*

*them and lack of special tools and teaching support materials especially like sign language knowledge which I don’t understand even me”.*

However, some teachers stated that within the class learners participate but there are few participations of learners with hearing impairment.

**Table 6 To investigate learning environment is approachable to teaching hearing-impaired learners.**

Types Respondents	Themes	Categories	Response	Total
Headteacher and academic master	Availability of a conducive environment	Good environment	3	10
		Bad environment	7	
Ordinary teacher	Comfortable environment	Unfriend environment	30	40
		Well environment	10	
Learners	Classroom environment	Control noise	4	10
		Un control noise	6	

Source: Field data, 2022

## DISCUSSION.

On the other hand, the findings of this study show that teachers at Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools were not comfortable teaching in those classes because teachers had no special needs education in hearing impairment which made them difficult to teach in inclusive classes. After all, they couldn’t use sign language in the teaching and learning processes. Special

needs teachers who teach in inclusive classes touched that teaching in inclusive classes by using sign language and ordinary language at the same time consumed a lot of time which might have hindered them from covering the syllabus.

## CONCLUSION.

There was a shortage of special needs teachers for hearing impairment at Bububu, Mtopepo, Chuini, Kama, and Kidichi primary schools. It was found that the school lacked enough special needs teachers who could be used to teach inclusive classes for hearing-impaired learners.

## RECOMMENDATION.

The Ministry of Education Vocational Training of Zanzibar should improve teaching and learning methods for learners with hearing impairment in primary schools in Zanzibar.

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## LIST OF ABBREVIATIONS.

URT: United Republic of Tanzania

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There is no source of funding.

## CONFLICT OF INTEREST.

There is no conflict of Interest.

## AUTHOR BIOGRAPHY.

Fatma Hamoud Juma is a student of a master's degree in special needs education at Kampala University.

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