



**VOICES OF TEACHERS OF THE DEAF STUDENTS AT A HIGH SCHOOL IN SWAZILAND: A  
NARRATIVE INQUIRY**

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**ABSTRACT**

Hearing teachers are often blamed for the poor academic performance of their Deaf students. Therefore, this study sought to explore the lived educational experiences of teachers of Deaf students at a High School in Swaziland through their own narratives. The study addressed the following question: What are the lived educational experiences of hearing teachers of the Deaf at a High School for the Deaf in Swaziland? The population for the study was eight, comprised of six high school teachers and two teachers from primary who taught the first group of Deaf students that successfully navigated their way through senior level schooling. The study adopted a qualitative design and utilized interpretative phenomenological approach; hence data were collected through in-depth, one-on-one, face to face interviews, using the audio video recording. Data were analyzed and several themes emerged from the teachers' narratives. Education policy documents which legalize general education and issues related to the education of learners with learning disabilities in the country, were also reviewed in order to locate the study within the education context of Swaziland. Findings of this study revealed that teachers of the Deaf face several challenges when teaching Deaf students, especially at high school level. The challenges include lack of training and proficiency in Swazi Sign Language skills when joining Schools for the Deaf and lack of signs for the taught concepts. There is a need to adapt the regular curriculum to suit the educational needs of Deaf students and more time is needed to



cover the syllabus.

**KEY WORDS:** Voice, Curriculum, Deaf students, Deaf education, Teachers of the Deaf

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## INTRODUCTION

The education system in Swaziland provides education for learners with special education needs including Deaf students and Hard of Hearing students who are signers, both in segregated and in mainstream settings. Deaf learners specifically, are educated in special schools for the Deaf, which are often referred to as segregated settings whereas Hard of Hearing learners are taught in mainstream schools, known as inclusive settings. It is worth noting that in this study, capital letter 'D' refers to all Deaf students who are taught in residential schools for the Deaf and are members of Deaf community whereas small letter 'd' refers to Hard of Hearing students who are taught in mainstream schools in inclusive settings.

Deaf students in special schools for the Deaf are taught by hearing teachers who are often blamed for the failure of Deaf students. Teachers are often blamed for the poor performance of the Deaf students because it is believed that the majority of them are not conversant with sign language (Maina, et al. 2011, Musonda and Phiri, 2017, Musyoka, et al. 2015). The most frustrating and challenging part on the side of hearing teachers of the Deaf, is knowing that Deaf students are capable of achieving the same educational outcomes expected of any learner. However, they are hindered by the curriculum which is not adapted to suit the needs of Deaf students but favours their hearing counterparts (Störbeck, et el. 2010). Similarly, in Swaziland, very few Deaf students make it into senior schooling level because of the curriculum issues faced by both the Deaf students and their teachers during their teaching and learning (Störbeck, et el. 2010). The rest of the Deaf students are channeled to vocational programmes where they are taught practical skills such as carpentry, sewing and cooking.

Hearing teachers of the Deaf, therefore, need to be given a platform to also share their experiences in teaching Deaf students. It is invaluable to listen to the educational experiences of hearing teachers of the Deaf students that are narrated by them through their own voices in order to find out what could be done to



improve the education of the Deaf students in the country. Such reflection of teachers is critical in the implementation of academic programmes and projects that can enhance the performance of Deaf students in the education system. Therefore, this article aims at exploring the educational experiences of hearing teachers of the Deaf through their personal narratives.

## REVIEW OF RELATED LITERATURE

### **The context for the study**

There are only two schools for the Deaf in Swaziland, that is, School for the Deaf -Primary and a School for the Deaf-High. Both schools are situated in the Lubombo region. The primary school was established in 1976 (School for the Deaf Policy, 2008) whilst high school was established in 2008. Both schools are residential and they use Swazi Sign Language as the medium of instruction inside and outside school. There has been a great shift in the education of Deaf students in Swaziland from the use of special curriculum which has been followed by Deaf students at primary level to the regular curriculum. The Special Education Policy (1999) had a provision for special needs learners. It stipulated that every child of school going age is entitled to have access to a special education program appropriate for student's needs, age and level of education achievement.

However, because of the move towards inclusion of learners with special needs into regular classrooms which is in line with United Nations Conventions on the Rights of the Child (1989) and UNESCO (1994), Swaziland has come up with new policies to show its commitment to the inclusion of all learners in the education system regardless of their various learning abilities. For that reason, The Special Education Policy (1999) has been replaced by the Swaziland National Curriculum Framework for General Education (2018) which makes the general curriculum flexible and more responsive to the needs of all learners requiring special needs education in Swaziland's special and mainstream schools (Swaziland National Curriculum Framework for General Education, 2018). This policy guides all the teachers and it clearly outlines the framework of the curriculum to be followed by every school from primary to secondary level. It is in line with The Swaziland Education Training Sector Policy (2011) which seeks to ensure that every learner's educational needs are met regardless of their gender, life circumstances, state of health, disability, stage of development, capacity to learn, level of achievement, financial or any other circumstances (The Swaziland Educational and Training Sector Policy, 2011; Swaziland National Education Training Sector Policy, 2018). However, this study established that these policies are quiet when it comes to the education of Deaf students.



Although the Swaziland National Curriculum Framework for General Education (2018) promotes the teaching of sign language as a subject in Schools for the Deaf, it has not been implemented and it is quiet on who should be teaching sign language since most of the teachers of the Deaf are hearing and they are not sign language natives. Deaf students are only taught English as a language which means that they do not have a home language yet hearing students are taught siSwati as their home language. Again, the policy does not stipulate at what Swazi Sign Language proficiency the teacher should be so that s/he is in a position to teach sign language to Deaf students even if the teacher is not a native signer. If such important aspects in the teaching of sign language are not specified, sign language may not be taught effectively or may end up not being taught at all. Moreover, there is no sign language curriculum to be followed by teachers and no teaching materials in place yet. Such, entails that teachers of the Deaf will continue to struggle with teaching Deaf students if there are no proper guidelines for following a curriculum.

In order to locate this study within the context of Deaf education, several studies were reviewed in relation to the experiences of teachers of the D/deaf. Teachers of the D/deaf are believed to have the capacity to make positive impact on D/deaf students' academic performance. They are believed to have high overall efficacy beliefs in the area of students' engagement as compared to instructional strategies and classroom management (Garberoglio et al. 2015). Teachers with sense of self-efficacy who have been found to take challenging tasks willingly, show increased persistence and achieve high academic performance at work and greater academic success for their students (Abdelhameed, 2015). However, there are no studies in the country that have been conducted based on the narratives of hearing teachers of the Deaf who have successfully taught Deaf students from primary to senior level of education. The few studies that have been conducted mainly focus on challenges encountered by teachers in managing inclusive classrooms in general and on communication skills that existed between teachers of the deaf and hard of hearing students and on the collaboration with parents in supporting the students (Ntinda et al. 2019, Thwala, 2015). Hence, a need to ascertain from the voices of the teachers of the Deaf who have successfully taught Deaf students from primary to senior level, in terms of what could be done to improve Deaf education in the country and to document their achievement through their narratives.

### **Theoretical framework**

The study was guided by Freire's critical pedagogy. This means that the educational experiences of teachers of the Deaf were viewed through the lens of critical pedagogy on the notion of liberation. Critical pedagogy is



the theory which emanated from the theoretical foundations of critical theory (Breuning, 2009). It has been applied to aspects of curriculum in order to deal with issues related to teaching and learning situations in educational settings (Burbules and Berke, 1999; Kilderry, 2008). Critical pedagogy is concerned with transforming oppressive relations of power in a variety of domains that lead to human oppression and it tries to empower teachers and their students through problem posing education (Aliakbari and Faraji, 2011). It gives a voice to the marginalized groups such as hearing teachers of the Deaf and their students. It advocates for the liberation of Deaf students and their teachers. It attempts to protect hearing teachers of the Deaf and their students from being oppressed by the education system, “from being objects of education to subjects of their own autonomy and emancipation” (Aliakbari and Faraji, 2011, p. 77) so that both teachers and their students can be liberated, think critically and develop critical consciousness about the issues that relate to the education of Deaf students. This theory, stresses the importance of understanding what actually happens in the classroom (Giroux, 2014).

Therefore, in this study, hearing teachers of the Deaf were engaged in a ‘dialogue’ in order to create an opportunity for them to voice out their educational experiences and to evaluate their education system such that they work towards improving classroom relationship with their students through dialogue. They had been empowered to think critically about the education of their Deaf students through their lived experiences which they had encountered by engaging them in dialogue so that their voices can be heard by all the relevant education stakeholders including parents and the public at large.

### **Statement of the problem**

There are very few Deaf students who make it into senior school level because of the curriculum issues that are faced by both teachers of the Deaf and their students during their teaching and learning. Consequently, hearing teachers of the Deaf at high school level are often blamed for the poor academic performance of their Deaf students. There is therefore a need to explore and document lived educational experiences of hearing teachers of the Deaf who navigated their way through senior level with their Deaf students despite of the challenges they faced.

### **Research question**

The main purpose of the study was to explore and document lived educational experiences of hearing teachers of the Deaf who navigated their way through senior level with their Deaf students in spite of the



challenges they faced. The study therefore answered the following research question:

(1) What are the lived educational experiences of hearing teachers of the Deaf at a High School in Swaziland?

### **Research objectives**

The objectives of the study were to:

- I. establish how hearing teachers of the Deaf communicated with their Deaf students on their first day of school
- II. find out coping strategies employed by hearing teachers of the Deaf when teaching Deaf students
- III. explore ways of improving Deaf education in the country

## **METHODOLOGY**

This section presents the methodology and first to be discussed, is the research design of this study.

### **Research Design**

As a qualitative research, this study employed interpretative phenomenological analysis approach that aims to provide detailed examination of personal lived experiences of the participants (Smith & Osborn, 2007; Smith & Osborn, 2014). The study adopted this phenomenological research design in order to explore in detail first person narratives of the lived educational experiences of hearing teachers of the Deaf through their own voices.

### **Participants**

The participants in the study were eight teachers, comprised of six high school teachers and two teachers from primary who taught the first group of Deaf students that successfully navigated their way through senior level schooling. Participants were purposively sampled. Alase, (2017) points out that the size of phenomenological studies necessitates the use of between 2 and 25 participants and they should reflect and represent the homogeneity that exists among the participants' sample pool. Creswell, (2013) also adds that participants should have similar experiences of the phenomenon being studied, hence, the total number of participants was 8 (n=8), that is, 3 male and 5 female hearing teachers of the Deaf. During the interview sessions, participants began by giving their background information as shown in Table 1 below.



**Table 1: Background information of the participants**

Participants	Gender	Age (years)	Teaching experience	Qualifications	Training in SEN
Teacher 1	Male	37	13 years, School for Deaf	Honors Degree in Deaf Education	Deaf Education
Teacher 2	Male	40	12 years, mainstream school	Honors Degree in Inclusive Education	Inclusive Education
Teacher 3	Female	37	11 years, School for the Deaf	Honors Degree in Inclusive Education	Inclusive Education
Teacher 4	Male	28	5 years, School for the Deaf	B.Ed. in Special and Inclusive Education	Special and Inclusive Education
Teacher 5	Female	40	13 years, mainstream school, 5 years, School for the Deaf	B.Ed. in Education	None
Teacher 6	Female	25	5 years, School for the Deaf	PGCE	None
Teacher 7	Female	38	14 years, School for the Deaf	Masters in Leadership and Management	Deaf Education
Teacher 8	Female	49	24 years, School for the Deaf	Masters in Management and Policy	Deaf Education

Note: B.ED.= Bachelor of Education Degree; PGCE= Post Graduate Certificate in Education

**Ethical considerations**

Data collection permission to conduct the study was sought from the Ministry of Education and Training and was granted. The high school governing body also granted the permission for the study to be conducted in the school. Teachers who participated in the study were informed that participation was voluntarily and that they could choose not to participate or to withdraw any time without being penalized. They were also assured that confidentiality of the information provided would be kept and their real names would not be used in the study, hence the use of pseudonyms (T1, T2, T3, T4, T5, T6, T7 and T8). All participants signed the consent forms before data collection commenced.

**Data collection procedure**



Data were collected through in-depth individual face-to-face interviews which allowed the researcher and participants to engage in dialogue. It also enabled the researcher to probe interesting and important issues which arose during the interview session (Smith & Osborn, 2007). Several documents that contained rules and regulations that guide the teaching and learning of students such as syllabi, Examinations Council of Swaziland Handbooks and educational policies were also reviewed. Almost all the documents were obtained from the Ministry of Education and Training under the wing of Special Educational Needs. All these documents illuminated the context in which the educational experiences of Deaf students could be well understood and they illuminate the governments' expectations as far as teaching and learning of Deaf students in the country is concerned; hence, they were used in the data analysis of this study. The participants' narratives were recorded during interview sessions through audio video recorder with the help of the school sign language interpreter to avoid communication break down between the students who are natural signers and the researcher who is hearing. All interview sessions took place during the time made available by each participant, mainly, after school hours within the school premises. The length of each interview session lasted between 25-30 minutes.

### **Data Analysis**

Data were then analyzed, following the IPA process which involved three stages: Stage 1: looking for themes; Stage 2: connecting the themes by grouping emerging themes together according to their similarities, Stage 3: identifying themes which captured most strongly the respondents' concerns on this particular topic, then giving names and representing the superordinate themes (Smith and Osborn, 2007). At the end of each interview session, the video recordings were transcribed to written English by the researcher. Guarinello et al., (2014, p. 10) call this process 'retextualization'. After that, the participants were invited to view their video recordings and the transcription at their own spare time. This was done to confirm their responses to verify that their 'voices' were not misrepresented and for member checking so to establish credibility and trustworthiness of the data. Guba and Lincoln (1989) cited in Gunawan (2015) regard member checking as the most critical technique for establishing credibility and trustworthiness of data.

### **FINDINGS AND DISCUSSION**

All of the participants shared their lived educational experiences. Data collected from the participants were analyzed, discussed and presented under the prevailing and thematic categories and subthemes that



emerged from the participants' narratives. Thematic categories emanated from the research questions. Table 2 below presents thematic categories and subthemes that emanated from data.

**Table 2: Thematic categories and subthemes**

Thematic Categories	Subthemes
1.School and Communication	Communication barrier and frustration
2. Coping Strategies	Resilience and gaining confidence More time needed to cover the syllabus
3. Improving Deaf Education	Introduction of sign language as a subject Regular curriculum adaptation

## 1. SCHOOL AND COMMUNICATION

### 1.1 *Communication barrier and frustration*

The findings of this study revealed that when teachers arrived at the School for the Deaf on their first day of teaching, they experienced communication barriers and frustration since they were not able to communicate with their students and they received no orientation whatsoever. The following, are excerpts from the participants:

*T1: There was no orientation...whatsoever...I did not know any sign language and it was quite a challenge for me to communicate with the students...Actually, there was a communication barrier and frustration on my side. I had not received training in Deaf education at that time and in Swazi Sign Language before joining School for the Deaf.*

*T2: I experienced challenges and frustrations in class because when training in Deaf education, I received training in oralism. Even the signs that we were using in Malawi were different from the signs which the students were using here.*

*T3: Mmm... communication barrier was overwhelming such that I thought of quitting and looking for another school. I did not know sign language and I did not get any orientation in sign language before going to class and I had not received training during that time.*

From the above extracts, it is apparent that if teachers cannot communicate effectively, there is bound to be frustration and failure on the side of the students. DePew (2015) argues that placing teachers who are knowledgeable and competent in sign language to schools for the Deaf would serve to foster the Deaf



children's first experiences in language and could result in Deaf students' more knowledgeable of a first language which improves their degree of learning in a second language. Ngobeni (2017) adds that teachers of the Deaf students need in-service training and orientation so that they become familiar with sign language and Deaf culture before going to class, otherwise the performance of Deaf learners will continue to be affected and lead to most Deaf students diverting to vocational programs.

## 2. COPING STRATEGIES

### 2.1 Resilience and gaining confidence

Teachers also narrated that even though they were struggling with sign language, they had to employ some coping strategies when teaching Deaf students. Some of the strategies which teachers used included: modifying the students' syllabus so that it becomes accessible to them, developing new signs for the new words with the help of students each time new concepts were introduced to the students, signing words together with the students and using pictures and visual diagrams in a bid to explain what was being taught. The following extracts highlight what teachers said in relation to their different coping strategies:

*T2: At some point I had to develop some signs for certain academic words which had no signs with the help of the students...words that were new to them. I continued with that strategy and I gained confidence when students began to do well in tests.*

*T3: I had to break the curriculum into small portions of information...trying to simplify it as much as I could. I also brought pictures and visual diagrams to class and they enjoyed discussing what they saw. It was a slow process but it worked for me and my students and there was a lot of interaction in class.*

*T5: My coping strategy was writing on the board. We would sign the notes together with my students and engage them on group discussions. After school, we also had group discussions.*

From the above extracts, it is deduced that teachers of the Deaf are dedicated in teaching their Deaf students. Strategies such as signing notes together with the students, developing signs for new words with the help of the students and group discussions, are a proof that students were engaged in a dialogue in class. These teaching strategies are favored by Freire (1998) in his notion of critical pedagogy where he argues that teachers should involve students in dialogues. The findings of the study are also in line with those of Musyoka, (2016) who points out that the kind of compassion and patience teachers exhibited for their students was a sustaining and nourishing force in their professional journey and the communication struggles teachers faced in the classroom did not deter them from doing their best in teaching Deaf learners. They were self-driven and committed in educating their students.



## **2.2 More time needed to cover the syllabus**

Teachers also narrated that their Deaf students needed more time to cover the syllabus and the amount of work to be done was overwhelming. They highlighted that adding extra year for their students in Grade 11, enabled both students and their teachers to be well prepared for the external examination. The following extract exemplifies what teachers narrated:

*T3: When our students moved to the Grade 11 class, most of the content in the syllabus which could enable them to sit for the Grade 12 external examination had not been covered. For that reason, extra year was added for our students since we needed more time to cover the syllabus and the amount of work was overwhelming.*

*T4: Whilst we were teaching these learners, we discovered that we were moving at a very slow pace since we had to repeat some stuff and do it all over again. So...we needed more time to cover all the content before they wrote their Grade 12 examination.*

*T8: Even at primary level, we are struggling with reading and writing skills. For that reason, it is not easy to cover all the content in the syllabus before they sit for the examination because it takes time to cover one topic thoroughly.*

The above excerpts indicate that it is essential for the regular curriculum to be adapted so that it becomes accessible to both teachers and Deaf students. The findings of this study tally with those of Mwanyuma (2016) who found that the mainstream curriculum is not flexible for Deaf students. Teachers struggle to deliver the curriculum content to Deaf students within the stipulated timeline and that the curriculum is actually meant for hearing learners. The findings are also supported by Naidoo (2008) who asserts that the time frame for teaching Deaf students needs to be increased so that Deaf learners can achieve their educational goals. Maina, et al. (2011) also attest to the fact that most teachers in schools for the Deaf are not able to cover the syllabus content in the stipulated time because of the abstract topics that are difficult to teach and to learn hence those topics end up not being taught at all. This entails that both teachers and students struggle to cover all the contents that need to be covered before they sit for external examination.

## **3. Improving Deaf Education**

### **3.1 Introduction of sign language as a subject**

The findings of this study also revealed the importance of incorporating sign language as an examinable subject in both Schools for the Deaf in order to improve Deaf education in the country. Teachers' narratives revealed that Deaf students in the country do not have any indigenous language which is taught at school. They are only taught English as a second language whilst other students in mainstream schools are exposed to various languages including siSwati. The following excerpts exemplify teachers' narratives:



*T2: Sign language can give our students a good foundation in creative writing and in critical thinking. Their English writing skills can improve from story signing to writing. We also need to work on the signs for new concepts so that their thinking is broadened.*

*T4: Deaf students in our country learn only one language, which is English. They have no mother tongue. Swazi Sign Language curriculum has to be developed so that it can serve as a base for Deaf students when they are being taught English as a second language. In that way, Deaf students can greatly improve in their reading and writing skills.*

*T5: Deaf education can improve if sign language can be introduced as a subject at schools for the Deaf because it is the first language of Deaf students. The issue of teaching sign language as a subject has to be addressed urgently by curriculum designers.*

The finding of this study tallies with those of Nyangairi and Nkomo (2014) in Zimbabwe who express that there is a need to develop sign language into an examinable language in order to improve the education of Deaf students. Stapleton (2015) also points out that depriving Deaf students of their first language, is often a common history of oppression and discrimination against Deaf community members who use sign language as their primary means of communication, particularly within the education system. The study that was conducted by Sambu, et al. (2018) also revealed that the use of Kenyan Sign Language to instruct learners with hearing impairment had led to an improvement in their academic performance. The study reported that head teachers and teachers felt that learners' performance after the official introduction of Kenyan Sign Language (KSL) in 2004, was better compared to performance prior to that (Sambu, et al. 2018). This means that there is, therefore, an urgent need for sign language to be taught and examined as a subject in order to improve Deaf education in the country.

### **3.2 Regular curriculum adaptation**

Teachers voiced their concerns regarding the adaptation and modification of the regular curriculum such that it suits the needs of the Deaf learners. Teachers narrated that they spent most of the time modifying the curriculum, breaking it down into small chewable amounts of information before they would deliver their lessons in class. Teacher also expressed that the regular curriculum which they follow has a lot of aspects of hearing which are not friendly to Deaf students. They also pointed out that the regular curriculum is too long and demanding for Deaf students and they (teachers) do not have signs for the abstract concepts that need to be taught. The following, are extracts from teachers' narratives:

*T1: General curriculum is too demanding for Deaf students. Sometimes it is difficult to teach abstract concepts because of lack of signs for those words.*



*T2: There is a need for the curriculum to be adapted and modified so that it suits the needs of Deaf students. It is too long and demanding for our students. Sometimes it is difficult to find signs that are suitable for the concepts that need to be taught.*

*T6: The general curriculum...has a lot of hearing aspects which are not friendly to Deaf students such as listening comprehensions and orals, especially in English Language. It has to be modified such that it accommodates our students.*

From the above extracts, one deduces that Deaf students and their teachers are exposed to the general curriculum which is inflexible and quite demanding. These findings are in line with those of Musyoka, et al. (2015) who conducted a study in USA and found that teachers were using a general curriculum to teach Deaf students and modifying it was demanding and time consuming. Sambu, et al. (2018) also reiterate that it is the responsibility for curriculum designers to develop signs for abstract concepts and to modify the curriculum to suit the needs and interests of learners with hearing impairment. However, De Klerk and Knoors (2015) echo that designing and adapting curricula and materials requires a collaborative approach, involving both teachers of the Deaf and curriculum experts. In this way, expertise is pooled and shared and good teaching practices are developed (De Klerk and Knoors, 2015) and the Deaf education is significantly improved.

Moreover, Freire cited in Allen (2011) poses that the manner in which schools are being managed, the type of curriculum which is followed in schools and the way in which the subject content is being delivered in the classroom can advantaged or disadvantaged students. This entails that, as much as Deaf students have been provided with secondary education in the country, there is still a need for the regular curriculum to be adapted so that it becomes accessible to both teachers and students. Ashby (2011) also adds that if the curriculum is not adapted, Deaf students will often be marginalized, silenced and considered incompetent by their hearing counterparts. Therefore, in order for the educational goals for Deaf students to be achieved, the regular curriculum has to be adapted in such a way that it becomes accessible to teachers of the Deaf and to Deaf students so that Deaf students are not being marginalized in the education system. Future studies should focus on the experiences of Deaf teachers of the Deaf to verify if they experience the same challenges in the classroom.

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adapted so that it becomes accessible to both teachers and students. Ashby (2011) also adds that if the curriculum is not adapted, Deaf students will often be marginalized, silenced and considered incompetent by their hearing counterparts.

### **Limitation**

This study is a narrative inquiry. It employed interpretative phenomenological approach which requires few numbers of participants so to obtain a rich, detailed, reflective first-person accounts of the lived experiences of the participants (Smith et al, 2009). Hence, the findings of this study are very tentative. They illuminate the lived experiences of hearing teachers of the Deaf at high school level.

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of this study, there is a need to consider empowering hearing teachers of the Deaf with sign language skills at tertiary level before they join schools for the Deaf in the country so that they are able to communicate with their students effectively for teaching and learning to take place. If teachers are not trained, such leads to communication barriers and frustrations both on the side of teachers and their students. Orientation of hearing teachers when they join schools for the Deaf also needs to be taken into consideration by the school administrators. It is crucial that schools for the school administrators monitor and orient teachers who come from teacher training and those who come from mainstream schools such that Deaf students are not affected by that transition. Orientation programs for new teachers need to be put in place by the school administrators to prevent discrepancy in the education of Deaf students.

The regular curriculum that is used by teachers of the Deaf also needs to be adapted and modified by the curriculum designers to suit the educational needs of Deaf students so that there is effective teaching and learning and less frustration on the side of both teachers and students. Moreover, it is recommended that sign language should be introduced as a subject in schools for the Deaf by the curriculum designers in a bid to improve the education of Deaf students in the country. Swazi Sign Language has a crucial role in the education of Deaf students since it is used as the medium of instruction in class. Deaf students should not be deprived of learning their first language. It is recommended that future studies should focus on the educational experiences of Deaf teachers of the Deaf in both schools for the Deaf (primary and high school) in order to verify if their experiences would be the same with those of hearing teachers of the Deaf.



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