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The Challenges Facing Pupils with Partial Hearing Loss in Inclusive Primary Schools in Tanzania: A Case of Uvinza District

Jenitha Paschal and Mashauri Mjema
University of Arusha, Tanzania
Email: mwelindejane@gmail.com

Abstract: *This study investigated the challenges facing pupils with partial hearing loss in accessing education services in inclusive primary schools in Tanzania, using the case of Uvinza District. Specifically, this study sought to determine teachers' perceptions towards learners with partial hearing loss in inclusive primary schools in Uvinza District and to identify challenges encountered by learners with partial hearing loss in inclusive primary schools in Uvinza District. The study employed a descriptive case study design, and data were collected through face-to-face interviews with fifteen teachers from inclusive primary schools who were judgmentally sampled. The data were analyzed using thematic analysis. The findings of the study revealed that there is a variation in hearing loss awareness among the teachers, and some teachers were not confident in their ability to teach pupils with partial hearing loss. However, some teachers have positive attitudes toward pupils with partial hearing loss. Pupils with partial hearing loss are faced with communication challenges as their teachers and fellow pupils are not well equipped with special communication skills. Also, the pupils with partial hearing loss were reported to face academic challenges as they often had difficulty following group discussions and participating in classroom activities, and finally, the pupils with partial hearing loss are facing social-emotional challenges as they are being bullied and are often stigmatized and discriminated. The study recommends that; teachers need to be trained on how to teach pupils with partial hearing loss. Also, teachers and other pupils with no partial hearing loss should be close to the pupils who are suffering from partial hearing loss. This will increase the confidence of the pupils with partial hearing loss and hence their participation in class activities and other academic activities will rise and so will their academic performance.*

Keywords*: Partial hearing loss, Inclusive primary school, Educational services, Uvinza, Tanzania*

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1. Introduction

Partial hearing loss remains a challenge globally among pupils. Tomblin (2016) and Wilson et al. (2017) report that approximately half a billion people have partial hearing loss. Partial hearing loss has been mentioned to affect learners regardless of their socio-economic status. Persons with partial hearing deafness (hyperacusis, dysacusis) are described colloquially as being hard of hearing or clinically as having hearing loss (Basañez, et al., 2015). Some degree of hearing loss affects almost 20% of the world population and over 5% - more than 360 million people have partial hearing loss. While most people with severe disabilities live in developing countries, industrialized nations also share these problems (Schrepfer & Schacht, 2017). For instance, in the United States, 30 million, or 12.7% of the population aged 12 years and older, have trouble with bilateral hearing with predominance in men and the elderly (Grosse, 2020).

Amang, et al. (2016) argue that partial hearing loss has been associated with low academic performance. The phenomenon of partial hearing loss has also been affecting pupils in less developed and developing countries. For instance, a study by Okoro (2021), conducted in Oyo State Nigeria reported that children with partial hearing loss had a lower academic performance as compared to those who had no partial hearing loss. In a similar vein, a study by Adegbiji, et al. (2018) discovered that the problem of partial hearing loss remains as acute among the schools in Nigeria. The study suggested universal screening of newborns and children should be made mandatory to minimize its effect before school-going age.

Rishaelly (2017) studied factors influencing children with partial hearing loss concerning their academic performance. The findings revealed a shortage of equipment and a shortage of specialized teachers who know sign language; the teachers who lack requisite skills were not comfortable teaching children with hearing impairment. All of these factors contributed to poor academic performance.

In searching for measures that are being undertaken to overcome the challenges facing children with partial hearing loss, a study by Malambughi (2017) revealed that NGOs contributed exercise books, pens, school uniforms, soap, shoes, bed sheets, and bus fare. However, these were inadequate to cater for their education needs. Moreover, it was expected to fund teachers to study inclusive education, but this was not done; they did not also inject money to buy assistive devices. These findings indicate that the Government and other stakeholders need to step in and help in this matter.

Having all these literatures in place, yet the prevailing situation regarding the challenges facing pupils with partial hearing loss as well as the perceptions of the teachers towards pupils with partial hearing loss in Tanzania, particularly in Uvinza District is not well documented.

1.1 Statement of the Problem

The problem of partial hearing loss among learners in primary schools especially in Tanzania has not been adequately documented despite few studies available (Ertzgaard et al, 2020; Rishaelly 2017). Partial hearing loss becomes a problem for the learners in inclusive primary schools setting in Uvinza District, where the academic performance of the learners with partial hearing loss becomes low.

There were many studies which claimed that assistive devices were increasingly available these days, yet very few scholars have addressed the challenge of lacking assistive devices and teaching and learning equipment's in primary schools in Tanzania. As a result, there were gap in the literature on challenges facing pupils with partial hearing loss in assessing education in Uvinza District. Therefore, this research was going to investigate the challenges facing pupils with partial hearing loss in accessing education services in inclusive primary schools taking a case of Uvinza District.

1.2 Objectives of the study

General objective of the study
The general objective of this study was to assess the challenges facing the pupils with partial hearing loss in inclusive primary schools in Tanzania taking a case of Uvinza District.

Specific Objectives

Specifically, this study sought to:

i. Determine teachers' perceptions towards learners with partial hearing loss in inclusive primary schools in Uvinza District; and
ii. Identify challenges encountered by learners with partial hearing loss in inclusive primary schools in Uvinza District

1.3 Research Questions

The study was guided by two research questions as follows:

1. What are teachers' perceptions towards learners with partial hearing loss in inclusive primary schools in Uvinza District.
2. What are the challenges facing learners with partial hearing loss in inclusive primary schools in Uvinza District?

2. Literature Review

2.1 Theoretical Literature

This section presents literature on various concepts including Partial Hearing Loss, Inclusive Education, and Challenges of Pupils with partial hearing loss.

2.1.1 Partial Hearing Impairment

According to WHO (2018), there are 120 million people worldwide with partial hearing impairment, and 78 million of those affected are in developing countries. In Sub-Saharan Africa, more than 1.2 million children aged between 5 and 14 years suffer from moderate to severe hearing loss in both ears, and this is considered to be mainly due to ear infections, lack of hygiene, and lack of treatment (Gale & Cross, 2017).

Hearing-impaired is anyone with a permanent or temporary hearing loss. Apart from the definition, there are the levels of hearing impairment as; Partial, moderate, severe, or profound hearing loss (NDCS, 2018). The levels of hearing loss are described as; slight,

Partial, moderate, severe, and profound depending on the average hearing level. In the education context, a hearing-impaired is a student who is not able to use the auditory system to understand speech (Adoyo, 2018)

These levels of hearing loss can be described according to severity as follows; Mild/partial hearing loss: Hearing loss of 20 to 40 decibels. Moderate hearing loss: Hearing loss of 41 to 60. Severe hearing loss: Hearing loss of 61 to 81 decibels. Profound hearing loss deafness: Hearing loss of more than 81 decibels. The loudness of sound is measured in decibels (dB) by using the Audiometer test. A specialist in hearing loss, known as an Audiologist, does these more through tests. Sounds and words are directed through earphones to each ear (Mayo Clinic, 2023).

This study dealt with partial hearing loss which was partial hearing impairment and therefore, pupils who would be involved in this study were those whose ears can pick up some sounds but not to the expected perfection.

Children with disability are reported to be less likely to attend school, complete school, possess basic skills, and have fewer school opportunities (URT, 2017). The UNESCO (2020) report stated that discrimination and prejudice, absence of qualified teachers, lack of educational materials, and disaggregated data research about disability continue to deny persons with disability the right to quality education globally (UNESCO, 2019). Ambajo, (2019) observes that the deaf are among the poorest of the poor with limited access to education. Various problems inhibit learners with special needs education from attaining their full potential by hindering their full participation (URT, 2017). These include stigma by the community or community attitude, inadequate specialist teachers and resource centers, shortage of specialized teaching and learning resources and assistive devices, and ignorance or unawareness of most people that disability is not an inability (Possi & Milinga, 2017).

2.2 Empirical Literature Review

This section presents scholarly works which involved fieldwork from various parts of the world. Various scholars from different parts of the world have investigated the challenges facing pupils and students with partial hearing loss and provided several possible solutions.

2.2.1 Challenges Facing Pupils with Partial Hearing Loss

A study that was done in Jamaica by Wilson (2015) on the effectiveness of international development assistance from American organizations to hearing-impaired communities shows that lack of resources, facilities, and services such as specially trained teachers and interpreters, absence of medical care, vocational programs, legal and social services for hearing impaired people were the major challenges facing the pupils who belonged to hearing-impaired community. From Bangladesh a study by Khan, (2017) on secondary school teachers' perceptions of inclusive education shows that the practice of inclusive education in secondary schools is facing several barriers including a lack of teaching materials that hinder the teaching process and hence hinder the learning process of the students who participate in inclusive education in secondary schools. Similar findings were also reported by Dalton (2019) who also identified the social challenges experienced by learners with mild hearing loss to include a lack of confidence, lack of identity development, a sense of autonomy, and a lack of assistive devices.

The study done by Navarro-Mateu, et al. (2020) in Spain revealed that the attitudes of individuals constitute the best predictor of their behavior. The study reported that teachers' negative attitudes towards the children with hearing loss contributed negatively to the academic achievements of these children, and hence teachers' negative attitudes towards children with partial hearing loss posed a challenge to their academic achievements.

The study done in the Netherlands by Ainscow (2020) showed that many students with hearing impairment who had been included in regular classes wanted to go back to their special schools after suffering stigmatization and isolation. Adding on the same note the study done in Bulawayo by Gudyanga et al. (2021) showed that teachers and their regular education students were not prepared for the inclusion of children with disabilities.

Okoro (2021), conducted a study in Oyo State Nigeria to determine the parental attitude towards academics of children with hearing impairment. The results were mixed, some had positive perceptions, and others had negative perceptions. Furthermore, the study reported parents' negative attitude towards the children with hearing impairment negatively impacted their academic performance, hence parents' negative attitude towards the children with hearing impairment was mentioned as a challenge hindering their academic achievements.

Ndhlovu (2017) conducted a study in Copper-belt, Zambia to determine variations in Sign language and how they affect academic performance. The overall finding indicated that learners were affected negatively because of variations. It also revealed the variations depending on the environment, culture, and teacher's competencies.

Again, Adoyo, (2018) study in Kenya on Kenyan sign language and simultaneous communication; differential effects on memory and comprehension in hearing-impaired children shows that poor performance of the hearing impaired is attributed to inappropriate teaching

methods and communication problems across the curriculum.

A study by Kisanga (2019) investigated barriers to learning faced by students who are deaf in a higher education setting in Tanzania. After thematic analysis, the results showed a lack of quality of hearing aids provided; shortage of hearing aids; inadequacy of sign language interpreters and supportive classrooms; the lectures were dominated by oral communication; and notes provided did not pay consideration to the deaf. One may ask if this is happening in the higher education setting, what about in primary schools?

Alongside the valuable contributions made by various scholars in identifying the challenges facing pupils/students with partial hearing loss, the researcher in this current study sees there is a knowledge gap regarding the perception of teachers towards the pupils with partial hearing loss as most of the reviewed studies concentrated much on other challenges while not mentioning teachers' attitudes towards the pupils with partial hearing loss as one factor that can hinder or improve the situation.

Also, the researcher sees another gap in the methodologies used by the previous studies, most of the reviewed studies were quantitative in nature and data were collected using a questionnaire limiting the in-depth expression of ideas and arguments of the respondents and hence limiting the full understanding of the matter under study. Unlike the previous studies, this study employed a qualitative study approach to obtain in-depth and more detailed information regarding the challenges faced by the pupils in inclusive primary schools of Uvinza District and hence the obtained findings will help to cover the research gap.

3. Methodology

3.1 Study Area

This study was conducted in Uvinza District in Kigoma Region due to the increasing number of children with some physical disabilities including the pupils with partial hearing loss. Also, the researcher is among the teachers who are teaching in inclusive primary schools of Uvinza District and so, this study would increase understanding regarding the challenges facing the pupils with partial hearing loss in her working area.

3.2 Study Design

This study employed a case study design under a qualitative research approach. A case study is an in-depth examination of a particular research problem rather than an in-depth statistical analysis or a detailed comparative study. In this study, a case study design was used to reduce a very large field of research into one or a few examples that could be easily researched. The structure of the case study was also important for testing whether a particular theory and model applied to events in the real world. It was an important structure when not much was known about an issue or something (Labaree, 2019).

3.3 Population and Sample

The targeted population of this study was the teachers who teach in primary schools with inclusive educational settings.

Table 1: Distribution of Teachers and Pupils in Primary Schools of Uvinza District

No	School Name	Number of Normal pupils	Number of Pupils with Partial Hearing Loss	Number of Specialist Teachers	Number of Normal Teachers	Total number of Teachers
1	Uvinza Maalum	495	15	6	7	**13**
2	Mandela	928	3	0	12	12
3	Muyobozi	889	6	0	10	10
4	Kabeba	705	4	0	8	8
5	Kirando	639	6	0	8	8
6	Kamchele	1044	3	0	12	12
7	Mganza	706	6	0	7	7
8	Lugongo	812	2	0	11	11
	Total	**6,218**	**45**	**6**	**75**	**87**

Source: Uvinza District Council (2023)

Data shows that there are 8 primary schools in Uvinza District with a total of 45 pupils who have partial hearing

loss. Furthermore, out of 87 teachers, there are 6 teachers only who are specialized in inclusive education teaching skills.

Sampling Procedures

Judgmental sampling was used to select the sample units. Considering the ability of the pupils with partial hearing loss to participate in the interview and the inability of the researcher to communicate using sign language, the researcher selected 15 teachers who have direct contact with the pupils with partial hearing loss. The researcher chose six teachers who specialized in inclusive education and academic teachers from schools without specialized teachers. The researcher chose these teachers because they had adequate information regarding the challenges facing pupils with partial hearing loss, and therefore, they could recommend the best solution for helping these pupils in their academic performance.

3.4 Data Collection Methods and Procedure

This study collected data using the primary data collection method which is face-to-face interview and focused group discussion. The interviews were set to find out detailed explanations of the teachers' perceptions towards learners with partial hearing loss as well as the challenges facing the pupils with partial hearing loss in inclusive primary schools in Uvinza district. The face-to-face interview was chosen because it allowed the researcher to obtain in-depth and more detailed information that could not be obtained if other methods of data collection were used.

Qualitative Data Analysis

Qualitative findings were subjected to content analysis. During the analysis the researcher carefully organized the information obtained through interviews in a manner which matched with the key research themes under each of the specific objectives. Direct quotations from the interviewees were presented as evidences. Use of quotations was aimed at increasing the validity of the information presented.

3.5 Ethical Considerations

Before the commencement of data collection, research permission was first obtained from the University of Arusha and then from Uvinza District officials. All respondents filled informed consent form. As for pupils, parental approval was sought. Information from the field was treated confidentially and anonymously, as the researcher did not mention any name of the respondent in this study.

4. Results and Discussions

4.1 Demographic Information of the Respondents

Table 2: Gender of the Teachers

Variable	Category	Frequency (*f*)	Percentage (%)
	Female	9	60
Gender	Male	6	40
Total		15	100

Source: Field Data (2023)

Table 2 above indicates that, out of 15 teachers involved in this study, nine (60%) were females and six (40%) were male. The findings imply that; female teachers are slightly higher than male teachers in the primary schools of Uvinza district. However, despite the fact that, female teachers were slightly more than male teachers, the percentage above show that there was proportional involvement of both genders in the process of data collection and thus justifying no gender bias in the process of data collection.

Education Levels of the Respondents

Another demographic information assessed in this study was the education level of the respondents. Table 3 presents the findings obtained after the frequency and percentage.

Table 3: Education Levels of the Teachers

Variable	Category	Frequency (*f*)	Percentage (%)
	Certificate	2	13
Education Levels	Diploma	8	53
	Bachelor's Degree	5	33
Total		15	100

Source: Field Data (2023)

The findings in Table 3 show that, out of 15 teachers, majority of the teachers (eight teachers equivalent to 53% of the total sample size) were Diploma holders, followed by five (33%) teachers who were holders of bachelor's degree and certificate holders formed a minority group with two (13%) teachers. These findings

imply that, majority of the teachers in the primary schools of Uvinza District are holders of Diploma in terms of Education level.

Working Experience.

The last aspect assessed under demographic information was working experience of the teachers who were the respondents of this study. The findings of working experiences were as presented in Table 4.

Table 4: Working Experience of the Teachers

Variable	Category	Frequency (*f*)	Percentage (%)
Working Experience	1-5 Years	2	13
	6-10 Years	7	47
	11-20 Years	4	27
	20-30 years	2	13
Total		15	100

Source: Field Data (2023)

The findings in Table 4 indicate that, majority (47%) of the respondents of this study had working experience of 6 to 10 years of working experience, followed by 4(27%) teachers who had working experience of 11-20 years and teachers with 1-5 years and 20-30 years of working experience formed the minority groups with 2(13%) teachers each. These findings suggest that, the interviewed teachers were well experienced and this increases the confidence of the researcher on the responses of the teachers.

4.2 Teachers' perceptions towards learners with partial hearing loss in inclusive primary schools in Uvinza District

The first theme, namely teacher views on hearing loss, emerged from the first research question which asked "What are teachers' perceptions towards learners with partial hearing loss in inclusive primary schools in Uvinza District? The primary goal of this theme was to gain a comprehensive understanding of how teachers perceive and respond to pupils with partial hearing loss. This investigation was imperative as it formed the foundation for improving the support and educational experiences of these pupils. From this theme, three subthemes emerged. These are: hearing loss awareness, hearing loss attitudes, and hearing loss self-efficacy. The subthemes are hereby discussed in the order of appearance:

4.1.1 Hearing Loss Awareness

The subtheme of "hearing loss awareness" was the initial focus of the investigation, as understanding the extent of teachers' awareness about hearing loss was crucial. It served as the cornerstone for comprehending how well-prepared educators were to cater to pupils with partial hearing loss.

The overall findings from the schools participating in the study reveal that teachers held varying levels of awareness about hearing loss. For some respondents, the researcher had to make significant efforts to impart basic knowledge about hearing loss, its impact, and strategies for accommodating pupils with partial hearing loss. Words such as "inclusion," "communication," and "assistive devices" were expected to be common place in their responses. However, the term "inclusion" was the only word frequently used, reflecting the somewhat limited awareness of the broader challenges and strategies. This finding suggests that teachers, regardless of their years of experience, often lacked comprehensive knowledge about hearing loss and the appropriate teaching methodologies required for pupils with partial hearing loss.

For example, P4M shared his understanding, stating,
"Inclusion means having everyone in the class." On the same aspect,
Teacher P2M mentioned,
"I think inclusion is about having everyone together in the classroom." These responses indicate that while the term "inclusion" was familiar, the depth of understanding and practical strategies for effective inclusion remained limited among the teachers in School A. These findings are consistent with Al-Khatib (2019), who shares a similar experience with teachers who struggled to understand the specific needs of students with partial hearing loss (p. 34). The author argued that teachers' lack of knowledge about hearing loss can lead to misguided or ineffective teaching practices (p. 35).

4.1.2 Hearing Loss Attitudes

Hearing loss attitudes were important for the study because they can significantly impact the educational experiences of pupils with partial hearing loss. The overall finding was that teachers' attitudes towards hearing loss varied. In one School, teachers generally held negative attitudes toward partial hearing loss. This was evident from both observations and face-to-face interviews. The problem was more critical in another School where teachers expressed beliefs that pupils with partial hearing loss were less intelligent and capable of

learning than their peers without partial hearing loss. Researches (D'Alonzo, Giordan, & Cross, 2010; Amang, et al, 2016 and Ambajo, 2019) indicated that negative attitudes towards partial hearing loss can lead to a range of negative consequences for pupils with partial hearing loss, such as lower expectations, reduced opportunities for participation, and social isolation.

On this subtheme, a male teacher from a School with 28 years of teaching experience painfully asserted:

"*In our school, we were not used to having pupils with partial hearing loss, nevertheless, we are using all resources at our disposal to help them."* (PT8M)

These findings show a similar pattern to that identified by Tungaraza (2015), who reported that many teachers held positive attitudes towards inclusive education, regardless of lack of knowledge and skills in teaching pupils with disabilities.

4.1.3 Hearing Loss Self-Efficacy

It was important to find out if teachers believed in their ability to effectively teach pupils with partial hearing loss. The overall finding in this sub-theme shows that teachers had low partial hearing loss self-efficacy. For instance, a female participant from School B said:

"*I don't know much about partial hearing loss, so I don't know if I can help pupils with partial hearing loss*." (P1F)

Only two participants said that they were confident in their ability to teach pupils with partial hearing loss. The findings of this study reveal that some of the teachers abide by the assertion that they are not confident in their ability to teach pupils with partial hearing loss. These findings are in line with those of Alasim and Paul, (2018) who reported that teachers with low partial hearing loss self-efficacy are more likely to use ineffective teaching practices and have lower expectations for pupils with partial hearing loss. The study's findings on partial hearing loss self-efficacy are also consistent with those of Avramidis and Norwich (2022), who found that teachers with inadequate training were likely to report feeling unprepared to teach pupils with partial hearing loss. Avramidis and Norwich (2022) further state that "teachers' self-efficacy beliefs are powerful predictors of their teaching behaviors" (p. 34).

4.2 Challenges facing learners with partial hearing loss in inclusive primary schools in Uvinza District?

The second theme, hearing loss challenges, emerged from the second research question which asked “What are the challenges facing learners with partial hearing loss in inclusive primary schools in Uvinza District? The purpose of this research question was essential as it sought to uncover the significant hurdles and difficulties that pupils with partial hearing loss encounter in their educational journey within the Uvinza District. From this theme of hearing loss challenges, it was interesting to find the emergence of three subthemes. These are communication challenges, academic challenges, and social-emotional challenges. The subthemes are hereby discussed in the order of appearance.

4.2.1 Communication Challenges

It was important to determine the communication challenges faced by teachers in communicating with students with partial hearing loss. The overall finding was that all teachers in the study reported experiencing communication challenges. They frequently used the words "difficult," "challenging," and "frustrating" to describe their experiences.

While commenting on this, a male teacher from School B had this to say:

"*I sometimes find it difficult to know if the pupils understand what I am saying. I try to speak clearly and slowly, but I am not sure if it is enough*." (P11M)

The teachers from School A also, regardless of their years of experience, expressed similar concerns. One female teacher could not contain herself; she broke into laughter when answering:

[Laughing] "I sometimes feel like I am talking to myself when I am trying to communicate with a pupil with partial hearing loss." (P15F)

These findings show that communication challenges are a common experience for teachers who have pupils with partial hearing loss in their classrooms. Similar findings were also reported by Ambajo (2019) who reported communication as one of the major challenges facing teachers who are teaching pupils with partial hearing loss. This is an indicator of the need for more training on partial hearing loss and effective communication strategies for teachers. However, it is also important to note that teachers are not solely responsible for ensuring effective communication in the classroom. Pupils with partial hearing loss also need to be provided with the support they need to communicate effectively.

4.2.2 Academic challenges

It was important to find out how teachers perceived the academic challenges faced by pupils with partial hearing loss. The overall finding is that the participants generally believed that pupils with partial hearing loss faced significant academic challenges. They were not optimistic about the academic success of these pupils. In this question words such as "struggle," "difficult," and "behind" were frequently used. This indicates that

teachers believe that pupils with partial hearing loss have difficulty keeping up with their peers in the classroom.

A less experienced female teacher said:

"Pupils with partial hearing loss often miss out on important information because they can't hear everything that is being said. This makes it difficult for them to understand the material and do well in their studies." (P4F)

Similarly, another male teacher from the same school added:

"Pupils with partial hearing loss often need extra time to complete assignments. This can make it difficult for them to keep up with the rest of the class." (P6M)

The observation and document collection methods also confirmed that pupils with partial hearing loss often struggle academically. While the nation has made education for all a priority issue (Ministry of Education, Science, and Technology, 2016), it appears from the findings that more needs to be done to support pupils with partial hearing loss in inclusive primary schools.

It was observed that pupils with partial hearing loss often had difficulty following group discussions and participating in classroom activities. On the other hand, pupils without partial hearing loss were able to participate more fully in those activities. These findings appear to send the message that pupils with partial hearing loss are at a disadvantage in inclusive primary schools. This is a concern, as it suggests that these pupils may not be receiving the support they need to succeed in school.

4.2.3 Social-emotional challenges

The subtheme of social-emotional challenges is important because, in Tanzania, stigma and discrimination are often associated with partial hearing loss. This can lead to pupils with partial hearing loss being socially isolated and excluded from their peers.

This study found that one of the critical challenges facing pupils with partial hearing loss is bullying. While speaking on this, a male teacher said,

"Pupils with partial hearing loss are often teased and bullied by their peers. This can make them feel isolated and afraid to come to school." (P6M)

The same comments were echoed at another School by a male teacher:

"Pupils with partial hearing loss are often called bad names and made fun of. This can make them feel like they are not welcome in the school." (P1M)

As noted earlier, pupils with partial hearing loss may have difficulty communicating with their peers. This can make it difficult for them to form friendships and participate in social activities.

In one or two incidences, the researcher observed pupils with partial hearing loss being excluded from group activities. The problem of social isolation can have a significant impact on the mental health of pupils with partial hearing loss. Mgalla and Massawe (2015), who showed similar challenges faced by pupils with hearing loss in Tanzania, support these findings. Mgalla and Massawe (2015) found that pupils with partial hearing loss were often stigmatized and discriminated against. They also found that these pupils were at increased risk of depression and anxiety.

5. Conclusion and Recommendation

5.1 Conclusion

Based on the findings of this study it can be concluded that there is a variation in hearing loss awareness among the teachers as the term "inclusion" was familiar, however the depth of understanding and practical strategies for effective inclusion remained limited among the teachers.

The study also concludes that some of the teachers are not confident in their ability to teach pupils with partial hearing loss. However, they have positive attitudes towards the pupils with partial hearing loss.

Regarding the challenges facing the pupils with partial hearing loss in Uvinza District, the findings of this study has led to the conclusions that; pupils with partial hearing loss are faced with communication challenges as their teachers and fellow pupils are not all equipped with communication skills for communicating with them and hence the pupils with partial hearing loss sometimes fail to communicate with their teachers and fellow pupils.

Also, the pupils with partial hearing loss were reported to face academic challenges as they often had difficulty following group discussions and participating in classroom activities and finally, the pupils with partial hearing loss are facing Social-emotional challenges as they are being bullied and are often stigmatized and discriminated.

5.2 Recommendations

The study recommends the following:

1. Teachers need to be trained on how to teach pupils with partial hearing loss. They need to learn about different teaching methods and

strategies that can be used to support pupils with partial hearing loss.

2. Teachers and other pupils with no partial hearing loss should be close to the pupils who are suffering from partial hearing loss. This will increase the confidence of the pupils with partial hearing loss and hence their participation in class activities and other academic activities will rise and so will their academic performance.

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