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The Impact of Inclusive Education on the Learning Interest of Students with Hearing Impairments in Rwanda

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Abstract

This study investigated the effect of inclusive education on students' interest in learning for students with hearing impairment. It employed mixt research approach. The targeted population was 451 students with a sample of 80. Questionnaires were used to collect quantitative data, while qualitative data were collected through the structured interview. The results of the bivariate regression analysis indicated that the variance (.667**) in the interest of learners with hearing impairment to learn is as a result of the linear combination of students with hearing impairment participating in discussions, adapting teaching methods to support students with hearing impairments, students with hearing impairment supported to build self-esteem, normal students feeling comfortable in interacting with colleagues, school community being aware of strategies to help and support students with hearing impairment. Also, the descriptive research design revealed that inclusive education significantly influences the learning interest of students with hearing impairments, improving their motivation, confidence, and social integration. The majority (98%) of respondents indicated that inclusive settings enhance students' interest in learning and reduce stigma, showing the importance of creating a conducive environment where students with hearing impairments feel valued and capable. It is recommended that strategies be employed that stimulate the learning interest of learners with hearing impairment.

Keywords: Differentiation Learning, Hearing Impairment, Inclusive Education, Learning Interest, Rwanda

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Introduction

Globally, students with hearing impairments were often excluded from mainstream education and placed in specialized institutions. However, the global shift towards inclusive education began in the mid-20th century with the 1994 Salamanca Statement, organized by UNESCO. It was a milestone that emphasized the importance of inclusive education for students with disabilities, including those with hearing impairments. This was followed by the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in 2006, which further emphasized the right to education for students with disabilities in an inclusive setting (Pradhan en Naik, 2024).

Technological advancements have also played a crucial role in shaping inclusive education globally. The development of hearing aids, cochlear implants, and assistive listening devices has enabled students with hearing impairments to participate more actively in regular classrooms (Marschark & Hauser, 2019). Additionally, the use of sign language interpreters and real-time captioning in educational settings has facilitated better communication and learning outcomes for these students (Al-Abdulwahab, 2003).

In Africa, the concept of inclusive education has been slowly gaining ground. Historically, students with disabilities, including those with hearing impairments, were marginalized from mainstream education due to lack of resources, cultural beliefs, and inadequate teacher training (Eide en Ingstad, 2013). However, recent policy changes have focused on making education more inclusive. For instance, several African countries have adopted policies promoting inclusive education, influenced by global frameworks such as the Convention on the Rights of Persons with Disabilities (CRPD) and the African Charter on the Rights and Welfare of the Child. For instance, in South Africa, the introduction of the Education White Paper 6 in 2001 marked a significant step toward inclusive education. This policy advocated for the integration of students with disabilities, including hearing impairments, into mainstream schools (Department of Basic Education South Africa, 2021).

Despite these advances, challenges among learners with hearing impairments persist in African countries, including resource constraints, which limit the availability of specialized services and technologies needed to support students (Alavi *et al.*, 2012). Furthermore, teacher training programs often do not provide sufficient preparation for handling the diverse needs of students in an inclusive setting, leading to gaps in the implementation of inclusive education policies (Opoku *et al.*, 2021).

Rwanda has made significant strides toward promoting inclusive education, particularly since the period after the 1994 Genocide against Tutsi. The government has prioritized education as a tool for national development and reconciliation, and this has included efforts to integrate students with disabilities into mainstream schools. In 2018, Rwanda adopted a national policy on inclusive education, which aligns with the Convention on the Rights of Persons with Disabilities (CRPD) and aims to provide equal access to education for all students, including those with hearing impairments (MINEDUC, 2018).

However, the shift towards inclusive education has seen an increasing number of these students integrated into mainstream schools. The Rwandan government has worked in collaboration with international organizations and non-governmental organizations (NGOs) to provide resources, such as sign language interpreters and hearing aids, to support the learning of students with hearing impairments (Alavi *et al.*, 2012).

Additionally, challenges remain in the implementation of inclusive education in Rwanda. The

availability of support services, such as sign language interpreters and assistive devices, is still limited, particularly in rural areas. Also, many teachers in Rwanda lack the training to effectively support students with hearing impairments, which can negatively impact their learning interests, and they lack a conducive learning environment (MINEDUC, 2018).

Problem statement

Inclusive education aims to integrate all students, including those with disabilities, into mainstream classrooms, providing them with equal learning opportunities. However, the implementation of inclusive education for students with hearing impairments faces several challenges, such as insufficient resources, lack of specialized training for teachers, and inadequate infrastructure (Klionsky *et al.*, 2021). In Rwanda, interest towards learning among students with hearing impairments remains a critical area of concern, as these barriers impact their ability to fully engage in the learning process.

Despite the implementation of inclusive education policies aimed at integrating students with hearing impairments into mainstream schools, significant challenges persist. Many schools lack the necessary resources, such as sign language interpreters and assistive listening devices, which are crucial for enhancing the learning experiences of students with hearing impairments (Basigi, *et al.*, 2024). Additionally, teachers often do not receive adequate training to address the specific needs of these students, which can negatively affect their engagement and motivation in the learning process. As a result, there is a growing concern that students with hearing impairments are not benefiting fully from inclusive education initiatives, potentially leading to decreased learning interest and academic performance.

This study seeks to examine the extent to which inclusive education practices in the Huye District of Rwanda influence the learning interest of students with hearing impairments. It explored the barriers that hinder their engagement and motivation in mainstream classrooms, focusing on factors such as the availability of support services, teacher preparedness, and the use of specialized learning tools (Qutoshi en Poudel, 2014). By investigating these issues, the study aims to provide insights into how inclusive education can be improved to better meet the needs of students with hearing impairments, thereby enhancing their learning interests and overall educational outcomes.

Good practices for inclusive education involve creating a supportive and adaptable learning environment where all students, regardless of ability, are valued and can thrive. This includes differentiating instruction, providing accessible materials, and fostering a culture of respect and collaboration. Bad practices, on the other hand, often include segregating students with disabilities, offering limited accommodations, or failing to address the specific needs of these students (AbdulRaheem & Odutayo, 2017). Impaired students who lack proper support might show disinterest, frustration, or disengagement, as they struggle to access learning in ways that match their needs, potentially leading to feelings of isolation or failure. Thus, a study needs to examine the extent to which inclusive education practices in Huye District influence the learning interest of students with hearing impairments. Thus, a study investigating the impact of inclusive education on the learning interest of students with hearing impairment in Huye district in Rwanda.

Literature Review

Inclusive Education and Learning Interest

Inclusive education is a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation, and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized. In inclusive education, children learn together in the same classroom, use materials appropriate to their various needs, and participate in the same lessons and recreation (Basigi *et al.*, 2024).

Learning is the process through which individuals acquire new knowledge, skills, attitudes, or behaviors through experience, study, or teaching. It involves cognitive, emotional, and environmental influences that facilitate the retention and application of information. Learning can occur in formal settings, such as schools, or through informal experiences, and it is fundamental to personal development and adaptation. It plays a crucial role in shaping how individuals understand and interact with the world around them (Louw *et al.*, 2021).

Interest in learning among students with hearing impairments is significantly influenced by their access to inclusive education resources and support systems. Research shows that learners with hearing impairments demonstrate higher levels of engagement and motivation when they have access to specialized resources such as sign language interpreters, assistive devices, and tailored teaching strategies within inclusive classrooms (Al-Abdulwahab and Al-Gain, 2003). Hearing-impaired students feel a greater sense of belonging and support in such environments, which can positively impact their interest and commitment to learning. The inclusive education model also fosters peer interaction, which plays an essential role in improving communication skills and promoting collaborative learning (Oyebola Olusola Ayeni *et al.*, 2024).

However, many educational institutions face challenges in fully implementing inclusive practices, particularly in resource-limited settings, which can negatively impact the learning interest of students with hearing impairments. For instance, a lack of adequately trained teachers and insufficient support services often result in unmet academic and social needs for these students, leading to decreased motivation and engagement.

Learning interest refers to a student's intrinsic motivation and enthusiasm to engage in learning activities and acquire knowledge. It reflects a student's curiosity and willingness to participate actively in the learning process, often driven by personal relevance, enjoyment, or a sense of achievement from the subject matter (Herpratiwi and Tohir, 2022).

The availability of learning resources, such as assistive listening devices, sign language interpreters, and visual aids, significantly enhances the learning interest of students with hearing impairments by creating an accessible and supportive educational environment. Studies show that when schools provide these resources, students with hearing impairments are better able to engage with classroom content, actively participate in discussions, and interact with their peers, which in turn increases their motivation to learn (Farooq *et al.*, 2011).

For instance, the use of real-time captioning and visual aids has been shown to reduce cognitive load, enabling students to focus more on content rather than struggling to follow along, thus enhancing their engagement and enthusiasm for learning. Moreover, accessible resources enable these students

to feel included within the learning environment, fostering a sense of belonging that is critical for sustained interest and academic success (Farooq *et al.*, 2011). By bridging communication gaps and making learning more accessible, these resources help create a more inclusive learning atmosphere that promotes active involvement and curiosity among hearing-impaired students.

Hearing impairments and Students with hearing impairments

Hearing impairment refers to a partial or total inability to hear sounds in one or both ears. It can range from mild hearing loss, where individuals have difficulty understanding speech in noisy environments, to profound deafness, where no sound is perceived at all. The World Health Organization (WHO) defines hearing impairment as a hearing loss greater than 25 decibels in the ear, affecting the ability to communicate and participate in everyday activities. Hearing impairments can be congenital or acquired, and they may require assistive devices such as hearing aids or cochlear implants to facilitate communication (WHO, 2016).

Students with hearing impairments are individuals enrolled in educational institutions with partial or complete loss of hearing, affecting their ability to process auditory information. These students may have difficulties in understanding spoken instructions, participating in verbal classroom discussions, and accessing auditory-based learning materials. According to the U.S. Department of Education, students with hearing impairments often require specialized support services, such as sign language interpreters, hearing aids, or captioned materials, to ensure they can fully engage in the educational process and achieve their academic potential (Campbell *et al.*, 2020).

This study has adopted the social learning theory of Bandura, which states that behavior is based on a combination of observable stimuli and internal psychological processes. People are often reinforced for modeling the behavior of others (Nabavi and Bijandi, 2024). As child development is a dynamic process through which children progress from dependency on caregivers in all areas of functioning during infancy towards growing independence in the later childhood (primary school age), adolescence, and adulthood periods (Alanazi, 2016).

There are four requirements for someone to learn a behavior, namely attention (the extent to which we are exposed/notice the behavior). For a behavior to be imitated, it has to grab our attention, retain, reproduce, and motivate us. Retention (is how well the behavior is remembered), reproduction (is the ability to perform the behavior that the model has just demonstrated. The ability to reproduce a behavior and motivation is the will to perform the behavior to engage in the behavior (Nabavi and Bijandi, 2024).

Therefore, social learning theory was used to explain the influence of others to model the behavior of children with disabilities in early-grade education and the importance of intervening at an early age to enhance their participation in inclusive education later in their studies (Alanazi, 2016). These theories tackled the challenge of children with disabilities in Rwanda, and theories are really linked to our current study since they show that child development, both normal or disabled children, is a dynamic process through which children learn together and are equally treated by caregivers at schools towards growing independence in the later childhood (primary school age), adolescence and adulthood periods (Joyce, 2014).

Closely related to the above, a supportive learning environment stimulates learners' intention to learn, particularly when students are equipped with essential resources such as hearing aids. When learners

with hearing impairments have access to these tools, they feel valued and included, significantly enhancing their interest in learning. The provision of hearing aids not only facilitates better communication and comprehension in the classroom but also fosters a sense of belonging and self-worth among students (Basigi *et al.*, 2024). As a result, these learners are more likely to engage actively with the curriculum and participate in classroom activities, ultimately leading to improved academic performance and a greater enthusiasm for learning.

The impact of inclusive education on the learning interest of students with hearing impairments

Research shows that inclusive education can positively impact the learning interest of students with hearing impairments (Louw *et al.*, 2021). Various studies show that when students with hearing impairments are placed in inclusive settings, they tend to develop stronger social skills and greater motivation to learn as they interact with their peers.

In Africa, studies have shown that inclusive education has the potential to improve the learning interest of students with hearing impairments, but this impact is not uniform across the continent. In countries like South Africa and Kenya, where inclusive education policies have been more effectively implemented, students with hearing impairments report greater enthusiasm for learning and participation in class activities (Chekwaze and Juma, 2024).

Furthermore, another key benefit of inclusive education for students with hearing impairments is the opportunity for social integration. Studies show that when students with hearing impairments are included in regular classrooms, they engage more actively with their hearing peers, which fosters a sense of belonging and improves their social interactions. These positive social experiences can enhance their interest in learning, motivating them to participate in group activities and classroom discussions (Louw *et al.*, 2021).

Inclusive education also boosts the self-efficacy of students with hearing impairments, positively influencing their learning interest. Self-efficacy refers to a student's belief in their ability to succeed in specific tasks or learning activities. When students with hearing impairments are provided with adequate support and accommodations, such as sign language interpreters or assistive listening devices, they develop a greater sense of confidence in their ability to perform well in school. This increased self-confidence leads to higher levels of motivation and engagement, ultimately enhancing their interest in learning (Omoron en Possi, 2023).

In inclusive education settings, students with hearing impairments are provided with access to the same educational resources and opportunities as their hearing peers. This equality fosters an environment where students feel valued and capable of achieving academic success. When students with hearing impairments have access to the same curriculum, learning materials, and extracurricular activities as their peers, they are more likely to stay engaged and interested in learning. This is particularly true when appropriate accommodations, such as real-time captioning or visual aids, are implemented to support their learning process (Pradhan en Naik, 2024).

The effectiveness of inclusive education in fostering learning interest among students with hearing impairments largely depends on teacher preparedness. Teachers who are trained to work with students with diverse needs, including hearing impairments, are better equipped to create an inclusive classroom environment that encourages engagement and participation. When teachers are knowledgeable about the use of sign language or assistive technologies, they can facilitate better communication and interaction, which significantly impacts the learning interest of students with

hearing impairments (Louw *et al.*, 2021). Conversely, a lack of teacher training can lead to feelings of isolation and frustration for these students, reducing their motivation to learn.

While inclusive education has the potential to improve learning interest among students with hearing impairments, limited resources can hinder this impact. In many settings, especially in low-income countries, specialized support services, such as sign language interpreters, are scarce. Without these essential services, students with hearing impairments may struggle to keep up with classroom instruction, leading to disengagement and a decline in learning interest (Pradhan en Naik, 2024). Therefore, the successful implementation of inclusive education depends on policy and the availability of resources to support students' learning needs.

When implemented effectively, inclusive education can positively impact academic engagement and learning outcomes for students with hearing impairments. Students with hearing impairments in inclusive settings tend to demonstrate higher levels of academic engagement when they are provided with adequate accommodations (Alasim, 2018). This engagement translates into a stronger interest in academic subjects, increased participation in classroom activities, and a greater willingness to pursue further learning opportunities. The inclusive environment fosters a sense of belonging and motivates students to invest more effort in their studies.

Research Methodology

Research Design and Research Participants

This study employed the bivariate regression analysis and descriptive survey research design under a mixed research approach. The descriptive survey research design was used in preliminary and exploration studies to allow researchers to gather information, summarize, present, and interpret for the purpose of clarification, while the bivariate regression analysis was used to explore the relationship between the support offered to learners with hearing impairment and their interest to learn (Orodho *et al.*, 2016).

By considering the inclusion criteria of an educational institution that serves students from the local community, including those with special needs such as hearing impairments, and a school that has a reputation for fostering an inclusive learning environment where students with diverse abilities are given the opportunity to learn alongside their peers, Centre de Jeunes Sourts Mouets (CJSM) Ngoma, located in Huye District was maintained. It implements inclusive education strategies to accommodate students with hearing impairments, ensuring they have access to the necessary resources and support to succeed academically. This includes providing assistive technologies, sign language interpreters, hearing aids, and specialized instruction to help these students fully engage in learning.

In this study, the population was all students, teachers, and administrators from C.J.S.M Ngoma. Thus, 451 was composed of 415 students, 33 teachers, 1 Director of Studies (DOS), the head teacher, and the bursar. The sample size was determined using Yamane's formula with a margin error of 10%, resulting in 80 students and members of the teaching and administrative staff being selected purposefully. The researcher employed probability and non-probability sampling techniques, with simple random sampling applied for the sample size. The majority of respondents (56.2%) were female and 43.8% male. The majority of respondents were aged between 14-17 years, with 41.2% aged under 14 and 58.8% above 22 years. This age group representation ensured that the study included views from a wide range of respondents, ensuring a balanced argument and reflection of perspectives. Data was collected from both primary and secondary sources, with primary data being the first-hand data collected. The study aimed to understand the population and its characteristics comprehensively.

Data Collection and Analysis

Data for the survey on examining inclusive education’s impact on the learning interest of students with hearing impairments was collected over three weeks in an inclusive school. The questionnaire was distributed to both students and teachers, capturing quantitative data on students’ learning interests and qualitative feedback on the effectiveness of inclusive practices. The survey instrument was crafted specifically for this study, incorporating questions about classroom accommodations, teaching methods, and students’ engagement levels. The content was designed to be accessible, with visual aids and simplified language for students with hearing impairments. The instrument was validated through a pilot test with a small group of students and teachers, and adjustments were made based on feedback to improve clarity and relevance. Reliability was assessed using a Cronbach’s alpha coefficient, which yielded a score of 0.85, indicating good internal consistency.

Furthermore, Microsoft Excel and the Statistical Package for Social Science (SPSS) were used to analyze quantitative data, while qualitative data was analyzed thematically. Questionnaires and interview questions were arranged logically to avoid language barriers, and consent forms were given to ensure voluntary participation and confidentiality, where participants were ensured that the collected data will be used only for academic purposes.

Results

The influence of inclusive education on the learning interest of students with hearing impairments

Respondents were asked to identify the influence of inclusive education on the learning interest of students with hearing impairments. Their responses are summarized in Table 1.

Table 1: Promoting inclusion for students with hearing impairment

	YES		NO	
	Frequency	%	Frequency	%
There is a classmate with hearing impairment at my school	57	71.2	23	28.8
Familiarity with the term “inclusive education.”	48	60	32	40
It is difficult to understand lessons due to hearing impairment	66	82.5	14	17.5

As indicated by Table 1, 71.2% of respondents have a classmate with a hearing impairment, indicating a strong integration of students with hearing impairments into mainstream education. This may be due to policies, resources, awareness, and initiatives promoting equal access and support. Table 1 also shows that 60% of students are familiar with inclusive education, while 40% are unfamiliar. Efforts are being made to educate students about inclusive practices, but a 40% lack of knowledge suggests a need for additional awareness and educational programs.

Moreover, 82.5% of respondents believe hearing impairments hinder effective learning for affected students, indicating that current teaching methods may not fully accommodate their needs. While 17.5% acknowledge successful adaptations, the majority call for more inclusive teaching strategies like sign language interpreters and hearing aids to ensure equitable learning opportunities for all students.

The study reveals that 90.1% of respondents strongly agree on the importance of inclusive education for students with hearing impairments, indicating a high level of awareness and support for its benefits, including fostering equality, reducing social isolation, and enhancing learning opportunities, as described in Table 2.

Table 2: Inclusive education is important for students with hearing impairments

Inclusive education is important for students with hearing impairments	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
	41	51.3	31	38.8	3	3.8	4	5	1	1.3

F: Frequency & Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Table 3 highlights the benefits of inclusive education for students with hearing impairments, including increased motivation, confidence, social integration, improved academic performance, reduced stigma, and enhanced language development. These findings highlight the importance of inclusive environments in fostering self-assurance, belonging, and language skills, ultimately leading to better personal, social, and academic growth.

Table 3: Ways in which inclusive education benefited students with hearing impairments at school

Ways in which inclusive education benefited students with hearing impairments at school	ACP		SI		RS		ELD		IMC	
	F	%	F	%	F	%	F	%	F	%
	64	80	72	90	61	76	55	69	78	98

ACP: Improved academic performance; SI: Better social integration with peers; RS: Reduced stigma; ELD: Engaged language development; IMC: Increased motivation and confidence

Table 4 shows that 71.3% of students with hearing impairments actively participate in classroom

discussions, indicating successful inclusive practices. However, occasional challenges like communication barriers and lack of support may impact participation. Overall, inclusive education practices positively impact participation and engagement.

Table 4: Students with hearing impairments participate in classroom discussions

Students with hearing impairments participate in classroom discussions	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
	30	37.5	27	33.8	7	8.8	10	13	6	7.5

F: Frequency & A: Always; O: Often; S: Sometimes; R: Rarely; N: Never

Table 5 reveals that the majority of respondents believe teachers adapt their teaching methods to support students with hearing impairments, indicating efforts to accommodate diverse needs. However, a significant minority, 35.1%, disagrees, suggesting room for improvement. The data suggests a need for more consistent or visible adaptations to ensure effective support for all students with hearing impairments.

Table 5: Teachers adapt their teaching methods to support students with hearing impairments

Teachers of C.J.S.M Ngoma adapt their teaching methods to support students with hearing impairments	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
	27	33.8	21	26.3	4	5	17	21.5	11	13.8

F: Frequency & Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

Importance of Applying Inclusive Education in the Process of Teaching and Learning

The majority of students (82.5%) agree that inclusive education helps students with hearing impairments build self-confidence as detailed in Figure 1. This is due to the positive impact of inclusivity on personal development. The minimal, neutral responses suggest most students have a clear opinion, but there is room for improvement in inclusive practices.

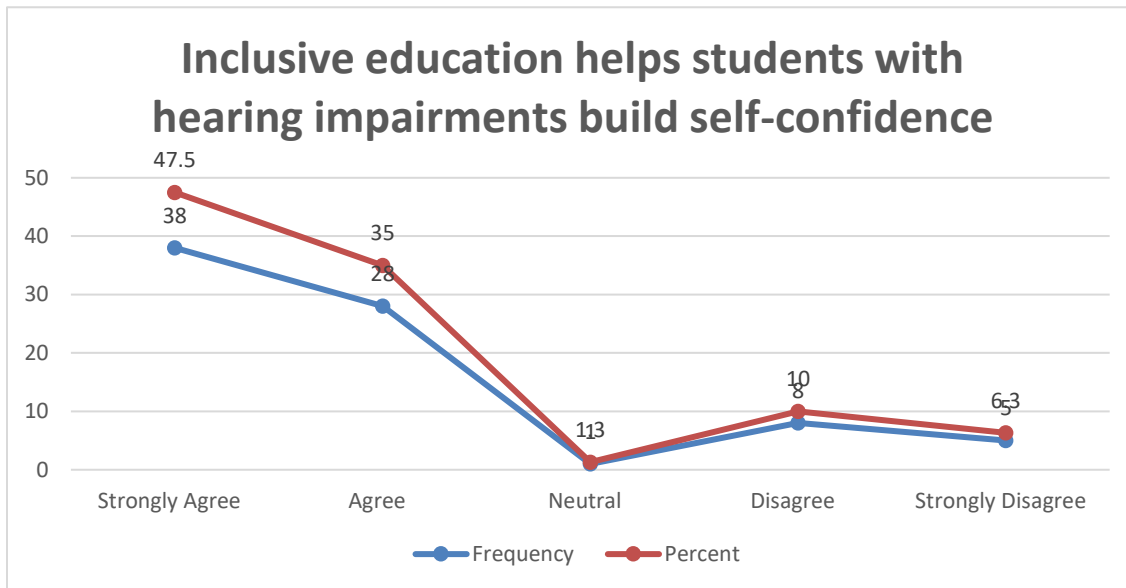


Figure 1: Inclusive education helps students with hearing impairments build self-confidence

Furthermore, Figure 2 indicates that most students feel comfortable interacting with peers with hearing impairments, indicating an inclusive school environment. However, 18.8% feel uncomfortable due to a lack of familiarity, communication skills, or supportive tools. Inclusive education fosters a sense of belonging among all students, allowing them to learn alongside their peers and develop social skills. Teachers adapt teaching methods to ensure accessibility and collaboration, boosting confidence and understanding. The inclusive education experience equips students with the skills to embrace diversity and appreciate the strengths of everyone in the classroom.

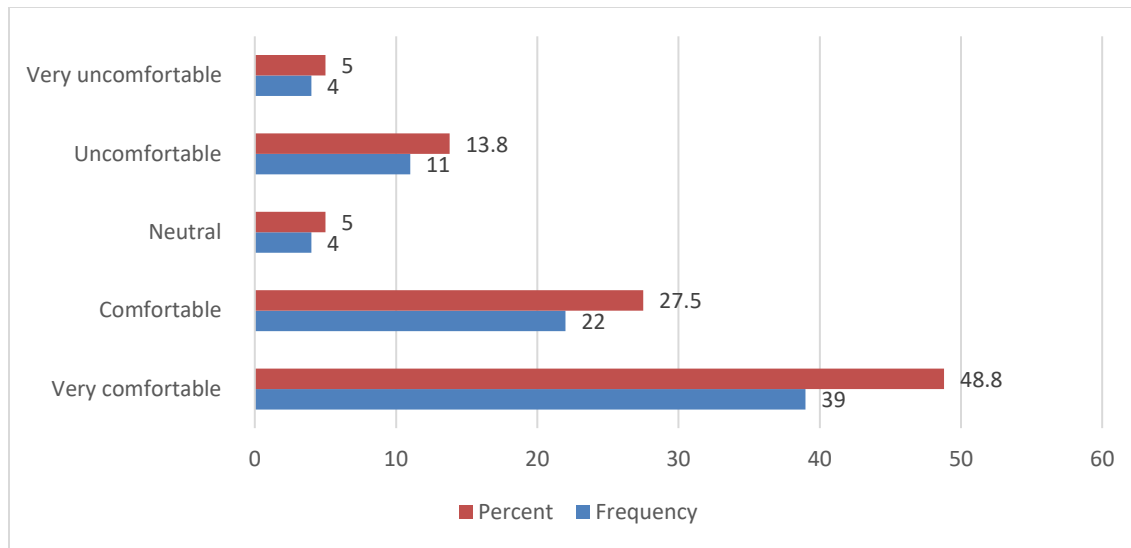


Figure 2: Normal students feel comfortable in interacting with students with hearing impairments

Inclusive Education Practices and Students’ Interest to Learn

Table 6: Correlation and Regression analysis between Inclusive Education practice and Students’ Interest to Learn

Independent Variable	r	p-value
Students are familiar with the term “inclusive education”	.116**	.304
Inclusive education is important for students with hearing impairment	.098**	.386
Students with hearing impairment participate in class discussion	.722**	0.000
Teachers adapt their teaching methods to support students with hearing impairments	.571**	0.000
Inclusive education helps students with hearing impairments build self-confidence	.588**	0.000
students feel comfortable in interacting with their colleagues with hearing impairment	.788**	0.000

School community are now aware on some strategies to help learners with disability, especially hearing impairment; due to this I can now make friends at school	.748**	0.000
Multiple Regression (R ²)	.667**	0.000

**** Correlation is significant at the 0.01 level (2-tailed)**

The results of the bivariate regression analysis (Table 6) indicated that the participation of students with hearing impairments in class discussions, the teachers’ adaptation of their teaching methods to support students with hearing impairments, the fact that inclusive education helped students with hearing impairment to build self-confidence; normal students feel comfortable while interacting with colleagues with hearing impairments and the fact that the school community was aware on some strategies to help learners with a disability, especially hearing impairments helped the last to easily make friends had a positive correlation with the learning interest among learners with hearing impairments ($r=.722^{**}$; $r=.571^{**}$; $r=.588^{**}$; $r=.788^{**}$; and $r=.748^{**}$ respectively).

The above findings indicate that 66.7% of the variance in interest of learners with hearing impairment to learn is a result of the linear combination of students with hearing impairment participating in discussions, adapting teaching methods to support students with hearing impairments, students with hearing impairment supported to build self-esteem, normal students feeling comfortable in interacting with colleagues, school community being aware of strategies to help and support students with hearing impairment and the late easily make friends, and that the remaining 33.3% might be factors not considered in the study.

Discussion

The study reveals a significant presence of students with hearing impairments in mainstream education, with 71.2% of respondents having a classmate with a hearing impairment. This suggests a strong integration of these students into mainstream settings, aligning with inclusive education practices. Inclusive settings have been found to increase motivation and confidence, foster a sense of belonging, and improve academic performance. Sign language interpreters and real-time captioning have also improved communication and learning outcomes. Inclusive environments also reduce stigma and enhance language development, enhancing students’ self-confidence. The majority of respondents recognize that inclusive education helps students with hearing impairments build self-confidence, highlighting the positive impact of inclusivity on personal development. However, life for persons with disabilities in developing countries is often difficult due to the lack of adequate services and accessible environments.

The results of this study corroborate the findings of Pradhan and Naik (2024) that Inclusive education is a cornerstone of equality and empowerment at the elementary stage, aiming to provide all students, regardless of their background or abilities, with equal opportunities for learning and growth. This abstract provides an overview of the principles, benefits, challenges, and strategies associated with

inclusive education in elementary schools. It explores the benefits of inclusive education, including enhanced academic, social, and emotional development for all students, and the findings of Oyebola et al. (2024) highlight the importance of inclusive education to create a conducive classroom environment. Additionally, qualitative data reveals that inclusive practices in a classroom foster a diverse and supportive learning environment where all students, regardless of ability, can engage, learn, and thrive together.

The findings are also in accordance with that of Burns, et al. (2017), who reported that Inclusive education is a child's right, not a privilege. The amount of current attention given to children and to childhood is unprecedented. In a world affected by financial crises, attitudes about children's needs are very important. In recent years, innovations have been seen in the focus of research, such as political moves that challenge the ways different children have been excluded and silenced.

Conclusion

Inclusive education significantly impacts students with hearing impairments, promoting motivation, confidence, and social integration. It reduces stigma and promotes personal, social, and academic growth. The findings indicate that 66.7% of the variance in interest of learners with hearing impairment to learn is as a result of the linear combination of students with hearing impairment participating in discussions, adapting teaching methods to support students with hearing impairments, students with hearing impairment supported to build self-esteem, normal students feeling comfortable in interacting with colleagues, school community being aware of strategies to help and support students with hearing impairment and the late easily make friends, and that the remaining 33.3% might be factors not considered in the study.

Recommendations

The study suggests strategies to enhance learning interest among students with hearing impairments. These include tailored strategies, special needs education, teacher training, social engagement, peer-mentoring programs, provision of assistive learning tools, quiet classrooms, and regular training on inclusive teaching practices and communication techniques. These measures aim to create a more inclusive and supportive educational environment.

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