UNIVERSITY OF EDUCATION, WINNEBA, GHANA

**TEACHERS' EXPERIENCES IN TEACHING DEAF STUDENTS AT
THE ASHANTI SCHOOL FOR THE DEAF, JAMASI**

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TEACHERS' EXPERIENCES IN TEACHING DEAF STUDENTS AT THE ASHANTI SCHOOL FOR THE DEAF, JAMASI

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DECLARATION

Student's Declaration

I, Richard Adade, hereby declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: ....

Date: ....

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

Name of Supervisor: DR. Daniel Fobi

Signature: ....

Date: ....

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DEDICATION

I dedicate this work to my beloved wife Nana Esi and my two sons Josiah and Jason

for their inspirations, financial and moral support.

ACKNOWLEDGEMENT

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ABSTRACT

Teachers serve a very crucial role to every educational development. Their experiences can influence right educational policies for the entire educational system. This study aimed to explore teachers' experiences in teaching the deaf at the Ashanti School for the Deaf. Following the principle of saturation data was gathered from 14 teachers through a face-to-face interview. The collected data were analysed thematically. The study found that not all teachers posted to the school for the deaf had training on how to teach the deaf. Inservice trainings which could have served as an alternate means to offer teachers with missing skills for deaf education was again found missing or out of focus. Further findings indicates that teachers found the teaching of deaf students to be very difficult, exhausting, and time-consuming, again since GhSL is limited in terms of vocabulary using it to teach every topic to the deaf become a hurdle for teachers of the deaf. Despite the stressful experiences in deaf education, teachers do not get any form of external motivation. Furthermore, the findings from the study revealed that teachers found various strategies including; first winning the attention of the deaf student before lesson commence, using activity-based method, collaborating with both teachers and students to be much effective in deaf education. Moreso, the study indicates that teachers for the deaf encounter some challenges in their endeavors to educate the deaf among these noted by teachers were rigid curriculum, inattentiveness among the deaf students and lack of teaching and learning materials. The findings from the study shows that most teachers for the deaf do not support inclusive education for the deaf base on their experiences. The findings clearly suggest that deaf education is less prioritized on government agendas. The long-term effect might be that the already insufficient professionals for deaf education might leave the field. Therefore, the study recommend that Special Education Divion under the Ministry of Education should develop a policy on deaf education. The policy should be clear on who qualifies to teach in the school for the deaf school. incentives to retain teachers in the school for the deaf should be outline in the policy. Also, the government as well as the public should be educated on the dynamics in deaf education. This should be done by SPED together with GNAD. In doing so the government should be made to understand that deaf education is different from general education. Hence, allocations of resources including teaching and learning materials should be done to reflect such understanding.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The study examined teachers' experiences in teaching deaf student. Teachers form central part of every education system. Their daily realities can influence their work as professionals. Generally, teaching is not an easy process and presents a lot of challenges to overcome. This is likely so as teachers are presented with students who have various skills, experiences, maturities, and abilities together in one classroom(Schneden, 2006). These challenges likely heighten when teaching deaf students whose educational needs somehow differs from the general students, and for that matter requires extra competencies to deal with (Cawthon, 2001). Students who are deaf or hard of hearing require some form of special education services in order to receive an adequate education. Deaf or hard of hearing students are more vulnerable to a number of problems that hinder their learning capability. Most of them suffer from social maladjustment, psychological problems, emotional disturbances, and difficulties in interpersonal relationships, having poor self-concept and personality problems (Polat, 2003).

So, educating a deaf person requires more than just dealing with curriculum content. Specifically, it requires teachers to perform a multitude of tasks related to programming and individualising education, re-adapting the curriculum to allow children to learn according to their potential abilities (Cawthon, 2001). Even among deaf students, teachers have to appreciate their diverse needs or background which might results from the onset of disability, age and other factors as home environment (El-Zraigat, 2009). Even in the absence of the deafness noted that aside the deafness teachers sometimes have to attend to additional learning needs of individual deaf

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people with additional disabilities (Musyoka et al., (2016). This clearly indicates that deaf education calls for a well prepared, trained and motivated teachers (Andrews and Covell, 200; Luckner and Howell, 2002). Without that teacher are likely to suffer and to have negative experience in their quest to educate the deaf. Globally, studies conducted on teachers' preparation or training indicate that most teachers who teach in deaf schools were not originally trained for that purpose. For example in Jordan Musyoka et al., (2016) revealed that most teacher training programs do not equip students with skills required to teach deaf people. In addition, some participants in the study noted that they missed practicum experience with deaf students. In a similar study El-zraigat, (2014) found that most teachers who teach deaf and hard-of-hearing students come from regular schools. El-zraigat, (2014) further noted that such teachers suffer from the lack of basic skills necessary to make curriculum adjustment for the deaf. In Greece, Nikolaraizi (2000) found that teachers for the deaf lack appropriate in-service training needed for working with deaf students. This creates problem for the teachers as they feel insecure and unsupported, and also have to make extra effort to communicate with the deaf pupils. Johnson (2004) suggested that deaf and hard-of-hearing teachers should receive extra course work in regular education curricula and teaching methods as well as better preparing of pre- service training for working effectively with diverse deaf and hard-of-hearing students.

Data on teachers' preparation towards deaf education in Ghana is almost non-existent. Personal observations and some interactions with some teachers for the deaf suggest that many individuals who found themselves in the schools for the deaf are without sign language competencies which is a prerequisite to teaching deaf students, left alone without teacher training education. So, in such instances those teachers are already missing some important experiences which are required to shaped their

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present and future teaching experiences (Schmidt, 2010). Generally, until recently in Ghana, teaching profession was like a last hope to tertiary institution graduates (Buabeng et al., 2020). Many people who found themselves in the profession were without teacher's education which count strongly to successful teaching. With the hope to improve on this, teachers' licence examination was introduced (Kwofie, 2017). But, as already noted education of deaf students require much competencies than teaching general student. Notably, teachers experience in teaching deaf students may varied depending on their competencies.

Regardless of teachers' competencies in teaching the deaf, some hurdles beyond the teacher are sometimes required to overcome. Deaf education requires instructions and resources specifically designed to meet the learning their needs. Without these teachers are likely to have negative experience towards deaf education. However, the cost involved in securing these have remained high for schools more especially in developing nations like Ghana. A report by Szymanski et al., (2013) identified several factors which include; resource constraints, family involvement and support, lack of collaboration, curriculum, assessment and instructions as barriers to deaf education, and can further influence the experiences of teachers in educating the deaf. The process of educating students who are deaf and hard-of-hearing are affected by different factors like attitudes, qualified and skilled teachers, quality of services offered to schools and families, acoustic environment, family environment, type and degree of hearing loss, language and speech abilities, and the existence of additional disabilities (El-Zraigat, 2009).

Furthermore, teacher's experience can be influenced by societal perception towards deaf people. Within the Ghanaian context deafness is often perceived as sickness or as a form of punishment from a supernatural deity for an offence(s) committed by a family member of the person with the disability (Baffoe, 2013) and little concern are given to issues regarding this group of people (Kassah, 2008 ; Naami & Hayashi, 2012 ;Opoku et al., 2020) ; Adoyo & Maina, 2019). Societal perception towards deaf people again impacts parents' commitment to invests in their children education. Many parents see little hope if at all in educating their deaf children and much of their resources are spent on their other wards without disabilities. Such behavior can sometimes influence teachers view on deaf education.

So, this current study is premised on the assumption that teachers' experiences in teaching deaf students would be influenced by, among other things, teachers' preparation, competencies, perception towards deaf education and the daily challenges involve in deaf education.
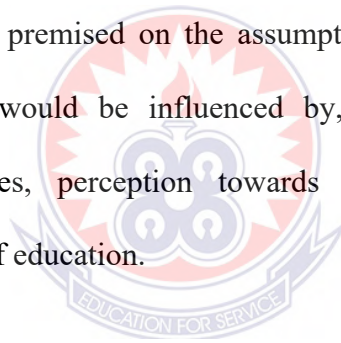
1.2 Problem Statement

Deaf education is among the oldest form of special education in Ghana (Ankutse, 2009). Despite this there is no national policy governing deaf education. This mostly results into formulations of internal policies from the various schools for the deaf and also Special Education Division which is under the Ghana Education Service, Ghana. For example, deaf pupil spends four years to complete their basic education which is contrary to the mandatory three years of free basic education stipulated in the 1992 Constitution of Ghana (Amoako, 2019; Fobi, 2021). Most of those policies seems to stem from teachers' experiences than guided by best practices and empirical evidences. Furthermore, lack of national policy on deaf education has made it possible

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for the posting of individuals who have no background in teacher education and those without sign language competencies to deaf schools (Amoako, 2019). The situation will likely not only negatively impact the quality of deaf education but again influence the experiences of teachers for the deaf.

Despite having no national policy on deaf education, Ghana is a signatory to international treaties such as the Salamanca Statement (UNESCO, 1994) which seeks to ensure full educational participation for all group of people with disability including deaf people. Likewise, the Ghana's Inclusive Education Policy indicates the nation's readiness towards the education of disabled people. But, without qualified and well-motivated teachers the strive for quality education for everyone including deaf students stands to suffers (WHO and World Bank, 2011). Several studies conducted in Ghana on issues relating to deaf education have occur without teacher's voice (Mprah et al., n.d.; Fobi & Oppong, 2019). Most of those available studies have focus on only deaf students at the various educational level and few others have involved parents but less concentration on teachers (Opoku et al., 2020; Quarshie et al., 2021; Mprah et al., n.d.; Fobi & Oppong, 2018).

Elsewhere, Musyoka et al., (2016) conducted a study on the experiences of teachers teaching deaf students with additional disabilities and concluded that understanding the experiences of those teachers can provide valuable information for deaf education and teacher preparation programs. Generally, studies conducted to include teachers for the deaf have happen at the inclusive setting and most of such have focus on teachers attitude towards deaf education (Parhoon et al., 2014;Aseery, 2016), with few on teachers experiences in educating deaf students (Boitumelo et al., 2020) and the findings from most of such studies revealed that teacher's attitude is likely to be

favorable based on; (a) higher perceived teaching competence, (b) greater educational preparation, and (c) more experience in teaching (Hossain, 2004 and Charema, 2007). Parhoon et al., (2014) also explained that teachers are likely to have negative attitude towards deaf education due to some barriers such as lack of relevant teacher training, lack of teaching materials, teachers, insufficient knowledge, and large size classes. So, all these factors can affect teacher's experiences in teaching deaf students.

The experiences of teachers for the deaf in an inclusive school may not be much different from the special schools. however, far less is known on the subject especially in Ghana, so in this study the experiences of teachers teaching deaf students at the Ashanti school for the deaf will be explored.

1.3 Purpose the of Study

The purpose of this study is to examine teachers' experiences at the Ashanti school for the deaf and how their preparation, competencies and daily challenges encounter influence their experiences and shape their opinion towards deaf education.

1.4 Specific Objective

1. To ascertain how teachers training influence their experience to teach deaf students at the Ashanti School for the deaf.

2. To explore the classroom teaching experience of teachers for the deaf at the Ashanti School for the deaf.

3. To establish strategies teachers, use in teaching the deaf students at the Ashanti School for the deaf?

4. To explore challenges teachers, encounter in in teaching deaf students at the Jamasi School for the deaf?

5. To find out how the experiences of teachers at the Ashanti School for the deaf influence their perception towards inclusive education for the deaf?

1.5 Research Questions

The research answered the following questions

1. How do teachers training influence their experience to teach deaf students at the Ashanti School for the deaf?

2. What are the classroom teaching experience of teachers for the deaf at the Ashanti School for the deaf?

3. What strategies do teachers use in teaching the deaf students at the Ashanti School for the deaf?

4. What challenges do teachers encounter in in teaching deaf students at the Jamasi School for the deaf?

5. How do the experiences of teachers at the Ashanti School for the deaf influence their perception towards inclusive education for the deaf?
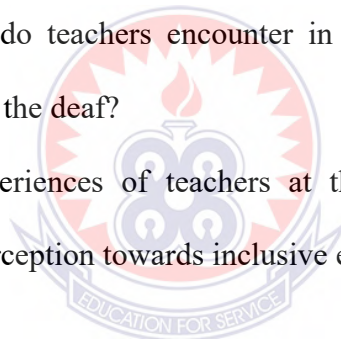
1.6 Significance of the Study

To provide quality education, an adequate pool of teachers and a reasonable pupil/teacher ratio are not sufficient conditions. Equally important is: ensuring that teachers are well trained, motivated and supported (Altinok, 2013). Well-motivated teachers are at the heart of quality deaf education. Teachers' daily realities can influence their work as teachers and can have lasting effect on the quality of deaf education.

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Giving the limited studies on the experiences of teachers for the deaf in teaching deaf students. This study will help fill this research gap by enhancing understanding of the daily experiences of teachers for the deaf and how those experiences may or may not shape their attitudes and beliefs towards deaf education. In addition, ministries of educations, especially divisions that focus on the education of the deaf can learn from the study to make policies on deaf education.

1.7 Delimitation

The study is limited to teachers for the deaf at Ashanti for the deaf. Their experiences pertaining to educating deaf students only is included in the study. Though, teaching any group of disabled individuals required extra effort, this study excluded all teachers to focus on only those who are assigned to specific classes in terms of teaching in the Ashanti School for the Deaf. Individual professional teachers in the school who has been out of the classroom to perform only administrative duties are not included in the study.
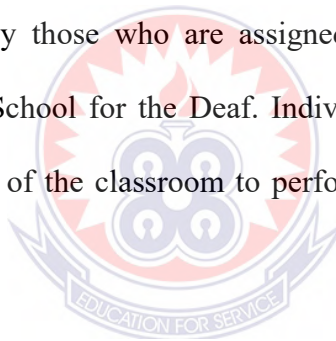
1.8 Operational Definition of terms

Teacher: Is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learner's knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society (Senge, 2000)

Experience: is a complex interaction between body, sensory input, and neurological processing—a relationship with the world as humans encounter, interpret, and shape messages

Deafness: is under the umbrella term 'hearing impairment' and is defined as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance. The condition affects individuals of all ages and may occur at any time from infancy through old age (NICHCY, 2004)

Language: is the means through which humans communicate, is much more than spoken or written words. And language is an inseparable part of human society. Human civilization has been possible only through language

Communication: Communication, therefore, refers to the sharing of ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another

Conclusion

This chapter presented the introductory part of the study. This included the background to the study, the statement of the problem, the research questions, the objectives and the significant of the study. The next chapter will give a comprehensive review of literature on issues relating to the experiences of teachers for the deaf in teaching deaf students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The session presents a review of relevant related literatures both empirical studies and meta-analysis on Teachers' Experiences in Teaching Deaf Students. Topics included in the review are; Concept of deafness, Educating the deaf child, journey to become a teacher for the deaf, preparing teachers for deaf education and the various challenges facing teachers for the deaf. Prior to reviewing literatures on these topics, the section gives insight into Dewey Theory on Experience which was used as a theoretical foundation for the study. The relevance of Dewey Theory and its relations to the study is elaborated in the section.

2.1 Theoretical framework

2.1.1 Dewey.s Theory on Experiences

The current study dwell on Dewey's Theory of experience. The theory in relation to education was originally published in 1938 by John Dewey (Dewey, 1938). John Dewey (1934, 1938/1963) grounded both his aesthetic and his educational philosophies in a theory of experience, with implications for illuminating some of the processes that individual students employ in learning from their experiences. Dewey (1938/1963) recognized that, while all students unquestionably have experiences in classrooms and schools, "everything depends upon the quality of the experience which is had" (p. 27). He assessed this quality based on two principles. The principle of interaction proposes that individuals create meaning from an experience as they interact with its physical and social settings. The principle of continuity states that the effect of experience is cumulative, with each experience shaped by prior experiences and in turn shaping future experiences. Thus, each experience changes the person

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undergoing it in ways that influence what may be learned from subsequent experiences. Non-educative (Dewey, 1933/1998) or non-esthetic (Dewey, 1934) experiences are disconnected from the learner's other experiences and leave the learner unaffected, while mis-educative (1933/1998) experiences are misdirected and thus impede further learning. In contrast, educative (1933/1998) or esthetic (1934) experiences "live fruitfully and creatively in subsequent experiences" (1938/1963, p. 28). Dewey (1934, 1944/2005) also emphasized the social nature of learning experienced in community, suggesting that educative experiences include opportunities to apply new learning and test one's ideas against the experiences of others, in addition to one's own experiences.

Dewey (1938/1963) decried the traditional education of his day, where students memorized "predigested materials" dealing with subjects in which they had no interest, so that many became physically truant or "engaged in the mental truancy of mind- wandering and finally built up an emotional revulsion against the subject" (p. 46). Dewey (1933/1998) called this "collateral learning"; others have called it the "hidden curriculum" (Eisner, 1994; Krueger, 1985). Such collateral learning can be educative or mis-educative, but it appears to be a constant in education (Erickson, 1986): The basic issue is not that some students learn and others do not. We can assume that all students are learning something. The basic issue is that many students, for a variety of different reasons, do not appear to be learning what the teacher and the school claim to be teaching. (p. 138)

The relevant of this theory to the study is how the experiences of teachers for deaf students influence their pedagogies and philosophies. It is mostly asserted that experience is the best teacher (Goodlad, 1984), and teaching requires a process where

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the teacher is taken through series of experiences (preparation). Teachers consistently rate in-service training experience as the most valuable aspect of their teacher education programs (Bauer & Berg, 2001). So, in adapting this theory it is assumed that teachers for the deaf create meaning from an experience as they interact with their school environment. And Deweys principle of continuity further indicates that effects of teacher's experiences are cumulative. At such, teachers experience during teacher training program or university education had effects on their current experience, likewise, their continuous interaction with physical and social settings will influence their future experiences. The two principles; continuity and interaction underlying Dewey's Theory of suggest that different teachers may attribute different value to and learn different things irrespective of the fact that they have all being through the same experiences (Dewey, 1938/1963)

2.2 Concept of Deafness

The ear is one of the important human senses. The ability to perceive sound with the ear refers to as hearing (Duthey, 2004). Hearing makes it easy for us to appreciate our immediate environment and the world at large, again, it fosters our interacting with each other (Duthey, 2004. Anyone who hears nothing around him, regardless of how loud the sound is, is suspected of having an ear problem (Nwadinobi, 2019). Ideally, every normal ear should be able to hear an audible sound within the range of 0-25db. So, anyone who hear sound above this range is considered to be having some form of hearing loss. Childhood hearing loss is more crucial and requires a rapid response. That's because language and communication skills develop most rapidly in childhood, especially before the age of 3. So, hearing loss within that stage retards language development and educational progress (NICHCY, 2010; March of Dimes. 2007). Hearing loss in adults causes difficulties in both professional and social life as well as

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stigmatization. Apart from consequences to the individual person, hearing loss also leads to high costs to society (Duthey, 2004; Kushalnagar, 2019). Hearing loss is an important public health concern with substantial economic and societal costs. Deafness is a heterogenous concept in the sense that the needs of individuals who acquired the condition through birth may differ from those who had it later in life. Likewise, the communication modes of deaf people may vary as some prefer to communicate using sign language, orally/lip reading and other modes (López-González & Llorent, 2013). In addition, the combination of hearing loss and other impairments like deaf-blindness, the socio- cultural characteristics of the deaf person's proximal environment (the presence of other deaf persons in the family and school) and the early detection and intervention and the type of education received/ offered shows that the concept of deafness is a heterogeneous one. There is a popular misconception that associates language with speech, which in turn links deafness to lack of speech (Bauman, 2004). Since 'the most distinctive difference between human beings and animals is traditionally thought to be language' (p. 242), deaf people are described as inferior because of their lack of language skills (Kusters, 2012; Mprah, 2013a). This thinking is also supported by an assumption of superiority as a function of capabilities and the association of happiness with the ability to hear and speak – known in deaf studies as audism (Bauman, 2004). Therefore, because of the perceived relationship between eloquence and intelligence, lack of speech creates the impression that deaf people have low acumen.

Deafness is sometimes understood from different perspective. These perceptions are commonly encapsulated into three models: the medical model, the social model, and the cultural model (Ladd, 2005). In the medical model, deafness is viewed as an undesirable condition, to be so treated. Within the social model, the design of the deaf

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person's environment is viewed as the major disabling factor. In the cultural model, Deaf individuals belong to a culture in which they are neither infirm nor disabled (Kushalnagar, 2019). However, within the typical Ghanaian context deafness is widely view as a medical condition or a disability and sometimes attributed to curse from the gods. These perceptions mostly influence how deaf people are treated as they are normally stigmatized (Mweri, 2016). It may be that how the society perceive them has influence their self-view as generally deaf people in Ghana regard themselves as part of the disabled community (Mprah, 2013a). Deafness regardless of how it is understood has implications on the total development of the individual. This adversely affects teachers' experiences as they endeavor to educate them.

2.3 Educating the deaf child

Students who are deaf and hard-of-hearing are considered exceptional learners (Hallahan, Kauffman, & Pullen, 2009; Smith, 2007, Moores, 2001). These students require special services which must be offered by qualified and skilled teachers in order to respond to their unique needs (Beveridge, 1999). The major challenge facing deaf students is communication. deaf students vary widely in their communication skills. Among the conditions that affect the development of communication skills among the deaf are personality, intelligence, nature and degree of deafness, amount and type of residual hearing, extent of benefit derived from amplification by hearing aid, family environment, and age of onset of impairment (Hill-Briggs, Dial, Morere, & Joyce, 2007; Marschark & Spencer, 2006). Deafness affects children's learning in development of receptive communication skills and this normally manifest if teachers are not competent to use sign language. Again, If the deaf child attends regular school and his/her peers lack the sign language skills it turns to limit communication between the two parties (Ntinda et al., 2019b).

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Moores, (2001) stressed that, deafness significantly influences the language and speech development of deaf students and negatively affects their academic achievement, social and emotional interaction, and cognitive milestones. Elsewhere in Jordan, El-Zraigat (2007) reported that deaf students had poor expressive writing skills. Another study carried out by El-Zraigat (2010) indicates that deaf students lack adequate reading skills in general. In a similar study conducted by El-Zraigat and Al-Emam (2005) revealed that deaf students suffer from communication, academic, social, emotional, and family problems. The study recommended providing those students with services needed in order to enable them to achieve an optimal life. Bunch (1987) indicates that deaf students need special language, speech, and audiological rehabilitation curriculum. In this context, Syverrud, Guardino, and Selznick (2009), emphasizes the effectiveness of teaching phonological skills to a child who is deaf, likewise, Livingston (1999), stresses that educating students who are deaf should be linked to language learning with content learning.

Eccariuis (1997) describes the education of deaf students as a complex process which requires appropriate placement, identifying the mode of students learning, modified curricula, using audiological technology, schools and family services, and identifying strengths and needs of targeted students through psycho-educational and audiological assessment. The process of educating deaf students is affected by different factors like attitudes, qualified and skilled teachers, quality of services offered to schools and families, acoustic environment, family environment, type and degree of hearing loss, language and speech abilities, and the existence of additional disabilities (El-Zraigat, 2009). On the other hand, Wingerden (2003) views pupils who are deaf as a minority group and that they should be taught by an ethnically deaf person and that it is up to the deaf themselves to determine their extent of participation. Johnson (2004)

suggests that teachers for the deaf should receive extra course work in regular education curricula and teaching methods as well as better preparing of pre- service training for working effectively with diverse deaf students.

Students who are deaf and hard-of- hearing require support in one or more of four broad areas of need such as: communication and interaction, cognition and learning, behavioural, emotional and social development, and sensory or physical aspect of development (Agomoh & Kanu, 2011; Hauser, Lukomski, & Hillman, 2008; Marschark, Morrison, Lukomski, Borgna, & Convertino, 2013). Teachers have a very critical role to play in assisting these students in excelling in their educational endeavors.

2.4 Journey to become a Teacher for the Deaf

The goal of teacher preparation programmes is to provide pre-service teachers with the professional knowledge, skills and disposition needed to assist all students to achieve their greatest potential (Darling-Hammond, 2006; Luckner & Ayantoye, 2013; Ratcliff & Hunt, 2009). Teachers have a very critical role to play in assisting their students to excel in their educational endeavors. Regarding this, teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. (Omar, 2014). In most cases when teachers were not trained to acquire certain skills, in service training could be of help to support teachers get the require skills.

Omar, (2014) stated that in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of

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guiding students towards higher standards of learning and self-development. In developing the professionalism status of teachers, the training program such as in-service training should not be run away from the reformation that occurs.

In-service training is a fundamental aspect for the enhancement of teachers professionalism related to the teacher's vision to improve the quality of their work. Through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture. Studies by Ekpoh,Oswald & Victoria (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen & Kazmi (2012) also shows that in-service training plays a major role to improve the performance of teachers in school.

Inservice training could have been of great help to teachers in the schools for the deaf where evidence suggest most of these teachers were not trained for the education of the deaf. A study by Mpila (2013) noted that teachers lacked training in special needs education and appropriate innovations in teaching and learning resources to apply with these students. In Ghana the absence of a clearly defined and stated policy statement for deaf education has affected the quality of the staff posted to special schools; planning, monitoring, data collection, training, and re-training of special needs teachers; social mobilization; improved infrastructural facilities; improved funding; and school administration and management guidelines in deaf schools.(Amoako, 2019).

Posting of teachers with no skills for deaf education has diverse effects on students learning. A study by Amoako, (2019), indicated that the posting or recruitment of staffs not skilled in GhSL in schools for the deaf affects deaf students' educational progress to the tertiary level because many of them are unable to pass their basic and secondary education exams as a result of being taught by teachers less skilled in GhSL.

2.5 Preparing Teachers for Deaf Education

Research evidence suggest that teachers who attend teacher education preparation programmes and become qualified teachers are more successful at promoting student achievement than their counterparts who do not attend teacher preparation programmes (Adebayo & Ngwenya, 2015; Foster & Cue, 2009; Luckner & Howell, 2002; Hyde & Power, 2004). There is knowledge, skills and experiences that teachers of the deaf and hard-of- hearing students need to be relevantly effective, and these knowledge and skills are mostly attained through teachers' preparation or training programmes (Werts, Carpenter, & Fewell, 2014). Unfortunately, several studies have shown that teachers working with the deaf and hard-of-hearing learners lacked adequate sign language competencies and other relevance skills for deaf education (Adebayo & Ngwenya, 2015; Khumalo, 2014; Rodina, 2005). In Greece, Nikolaraizi (2000) found that deaf teachers have a lack of appropriate in-service training needed for working with deaf students; furthermore, he indicated that those teachers face problems in their work with deaf pupils like feeling insecure and unsupported, and making an extra effort in communicating deaf pupils. Teachers' lack of competencies in deaf education was a major deterrent in effective implementation of inclusive education due to lack of training (Adebayo & Ngwenya, 2015; Khumalo, 2014; Rodina, 2005). Additionally, the roles of teachers of deaf and hard-of-hearing students

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are changing rapidly as are the classroom settings and demographics of the students in schools (Knoors & Marschark, 2014; Shaver, Marschark, Newman, & Marder, 2013) demanding for more skilled teachers in deaf or special education to meet the needs of the students. Normally, teachers who did not receive the required training in sign language or deaf language struggled to equip deaf students with the necessary learning skills (Ntinda et al., 2019a). in a document review Rodina, (2005) found that only 4 teachers out of 18 had degree in special needs education.

2.6 Challenges to Deaf Education

Educating the Deaf presents numerous challenges for parents, administrators and educators to overcome. Review of literatures have shown the following as challenges facing deaf education; societal negative perception towards deaf education.

2.6.1 Societal negative attitude

A study conducted in Nigeria by Togonu-Bickersteth (1988) indicates that deaf education in Nigeria was negatively influenced by society's weak acceptance of the legitimacy of deaf education. The author however, admonished that this negative perception can be overturned by the high achievement and motivation of deaf students. Specifically, there is dearth of studies pertaining to how the society perceive deaf education in Ghana. Generally, many societies in Ghana link disability conditions including deafness to evil and this normally leads to stigmatization (Mweri, 2016). Because deaf people are normally identify with derogatory label 'mumu', which means deaf or mute (Kusters, 2012, 2014). Opoku et al., (2020) noted that such new identity stigmatizes the deaf person and may limit them of attaining equal status as others in society which may include education.

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2.6.2 Variations in sign language

Again, variations in sign language sometimes poses challenges to educators for the deaf, sign language similar to spoken language mostly comes with variations that needs to be deal with. Variation in sign language impact learner engagement and hinders teacher-student and student-student communication. Teacher-student and student-student communication are major ways of learning in the classroom more especially for the deaf students. Students who have difficulty in communicating due to sign language variations within the classroom setting may likely not take part in classroom activities and this in the long term may affect their learning and academic success (Long, Stinson, & Braeges, 1991). Some studies (Dakwa & Musengi, 2015; Mpofu & Chimhenga, 2013) consider these among the reasons why deaf students perform poorly during examination. According those authors further indicated that deaf children experience communication and language problems at school as they have to learn a different language at home in addition to the non-standard sign language at school. A non-standard sign language could lead to confusion, communication and language problems. Communication breakdown affects the teaching and learning process immensely (Nougaret, Scruggs, & Mastropieri, 2005). According to Forlin et al (2015) teachers who are not adequately trained to become inclusive practitioners or to teach in the deaf schools find it difficult to deal with sign language variation. A study by Ntinda et al., (2019b) recommended a standardization of sign language pertaining to a country or a community as a panacea to sign language variations within the specific setting. Also, as away to improve communication between teachers and deaf learners. Having a standardized sign language may ultimately have positive learning outcomes and social integration for the future lives of these students (Ntinda et al., 2019b). Future studies may focus on the description of

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specific practices of teaching and learning that may work effectively with the deaf and hard-of-hearing learners in special needs schools. Ghanaian deaf communities are not exempted from issues regarding sign language variations. However, there is no study on how sign language variations affect the teaching and learning of deaf students. Nevertheless, (Nyst, 2019) noted that there are four sign languages used within the various deaf communities in Ghana and Ghanaian Sign language(GhSL) is the most widely used among the four within the deaf communities and every school for the deaf are known to use GhSL for teaching and learning. Standardization of sign language to facilitate easy teaching and learning might not be a good idea but instead defeat the evolution of sign language as a natural language (Sandler, n.d.). Teachers should be equipped to deal with this than to take the former course.

2. 6.3 Parental involvement in deaf education

Furthermore, low parental involvement in deaf education which is sometimes link to negative societal perception create a barrier for deaf education. A study by Okeke and Mazibuko, (2014), revealed that parents were not adequately prepared for their roles with their children who had special educational needs and were less supportive to the children's educational needs. This might be due to the cultural belief surrounding having a child with a disability in Swaziland which traditionally had negative consequences of social seclusion for the family with the child (Ntinda & Nkwanyana 2017; Thwala, 2004; Thwala, Ntinda, & Hlanze, 2015). A study by Wanjiru (2014) indicated that the degree to which parents value the education of their deaf children is highly influenced by cultural and societal stereotypes. In a similar studies Thwala et al, (2015) found that in the Eswatini context parents of children with disabilities including deafness and hard- of hearing are less prepared to assist their children at home and in school as they lack education on the kind of support to be given.

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Studies in Kenya, also revealed that parents of deaf children generally are not involved in their children's schooling and do not attend regular meetings on performance monitoring or sensitization forums organized by the schools due to communica- tion gaps (Kenya National Commission on Human Rights, 2014). Mwendwa (2010), in a study of obstacles to effective learning of pupils with hearing loss, reported that many parents did not give their children the support they needed to learn effectively due to language barriers. Wanjiru (2014), in a study on parental involvement and its influence on the learning process, reported that most parents are not aware of their role in the learning process of their deaf children in terms of familiarity with sign language and curriculum content. Further Adoyo & Maina, (2019) noted that in Kenja Most deaf learners do not promptly report to school at the beginning of the school term as a result of the financial constraints of parents or guardians, and most eventually drop out of school. The scenario is not different from Ghana, in 2020 (Oppong & Fobi) wrote that parents of the deaf play a minimal role with regards to advocacy and formal school education. The authors suspected that parental involvement could have been heightened through creations of parent's association for the deaf (Alenxander Mills Oppong & Fobi, 2020).

However, research evidence to suggest that the academic success and experiences of deaf and hard-of-hearing students are as a result of a number of complex factors such as the characteristics of students and their family environments as well as the experiences inside and outside school (Marschark, Shaver, Nagle, & Newman, 2015). Parental involvement in their deaf and hard-of-hearing children's school-based education programmes can certainly contribute to positive academic outcomes. Specifically parental communication skills are more important for promoting constructive language and academic achievement of the children (Calderon, 2000).

lack of involvement by parents and families affects the students' motivation, performance, and ability to connect to information in the classroom(Szymanski et al., 2013).

Besides, parents play a significant role in their children's language development (Adoyo & Maina, 2019). According to Gunning (2008), educational goals cannot be reached at school alone. Parents must be partners in their children's education and in supporting their reaching general developmental milestones. According to Easterbrooks and Baker (2002), language is learned within the cultural context of the family. Parents therefore represent a child's first and foremost means to access language, whether signed or spoken. Teachers have demonstrated high concern for parents to involve themselves in the education of their deaf children. For example, a study by Ntinda et al., (2019a), which involved teachers in a focus group discussion, 7 out of 7 (100 %) of the teachers reported a consensus need for higher level of parental involvement. Similarly all the teachers 8 out of 8(100%) again, reported a need for higher level of parental involvement in the academic and personal/ social aspects of development of their children (Ntinda et al., 2019a).

2.6.4 Policy on deaf Education

Additionally, lack of policies on deaf education is another source of challenge to deaf education. Amoako, (2019) remarked that the absence of a national policy document on deaf education also means that no legal principles guide the recruitment of teachers into schools for the deaf. Thus, teachers who are not skilled in Ghanaian Sign Language (GhSL) or who have no training in special or deaf education are often posted in schools for the deaf. Such staff postings negatively affect the quality of teaching because sign language is the official mode of communication used in deaf

schools in Ghana. Despite Ghana having a National Disability Policy document formulated in 2000 that acknowledges the lack of adequate facilities for sign language programs and the lack of access to oral information little have been done to ensure that the teaching of sign language in teacher training colleges is implemented (Amoako, 2019).

2.6.5 Teaching and learning Materials

Likewise, inadequate teaching and learning materials creates a barrier for teachers of the deaf to overcome. The quality of teaching provided to deaf students in schools for the deaf is another issue of concern because most deaf schools have no classrooms with projectors to aid in teaching and learning(Amoako, 2019). Most teachers must write everything on the white/blackboard or draw on paper, which makes the nature of the job tiring because they already use their hands to sign to the students, which affects their energy levels. Deaf students are visual learners (Knoors H, Marschark M, 2015), and, therefore, projectors are essential materials in deaf classrooms. Unfortunately, schools for the deaf in Ghana lack digital aids and equipment such as projectors, tablets, and electronic whiteboard projector screens. Hence, the quality of teaching and learning is at an average level (Amoako, 2019).

2.6.6 Nature of curriculum

Likewise, rigid curriculum which needs to adapter by teachers creates a barrier for teachers who lack the requisite skills to do so. Ntinda et al., (2019) noted that teachers working with the deaf students need to adapt the mainstream curriculum for deaf language communication and this was difficult for most of the participants. Some of the participants in that study stated directly that *"Aspects of the curriculum needs to be customized to deaf children such that sign language can be used"*.

2.6.7 Large class size or Overcrowding

Large class sizes are a challenge facing deaf education in Ghana. With a population of over 29 million, 13 basic public deaf schools, and 1 SHS for the deaf in Ghana (Opoku et al., 2020; Oppong & Fobi, 2020 ;Amoako, 2019), large class sizes due to overcrowding impact the effectiveness of teaching and learning (Amoako, 2019). This immense class size challenge facing deaf schools in Ghana has been reported in the local media in the absence of limited research evidence. On 21 March 2017, Citi FM News reported that more than 100 students seeking admission to the Koforidua School for the Deaf in the eastern region of Ghana were on a waiting list because of the lack of adequate facilities and infrastructure to accommodate them, along with more than 230 students enrolled in the deaf school in the community (Kanarku,2017). Additionally, the Ghana News Agency (GNA) reported that in Kumasi, a class meant for 15 pupils at the Jamasi School for the Deaf was forced to accommodate 45 students, while a room designed for 10 three-in-one beds contained approximately 20 beds because of the lack of classrooms and infrastructure to accommodate the more than 595 deaf students enrolled in the school (Schneden, 2006).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures used to select study participants, collect and analyze data. Other relevant issues such as the approach the study took, and the rationale behind a specific chosen design for the study are highlighted. Specifically, themes namely; research approach, research design, population, sample size, sampling techniques, instrumentation, dependability, confirmability, transferability, procedure for data collection, methods for data analysis, and ethical considerations have been created to provide the nitty-gritty of all methods to employ for the study. The section begins with a profile of the study area.

3.1 Profile of the Study Area

The Ashanti School for the Deaf is one of Ghana's 15 public basic schools for the deaf. The school is located in Jamasi, a town in the Ashanti Region of Ghana and a district of Sekyere South. It was established in Ghana in 1977 in partnership with the Department of Social Welfare with the vision of enhancing the quality of life for deaf and socially disadvantaged youth(Amoako, 2019). Currently, the school is under the Special Education Division of the Ghana Education Service. A report from the school indicated a total student population of 610 and a teaching staff of over 50 teachers (Ashanti School for the Deaf, 2021). The school is made up of five departments, namely: kindergarten, primary school, junior high school, an assessment center, and a vocational training center. The first three departments focus on providing basic education to the deaf. The Assessment Center is concerned with hearing screening, assessment, referral, and recommendations on educational placements. However, the Vocational Training Centre, which is the

youngest among the various departments, has 3 units, including leader work, dressmaking, and weaving. The Vocational Training Centre is a post-junior high school education. Occasionally, students in their basic education who struggle to cope well academically are referred to the department to acquire a vocational skill.

3.2 Research Approach

Research approaches are plans and research procedures that cover anything from general assumptions to comprehensive data collection, analysis, and interpretation methods (Jilcha Sileyew, 2020). Basically, there are three different approaches to research, namely, qualitative, quantitative, and mixed method approaches (Grover, 2015). The current study used a qualitative research approach. According to Ahmad et al. (2019), qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. The approach allowed the examination of the experiences of teachers of the deaf. Again, it allowed the researcher to explore how teachers' experiences have influenced their opinions about deaf education and their motivational factors for remaining as teachers for the deaf. Ahmad et al. (2019) noted that qualitative research is used to gain an in-depth understanding of human behaviour, experience, attitudes, intentions, and motivations on the basis of observation and interpretation, to find out the way people think and feel. In employing this approach, it was assumed that knowledge can be inquired into independently or qualitative researchers are subjective in terms of their tactics and in terms of ontological orientations (Creswell, 2012). Though the approach drew the researcher close to the participants, applying the approach cost a lot of time and other resources.

3.3 Research Design

Phenomenology was used as design to appreciate the experiences of teachers in the study. Phenomenology research design is a form of qualitative research that focuses on the study of an individual's lived experiences within the world (Neubauer et al., 2019). In simple terms, phenomenology can be defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it (Neubauer et al., 2019). The goal of phenomenology is to describe the meaning of this experience—both in terms of what was experienced and how it was experienced (Neubauer et al., 2019).

So, adapting phenomenology design in the study aid the researcher to understand how teachers training or education has influenced their teaching experiences, also, described what they actually experience whiles teaching the deaf. Again, relate from their experiences what strategies work well in teaching the deaf, Further, recount their experiences on some challenges they encounter as they endeavor to teach the deaf, and lastly how their experiences have influenced their perception towards inclusive education for the deaf.

3.4 Population

Table 1 presents the demographic information of participants. As indicated in Table 1, the total number of people who participated in the study were 14. In terms of sex/gender, participants were evenly represented in the study and all the study participants were trained as teachers. The highest education participants had obtained was Mphil, but a higher number of participants (n=9, 64%) were teaching with Degree qualification. Regarding their class division, half (n=7, 50%) of the participants were teaching in Junior High School, whiles, the remaining, (n=4, 29%)

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and (n=3, 21%) were in the lower and upper primary respectively. The longest years participants have been in the school for the deaf was between 16-20 years. Yet, majority (n=7, 50%) of the participants have taught in the school for the deaf between a year and five. However, concerning their class size most (n= 8, 57%) of the participants were teaching an average class size between 20-25 students. Majority (n=9, 64%) of the participants were trained to teach in the school for the deaf.

Table 0.1 Demographic information of Participants

Categories	No of Respondents(n)	Percentage
Sex		
Male	7	50%
Female	7	50%
Professional Status		
Trained Teacher	14	100%
Non-Trained Teacher		-
Highest Educational Qualification		
Training College	2	15%
1st Degree	9	64%
MPhil	3	21%
Division		
Lower Primary	4	29%
Upper Primary	3	21%
JHS	7	50%
Working Experience of Respondents		
1-5yrs	7	50%
6-10yrs	2	14.5%
11-15yrs	2	14.5%
16-20yrs	3	21%
21-25yrs	-	-
Class Size		
20-25	8	57%
26-30	6	43%
Trained to teach in Deaf School		
Yes	9	64%
No	5	36%

Source: Field Survey (2017)

3.5 Sampling Technique

Purposive sampling technique was used to select the Ashanti School for the deaf. The school was selected mainly because of its location, as situated in the southern part of Ghana which made it easy to attract students from almost all regions in the country. Though, the School was not the first to be established in Ghana, it is among the earliest ones in the country and has all the facilities and even more as other well-endowed schools for the deaf (Amoako, 2019). The two departments; JHS and the primary were again purposively selected. The kindergarten was excluded because normally those group of students are not much ready for teaching. Yet, the aim of the study was to know the teaching experiences of teachers for the deaf.

With no predetermined number of participants for interview, 14 teachers who were available and willing to participate in the study were interview till saturation were reached (Saunders et al., 2018). In order not be bias interviews for participants from the two departments were done alternatively.

3.5 Instrument

Based on the study approach, which allows the use of limited instruments, including observation, interviews, and document analysis (Mensah Adosi, 2020). Interviews alone were used for data collection in the study. It was deemed best as the study design being phenomenology facilitated the study of experiences of teachers, which can best be explored using interviews (Abawi, 2014). The interview guide was semi-structured and self-designed by the researcher following an extensive review of literature on similar subjects across the globe (Abawi, 2014; Aseery, 2016; Cawthon, 2001; Fobi & Oppong, 2018; Joseph & Lizzie, 2018; McKee et al., 1991; Musyoka et

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al., 2016; National Deaf Centre, 2017; Ngobeni et al., 2020; Ntinda et al., 2019b, 2019c, 2019a; Parhoon et al., 2014; Rock et al., 2000; Sophia & Mejia-Menendez, 2019). The interview guide was made up of five sections. The first section of the guide collected information on the socio-demographics of participants. Then the next four sections were structured to solicit information that answers the study objectives. The interview guide was prepared originally in English and was administered using the same language.

3.5 Pilot Testing of Instrument

Prior to the use of the instrument for the main study, a test was conducted using two male teachers from the Bechem School for the Deaf, located in the Brong Ahafo Region of Ghana. The interview guide was tested on the participants through a telephone interview. The exercise's goal was to ensure that participants understood the interview guide's question items. At the end of the test, subjects or issues that were ambiguous were noted and proper attention was given to them by restructuring. Again, issues that require much probing or enough time for deliberation were noted and followed as such during the main study. Also, question items that had the same responses to others were either reviewed or deleted. I had an idea about how long the interviews might last after the exercise.

3.6 Procedure for Data Collection

A letter that introduced the study and the researcher was obtained from the Department of Special Education. The same letter was presented to the head of the Ashanti School for the Deaf. In addition, a miniature proposal outlining the purpose of the study was attached to the introduction letter. The head of the Ashanti School for the Deaf read through and permission was given afterwards. The head asked if I

will wish to start data collection the very day. The assistant head master was welcome by the head to introduce me to the various teachers to enable me easy access for data collection. Data collection began with teachers at the junior high school. Teachers who were willing to participate in the interviews but was on tight schedule made arrangement with me for their convenient time. Interviews were conducted within a period of a week. On average 3-4 teachers were interview at each visit. Prior to the start of each interview, a consent notes that gives information about the study were given for participants to read and sign to give their consent for the study (refer to appendix for a detail copy of participant consent form). Additional explanations were given to participants who remains unclear even after reading through the consent note. All interviews were conducted within the school premises. On average each interview lasted for about 30-35 minutes. Permission to record the interviews on a mobile phone and make field notes were granted by each participant. (Refer to Table 2 for profile of teachers and data collection procedure).
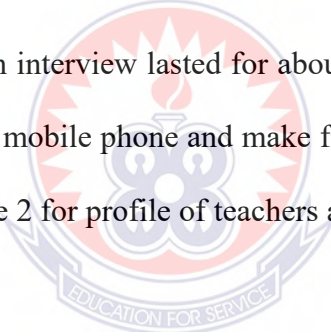
Table 2: Detail Profile of Teachers and Data Collection Procedure

Code	Gender	Subject/Class Teacher	Years of Teaching	Data Collection
Teacher 1	Male	Subject Teacher	16 years	Interview
Teacher 2	Male	Subject Teacher	2 years	Interview
Teacher 3	Female	Subject Teacher	2 years	Interview
Teacher 4	Male	Subject Teacher	2 years	Interview
Teacher 5	Female	Class teacher	20 years	Interview
Teacher 6	Female	Class teacher	16 years	Interview
Teacher 7	Female	Class teacher	10 years	Interview
Teacher 8	Male	Subject Teacher	1 and half years	Interview
Teacher 9	Male	Class teacher	3 years	Interview
Teacher 10	Male	Subject Teacher	2 years	Interview
Teacher 11	Male	Subject Teacher	14 years	Interview
Teacher 12	Male	Subject Teacher	12 years	Interview
Teacher 13	Female	Class Teacher	9 years	Interview
Teacher 14	Female	Class Teacher	18years	Interview

3.7 Data Analysis

The audio recorded interviews were listened to severally before transcriptions commence. To ensure accuracy of the transcribed data, the transcribed interviews were given to third party to correspond with the original audio recorded interviews. To further enhance the credibility of the data, the interview transcripts were sent to all participants to confirm or provide feedback as to whether their voices had been accurately captured (Patton, 1999). Participants who delayed in responding to these were contacted and their transcribed response were read to them for confirmation.

An inductive approach were taken to analyses the data thematically (Kiger & Varpio, 2020). Foremost, the data were read through the data severally so to make familiar with the content, initial notes were made during this stage. Afterwards, the data was

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coded by highlighting some phrases, sentences and giving labels (codes) to describe the content. After coding, themes were created by searching for patterns, interconnections, mapping, merging and collapsing some of the codes to a broader theme. The formed themes were reviewed by checking it usefulness and actual representation of data. A story or passage were created for each theme and quotations were be extracted to support the findings.

3.8 Ethical considerations

A letter of permission to do research was taken from the Department of Special Education. The same facilitated the researchers access to the Ashanti School for the Deaf. The purpose of the study was detailed as an additional information to the Interview guide to the head prior to giving access. Also, a consent form was signed by all participants ahead of responding to the interview items. Participants were assured of confidentiality and anonymity, and also were made to understand that the information taken from them will be solely used for academic purposes. Data obtained from participants is protected by the to avoid intrusion of other parties. All referencing materials to support the study is duly acknowledged. Participants were made aware of any potential risk associated with their participation. For example, responding to some of the questions may lead them to recall some unpleasant experiences, and they were assured that they can withdraw their participation without any punishment.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

This chapter present into details the results obtained in the study. The various themes that emerged during data analysis is outlined. The presentation is of the themes was made to reflect the study objectives. In most cases quotations from study participants are used to support the presentations of the findings.

The following research questions guided the study:

1. How do teachers training influence their experience to teach deaf students at the Ashanti School for the deaf?

2. What are the classroom teaching experience of teachers for the deaf at the Ashanti School for the deaf?

3. What strategies do teachers use in teaching the deaf students at the Ashanti School for the deaf?

4. What challenges do teachers encounter in in teaching deaf students at the Jamasi School for the deaf?

5. How do the experiences of teachers at the Ashanti School for the deaf influence their perception towards inclusive education for the deaf?

4.1 Research Question 1: How do teachers training influence their experience to teach deaf students at the Ashanti School for the deaf?

Three themes emerged from the data under this research question- journey to become a teacher for the deaf, effects of teacher's training on deaf education and workshops and trainings to build teachers competencies to teach the deaf. Details of these themes are presented in detail in the next three sub topics.

4.1.1 Journey to become a Teacher for the Deaf

Data gathered from the study shows that all participants were trained to become teachers. However, some participants stated that they had not been trained to teach deaf students and that their assignment to teach in a deaf school came as a surprise to them. Some of such participants made attempts to repost to the regular school but were thwarted by the Ghana Education Service on the basis that they are not the first teachers without special education to be posted to a school for the deaf. Other participants without deaf education or special education acknowledge that they were not trained to teach in the deaf school, but they wanted to have that experience when they saw their posting to the deaf school. Below are some narrations from the journey to be a teacher at the deaf school.

> *"I was posted straight from the training college. I didn't know anything about sign language." (Female Teacher 3)*

> *"... Initially, I didn't want to, so we went to the office for them to change it, but they told us that most of the regular teachers have been posted here already, so I'm not the first person. So, I have to take it like that (Female Teacher 6).*

> *"Immediately, I heard that the postings were in, and I had been posted to the school. My friends were laughing at me, but I wanted to have the experience of being with the deaf, so for me, I was "okay" with it, even though at the training college we learned something little about people with special educational needs". Female teacher 5).*

On the other hand, some teachers were trained as special educators and were made aware from the beginning that they will be teaching deaf students. Besides, some respondents indicated they even came for attachment and internship during their school training. On these some participants noted;

> *"Coming to the deaf school was not a new thing to me. I even came here for attachment several times before I completed school". (Female Teacher 4).*

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"My situation is different because I did a course in special education. So, I have a fair knowledge about that. And coming here was my own decision. So, with the motivation from myself, and with some encouragement from you people I gathered the momentum that so it wasn't a burden on me." (Male Teacher 2)

4.1.2 Effect of teacher's training on deaf education

Participants were made to recount from their experiences of how their prior training to teach in a deaf school influenced their experience as a teacher for the deaf. Participants who were trained purposely to educate deaf students noted that their training at the tertiary made them appreciate that most deaf people have attention deficit hyperactivity disorder (ADHD) and that meeting some of them as such was not strange to them. "Oh for me, I know from my training and teaching practice that deaf students have problems with attention and concentration, so I don't teach them for a long period of time," one teacher said. Others also noted that their training helped them to understand that deaf students have diverse educational needs and that some have additional disabilities, mostly pertaining to learning. One male teacher recounted that "it is not only deaf people. I learned from my training that many students have learning disabilities, but what I have observed is that many deaf students have learning disabilities." On a similar note, a teacher said, "most of them have problems with learning and writing." I got to learn that from my training and in my classes, you will see some writing from their right to left. " Almost all of the participants who had special education indicated that their training changed their perception to accept that being deaf does not mean you cannot do anything. One female teacher narrated, "My training as a special educator has helped me a lot. I have been able to study and dive into deaf education knowing the causes, and I've seen that those who are disabled don't mean they can't do anything. So, I have been advising people to change their perceptions towards the deaf people (Female Teacher 4). Again, almost every

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participant with special education qualifications noted they were introduced to sign language, which is part of the basic requirement to teach the deaf. Some teachers noted

> *"I learned the sign language from school, just that I was not all that perfect as now, but I knew some words before by first visit to the deaf school" (Female Teacher 5)*

> *"My presence here is helping me much than my university training, i learned many signs and much about the deaf but were not putting into practice, so I am now applying all what I learned and more" (Male Teacher 8).*

However, the study findings show that participants who were not trained to teach the deaf were negatively affected. Most of these participants noted that because they came to the school without any competencies in sign language, it makes them feel they are not on top of issues. Regarding this, a teacher said

> *"When you are in class it seems you're not on top of what you were teaching. because we don't know the sign language we came here to learn. Sometimes how you explain some topics and the rest is not enough." (Male Teacher 4)*

Some participants added that even if you later acquire the language to apply it in your teaching, the students still feel you do not know much. From the participants, the students have already preconceived that you learned from us, regardless of the fact that it is only the sign language that they learned to apply in their teaching. Some of the attendees were related

> *"I have been here for almost two years now and I can say now I am quite okay in using the sign language to teach but some of the students still feel I am not on top of issues or what I am teaching" (Male Teacher 4)*

Another teacher added.

> *"Because I learned the language from them, they still feel I do not know much, they will sign this teacher his 'head empty' (meaning the teacher do not know anything)" (Male Teacher 9)*

Another participant also noted that because she was not trained to teach in the deaf school, she was afraid to make encounter with the students. She noted this by saying

I was afraid of them, my first-time experience meeting them in class, I first call the class rep and the signs that I will need to communicate with a class even I didn't go to that class I wrote it on a paper for the class prefect to communicate to his class (Female Teacher 3)

4.1.3 Workshops and trainings to build teachers competencies to teach the deaf

All participants noted that, as part of the school's effort to build their competencies, a workshop is being organized each Wednesday for them. Likewise, some participants added that occasionally similar workshops are held on Fridays. According to participants, the focus of the workshop was to build their competencies in the sign language. They further noted that those who are seniors and have high competencies in the sign language facilitate the workshop, but the program is for all interested teachers in the school. Participants who were posted from the training college without sign language competencies recounted that they had benefited a lot from that training. Quoting from their own words, a teacher narrated, *"There is a sign language class once a week that's on Wednesdays. It's helping a lot."* (Male Teacher 9). Another teacher indicated, "The training is helping. I got to know many signs through that workshop and how to use them while teaching." (Female Teacher 3). Besides, almost all participants acknowledged that the workshop created an opportunity for them to discuss how to teach certain topics that look complicated. A teacher, expressing how he has benefited from such training, said: "... *maybe I am going to teach, and I think someone should guide me. I will get that support from my colleague teachers during the workshop"* (Male Teacher 1).

In addition, participants from the primary department remarked that they sometimes organized workshops to augment their approaches to teaching deaf students. A teacher and head of the primary unit stated, "*at times we also organize workshops for ourselves, aside the Wednesday one at the department level*" (female teacher 6). From the participants, they used that moment to discuss some challenges they were being confronted with during their teaching and how to resolve those challenges. Aside from those internal workshops or training programs that seek to build teachers' competencies, most of the participants indicated that they have not had the privilege of attending any external workshops. One participant said "*Aside the Wednesday program that is all*" (Female Teacher 7)

Another teacher remarked.

> "*As i said earlier we have sign language classes and apart from that Wednesday classes I have not attended any workshop outside the school, or maybe we get people from outside to come and train us, recently we had some groups which trained us on how to use the new sign language dictionary*" (Male Teacher 4)

However, the few participants who have had the opportunity to attend some of the workshops aside those organized internally have noted that those workshops are general for all teachers and do not have a specific focus on teachers for the deaf. Even with this, the study found that not all teachers get the opportunity to attend as slots allotted to schools are limited. Putting it in their own words a participant noted

> "*I have been on two or three workshop outside the school, but the focus was not on how to teach the deaf students*" (Male Teacher 1).

Another teacher said

> "*Yes, I have attended some workshops but with the impact it hasn't been maximum*" (Male Teacher 2).

Also, one female teacher commented

> *"Yes, I have attended some, but it didn't build my ability to teach in the deaf school" (Female Teacher 3)*

In a similar remark another female teacher indicated

> *"We been attending workshop that but is a general workshop is just a general workshop for teachers. they organized workshop but not all of us cannot go because is limited to number of teachers per school" (Female Teacher 5)*

4.2 Research Question Two: What are the classroom teaching experience of teachers for the deaf at the Ashanti School for the deaf?

The main aim of this question was to help know what teachers go through in teaching deaf students. Teachers responded to the question by comparing their experiences teaching the deaf and hearing students. The question however resulted into the various 4 themes including; classroom teaching experience in the deaf school, using sign language to teach, the feeling to teach in the school for the deaf, motivation to teach in the school for the deaf and the manners of a deaf student.

4.2.1 Classroom Teaching experience in the deaf school

Almost all of the study's participants stated that they have taught in a hearing school prior to being assigned to a deaf school. Participants who shared their experiences from the two schools (General vs. School for the Deaf) revealed that teaching in the school for the deaf is very difficult, exhausting, and time-consuming. Expanding on this, participants noted that regarding the hearing schools, you can go to class without preparing and the students will contribute to helping the lesson, or you can just introduce the hearing students to the topic, and they will read more. However, in the deaf school, you do everything yourself. Participants indicated that you can even use the dialect of the child to aid more understanding in the hearing school, which is unlike that in the deaf school. Some participants commented;

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"For example, if I'm teaching ways to communicate on the internet, internet etiquette. You can do this in two periods to the hearing person. You just explain. They themselves will go and read and they will understand, but the Deaf do not understand the internet, so you have to use a lot of examples." (Male Teacher 1)

"Because in the regular schools, even without learning what you are going to teach, you can still teach, but here you yourself the sign language you don't know much about, so how to explain certain concepts for the students to understand compared to those in the regular school is a big problem." (Male Teacher 4)

"If you were teaching in a general school, this would be a very simple and interesting example. If you are teaching a concept like pollination, sometimes you can use the L1 (local language) to explain it. For them to clearly understand is because they already know a lot. But when you come here (school for the deaf), it will be the first time for the child to even hear the word "pollination." This is not an easy task. You must do extra work before they catch up, which is not an easy task. If you are lazy, you cannot or will not teach, but it will be for nothing but the hearing school is easy." (Female Teacher 5)

Before coming to this school, I taught at the general junior high school and most cases when you ask a question, a student will help you explain to the class, but here (school for the deaf) you must do everything yourself. (Female Teacher 7).

Some participants, adding to the explanation of why teaching the hearing students is easier than teaching the deaf students, stated that the deaf students miss incidental learning. Due to this, the same participants noted that they don't know many things or do not have much knowledge of the concept by saying;

"For the hearing people we have something we call incidental learning. Example when two people are interacting you can hear and learn some new concept but with the deaf, they miss that learning, they don't get that kind of learning" (Female Teacher 7)

"For example, when you are teaching accountability in citizenship education, just imagine is not easy. But when you mentioned it to the hearing people, they have been hearing it a lot of times, probably from TV. So, teaching the deaf I will say is more than triple that of the hearing" (Female Teacher 6)

"Example the history that they have introduced into the curriculum, in fact is very challenging. Go to the hearing school and mention Kwame Nkrumah every child knows Kwame Nkrumah, they have seen his

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picture severally on television. But in the school for the deaf, you must start from the book, and everything is new to them" (Female Teacher 5)

According to almost all the study participants, in order to close the gap regarding incidental learning, teachers have to use a lot of examples while teaching. This also, according to the study findings, makes their work more tedious and time-consuming. Commenting on this, participants revealed:

"For example, the word etiquette does not exist in the Ghanaian Sign language. So, to explain or teach that you have to use more examples or words that can replace it well" (male Teacher 1)

"A topic that can be treated within 30 minutes to the hearing you cannot do same for the deaf because there are examples that you have to get for them to understand and without that you cannot progress" (Female Teacher 4)

Regarding the use of examples, participants noted further that it is sometimes worrying as common words used to explain unknown concepts are sometimes used to mean the sign for the unknown concept. This again emphasized the huge differences in teaching the deaf and hearing people. In expressing their frustrations, some participants said

"For example, we use behavior to explain etiquette. But if you're not careful before you realized the child has convert that to behavior". (Male Teacher 1)

"One dangerous thing about teaching the deaf child is using this as an example to teach something that is if you're not careful, they will take it to mean the same thing. But to the hearing child. They will just understand that is just an example" (Male Teacher 11).

So, the study findings revealed that teachers in the deaf school do not only prepare for the lesson to be taught. They again prepare how to execute the lesson using sign language. This, as already shown in the findings cost much time as participants must search for unknow words or concept in the learning notes and practice how to sign

them. Some participants admitted that if you are lazy, you cannot teach the deaf student.

4.2.2 Using sign language to teach

Participants were earlier made to self-assess their competencies in using sign language to teach. The findings from the study shows that none of the participants were able to indicate they are perfect or 100% to use sign language to teach.

> *I won't score myself ten. Because I'm not so perfect But I signed well but I can give myself above seven. But you are able to convey a message using sign language? Oh yes. I interpret for them (Male Teacher 1)*

> *since I came here just two years ago even COVID came up so we just one year but I am still catching up to I can give myself five over ten. (Female Teacher 2)*

> *we are all moving towards perfect but we can say it's 100% but we are doing our best even if it is your language, you still not been able to obtain 100%. I will rate myself as 90% (female Teacher 5)*

Nevertheless, participants were almost evenly divided in saying that sign language can be used to teach every topic to deaf students. However, all participants accepted that using sign language to teach is very difficult. Some participants noted that using sign language for communication is utterly different from using it to teach. According to participants, using it to teach requires the teacher to give attention to every detail. Some reasons, as noted by participants, were that Ghanaian sign language is limited in terms of vocabulary, but every key word needs an explanation to foster understanding when the student later reads their notes. This, as revealed in the study, cost participants more time to teach the deaf. Below are some excerpts from the participants' remarks.

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> *"Is very difficult. is very difficult. is very difficult. In as much as we do it is very difficult. Sign language using it to teach every topic is very difficult" (Male Teacher 1)*

> *"... If you're using it for communication is different, if you're using to teach in fact, it's not easy. It's very difficult. And it's also difficult because we don't have sign for everything. There are some words that you will not find sign for them. So, you have to explain for the child to understand because that word will be in the notes" (Male Teacher 11)*

> *"Using sign language to teach, hmmmm! nobody will tell you that is easy. Maybe that person would lie to you just to make you feel that the work we are doing is not difficult" (Male Teacher 12).*

> *is not easy. There are some signs that you yourself have to improvised. This afternoon I was teaching about Ghanian intrapreneurs, there are some signs that you yourself have to improvise for them to understand, so it's not easy. some topics are not friendly to teach using sign language. (Female Teacher 6)*

According to one participant who shared his experience, even deaf teachers recognize that using sign language to teach is difficult. He noted that in the statement below;

> *We have one man named (withheld). He was telling us previously that we were not teaching them well. Fortunately, he passed and went on to the training college, where he was assigned to teach some classes after returning. After teaching, he started complaining that teaching the students was difficult. So, he even suggested we teach them only sign language; they should not learn anything. because he thinks teaching them is very difficult. He knows all the signs, so you now understand us. Nobody wishes to use sign language to teach. " (Male Teacher 1).*

Participants expanding on their frustrations with teaching using sign language mentioned that it limits their expressions. Some participants noted that sometimes they feel they can explain the topic well to the students, but due to the language barrier, they are limited. The study revealed that due to the difficulties associated with teaching in sign language, none of the participants wished to teach a deaf student. Some participants remarked that they sometimes feel they can open their ears for them to hear what they are teaching. They said,

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"Sometimes you feel like talking to them, you feel like opening their hears so that you can explain this thing, because sometimes you are signing, and they are not getting it. sometimes you pray that God should open their hears so that they can hear." (Male Teacher 2)

"Sometimes you feel you can explain this well, but you cannot use sign language you don't know the specific sign for this for this word for this sentence for them to understand it sometimes and is going to be time consuming." (Male Teacher 10).

Adding to their frustration is the physiological nature of sign language. The study found that teaching in sign language is physiological and demands a lot of energy throughout the teaching period. This, according to some participants, makes them feel exhausted after teaching and the day's work. Commenting on this, some participants noted

"Sign language is physiological is not necessarily voice, every part of you is involve and you don't often stand at one point because if the eye is so fixed on you for a long time, they get tired and their attention span is very short. So, you have to be moving so that the eye will not be drowsy. You cannot be stationary. You cannot be at one place." (Male Teacher 1)

"It's not just about knowing the sign is one thing knowing the sign and applying it with meaning, and they all use a lot of energy." (Male Teacher 12)

"it's true because you're using your hand, using sign language to teach it involves action, sometimes you feel tired" (Male Teacher 2)

"When I came here at first, after closing and going home, I can feel I am very tired because the whole body has worked you have exhausted all your energy. You can see that you are tired after closing is very tiresome but we are managing" (Female Teacher 6)

4.2.3 The Feeling to Teach in the School for the Deaf

Participants were asked to describe their feelings about teaching in a deaf school based on their own experiences. The findings on the subject revealed in the study indicate that teaching in a deaf school is not so interesting. This, according to some participants, sometimes made them feel that they should leave school for the deaf to

teach in a hearing school. The following are some excerpts from participants' feelings about how they feel about teaching in a school for the deaf. One participant said, *"Sometimes you feel like giving up*. (Male Teacher 2)

A different participants noted;

> *"Sometimes you become tired and bored. you feel like leaving but you ask yourself if I go who will come? because you don't get a lot of motivation but we are doing our best. But it's not so interesting, I must be frank with you. Because we are not getting what we are supposed to get." (Female Teacher)*

4.2.4 Motivation to teach in the School for the Deaf

The study found that, extrinsically, participants do not get any incentives or motivation to teach in the deaf school. However, all study participants acknowledged that they see a lot of philanthropy coming in with all forms of support for the students. Commenting on the issue, some participants noted:

> *No personal I don't get any support from external source. It comes to the student unless infrastructure, example school building and other facilities but food items, stationaries clothing, sometimes soft drinks, food but it's for the students not for the workers, no. (Male Teacher 1)*

> *I am yet to receive a donation from external source. But I know some of the parents do donate to the school, not to the teacher (Male Teacher 3)*

> *They support the student but not the teachers' whatever donations or presents we see here is for the student not for the teachers (Female Teacher 6)*

Surprisingly, some of the participants admitted that the government had previously paid them a small amount as a responsibility allowance. On this, a participant remarked,

> *"When we came at first all teachers were taking responsibility allowance, three Ghana cedis as responsibility allowance so the whole year we're taking nine cedis as responsibilities allowance. when it comes you can see how teachers are rushing to go and take that nine*

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Ghana cedis. when you take it you use to buy eggs." (Female Teacher 7)

Another teacher added;

"That money was nothing to write home about, how can the government pay nine Cedis as motivation to teachers, if nothing at all is fine but that amount was like an insult. No wonder is no longer coming." (Female Teacher 6)

Besides, intrinsically, almost all the study participants were motivated to teach the students out of love and passion. Some participants commenting on this acknowledged that if they have to focus on what they will get outside they won't do the work. A participants related;

"Is motivation, constant motivation and passion to help them.in my case, is strictly passion because if you want to focus on what you get outside, you will never help these students. i always tell myself I want to make impact so I motivate myself. so, for me my only way to help these children is motivation, the inner passion." (Male Teacher 1)

"But if i have passion for these students, because teaching them is difficult and sometimes you will go to class and exhaust all your energy just to realized that they have not learn anything. But for the sake of love, we are doing our best to help them" (Male Teacher 4)

Another inner joy, as noted by participants, was the prestige they enjoy as outsiders see them communicating in sign language with the deaf. One participant stated

"But it's also a nice experience. Sometimes people see you communicating with the deaf in sign language and they are amaze at how you are able to learn this language and be communicating with it, just that the incentives are not coming." (Female Teacher 7).

In similar remarks a teacher noted he sometimes feel to be in the school for the deaf to learn the sign language by saying *"is nice it's nice if really you love to teach. sometimes i feel you should be in a deaf school to learn the sign language"* (Male Teacher 4)

4.2. 5 Manners of a Deaf Student

Another theme that emerged during the interviews was how the study participants viewed the manners of deaf students. Almost all the participants noted from their experience that deaf people mostly demonstrate behaviors that portray them as lacking manners, and that creates another difference between the deaf and hearing students. According to the participants, deaf students regard each person irrespective of their social status as a colleague or peer and, for that matter, can relate anyhow to the person. Participants' notes further indicated that if you insult a deaf student as a teacher, he or she will reply with an insult. Contrary to the hearing students who concealed and murmured when they identified negative issues with their teachers, according to participants, the deaf student will sign straight that the teacher is not good by using negative signs. Some participants, in their own words, commented;

They can tell you anything. They can insult you anyhow and also whatever conversation they have with their peers they feel they can do same with you and because of that they can easily insult you and when you complain, they will tell you is normal. (Male Teacher 1)

the deaf student can tell you (sign) your head is something, meaning you don't know anything they will tell you straight the teacher does not know anything and it makes me feel very bad very bad, very embarrassing. (Male Teacher 12)

as for the hearing if you shout on them the person can hear you and act but for the deaf sometime, they just look at your face and they don't feel shy telling you anything. If your handwriting is bad, they will tell you straight away that is bad if you're not signing well, they will tell you they will tell you everything but with a regular school, hearing student are even afraid to tell you that (Female Teacher 3)

the deaf student can tell you (sign) your head is something, meaning you don't know anything they will tell you straight the teacher does not know anything and it makes me feel very bad, very embarrassing. (Male Teacher 2)

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One thing about the deaf person is, you know I may give you recognition because of your status because of your age. because of that maybe I will call you brother because I'm shy to mention your name. That alone give you a respect, but the deaf do not know that (Male Teacher 11)

Their manners is not not not not. They see as to be our colleague, everything is normal. sometimes they can even insult you. So, they have less recognition for authorities. (Male Teacher 4)

One participant regarded that behavior to be normal by saying;

"I see it to be normal. If you go to every school, deviant ones, deviance once are there. For here they will they will tell you straight away if you're not signing to their expectation, maybe you're signing something but they don't get it they will sign that your head is empty. And they see it to be normal." (Female Teacher 7)

Another participant mentioned that some of these behaviors are unconsciously copied

by the younger students from the upper primary. In her own words, she remarked,

you'll be teaching and they'll be saying (signing) is boring is boring. The young ones will copy it and they don't see anything wrong with it. And when you do anything, they will also sign is boring. They have seen that everyone's doing it so they don't even understand what they're doing. (Female Teacher 6)

However, participants who have had a long time working in a deaf school understood

and explained why if you do not understand the deaf, you will conclude they do not

have manners. According to those participants, the nature of deaf people's language

and the sign language makes it difficult for the deaf to recognize individuals' social

status. From those participants, signers do not use titles such as "Mr." or "Mrs." when

addressing an individual. According to participants, sign names without prefix are

used irrespective of the person's social status or recognition, and this, according to the

participants, makes the deaf people see everyone as a colleague or peer. Relating to

their experiences, some participants recounted:

"Example maybe this is Richard that is the sign for Richie. But you know I'm using 'R' to sign Richard and this Richard has no respects. A deaf person will meet you and they will not sign Mr. They won't sign the sister so that recognition to the hearing person will make him or her humble but to the deaf, they just know this 'R' as a sign and that's what they are using to form the signing. And if you're not careful, you feel that they don't have manners." (Male Teacher 1)

"They do have manners but the problem is how to sign titles before the name. When you go to the hearing school when you were calling your teacher you call him sir or madam but here, we don't have it. You come in they give you a sign name. So, I'm like this (demonstrating how her name is sign), If a child is looking for me, he or she just go round Signing (Rosemond, Rosemond) but if you go to the Hearing school the child will say Madam Rose. so, we have that respect in our speech." (Female Teacher 6)

"Here if they are calling the mistress, you will see that they are just signing the name even though they know that she's the head mistress but they don't have any other way to make her exceptional so they just sign her name and because of the nature of their language they see it to be normal" (Female Teacher 7)

Some participants attributed the problem to the parents of deaf children. According to those participants, because the parents lack sign language skills, they find it difficult to discipline their children at home even when they are involved in wrongdoings. Regarding this, a participant noted that post-lingual deaf students have some appreciable level of discipline from home; probably their parents started the training and discipline prior to the deafness. She observed,

"But a lot of the deaf is not really good, their manners is very bad, but the post lingua deafness some of them have disciplined parents and they discipline them from scratch. So those who are not discipline, we sometimes attribute it to their parents." (Female Teacher 5)

Another participant added

"Sometimes a parent will come and tell you madam tell him or her that … so the question is how do you communicate to your child at home? So, they are not given any training from scratch but some of them come to the school and change positively but the stubborn ones will go through and maintain their behavior." (Female Teacher 7)

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A different participant noted that, from his experience, the deaf students respect teachers who are deaf as they feel they can confide in them more than the hearing teachers. He stated

> *One thing Is that they feel that always we the hearing teachers are always gossiping about them so they do respect the teachers who are deaf in the school. so, they see them to be part of them even if they have a problem, they will run to them first. they regard them to be outside but they are insiders. (Male Teacher 4)*

Notwithstanding, a participant noted the issue of negative manners is not general to all the deaf students by saying,

> *but some of them very discipline, respectful when they see you coming with items, they will come and ask if they can assist, but some other deaf students will see you carrying some goods and they will ask you madam do you have bread in your bread? (Female Teacher 5)*

4.3Research three: What strategies do teachers use in teaching the deaf students at the Ashanti School for the deaf?

This very research question sought teachers experiences on the various strategies employed in teaching the deaf. Four themes were created out of the data obtained on the subject. Among these include; getting the attention of the deaf students, Activity Based Approach, Teachers Collaboration and students' support. The next section presents into detail how teachers apply those strategies in their Teachings.

4.3.1 Getting Attention of the Deaf Students

The study found that teachers used several means to get students' attention before the start of each class. According to some study participants, creating an environment where students feel they are equal with them wins their attention. Others relating their experiences indicated that using the first few minutes to interact while you shake hands with the students to find out how they are feeling is crucial to getting the attention of the deaf students. Again, some participants indicated they got the

attention of their students by standing quietly in the class for some period, for those who have noticed there is a teacher in the class to draw the attention of other students. In addition, some participants said they sometimes use the light switch to draw the attention of the students that there is a teacher. Below are some excerpts from participants' thoughts on how they get the attention of their students.

> *When i enter into the classroom I should create that environment that we are all one when you do that everyone is alert. If we don't do that, the deaf person will suspect that you are not ready for us and will also do something else. Sometimes, if you're not ready for them, they can choose to write their notes, they will not pay attention to what you're doing (Male Teacher 1)*

> *"When I enter the class I give the first-time motivation, the first two three minutes you should use to create that environment. So, what I do is I go round and give everyone high 5, ask how are you? Someone will say I'm hungry someone will say I'm doing this I'm doing that to keep that environment lively to have their attention" (Male Teacher 11)*

> *When I enter the class, I stand there silently. Once they see me standing silently then they start calling their colleagues and they also use the light to draw the attention of their other colleagues and when some of them are sleeping, they will beat on the tables for them to know that there is a teacher in (Male Teacher 2)*

4.3.2 Activity Based or Practical Approach

Several methods were found to be used by teachers in teaching the deaf. However, activity-based or practical exercises were noted by almost all participants to be the most effective means of teaching the deaf. According to some study participants, deaf students engage themselves much more in lessons that involve practical. On the contrary, they noted that if the lesson or topic is purely theoretical or requires the teacher to employ lecturer methods, it becomes difficult to teach and also for them to comprehend. Regarding this, some participants remarked:

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"If you make the lesson interesting, they will all participate but if you use the lecture method, they will start sleeping so, sometimes you invite some of them into the board or sometimes you make them use their personal experiences" (Male Teacher 2)

"as for me the BDT that I teach if you involve them in the practical, they will all participate they will like to participate the involvement is high. but if you have to follow the lecture methods, that one you will regret, is like you are speaking to yourself they are not getting anything. anything involving Practical they like it" (Female Teacher 3)

"When I'm doing practical for them the way they will contribute. But when you are doing reading, some of them will be sleeping. Some people will be going to the washroom up and down like that. But practical. If someone is sleeping and hears, madam is going to do practical they will come to class" (Female Teacher 10)

In making the lesson much practical participants noted they try doing many things which involve giving more practical examples. Though some participants admitted is sometimes difficult to do.

4.3.3 Teacher's Support/Collaboration

The study found that participants (teachers) with less experience collaborate with some experienced teachers when it comes to teaching topics that are difficult to teach using sign language. Some of the participants who have not been in the school for a long time noted that they contact their senior colleague teachers prior to their classes and also discuss some challenges encountered during their classes. In their own words, some expressed,

"Same as we do subject teaching in the JHS, any problem that you have after teaching we go to our bosses to discuss with them and they support and sometimes before we go to the class, we will ask them for some key words. So, when you go you don't find yourself fumbling. "(Male Teacher 2)

"If you don't know any signs you go to the old teachers or if I perceive a challenge to teaching a certain topic, I contact them for support before I go to the class, sometimes I will write some of the words, the

*key words that I don't know the sign they teach me the sign before I go
the class." (Male Teacher 4)*

4.3.4 Student's Support

The study found again that deaf students are sometimes used to support participants
(teachers) with less teaching experience regarding how to sign or explain some
concept to the deaf student. Some of such participants indicated that in order to be
sure what the students signed or taught them was right, they did cross-check after
teaching with their colleagues' teachers. On this a participant remarked;

> *So anytime I struggle with a sign for some particular words I invites
> one or two deaf students and spell to them or sometimes I will provide
> clue for them to get what I want to sign and I will ask them to give the
> sign for that concept. (Male Teacher 2)*

Another participant recount from his experience

> *I remember was teaching settlement of disputes I called two students
> and I try to explain it to them. Then I ask them to give a sign for that,
> So I learn how to sign that from them. They helped me that, settlement
> I can use(sign) solve and 'dispute' can be sign as fight. (Male Teacher
> 12)*

The same participant noted that if they do that it helps the students to involve
themselves much in the lesson. He added;

> *So, you use the student to help you in teaching, to demonstrate and
> once they are involved in the role play, they are all in the alert. They
> find it interesting. When their colleague is coming out, they begin to
> ask, what is this person going to do? And some of them are funny, so
> some friends love them. So, when you call them, they start laughing
> they know this guy's funny. (Male Teacher 2)*

4.4 Research Question four: What challenges do teachers encounter in in teaching deaf students at the Jamasi School for the deaf?

The study found that teachers faced several challenges in their quests to educate the deaf pupil. The major challenges noted by study participants include; Rigid curriculum and policies, attention/concentration of the deaf student, teaching and learning materials and parental involvement. The next section presents into details with excerpt from participants how they are confronted with these challenges.

4.4.1 Curriculum

Findings from the study revealed that the curriculum used in teaching the deaf is the same used for the basic hearing schools in Ghana. This, according to study participants, requires them to adapt the curriculum for their teachings in the school for the deaf. Some of such participants admitted it was not easy for them to adapt the curriculum. Besides, some topics in the curriculum are very challenging for teaching the deaf students, as noted by some participants in the excerpt below;

> *"I can say that the government and other education officials are not devoted to deaf education because looking at the curriculum and our current education structure. It doesn't favor the Deaf. The curriculum was designed with less concentration on the deaf. The concentration was on the regular school. So, when it comes to us, we have to adapt and you know, it's not easy to do." (Male Teacher 2)*

> *"... as you are aware the syllabus is not designed for the Deaf. The Deaf school is not considered when designing the syllabus. So, we are just adapting and managing, the syllabus was design for the hearing person and we have to adapt It to use it." (Male Teacher 1)*

Another participant lamenting on the nature of the curriculum and how stressful is it to adapt said:

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> *Some of the topics are not good to the Deaf at all is not disability friendly. so, if you do not have the capability to adapt the curriculum then you just give it the same way. how can the deaf people even chew these names? (Female Teacher 7)*

A different participant added;

> *deaf education in Ghana we don't consider them much during the preparation of the curriculum. example the history that they have added to the curriculum, all those ancestors that they have added it does not make any meaning to the deaf but it's in the curriculum. So, we should find ways to cater for these students it wasn't design for the deaf" (Female Teacher 13)*

4.4.2 Inattention and Hyperactive in the Deaf Students

Another challenge identified as facing teachers in their quest to teach the deaf was the poor level of concentration among the deaf students. Study participants related from their experiences that deaf students have short attention spans and, because they only grab information through their eyes, they have to always focus on the teacher, which is hard for them to do. This, from the study findings, makes teachers spend some energy and time shouting at their students to ensure each one is focused. Some participants indicated their frustrations by saying.

> *"When you are teaching, most of them don't concentrate and the moment the child turns away from what you are signing, he's lost concentration. so, it makes teaching difficult you'll be going around telling them look here look here look here so if you're teaching and there's no one to support to make them focus then you waste a lot of time because you want the full class to pay attention." (Female Teacher 7)*

> *"Their concentration is very poor sometimes you'll be writing notes on the board and you realize people are chatting doing things on their own you have to stop to go around to make sure they are all writing the notes before you can continue" (Male Teacher 9)*

> *Sometimes is very difficult, they cannot focus at all, you will turn on your left to control this side and before you realized the other side will be doing other things. so, I will say they find it difficult to pay attention they have short attention span" (Male Teacher 4)*

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Another participant also added;

> *Yes, you have to prompt them severally but you have limited time for teaching if you're always calling them calling them calling them to pay attention you see you're just wasting a lot of time. if they are not paying attention you have to stop you have to make sure they are all paying attention before you continue. (Male Teacher 4)*

4.4.3 Teaching and Learning Material

As already revealed in the study findings, deaf education requires more teaching and learning materials. However, the findings from the study indicated that the most appropriate teaching and learning materials were missing. One participant commented on this, saying,

> *Oh! we don't lack materials here, but we need a lot of teaching and learning materials and appropriate teaching and learning materials. Some people bring teaching and learning materials but they are not appropriate because now they have changed the curriculum and we want new ones. (Female Teacher 5)*

This resulted in participants making improvisations to cater for the materials missing. One of the materials that was noted among participants to be useful in educating the deaf was video equipment. The study found that only one video facility existed for use among study participants (teachers) in providing deaf education. A participant stated,

> *"… for me because I teach ICT is a simple because I have that projector in the ICT lab. So, anything I just project. Is not for the whole school is not for all the classroom but if you are going to teach some subject and you think you will need you can use it." (Male Teacher 1)*

Though, participants noted there is only one projector for the entire school. Almost all the participants prefer to introduced videos to their students using their phones and laptops. This according to participants is done by moving from a student to student or grouping them. Some participant narrated;

we don't have projectors in each classroom to show those videos. Sometimes you have to come with your own laptop you roam about the classroom to show to all the students one after the other, or use your phone when I came that first year, it wasn't easy for me. But now I am getting used to. (Male Teacher 12)

I show them videos on my phone. Mostly I grouped them and show them the video. That makes it easier and save me some time. (Female Teacher 6)

You call them in smaller groups and now we have a smart book. Smart book is like a tablet for the student. For all the students (Female Teacher 7)

Despite not getting the most appropriate teaching and learning materials, most study participants admitted the school management was doing their best to provide materials for teaching, even though to them it was not enough. Some of them are in their own narration said;

"… the administration is managing to provide us with the thing that we need for teaching but it's not enough as we are talking now, we don't have textbook though is not only this school." (Female Teacher 5)

"At lower primary they have to give us a lot of appropriate teaching and learning materials and attractive ones as well, to catch their attention." (Female Teacher 6)

"it's not all the needed materials that have been provided, for example the BDT that I teach if I am teaching them sowing, I have to buy everything myself for them to use for learning and return them to me when the class finish so that I can use it in another class." (Female Teacher 3)

4.4.4 Parental Involvement in deaf education

Participants were made to relate from their experiences how they see the involvement of parents of deaf children in their education. The findings show that participants who have been in the school for quite a long time share the opinion that parental involvement is commendable these days. Those participants rated how they see parents by saying, "Presently, I will give about 80–90% to parents for their support

and involvement in their wards' education" (Male Teacher 1). Another participant indicated, "I can say 2/3 of the parents are very serious about their children's education" (Female Teacher 5). The same participants explain why they are not awarding the full percentage to parents.

> *"Some parents may bring their children and they may not come back. that's why I said I will give up to 80 to 90%. Sometimes vacation some of the parents will tell you that I'm far away. They will tell you that the vacation is just about three weeks. So please keep the child here. And what do you do? We are human so we have to. But on a whole, I will say is better than some time before." (Male Teacher 1)*

> *"But still we have some kids who will come to school without books and pens, but from my experience I can say most of the parents are doing well. Because these days out of the whole class you see about two or three people without books nor pens and in that case, we have to finance those students." (Female Teacher 5)*

> *"Last year there were two kids in my class. We have some students that they don't have anything. Some of the parents they will come here in the weekends they will just dump the child here and leave. So those students will be a burden on us we have to buy their exercise book and pen you will never see their parents they will just come and dump them here for the teachers to take care of them." (Female Teacher 14)*

Participants who have been in the school for a long time and feel there has been an improvement in parental involvement attribute that to several reasons, including: showing casing the deaf individuals who have gone through the school and come out successfully to parents during Parent Teacher Association (PTA) meetings. Also, helping parents to understand that if they play their role, their children will not be a burden on them in the future. Some of those participants expressed;

> *"But from the time I came it was difficult because most parents didn't believe they were investing well and you know, the country itself does not see why, they should invest into deaf education. So, our natural instinct as human beings, but through education and testimonies, because when I came there was no student that has completed and come back working." (Male Teacher 11)*

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"But as time went on now, we have about close to seven who has passed through this system completed Senior High School and continued to the university. So, when we are having PTA, we showcase them to make parents understand that if they play a little part, their child will not be waste, so now things are changing." (female Teacher 14)

"... as we are speaking now, we have about four who came here for observations and now two are also doing the national service and all these are serving as a motivation to parents and their kids, because they see them during PTA meetings, so now they understand that if the play their Parts, they won't be a burden on the family and the nation." (Male Teacher 1)

Participants with less experience teaching in a deaf school, on the other hand, saw parental involvement in their children's education as very low and uninspiring. Commenting on this, some participants noted

"Most of the parents are not good they don't involve themselves in the education of their children that much" (Female Teacher 9)

"Most of the parents think of the deaf as a society neglect so they don't involve themselves in their education so much, but if they were to give the same attention, they give to their hearing children then special schools would have been a better place and the deaf child will not be left a liability to the society they will all have "something to do and do also come out contribute their quota to the nation" (Male Teacher 3)

"Parental involvement is very less; I don't know whether it's a boarding school that's why I don't see parents coming in to visit their wards." (Male Teacher 4)

Some participants in that category shared their experience of how parental involvement influenced their work as teachers. They noted that because some parents care less about their children's education and send them to school late, it becomes a burden as they have to take them through some of the topics already taught. The excerpt below demonstrates how teachers are burdened when parents involve themselves less in their children's education.

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"Most of the students just reported some few weeks ago, so can you imagine. we have already learned a lot of topics and it creates a burden on the teacher, because I have to spend a lot of time on that child so that he can catch up with his other colleagues." (Male Teacher 2)

"Sometimes some of them come to school without any provisions unless you give them food. Is true that here is a boarding facility and they are been provided with breakfast, lunch and supper but in between meals they have to eat something they go for breakfast at nine o'clock and lunch is two o'clock and you can imagine so sometimes you'll be teaching and someone will be signing I'm hungry from there they cannot pay attention. But if their parents were to support with something small it could take care of that" (Female Teacher 3)

One participant also indicated it does not help in getting information about the child to know much and know how to help those students. He spoke

yes, there are some things we have to ask or find out from their parents, we know little about them prior to their school and we hardly meet their parents to ask them about their behavior at home so to know how to manage that how are they home then you know how to care for them here. (Male Teacher 4)

4.5 Research Question Five: How do the experiences of teachers at the Ashanti School for the deaf influence their perception towards inclusive education for the deaf?

One main theme was generated out of the data gathered on this research question. The next section indicates the theme and presents into details the findings

4.5.1 Teachers' perspective on Inclusive Education for the Deaf

Participants were made to relate, from their experiences, their views on inclusive education for the deaf. The findings show that the majority of participants (teachers) do not agree with inclusive education for the deaf. Participants in the study hold diverse views on why they do not support inclusive education for the deaf. Among the commonest views from study participants was that Ghana is not ready to practice inclusive education for the deaf. Participants further noted that there is a lot of work to

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be done to make the classroom environment accessible for the deaf in an inclusive school, and until that is done, inclusive education will not help the deaf. Below are some views from participants on the basis that Ghana is currently not ready to go inclusive education for the deaf.

I have different opinion. Because my brother if advanced countries are doing inclusion education for the deaf, they have finished working on the hearing people. Anything now will benefit the deaf child in the regular school. They are finished doing that, they have given education, they have made the environment accessible. Just as God did, God finished creating everything before bringing man. But in our case, are we going to do a looping system in all schools? for instance if they are ringing bells, will it focus on the Deaf? Or when there is a general information, will all the students get at the same time. (Male Teacher 1)

if we are serious to start inclusive education for the deaf by now, every school should be doing sign language as subject in the curriculum, even if it is not examinable, we should have started teaching from K G to JHS. we have a teacher who is teaching that subject. Then we can say we have prepared the place for a deaf student to come to us one day, and you don't pick a deaf child to a hearing school then interpreter follows. (Female Teacher 14)

How will government build a facility for students with special needs but will not consider them in other things like curriculum development. So, if we treat them as minority then it means we are not ready for them (Male Teacher 11)

for me we are not ready and that's why I don't support because they will not benefit. It will benefit the blind. If you ask me for the blind, it will benefit the blind if you ask me for the intellectual disables, it will benefit them but with the deaf, we are not yet ready (Female Teacher 5)

inclusive will not help the deaf, being inclusive with the hearing, how is the communication going to be? if enough preparation is done, fine! but currently looking at the classroom settings is not good. But if things will be changed then the Deaf can go, they can learn from the appears (Female Teacher 7)

One participant also noted that Ghana will be rushing to practice inclusive education for the deaf to avoid discrimination and to impress the outsiders, but even with that, he still doesn't agree with that due to the same reason that Ghana is not yet ready. He expressed that in the statement below.

> *"So, our mindset is we just want to avoid discrimination. but if those things are not available, there is no way we can start inclusive education for the deaf. Even with this we do sports together with them, we go 6th March with them, they go to town and buy but if the deaf person gets to the kenkey seller, have we educated the kenkey seller on sign language? that is the issue, if we have not done that it means we are not ready maybe it may be necessary in future. There somethings that we just do just to impress the outside people" (Female Teacher 5)*

A different participant indicating why Ghana is not ready for inclusive education for the deaf said

> *"We are not ready. we have passed the Disability Act (715) and why can't we implement it, is over 10 years now and we cannot implement it but the whole world knows that we have also passed that bill but why did we pass that bill? if we cannot touch even a single aspect in the bill then why would government give that contract?" (Male Teacher 1)*

Some participants again noted they do not support inclusive education for the deaf because deaf students always lag behind their hearing counterparts and placing them together will not benefit the deaf students. Similarly, some participants stated that teachers in regular schools will not recognize the deaf child's abilities. But in the special school, teachers understand and know how to help them. Some of them expressed their views in the following statements:

> *for me I think if we join them together it won't help them because the thinking ability of our Kids here it does not match with the hearing people. The way the hearing people can understand things within just some few minutes our students cannot cope, the deaf cannot move at the same pace with hearing. (Female Teacher 13)*

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they will be lagging behind. Assume that the level understanding is the same for the students. And I'm just teaching an interpreter will be signing to the deaf but if the deaf person is having some low level of understanding meaning the person is going to be lacking behind that's the reason why I don't agree to inclusive education for the deaf. (Female Teacher 3)

I think they should be in special rather than regular school. teacher will not give them the required attention; the teacher may not understand them. But here we know them. We know their situation. We know how to handle them one on one. If they are here, it will help them than going to an inclusive school. (Male Teacher 4)

Nonetheless, a few participants believe that partial inclusive education for the deaf will benefit them in a variety of ways, including boosting their confidence and making it easier for them to fit into a more inclusive society in general. A participant remarked,

Once we are preparing them to fit into the inclusive society then partial inclusive education will be better. because they lack self-confidence when they are outside the school, when they are here, they don't regard themselves to be disabled, but when they are outside, they lack the confidence (Male Teacher 2)

Another participant stated that inclusive education will assist hearing students in quickly learning sign language and will even help sign language become more widely recognized in the future. She noted, however, that if deaf people are segregated, they will be confined to their language and will struggle to interact with the hearing world when they return to their communities. In her own voice, she stated:

"Inclusive education for the deaf in one way or another will promote interaction between the deaf and the hearing, the hearing students will be motivated to learn the sign language. It is going to help going to help the learning of sign language that the hearing students will pick the sign language with easy." (Female Teacher 6)

Another participant noted;

"... the other time I was saying it that the school has been in this community for a very long time but if we go to town, they can't sign even the alphabet. so, if we include the deaf in the regular school is going to help and going forward maybe the country can even pick sign

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language as our third language. but if they are here and they are confined with their language when they go out and they are trying to communicate with people they find it difficult to understand. So, if we are able to put them together from the basic it will help." (Female Teacher 7)

4.6 Societal Perception Towards Teachers for the Deaf

Another theme that emerges from the study was how society perceived study participants as teachers in a deaf school. The findings on the subject were very interesting as most of the participants noted the public, including their colleagues in the regular school, perceived them to be doing something extraordinary as teachers for the deaf. On the other hands, some of their colleagues were curious to know how they managed to learn the sign language and use it for teaching. Regarding this, the following was said by some participants:

whenever you say you are in the school for the deaf. Some people especially my colleagues' teachers in the hearing school are amazed. Eeei! (exclamation) me I can't 'ooo' do this, is you those who are very good that we will be posted there to teach. So those outside see they see our students to be different. (Female Teacher 3)

Sometimes some people see you, you interpreting with them and they are amaze at how you are able to learn this language and be teaching the deaf students. In fact, some of the people find it difficult to understand the whole process to learn and use sign language to teach the deaf (Female Teacher 6)

However, on a sad note, one participant shared his experience of how regular school teachers regard them as teachers who know little or nothing by saying

"Some teachers in the regular school thinks that if you are in the deaf school, you don't know anything. That's why you have being posted to the deaf school. you go to meetings and they will be saying, we are talking about a school, you teach in a deaf school so keep quiet" (Male Teacher 2)

Yet, the study found that some people perceived teaching in the deaf school to have a direct effect on the individual teacher. With those participants, teaching in a deaf school can even make one give birth to a deaf child. Commenting on this, some participants said,

> *"When I came here, I was pregnant and my father said no he will not allow me to come, I should do another posting because my unborn child will be deaf. Even till now he sometimes calls me to ask 'is he talking'?" (Female Teacher 3)*

> *"Oh yeah, initially my parents did not want me to come, they hold the perception if you mingle with the deaf for long you will end up giving birth to a deaf child" (Female Teacher 7)*

> *"For me I had no issues from the family because I'm from this community and we see them during games and other programs. So, we meet them quite often and my family had no issue. the only thing that my parents said was that I am a quiet type (introverts) so my coming to the deaf school will make matter worse". (Female Teacher 6)*
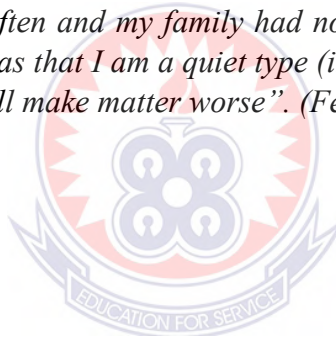
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of findings. The discussion highlighted the major findings of the research and inferences made from them in view of findings from related previous studies. The discussion was guided by the research questions that were raised to guide the study.

5.1 Journey to become a teacher for the deaf

Deaf education is among the oldest forms of disability education in Ghana and even the globe, probably the second-oldest after blind education to be established, and now celebrating over sixty years (Amoako, 2019;Oppong & Fobi, 2020). However, there is no clear-cut policy on what it actually entails. Findings from the current study indicate that teachers without sign language competencies and trained for general education sometimes find their way to the school for the deaf even if it is against their will. The findings support other studies such as (Amoako, 2019)who noted that the absence of a clearly defined and stated policy statement for deaf education in Ghana has affected the quality of the staff posted to special schools. likewise, Szymanski et al. (2013) observed that there is a lack of qualified teachers and professionals who understand and can meet the diverse needs of deaf and hard-of-hearing students and their families (including professionals who can effectively communicate in the language modality that meets the needs of deaf and hard-of-hearing students). The same authors added that there is also insufficient training and focus for professionals on the current needs of deaf and hard-of-hearing children (e.g., outdated professional development or training programs) and their families. The situation is likely to deteriorate in Ghana as long as deaf education continues without a policy. This will have a negative impact

not only on the experiences of the deaf teacher, but also on the deaf individual. Not surprising that the educational attainment of the deaf is lower compared to their hearing counterparts (Alenxander Mills Oppong & Fobi, 2020).

Education for special students, including the deaf, requires pedagogical skills beyond just having content knowledge. Therefore, placing any teacher who is not adequately trained to teach in a deaf school is likely to create a big gap between such a teacher and the students. Even among special education teachers, Joseph & Lizzie (2018) remarked that teachers who would be assigned to teach the deaf needed to not only be trained in special education but also sign language to enable them to communicate effectively with learners. It was out of surprise to found in the study that some teachers requested reposting to hearing school. Those who even remain at their post to acquire the sign language through their colleagues' teachers and the students are sometimes defined as not knowing many things by the deaf students. In addition, the sign language, which is the main medium for communication in the deaf schools (Amoako, 2019;Oppong & Fobi, 2020), takes time to acquire, and placing a teacher without the basics but expecting him/her to deliver via that medium, as revealed in the study, that teachers who are placed in the school are given less orientation and support but are expected to teach from the very first day is a great mishap.

Again, this brings into question the relevance of the Special Education Division (SPED) of the Education Service in Ghana. Or perhaps decisions pertaining to the recruitment of eligible teachers to the school for the deaf are done without SPED?. On the other hand, to fill in the gap of working with teachers who have less competencies in deaf education, internal arrangements are made with teachers to learn sign language or improve on their competencies to teach using sign language

as reported in the study findings, and this is very commendable and should be maintain.

Again, the study revealed that aside the internal workshops and training programs all other workshops organized externally do not focus on building teachers' competencies to teach in the deaf school. and this was least expected as some teachers posted to the school lack the competencies to teach the deaf students. Even those initially trained to teach in the school for the deaf will benefit massively from periodic in-service training as a mean to refresh and stay abreast on how to educate the deaf students. Nevertheless, it demonstrates government commitments towards deaf education.

5.2 Classroom teaching experience of teachers for the deaf

In the absent of guided policy and manuals on deaf education. Teaching and learning of the deaf is expected to follow the same format for the hearing. In view of this, less provisions are made for the special design materials necessary for deaf education. However, Oppong, (2003) stated that deaf students require specially trained teachers, special methods of teaching and specially designed curricula to enable them function well in school. The findings from the current study contradict the author's view, and this makes it difficult for teachers to provide education for the deaf. Smith (2000), believes that, it is important for one to understand factors surrounding the use of sign language as a mode of communication to appreciate its increasing usage as a medium of instruction in the education of the deaf. Also, deafness affects children's learning in development of receptive communication skills if teachers are not literate in deaf language (Ntinda et al., 2019a). Unfortunately, the study found otherwise. Again, one thing normally overlooked is

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that, the deaf need to be skillful in in the sign language to facilitate a proper understanding of concept taught using the same medium. None of the basic schools for the deaf in Ghana has sign language as a subject for deaf pupil(Amoako, 2019). The assumption that every deaf pupil has the sign language competencies is fatal. A study report by (Joseph & Lizzie, 2018) emphasize that Sign Language needs to be learnt as a language and not necessarily depending on general usage of common signs used in the community. Giving reason to this the authors indicated that deaf children often are deprived of any form of organized language during the most critical phase of language development more so between the ages of 0 to 3 years. Such children find 0themselves exposed to a mixture of modes of communication which often leave them confused and unable to make sense of the communication. Smith (2000) argues that deaf children, need longer time to learn their natural language-sign language to compensate for the period they had no access to any meaningful language for language acquisition and development. This erroneous thinking that deaf people are always vested in the sign language makes new teachers request for the signs for certain concept from the deaf and apply in their teachings. Further to this, because hearing is very crucial to understanding our environment and many concepts, deaf people who cannot hear and also cannot rely on speech for information normally missed a lot around them and denied of most incidental learnings as revealed in the current study and some previous studies (Bedard et al, 2011; Malloy, 2003). Moreso, more deaf students are born to hearing parents who have little understanding of deafness hence communication needs of the deaf child are taken for granted (Krausneker, 2008; Meek, 2020). This makes such children grow without language and if adequate provisions are not made to for them it can makes teachers suffers to use sign language for educational instruction

for the deaf (Miti, (2010). Related research studies suggest that the academic success and experiences of deaf students depends on multifaceted factors which include the characteristics of the students and family environments as well as the experiences inside and outside school (Marschark, Shaver, Nagle, & Newman, 2015).

Another terrible experience revealed in the study by teachers was using sign language to teach. Sign language is a complete and visual language with its own rules for syntax and grammar unrelated to English (Rock et al., 2000). So as any other language either spoken or signed individuals with less competent cannot use for teaching. The assumption that teachers without any foundations in sign language can teach in the school for the deaf was an error as already established. National & Pillars, (n.d.) and Osakwe, (2010) remarked that most times regular teachers are employed to do the job of a special education and this may result in several lapses such as inability to properly teach. In certain context teachers who encounter challenges to teach using sign language demonstrate and explain course material in spoken language. In situations where learners do not understand, the communication barrier may cause some learners to underperform academically (Biggs & Tang, 2007). most of the information communicated to deaf students in sign language either lack detail or is altogether misconstrued as a result of disparities that exist between spoken language and sign language (Obosu et al., 2016).

The Teachers for the deaf are not the only party that lack sign language competencies, deaf students who struggled to accept their condition and again lack connection to the deaf community may end up in the deaf school without any skills

in sign language (Botha, Smit & Oosthuizen, 2009; De Vos, Strydom, Fouché & Delport, 2005). Landsberg et al (2005) noted that as deaf student become frustrated to use sign language as their first language (L1) in all subjects because they lack the sign language skills. It is difficult for some Deaf learners to learn sign language while they are under tremendous pressure to cope with mastering the rest of the curriculum (Ngobeni et al., 2020). This clearly suggest that being able to teach well in sign language depends not only on the teacher but the students as well. As one of the ways to resolve this menace especially on the part of the deaf student, National & Pillars, (n.d.) recommended that parents and teachers should begin teaching their deaf children sign language as early as possible.

Deaf students can improve their understanding of concept through adequate exposure (Cawthon, 2001). Teachers quest to teach the deaf using concrete evidence was made difficult sometimes due to language barrier or little appreciation of the concept under understudy. It is not awe as some individuals within the arena of deaf education propagate the use of total communication when it comes to the teaching of the deaf students (Joseph & Lizzie, 2018).

Additionally, sign language is physiological and execution demand much energy compare to spoken language as revealed in the study. Corina, (2015) explained that signs take longer to produce than comparable word forms. The average number of words per second in running speech is about 4–5, compared with 2–3 signs per second in fluent signing. This clearly indicates that teaching in sign language will be much energy demanding compare with spoken language. Therefore, the former will need motivation to use for teaching, it was however unfortunate to understand from the study that teachers for the deaf receive no incentives to teach the deaf.

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Several educationists emphasize the need for general teachers' motivation (Johnson, 2017; Utomo, 2018). The issue of motivation will be much necessary for teachers for the deaf as they deal with students with special educational needs. It was sad to note from the study findings that teachers receive no motivation externally. However, their intrinsic motivation which is also crucial retains them and fosters their students learning (Bieg et al., 2011).

5.3 Strategies in teaching the deaf student

The role of the teacher for the deaf is ever changing rapidly (Knoors & Marschark, 2014; Shaver et al, 2013) and calls for high caliber teachers in deaf education or special education to meets the evolving needs of the deaf (Ntinda et al., 2019a). Deaf people rely on non-verbal clues for information (Rock et al., 2000). Speaking or signing to the deaf without ensuring that the eye is focus on you the signer can break the communication. Ensuring all students focus on the teacher during class hours would not be a simple task. Findings from the current study revealed that despite the difficulties associated with this, teacher endeavor to do that to foster learning of their students. Prior to the above strategy, teachers employed several means to get the attention of the deaf students, among these include the teacher switching the light upon class entry, going around to shake hand with each student before the start of the class. Most of these strategies used by teachers in the current studies has been confirmed by previous authors such as (McKee et al., 1991; National Deaf Centre, 2017; Rock et al., 2000). Whatever approach adapted to seek the attention of the student is relevant for the teacher to know that students learn only when they are ready (Rosegard & Wilson, 2013).

Abstract teaching is not helpful for all students. Regarding the deaf Krasavina et al., (2019) remarked that visualizing learning material is one of the key methods to address the teaching and learning needs of the deaf. The study reveled that most deaf students found it interesting to join a class that allows students engage in hand on activities. In the absence of real objects, relevance examples can be used to foster understanding of certain concept among the deaf. However, the study showed that teaching with more examples is sometimes dangerous to deaf students as examples used in particular context are taken to mean the main subject or concept. This highly suggest that any country or community that wish to have deaf education should consider making materials available for same. Also, another reason that might has contributed to deaf students finding it difficult to appreciate the examples used to explain certain concept is the limited sign language vocabularies.

Teachers' collaboration is recommended as one of the best practice to improve on instructions among teachers and students learning (Hornyák, 2020). The approach allows naïve teachers to benefit from the expertise and experience teachers. The findings from this current study indicates that young or new teachers especially those who were not trained purposely for deaf education use this approach to learn many good ways of teaching the deaf and also build up on their sign language vocabularies.

Teachers-students collaboration can also be another way to build students confidence and increase their participation in a class. However, what was found in the current study as support from students to teachers for the deaf can be risky and even go a long way to affect the quality of deaf education. With current trend of education teachers are admonished to service as facilitators, coaches and the likes

for students. This clearly suggest teachers should be ahead of their students in every aspect. Contrary to this, teachers were found to be learning certain concept from the deaf students. This happened as teachers were short in terms of the sign vocabularies required to complete the teaching of certain topics. This emphasizes the need to ensure qualify teachers with the competencies in deaf education are posted to the schools for the deaf.

5.4 Challenges to deaf Education

Disability education, including that of the deaf, requires massive commitment and resources. In front of the international community, Ghana has demonstrated commitment towards inclusive education for all groups of people with disabilities through the signing and ratification of policies such as Education for All and the United Nations Convention on the Rights of People with Disabilities (Education for All Global Monitoring Report, 2011; United Nations Convention on the Rights of Persons with Disabilities, 2006). Within the local front, the development of the Inclusive Education Policy, Guidelines, and other related documents emphasized the nation's readiness to mainstream individuals with disabilities within the educational sector (Ministry of Education, 2015). Yet, even if the degree or severity of disability is of no issue for contemplation, the national resources available will not allow the full practice of inclusive education. This clearly suggests that we are far from being able to do away with special schools. The first step might require the development of policies and a suitable curriculum with a special focus on the particular disability. This, as shown in the study findings and other previous studies, has been missing in deaf education in Ghana (Amoako, 2019). This presents a major challenge to teachers of the deaf who have no or little skills in adapting the curriculum to suit the teaching of the deaf. In a similar study Ntinda et al., (2019) reported that 9 out 11 teachers lack

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the professional competencies to adapt the mainstream curriculum for the deaf and this was because their tertiary training or education did not adequately prepare them to do so. With less or no skills to adapt the curriculum, it was not out of context to hear some teachers lament the frustration they go through trying to teach certain topics to the deaf. The findings collaborate that of Ntinda et al., (2019) who found that 6 out of 7 (86 %) representing a higher majority of teachers find it difficult to adapt the mainstream curriculum to meet the leaning needs of the deaf.This unfortunate situation could have been alleviated by periodic in-service training (Omar, 2014), but the findings indicate otherwise, as deaf teachers receive few invitations to workshops, particularly those that will equip them with the necessary skills for deaf education.

Inattention and hyperactive among the deaf was a challenge to teachers in the study. the issue of high rate of inattention and hyperactive among deaf students has been reported in previous studies (Barker et al., 2009; Stevenson et al., 2010). Teachers report that inattention, impulsivity, and hyperactivity as well as disruptive, aggressive and antisocial behaviors are more frequent in deaf children than in hearing children (Daza González et al., 2021). Researchers within the field of deaf studies are yet to understand the frequency and source of behavioral problems in deaf children. However, recent research has shown that it is the extent of language deprivation, and not auditory deprivation, that determines whether a deaf child will experience a problem with inattention, impulsivity and hyperactivity (Hall et al., 2017). The situation is likely to disturb teachers are all ready to impact knowledge.

Inadequate teaching and learning material is a problem to the entire educational sector in Ghana, more specifically to the basic and secondary education. The dire consequence of insufficient teaching and learning materials is low quality of education. School for the deaf which requires much more materials for teaching are not left out in terms of inadequate teaching and learning materials as shown in the findings of the study. The appropriate teaching and learning materials for the general school may not be suitable for deaf education. Oppong, (2003) acknowledge that deaf education requires special designed curricula which absolutely calls for same in terms of materials for teaching and learning. Teaching without the appropriate materials can be frustrating to teachers and even more in deaf education where the needs for teaching and learning is more eminent to cater for the inadequate competencies on the part of the teachers. The situation needs immediate redress to retain the already insufficient number of teachers who have accepted posting to the schools for the deaf. Specials schools including that of the deaf receive a lot of donations including materials for learning, however it was noted in the study that most of such materials are not appropriate per the donors' intentions. This implies that issues regarding inadequate and inappropriate teaching and learning materials can be alleviated by the support of philanthropist. However, the actual needs of the deaf in terms of teaching and learnings materials needs to be communicated.

Parents plays vital role towards the educational development of their children. Education and training should start from home and parents are much responsible for this. Marschark et al., 2015) acknowledged that parents play crucial role towards the academic success deaf. Negligence of role by parents have negative implications for teachers and the society at large. On some instances, parents feel

caring for deaf child is the responsibility of the society. The current study revealed that some parents cannot even communicate with their children in sign language and only does so through the teachers. In similar observation Reilly & Khanh, (2004), noted that deaf children are among the most neglected of disabled children because of their difficulty in using speech. Neglecting the deaf child creates a gap in terms what the child knows and what the teacher needs to build on. Because parents see no future in their deaf child's education, less is invested towards the same. Parents sometimes consider the schools for the deaf as a dumping ground. The study confirm that some parents even refuse to come for their wards during vacation. The scenario indicates how parent's perceptions towards their deaf children influence their involvement in their education. Changing the negative perception of parents towards their deaf child is key to involve them in their education. The study findings shows that show casing successful deaf people was a way mitigate the negative views among parents towards deaf education. Raising awareness of parents about the value of schooling for deaf children is very crucial towards deaf education (Reilly & Khanh, 2004). Parents are not only be the group that needs to be target in terms of changing perception. The society at large should be of focus as the study found that deafness is mostly define by the populace from the medical model perspective. Aside, there is a prevailing level of stigma among people with disability including the deaf in Ghana.

5.5 Teachers' perspective on Inclusive Education for the Deaf

Inclusive education has been on the agenda of many governments including Ghana due to the several benefits of it practice (De Jesus, 2018; Mag et al., 2017). Despite the numerous benefits to practice inclusive education, teachers in the current study think otherwise about inclusive education for the deaf. The commonest reason

among the study participants that Ghana is not ready to practice inclusive education clearly indicates lack of facility to enable the practice of inclusive education for the deaf students in Ghana. The practices of inclusive education call for additional resources. On the part of the deaf, sign language interpretation service, hearing aids and other visual aids are all important towards the inclusion. Study by Alasim, (2018) found that deaf students face barriers regarding their participation and interaction in an inclusive environment. Mostly the drive for inclusive education for the deaf is that Ghana is bound by some treaties to do that. However, among the goal of inclusive education is to provide appropriate education for students with disabilities and to assist them to improve their social skills in an appropriate environment (Colker, 2008). In accordance with the reason some teachers deny their support for inclusive education, placing deaf students in a less resource environment can negatively affect their educational development instead. To promote participation and interactions among the deaf and hearing, the hearing should have a positive attitude towards the deaf. The findings show that teachers for the deaf suspect little has been achieve on this. There might be a chance that placing deaf students in the regular classroom will foster the learning of sign language among the hearing, both teachers and students to enable communication with deaf. However, the effect will be huge if teachers and students show little interest in learning the sign language. Educating the deaf alongside their hearing counterparts requires that classroom teachers to understand the concept of inclusive education and be ready to collaborate with resource teachers. As teachers related form their experiences the strict nature of the curriculum might makes it difficult to practice inclusive education for the deaf.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter summarizes the main findings of the study and draws conclusions for the study. Recommendations made for policy makers, teachers and schools for the deaf that might have positive influence on teachers' experiences in teaching the deaf have been outlined in the chapter. The chapter begins with a summary of the main study findings. Conclusions and recommendations come respectively in the later sections of the section.

6.1Summary

The study explored teachers' experiences in teaching the deaf students at the Ashanti School for the Deaf. The findings from the study indicates that not all teachers posted to the school for the deaf had training on how to teach the deaf. The situation had dire repercussions on deaf education as shown in the study that teachers in that situation feel lacking authority on their subject and deaf students forever perceive them as lacking competencies. The unfortunate situation could have been improved through Inservice training. However, the study findings revealed that few teachers were less privilege to attend workshops or in-service trainings. Even those who attended those training recounted from their experiences that it lacks focus on deaf education. Again, the study findings show that teachers experience a lot when it comes teaching the deaf students. From the findings teachers found the teaching of deaf students to be very difficult, exhausting, and time-consuming, among the reasons that account for these according to the findings were that deaf students mostly miss incidental learning and for that matter lacks foundations on many subjects. Also, the findings show that since GhSL is limited in terms of vocabulary using it to teach every topic to the deaf

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become a hurdle for teachers for the deaf. Despite the stressful experiences in deaf education, teachers do not get any form of external motivation. Furthermore, the findings from the study revealed that teachers found various strategies including; first winning the attention of the deaf student before lesson commence, using activity-based method, collaborating with both teachers and students to be much effective in deaf education. Moreso, the study indicates that teachers for the deaf encounter some challenges in their endeavors to educate the deaf include in these challenges were rigid curriculum, inattentiveness among the deaf students and lack of teaching and learning materials. The findings from the study shows that most teachers for the deaf do not support inclusive education for the deaf base on their experiences.

6.2 Conclusions

The study conclude that deaf education is not deem a priority in Ghana. Therefore, importance decisions including posting of teachers, curriculum development among the rest occurs without the involvement of technical know-how individuals in the field of special or deaf education. perpetuity of this will forever make teachers undergo stressful experience in their quest to offer deaf education. The lasting effect might be that the already insufficient professionals might leave the field. Recommendations for policy makers that might help to improve the experiences of teachers for the deaf will be provided in the next section.

Though, the study included the experiences of teachers for the deaf in just one school and also teachers in the basic school, it is highly anticipated that the experiences of teachers for the deaf in the other deaf schools may not be different. To have a holistic view on deaf education the students' experiences in school environment should be explored in further studies.

6.3 Recommendations

Based on the study findings, the following recommendations are made;

Foremost, the Special Education Divion under the Ministry of Education should develop a policy on deaf education. The policy should be clear on who qualifies to teach in the school for the deaf school. incentives to retain teachers in the school for the deaf should be outline in the policy.

Special Education Division should demonstrate authority over deaf education as well as other special schools. In doing so the division should pull out the right professionals to support them achieve their mandate. Again, SPED in collaboration with the key stakeholders in the field of deaf education should organize periodic training programs for teachers in the deaf schools. this will help the already employed teachers who were not trained initially for deaf education to equip themselves with requisite skills for teaching the deaf. Besides, teachers who were trained originally for deaf education will use the opportunity to refresh their brains on pedagogy in deaf education and also appreciate the current trends in deaf education.

Again, SPED should collaborate with higher educational institutions that train teachers for deaf schools to ensure their course content are adequate to offer the needful skills to students to become teachers for the deaf. Moreso, the study revealed that teachers for the deaf are sometimes handicapped due to limited vocabularies to explain or teach certain concept. It is therefore recommended that teachers who are having limited signs in their subject area join together with Ghana National Association of the Deaf to come out with a standard sign(s) that can be used across the various deaf schools in the country. This initiative should be done under the

auspices of SPED. The initiative will help Ghana and the deaf community to build on the insufficient sign language concept or words.

Furthermore, the government as well as the public should be educated on the dynamics in deaf education. This should be done by SPED together with GNAD. In doing so the government should be made to understand that deaf education is different from general education. Hence, allocations of resources including teaching and learning materials should be done to reflect such understanding. The special schools including schools for the deaf should be considered first when it comes to the distribution of teaching and learning materials. This might help to rectify the inadequate teaching and learning materials revealed in the study. As shown in the study that deaf people mostly miss many forms of incidental learning which virtually indicates a gap and should not be compounded by teaching them in abstract, that is in the absence of teaching learning materials.

Likewise, the study indicates that philanthropist and other donors who are willing to support deaf education lack knowledge on the appropriate teaching and learning materials. It is however recommended that teachers for the deaf lead by their heads and also permitted by SPED be more proactive to announce their needs to the public. Also, SPED should be more flexible to allow the school for deaf some reasonable level of autonomy to enable them write proposals towards a specific interest of the school that might better the experiences of teachers in the school.

Schools for the deaf should come out with mechanisms to ensure parents are actively involved in the education of their wards. To do this schools for the deaf should can make policies that outlines sanctions for parents that are not seen or involve themselves in their children education. If parents demonstrate commitments and

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interest in their wards education it will likely influence teacher's experiences in teaching them. So, parents should be encouraged to learn the sign language either through the local associations of the deaf or from the deaf schools so that they communicate and also enable them to train and discipline them whiles at home. This will even offer the opportunity to parents to fill part of the gap that deaf children missing out in incidental learning has created.

Most parents show little interest in deaf children education out of the perception that spending on the deaf is a waste. Schools for the deaf can correct this negative perception by encouraging parents' self-help groups, where parents can share their experiences in terms of their source of motivation to care for their deaf children. Also, the practice that allows pass students to share their success story should be maintained and strengthen.

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APPENDIX A

PARTICICIPANT INFORMATION LETTER AND CONSENT FORM

Study Title: Teachers Experiences in Teaching Deaf Students at the Ashanti School for the Deaf.

Name of Investigator: Richard Adade

I am inviting teachers from the Ashanti school for the Deaf to participate in a study that seek to explore their experiences in teaching deaf Student.

If you agree to participate, you will be engaged in a face-to-face interview for approximately 20 minutes. The interview will be audio-recorded and later transcribed. The interview will lead you to talk about your journey in becoming a teacher for the deaf, your daily task as a teacher for the deaf, your communication and language experiences in teaching the deaf, challenges faced in teaching deaf students, and your opinion about deaf education. Some of the questions may upset you or make you recall some stressful experiences you went through as a teacher for the deaf. Please you are at liberty to notify me if any of my questions is unclear. The study is purely for academic purpose and there is no direct benefit to you as a participant, but I plan to appreciate teachers experiences in teaching the deaf so to be able to use the study results to argue for system that might lead to more positive experiences for teachers for the deaf.

Your real name will be replaced with fake name in the study report as permitted by applicable laws. The audio-recorded will be protected and secured to the extent that no third part can access. Please your participation is voluntary, answer to a question is not compulsory, you can skip questions that you do not want to answer. You may withdraw your participation at any time without any repercussions.

I am sure this letter of information has provided you with enough details to make an informed choice. Please, if you are still not satisfying you are free to ask for clarification before you decide whether to participate in this study. You have not waived any legal rights by consenting to participate in this study.

By signing below, I am verifying that I have read the letter of information and all my questions have been answered.

Yes, you have permission to use quotes and audio record.

Signature……………… 	Name……………………… 	Date………………..

APPENDIX B

INTERVIEW QUESTION FOR CLASSROOM TEACHERS OF THE DEAF

AT ASHANTI SCHOOL FOR THE DEAF

SECTION A: SOCIO-DEMOGRAPHICS OF RESPONDENTS

1. 1. Sex: Male [ ]   Female:[ ]

2. Present post held in the school: Headmaster   [ ]   Others (specify)………

3. professional status: Trained teacher [ ] Non-trained teacher[]

4. Work experience: Under 1 year [ ] 1-5 years [ ] 6= 10 years [ ] 11 – 15 years [ ] 16 -20 years [ ] 21 and above [ ]

5. Class/Form taught……………………………………………………………

6. Subject taught……………………………………………………………………

7. Class size/population……………………………………………………………

SECTION B: JOURNEY IN BECOMING A TEACHER OF THE DEAF AND DAILY TASK AS A TEACHER

8. Were you trained to teach in deaf school?

9. How does that affect your experience as a teacher?

10. What do you do to enhance your ability to teach in deaf school?

11. How do workshops and other training programs help to build your confidence as a teacher for the deaf?

SECTION C: CLASSROOM TEACHING EXPERIENCE OF TEACHERS OF THE DEAF

12. What are the daily requirements to succeed as teacher in the school for the deaf?

13. How do you assess your ability to teach using sign language?

14. What means do you communicate your topic/massage to your deaf students?

15. What can you say about using sign language to teach every topic (all concept) to the deaf?

16. interreacting with other teachers in the general schools, how do teaching in the school for the deaf differ from the general classroom setting?

17. How do you feel about teaching in the deaf school?

SECTION D: STRATEGIES USE IN TEACHING DEAF STUDENTS

18. What are some strategies you use in teaching your people. Please can you take me through various strategies you use in teaching the deaf students?

19. How do you assess the concentration level of deaf students when teaching? How does it influence your experience as a teacher?

SECTION E: CHALLENGES TEACHERS FACE IN TEACHING THE DEAF

20. What are some of the hurdles you go through in teaching the deaf?

    a. Pedagogical/methodological challenge

    b. Assessment challenges

    c. Collaboration (teacher-teacher), parental involvement.

21. How does stakeholders' involvement influence your work as a teacher for the deaf?

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22. How does the support given to you influence your work as a teacher for the deaf?

23. What strategies do you adopt to overcome these challenges?

24. What measures can you suggest alleviating the challenges you face in teaching the deaf?

SECTION F: TEACHERS OPINION ABOUT DEAF EDUCATION

25. What is your opinion about deaf education?

26. Where do you think they fit well? Inclusive vs. special school

Any other comments? …………………………………………………..