

**TEACHERS' ATTITUDES AND THEIR EFFECTS ON  
ACADEMIC PERFORMANCE OF HEARING  
IMPAIRED LEARNERS IN SELECTED  
REGULAR PRIMARY SCHOOLS IN  
HOMA BAY DISTRICT**

**BY**

**OWUOR HELLEN**

**BED/13221/61/DF**



**A RESEARCH REPORT SUBMITTED IN PARTIAL FULLFILMENT OF  
THE REQUIREMENT FOR THE AWARD OF THE BACHELOR  
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## DECLARATION

I, **Owour Hellen A, Admno. BED /13221/61/DF**, Hereby declare that this research project is my original work, and that it has never been submitted to any other institution of higher learning.

I further declare that all materials cited here in which are not my own have been duly acknowledged.

Signature: .....Hellen A. Owour.....Date: 8<sup>TH</sup> AUGUST 2008.....

## APPROVAL

This is to certify that this research topic has been under my supervision and is ready for submission to the institute of open and distance learning leading to the award of degree of bachelor of education in special needs in Kampala International University.

Name of supervisor MR. KIYWISE AB Date 9/08/08

Signature 

## **DEDICATION**

This book is dedicated to my husband; Mr. Okello Joseph and children, Christine, Evelyn, Cyprian, Isaac and John for their love, care and support. God bless you all.

## **ACKNOWLEDGEMENT**

The writer wish to express gratitude to the following people, who encouraged, supported and assisted in the undertaking of this research project: My husband Mr. Okello, who gave me a big financial assistance, my children Christine, Evelyn, Cyprian, Isaac and John who bore the loneliness during my absence, my mother in-law Agnes who took care of the children when I was away. Special thanks go to my supervisor Mr. Kimwise who guided me throughout the research project.

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## TABLE OF CONTENTS

|                                       |      |
|---------------------------------------|------|
| Title Page                            |      |
| Declaration.....                      | ii   |
| Approval.....                         | iii  |
| Dedication.....                       | iv   |
| Acknowledgement.....                  | v    |
| Table of Contents.....                | vi   |
| List of Tables.....                   | viii |
| List of Figures.....                  | ix   |
| Abstract.....                         | x    |
| Operational Definition of Terms ..... | xi   |

### CHAPTER ONE: INTRODUCTION

|  |   |
|--|---|
| 1.0 Introduction .....                               | 1 |
| 1.1 Background .....                                 | 1 |
| 1.2 Statement of the Problem .....                   | 3 |
| 1.3 Purpose of the Study .....                       | 3 |
| 1.4 Objectives of the Study .....                    | 3 |
| 1.5 Research Questions .....                         | 3 |
| 1.6 Scope .....                                      | 4 |
| 1.7 Significance of the Study .....                  | 4 |
| 1.8 Limitations and Delimitations of the Study ..... | 5 |

### CHAPTER TWO: LITERATURE REVIEW

|  |    |
|--|----|
| 2.0 Introduction .....   | 6  |
| 2.1 Conceptual framework.....  | 6  |
| 2.2 Definition of Hearing Impairment .....                           | 7  |
| 2.3 Types of Hearing Impairment .....                                | 7  |
| 2.4 Special Programmes for Hearing Impairment in public schools..... | 9  |
| 2.5 Learning Problems Faced by Hearing Impaired .....                | 11 |
| 2.6 Teachers' attitudes towards Hearing Impaired Learners .....      | 12 |

### **CHAPTER THREE: METHODOLOGY**

|                               |    |
|-------------------------------|----|
| 3.0 Overview .....            | 14 |
| 3.1 Research Design .....     | 14 |
| 3.2 Population .....          | 14 |
| 3.3 Sampling Procedure .....  | 15 |
| 3.4 Research Instrument ..... | 15 |
| 3.5 Research Procedure .....  | 16 |
| 3.6 Data Analysis .....       | 16 |

### **CHAPTER FOUR: RESEARCH FINDINGS**

|  |    |
|--|----|
| 4.0 Introduction.....                        | 17 |
| 4.1 Types of HI.....                         | 17 |
| 4.2 Teachers Attitude towards HI .....       | 18 |
| 4.3 Problems faced by HI.....                | 20 |
| 4.4 Programmes for HI in Public schools..... | 22 |
| 4.5 Conclusion .....                         | 23 |

### **CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

|   |    |
|---|----|
| 5.0 Introduction .....                        | 24 |
| 5.1 Types of HI.....                          | 24 |
| 5.2 Teacher's attitude towards HI.....        | 24 |
| 5.3 Problems faced by HI .....                | 25 |
| 5.4 Programmes for HI in public schools ..... | 26 |
| 5.5 Conclusion.....                           | 27 |
| 5.6 Recommendations.....                      | 28 |

|                         |           |
|-------------------------|-----------|
| <b>REFERENCES .....</b> | <b>29</b> |
|-------------------------|-----------|

|                        |           |
|------------------------|-----------|
| <b>APPENDICES.....</b> | <b>30</b> |
|------------------------|-----------|

|  |           |
|--|-----------|
| <b>APPENDIX A : QUESTIONNAIRE.....</b> | <b>30</b> |
|--|-----------|

|   |           |
|---|-----------|
| <b>APPENDIX B : A MAP OF HOMA BAY DISTRICT.....</b> | <b>31</b> |
|---|-----------|

|  |           |
|--|-----------|
| <b>APPENDIX C : TRANSMITTAL LETTER .....</b> | <b>32</b> |
|--|-----------|

## LIST OF TABLES

|   |    |
|---|----|
| <b>Table 1:</b> Prevalence and types of hearing impairments in Randung' Zone..... | 17 |
| <b>Table 2:</b> Problems in class.....  | 20 |
| <b>Table 3:</b> Types of problems of HI in class.....                             | 21 |
| <b>Table 4:</b> Methods of handling HI in class.....                              | 22 |

## LIST OF FIGURES

|  |    |
|--|----|
| <b>Figure 1:</b> Teacher attitude on HI placement.....       | 18 |
| <b>Figure 2:</b> Teacher attitude on who is to teach HI..... | 19 |
| <b>Figure 3:</b> Problems in class.....                      | 20 |
| <b>Figure: 4</b> Academic performances (teacher view).....   | 22 |

## ABSTRACT

The researcher sought carry out a detailed study on teacher's attitude and its effect on academic performance of hearing impaired learners in Homabay District Kenya.

The study was conducted in selected regular primary schools in the division to represent all schools in Rangwe division. The survey was done in 8 selected schools in Rangwe division. These 8 regular schools were stratified sampled and questionnaires administered to teachers and pupils. The research investigated types of hearing impaired learners, the nature of available special programmes to support them, learning challenges they face and the teacher's attitude towards them and how these factors impact on their academic performance. The result findings were analyzed through descriptive statistics through bar graphs and pie charts. The teachers' attitude were agreeably negative especially in the inclusive regular set up. Most of the hearing impaired were hard-of hearing. Most teachers lacked the skills to handle the hearing impaired, so most learners tended to tilt their heads to follow the teacher's verbal communication while most learners were put next to the chalkboard during the lessons. However, the community was ignorant and appeared not supportive in the placement of hearing impaired children. Therefore the researcher recommended that sensitization begun to various stakeholders in order to change their attitude. The government through KISE should therefore train more teachers on how to handle these learners in regular schools. Awareness campaigns need to be done to the community to make them aware of this situation and take them to school and for appropriate placement after assessment. The element of special need education should be included in teacher college curriculum and it should be broader than it is now.

## **OPERATIONAL DEFINITION OF TERMS**

### **Audiology**

The science of hearing and the study of hearing process.

### **Speech**

Is an ordered combination of sounds which are expressed orally and received by the ears.

### **Hearing loss**

Is a term used to describe any deviation from normal hearing, regardless of its severity.

### **Deafness**

This refers to hearing loss that prevents successful processing of language information that is received through hearing with or without a hearing device (aid).

### **Hard of hearing**

A hard of hearing person is one who generally with or without the use of hearing aid has hearing which is sufficient enough to enable successful processing of language and other Audiology information.

### **Sign language**

This is the primary language used by the deaf community in communication amongst themselves and with other people. The signs are produced on hands of the sender and received visually by the receiver.

### **Finger spelling**

This is the transmission of written language on the hands by the use of hand and finger shapes to represent the alphabetical letter of the written language.

### **Hearing impairment**

This is an umbrella concept that includes all degrees of hearing loss; mild, severe and total loss. It includes the hard of hearing and the deaf.

---

## **Deaf**

This is a term used to describe a hearing impaired child with sensory neural hearing loss. This is a condition of complete hearing loss.

## **Sensory neural hearing impairment**

It is a kind of hearing loss which cannot be improved even with the use of hearing aids.

## **Auditory training**

The process of helping a learner to identify and be aware of environmental sound around him or her. This training is essential to all the learners with hearing loss.

## **Regular school setting**

When a child with special need is allowed to learn together with the other children without hearing impairment, then we say he learns in a regular school setting.

## **Mainstream**

This is the practice of letting learners with special need learn alongside the peers without needs.

## **Resource room**

This is a room specifically adapted to suit a learner with specific needs. It is usually found within the regular school. Occasionally, the child with special needs is taken away from the mainstream to be taught there.

## **Supportive services**

These are extra duties that are carried out to a child with special needs to enable them leave, move and learn efficiently.

## **Eye contact technique**

Is a technique used to teach learners with hearing impairment in which the eyes of both the teacher and learner have to meet during the communication process.

## CHAPTER ONE

### INTRODUCTION

This chapter covers background information, statement of the problems, purpose of the study, objectives, and research questions, significance of the study, scope and operational definitions of terms.

#### 1.1 Background Information

From oral African traditions handicapping condition was regarded as punishment resulting from wrong deeds by grandparents or possibly some ancestral errors, or bewitching due to a grudge against the family.

As we learn from some African traditions, children born of such conditions were either killed or abandoned to die in the bush in order to prevent the same conditions occurring again. In view of the above the hearing impaired children were abandoned and lived miserable lives.

From the world conference on Education for All (EFA) held in Jomtien Thailand. In (1990) that focused on education for all it affirmed that every child has a right to education. The same was stated in Dakar conference (2000) on education for all, with a common vision that “everyone, child and adult alike would command the basic literacy and numeracy skills needed to function as citizen, worker, family, member and a fulfilled individual in the emerging global society “ Randiki (2002).

In Kenya, education for learners with hearing impairment was not well established before independence. Therefore learners with sensory neural hearing impairment tended to be segregated in most common social and educational aspects. The society seemed to have poor attitude towards them. The society and many teachers run short of the skills of communication such as the use of sign language, eye contact techniques, finger spelling and others in order to facilitate the education of the learners especially in regular school. However, after independence, much had been done to elevate special education for learners with hearing impairment.

In line with the current world order, Kenya has set some bench marks to be achieved, that is by the year 2005 Universal Primary Education (UPE) should be realized and by 2015, and education for all should be achieved according to Kisumu Conference of 1992, Randiki (2002). Also in the children's Act (2001) and the Persons with disabilities bill (1997) both established a National Council for persons disabilities acting as the umbrella body that ensured that rights of persons with disabilities especially the hearing impaired are protected.

As much has been done to ensure all children get equal education, teachers still have negative attitudes towards learners with hearing impairment. This is evident in the comments regular teachers make in schools. Some say these learners cannot do well academically and should be taught vocational skills, other than academic subjects. Sometimes, when these learners come to them for any assistance they refer them to special needs teacher.

## **1.2 Statement of the Problem**

With the introduction of inclusive education the learners with hearing impairments have been integrated in regular schools. These learners have been found to perform averagely from known statistics. However in Homa Bay district it is observed that learners with hearing impairments perform below average. Throughout the history of Special Needs Education, the societal negative attitudes has persisted and the ways in which parents, teachers, peers and others react to a child with hearing impairment is important as far as his/her performance is concerned. This research is therefore aimed at investigating the relationship between the teachers' attitudes and academic performance of learners with hearing impairments in Homa Bay district, Kenya.

## **1.3 Purpose of the Study**

The purpose of the study was to find out if there is a relationship between teachers' attitudes and academic performance of hearing impaired learners in regular primary schools.

## **1.4 Objectives of the Study**

The research study intends to:

- i. Find out the types of hearing impairment in regular schools.
- ii. Investigate teachers' attitudes towards the hearing impaired learners.
- iii. Find out problems faced by the hearing impaired learners in regular schools.
- iv. Investigate the types of educational programmes for the hearing impaired learners in the public school.

## **1.5 Research Questions**

- ii) What are the teachers' attitudes towards the hearing impaired learners?
- iii) What are the problems faced by
- i) What are the types of hearing impaired learners in regular schools?
- iv) What are the special educational programmes for the hearing impaired in public school?

## **1.6 Scope**

The research study was carried out in Rangwe division in Homa Bay district. The division is situated to the eastern part of the district. It is bordered by two divisions; that is Nyokal and Asego divisions. The division is between two rivers, river Rangwe and river Riana

The research was conducted between May 2008 and July 2008. It was limited to public primary schools. It was specifically focused on the teachers' attitudes and academic performance of hearing impaired learners in regular schools.

## **1.7 Significance of the Study**

The findings of this research work will benefit the following:

- i) To the community it will create awareness on the types of hearing impairment, challenges these learners face and change their attitudes towards educating hearing impaired learners.
- ii) To the teachers it will provide information about the types of hearing impairment, challenges they face and provide relevant skills of handling them and finally change their attitude towards these learners.
- iii) To the government it will enable the government to train teachers in special needs education and also do modifications in regular schools to cater for all learners.
- iv) To the policy makers, it will help them to adapt the curriculum to suit learners with various disabilities.

### **1.8 Limitation and Delimitation of the Study**

1. The study was limited due to lack of finance as no funds had been availed.
2. Attitudes of the respondents may be a limit to the study, as they may not understand the nature of the additional or extra work given to them by the researcher.
3. Time factor was also a limitation to the study as the study was taken during school days. So it was difficult to attend to classes at the same time carrying out the study.

## CHAPTER TWO

### LITERATURE REVIEW

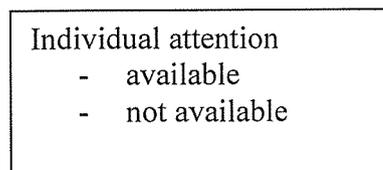
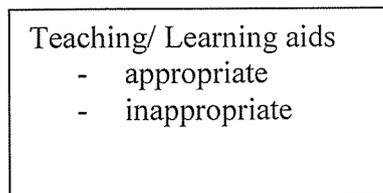
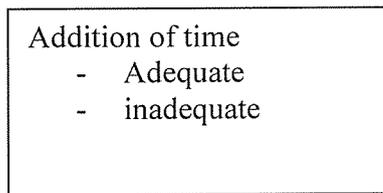
#### 2.0 Introduction

In this chapter the researcher presents the literature to support the body. The chapter reviewed the literature on types of hearing impairment, problems they face in schools, teachers' attitudes towards hearing impairment and educational programmes offered to hearing impaired learners.

#### 2.1 Conceptual framework

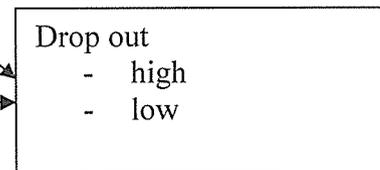
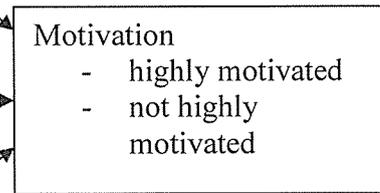
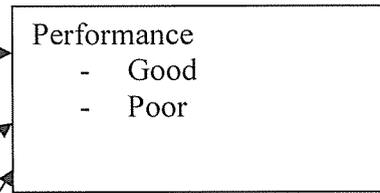
Independent variables

**Teacher attitude**



Dependent variables

**Academic performance**



Source: Researcher's made

## **2.2 Definition of Hearing Impairment**

Hearing impairment is an umbrella concept that includes all degrees of hearing loss, mild, severe and total loss. It includes the hard of hearing and the deaf (KISE module 4, 2002).

Hard of hearing here refers to learners who lost hearing that may require special adaptation Ross and Nober, (1981). They further argued that these children can respond to speech and other auditory stimuli. Children with this type of hearing problem are therefore usually common in integrated setting (regular schools).

The deaf type on the other hand refers to hearing impairment situation in which the sensory deficiency prevents the child from receiving the stimuli of sound in all or most of his forms Kart et al, (1978). These types of children may therefore find it more difficult to learn with the rest in regular schools. They are therefore not common in regular school settings.

## **2.3 Types of Hearing Impairment**

There are two main types of hearing impairment; conductive hearing loss and sensori-neural hearing loss.

### **Conductive Hearing Loss**

A conductive hearing loss results from obstructions or interference in transmission of sound from the outer or middle ear into the inner ear. A build up of excessive wax in the auditory canal can cause a conductive hearing loss as can a disease which leaves fluids or debris.

As the name implies, a conductive hearing impairment involves a problem with conducting or transmitting sound vibrations to the inner ear. It can be corrected through surgical or medical treatment. Children with this problem are referred to as hard-of-hearing as they can respond to speech and other auditory stimuli. These types of children can be supported with hearing aids, or shouting loudly, therefore they may be found commonly integrated in most of regular schools.

### **Sensori-Neural Hearing Loss**

A sensori-neural hearing loss result from damage to the auditory nerve fibers or other sensitive mechanisms in the inner ear, sound may not be delivered to the brain at all, or it may be highly distorted. Amplification may or may not help the person with a sensory neural hearing impairment. Most sensori neural hearing impairment cannot be corrected by surgical or medication. Children with sensori neural hearing loss are referred to as deaf. Deaf children do not receive stimuli of sound in all or most of its forms Kart et al, (1978).

These categories of children tend to pose a total challenge to teachers if integrated in regular schools because they require that the teacher get equipped with sign language skills to be able to teach them. Otherwise the teacher may have problems and develop a negative attitude in handling them.

## **2.4 Special Programmes for Hearing Impairment in Public Schools**

Deaf children and adults have long been source of fascination and interest. One of the earliest educational programmes for the deaf established around 1578 was based on reading, writing, arithmetic, history and foreign languages and apparently was successful in teaching speech Hewett and Forness, (1977).

During the 18<sup>th</sup> century, schools for the deaf were established in England, France, Germany and Scotland. Both oral and manual methods of instructions were used during this period.

The deaf were among the first groups of handicapped children to receive special education in the United States. The American Asylum for the education of the deaf and dumb opened in Hartford, Connecticut in 1817; this school is known as American school for the deaf. During the second half of the 19<sup>th</sup> century instructions in speech and speech reading became widely available to deaf students. Several day schools for the deaf were established before the end of 19<sup>th</sup> century.

Educational opportunities for deaf children in regular public schools have become wide spread only in recent years. In most states parents of deaf children have the option of choosing between day classes and residential school placement. Today 60% of deaf children in the United States attend day classes and about 40% are served in residential setting Moores (1981).

The hearing impaired children who are placed in regular schools should be taught with some consideration.

The teacher should face the deaf person, speak clearly, naturally and not too fast, the room should have your whole face visible.



Today the educational programmes available to hearing impaired children vary in setting as well as in philosophy. The current trend in special education is towards mainstreaming for many exceptional children. This is appropriate for the hard of hearing mainstreaming especially when serious hearing impairment is present and a language delay exist. A child is mainstreamed only when he/she has mastered the skills needed for first grade and when it is clear that supportive services from the teacher are available.

Another most normal situation consist of special day classes in regular school setting, there are special rooms (resource rooms) for the hearing impaired.

Most of them are equipped with high fidelity hearing equipment like hearing aids. Most day class programmes follow the oral approach and integrate children for social purposes moving to academic integration when the child is ready.

The residential methods are also available for deaf children who come from rural areas where no day programme exists or for the very profoundly deaf who are not succeeding in oral day programmes. Residential schools take students through the high school years and offer both academic and pre-vocational programme. They also offer counseling and guidance programmes. It is in these schools where some students may meet their future spouses and they may make friends that will stay with them throughout their lives Belle fleur (1974). However many of these schools are not now fully utilized, it is presumed that residential schools will remain and are needed but some change in objectives and personal services may take place (Bill 1975).

In addition to these public supported schools are many private schools both day and residential.

## **2.5 Learning Problems Faced By Hearing Impaired**

Hearing impairment is a condition that results in an inability to hear or interpret certain sounds, since the learners with hearing impairment are unable to interpret sound; they have a problem in communication which has brought a lot of barrier in effective acquisition of English language. They also have a problem in communicating with their teachers especially unqualified teachers leading to neglect by their teachers in classroom.

Teachers find it difficult to communicate effectively while giving instructions to the deaf with the help of different communication approaches. This is because deaf cannot effectively communicate especially in spoken language, grammatical part, vocabulary use and listening skills, which require auditory training techniques. Wednesday News Magazine April (1999) cited a lot of controversy on which communication approach to be used by teachers of deaf while training.

Along with acquiring educational benefit, students with hearing impairment acquire social skills in regular classroom. Educators believe that when children with disabilities participate in class with their non-disabled peers, they are more fully accepted socially and all the children learn to interact positively. Unfortunately some data indicate that these social interactions do not occur naturally for those with hearing impairment Raising and Duker (1992). Many of these young stars need to learn how to wait for their turn, initiate interaction, reinforce others, help others and engage in shared conversation. Such

skills can be taught and developed. To do so, teachers need to encourage, support and create opportunities for interaction to occur.

These learners have a problem in asking for repetition of questions since they hear slightly. Teachers are not ready to repeat every question as they teach. This has made these learners not to get the concepts taught and therefore leading to poor performance (Thursday News Magazine 16<sup>th</sup> July, 2007). Due to these communication difficulties between the teacher and the child, teachers may form attitude against these types of children.

The next section explores the teacher attitude towards the hearing impaired learners.

## **2.6 Teachers' Attitudes towards Hearing Impaired Learners**

In many Kenyan communities, disabilities are explained to be results from God's punishment for some wrong done to the ancestors or to some person's problems. As such, the child experiencing any of these conditions is seen as a curse or possessed by the spirits. According to Waruguru (2002) such superstitions have led many parents who give birth to such children to hide them hence deny them access to education. Some negative attitude by the community has made teachers also to neglect the learners with hearing impairment in terms of academic work. These teachers with negative attitude do not pay attention to these learners thereby lowering their academic performance.

According to Randiki, (2002) teachers in regular schools object having learners who are deaf in their class or school fearing that these learners may lower their mean score for

their class or school. Many teachers think that working with hearing impaired learner calls for technical training which most of them are not prepared for.

Special needs education has been mystified by the belief that it is very special and only special teachers in special institutions are considered capable of working with a special child using special equipment. Due to this, regular teachers prefer these learners to learning in special schools or units denying them chance in natural setting in neighbourhood. Teachers also have low expectations from these learners and do not give them challenging work. This makes the learners to give up trying as their effort are not appreciated Waruguru (2002).

Ysseldyke and Algozzive (1995) points out those effective teachers have positive attitude towards the hearing impaired learners and tend to help them learn effectively. But the non-effective teachers have negative attitude which hinders their learning and these teachers end up not helping these learners in their academic work. This in turn affects the performance of the hearing impaired learners in schools.

It is therefore necessary to integrate the type of attitudes that the teachers in regular public schools have towards these learners and how such attitude impact on their academic performance. These will be necessary to help curb any emerging challenges. The next section now explores some of the programmes in place to support these learners.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

The chapter contains methods employed in conducting research .The methodology involved research design, target population sampling procedure, research instruments, data collection methods, and techniques in analysis data.

#### **3.1 Research Design**

The research used a survey as a design of data collection. This research design was the most appropriate since many categories of people were contacted and a number of schools covered. The quantitative research approach was used .That is to say the data collected was analyzed and interpreted numerically.

#### **3.2 Population**

The population of the study were teachers and pupils in regular primary schools in Rangwe division of Homa-Bay district. The division has 2 zones of 36 schools in total. For the purpose of this study, the researcher concentrated in one zone known as Randung. This is the zone of the researcher and it has 17 schools.

The subjects were drawn from 140 teachers and 8500 pupils. The zone had a total of 200 pupils, and 51 teachers were sampled out from the population. The teachers were chosen as the subjects because they deal directly with the learners within and without the classroom. They were also responsible for curriculum delivery which leads to

performance. Pupils generally interact with learners who are hearing impaired both in schools and in classroom.

### **3.3 Sampling Procedure**

The researcher employed stratified random sampling when selecting 8 schools out of 17. The school were put into 3 categories namely schools from Eastern base, Western and Southern base. Three schools were drawn from the two bases and two schools from one base. Teachers and pupils in the 8 schools chosen were sampled using random sampling to get representation. The pupils were drawn from classes' six to eight due to the fact that they were able to answer questions from the questionnaire. With very minimal assistance, the teachers on the other hand were those employed by the Teachers Service Commission (TSC).

### **3.4 Research Instruments**

The researcher used researcher made questionnaires as research instruments for data collection. Closed ended questionnaires were used majorly but some open ended questionnaires were included in teachers' questionnaires to get their opinions. The questionnaires were in two categories; one for the teacher and another for the pupils.

The questionnaires were employed by the researcher due to the fact that it can be sent to the respondents and responses received afterwards. It is also time saving to the researcher, since he/she did not need to sit with the respondents, while filling in the questionnaires and many respondents can be covered at the same time.

### **3.5 Research Procedure**

The researcher wrote the proposal and submitted for approval by the supervisor. After the approval, the researcher embarked on the research study. This will involve selection of schools and respondents. After this the researcher visited the schools chosen to talk to the school administration about the study in order to be permitted to conduct the research in their institution. After getting permission, the researcher went back to the schools with the questionnaires. During the visit the researcher briefed the respondents on how to respond to questions in the questionnaire. The questionnaire were left with the respondents to work on them and thereafter collected after a given agreed period of time.

The returned questionnaire containing raw data were then analyzed and interpreted numerically in tables and then put into histograms and pie charts. There after a report of the study were written.

### **3.6 Data Analysis**

The raw data collected were sorted out and analyzed using descriptive statistics like frequency, tables, percentages and figures which were in form of pie charts and histograms.

## CHAPTER FOUR

### RESEARCH FINDINGS

#### 4.0 Introduction

This chapter reports the prevalence of hearing impairment, their types, teacher's attitude towards them, the currently available support programmes for them and the various learning challenges they face.

#### 4.1 Types of HI

##### A) Number of HI in Schools

Out of the 20 teachers who responded to the questionnaire 19 said that they have hearing impaired learners except one who appeared to contradict in the successive responses .20 out of the 22 pupils testified that there are H I learners ,while only 2 said no.

##### b) Types of HI

Most HI are heard –of- hearing (17) while 3 were deaf and dumb and none was totally deaf see Table 1 below:

**Table1: Prevalence and types of hearing impairments in Randung' Zone.**

|                   | Slightly | deaf | Deaf and dumb |
|-------------------|----------|------|---------------|
| Teachers response | 17       | 0    | 3             |

Source: primary data

## 4.2 Teachers Attitude towards HI

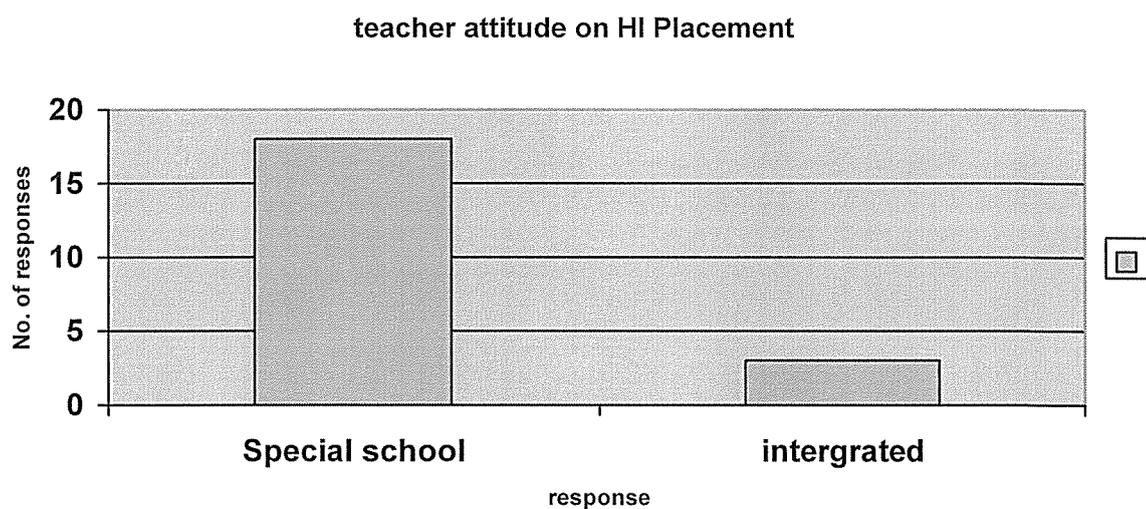
### A) Teachers' Perception of HI as a Problem

11 out of 20 teachers felt that HI was not a problem to them, while 9 out of 20 felt that they were a problem.

### B) Teacher Attitude on HI Placement

Most teachers (18/21) preferred HI placement in special school to integrated (3 out of 21) see figure 1 below.

Figure 1: Teacher attitude on HI placement

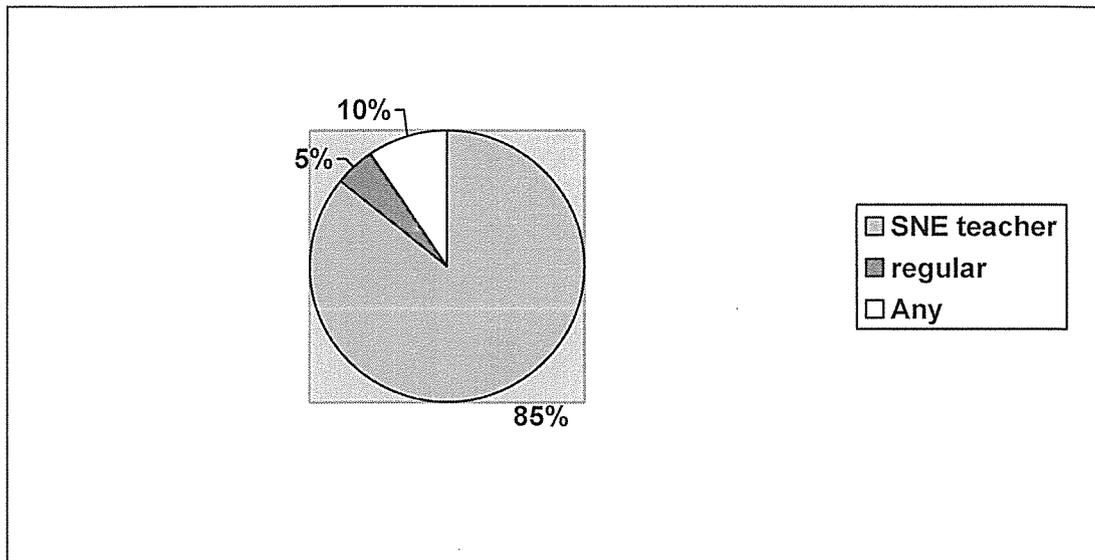


Source: primary data

### C) Teacher Attitude on who is to teach the HI

Most teachers (18 out of 21) felt that the SNE teachers are the ones who should teach the HI pupils; while two argued that they can be handled by any teacher. Only one teacher suggested their integration and being taught by regular teacher.

**Figure 2: Teacher attitude on who is to teach HI**



Source: Primary data

### **Pupils' View on Teachers' Attitude towards HI (Loving Them)**

Most pupils (14) had the view that the teachers love the HI while few (8) felt that their fellow learners who are HI are not loved.

### **E) Pupil' View on Teachers' Responsibility in Supporting HI's Learning Difficulties.**

Adding more time to finish class work was used gauge the pupils' view on how responsible teachers were. Most learners 19 out of 22 confessed that teachers do not support the HI's learning needs through adding more time for them to finish class work.

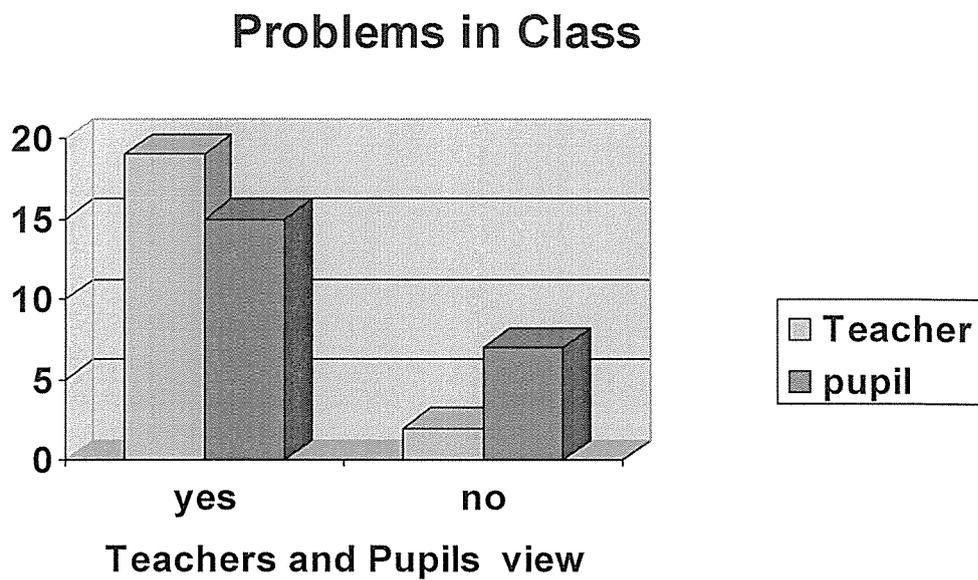
However, 3 of them argued that teachers do give them time to finish class work.

### 4.3 Problems Faced by HI

#### a) Problems in Class

19 out of 21 teachers confessed that the HI learners had learning problems. Two however, said that they had no learning problems. On contrary 15 out of 22 pupils confessed that these HI have no problem thus is reflected in the figure 3 below and in table 2.

**Figure 3: Problems in class**



Source: Primary data

**Table 2: Problems in class**

|          | Yes | No |
|----------|-----|----|
| Teachers | 19  | 2  |
| Pupils   | 15  | 7  |

Source: Primary data

### b) Types of Problems of HI Class

Out of the 19, who responded, 12 out of 19 teachers observed that HI pupils were tilting their heads, 5 out of 19 were arguably performing poorly and 2 gave problems during group discussion formation.

Pupils on the other hand observed that most of HI pupils were lonely, six performed poorly and 5 said that they are abused (see table 3 below).

**Table 3: Types of problems of HI in class**

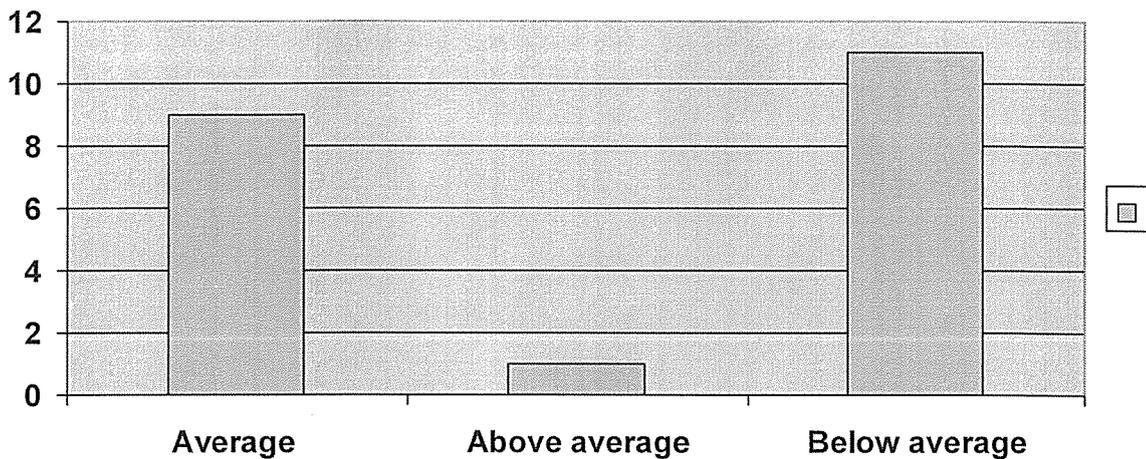
|         | Loneliness | Tilting head<br>in one<br>direction | Poor academic<br>performance | Problem<br>during<br>forming group | Abused by<br>teachers and<br>pupils |
|---------|------------|-------------------------------------|------------------------------|------------------------------------|-------------------------------------|
| teacher | 0          | 12                                  | 5                            | 2                                  | 0                                   |
| Pupils  | 10         | 0                                   | 6                            | 0                                  | 5                                   |

Source: primary data

### C) Academic Performance (Teacher View)

Academic performance by the HI was as shown in figure 4 below. Most of these children were below average of average according to the teachers.

**Figure: 4 Academic performances (teacher view)**



Source: Primary data

#### 4.4 Programmes for HI in Public Schools.

##### A) Availability of special ways of handling HI

Most teachers 15 out of 21 agreed that there were no special ways that they used in handling the HI learners in their schools.

##### b) Methods of handling HI in Class

**Table 4: Methods of handling HI in class**

|         | Sign language | Placing near chalkboard | Providing hearing aids |
|---------|---------------|-------------------------|------------------------|
| Teacher | 1             | 19                      | 0                      |

Source: primary data

Most teachers 19 out of 20 observed that learners are usually placed near chalk board as a way of supporting the HI, while only one teacher observed that sign language is being used to support these learners as in the table 4 above.

#### **4.5 Conclusion**

The research findings indicate that most schools have HI most of them being hard-of-hearing learners. Teachers attitude towards them are moderate, however most of them felt that they should be taken to special schools so that they are taught by special teachers .Pupils observed that teachers are lovely and caring for these learners during lessons, despite their many problems that were observed during learning there seemed to be fewer ways of handling these learners in cases where attempts were made to help them, placing them near the chalkboard became handy while few occasions, advanced methods such as sign language were used.

The next chapter discusses the possible causes of these observed trends and patterns, suggestions are also made on what can be done to arrest the situation.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter discusses the findings of this research and finally concludes on the research findings and recommendations on what is to be done you improve academic performance of HI in class.

#### 5.1 Types of HI

Both pupils and teachers agreed that there are HI learners the regular public schools most of them being heard-of-hearing. There were no deaf learners however, 3 teachers observer deaf-dumb learners.

Probably the heard –of hearing are many in public schools because they can slightly hear so the teachers can attempt to accommodate them in class. It was interesting to find out that there were no deaf, instead a few deaf –dumb were observed. This could have been so because most of the parents are poor, they lack funds to place them in special institutions, because these schools do charge fee for boarding and they are far away for learners to be able to day school. This trend could have been this way because of lack of awareness on the availability such facilities or the parents /community’s negative attitude towards HI children. This research however didn’t investigate this.

#### 5.2 Teachers’ attitude towards HI

There appeared to be no significant difference in the teacher perception of HI as a problem during teaching. A similar view was also held by pupils .most of tem preferred

that they be placed in special schools; and that they should be taught by special teachers and not regular teachers if they are in the integrated set up.

The result above probably depict that there is some mixed attitude in regarding the HI learners; about half of the teachers do not positively regard HI learners while the other half have positive attitude .This situation could have been promoted by the activities of ministry of education in integrating special education programmes in regular public schools and also the increased training programmes by KISE (Kenya Institute of Special Education) .Probably these programmes have contributed towards changing the teachers attitudes to regard these HI learners positively.

However, it is still evident that teachers in public schools lack the skills to handle these categories of learners as attributed by their preference for these learners to be placed in special schools, and if not then, that they should be taught by the special trained teachers in the regular public school. This therefore poses a challenge to the Ministry of Education to increase training activities for special education teachers.

Most pupils however, observed that the HI were equally loved by teachers, however, they failed to support them in their learning difficulties, because they were never added more time to finish their class work. This observation, further confirms the lack of teacher skills to handle these categories of learners as discussed above.

### **5.3 Problems Faced by HI**

Teachers and pupils in separate and independent responses concurred that the HI had problems during learning in the regular public school classes. Learning problems ranged from attempting to tilt their heads in one direction as they train to hear, problems during

grouping in class discussion, being abused both the pupils and the teachers had loneliness and thus resulting in poor academic performance. Academic performance ranged from average towards below average.

Teachers, however, reported that tilting of the head on the one direction was the biggest problem while pupils observed that loneliness was these learners greatest challenge.

Problems such as HI tilting their heads during learning are probably clear signs that teachers are not skilled to support these learners, who as we discussed in literature, should be stationed in front of the class and minimize movement to give learners easy time, receiving the sound stimulus. These therefore resulted in average performance or poor performance as discussed above.

#### **5.4 Programmes for HI in Public Schools**

Teachers reported that most schools do not use special methods in handling the HI. However, they mostly placed them near the chalk board, on very few occasions they used sign language, but not hearing aids, were provided to these learners.

This probably could have been so because teachers in regular schools do not have skills in the use of sign language and other methods of handling the HI like total communication since most of regular teachers do not have training in special education.

The government on the other hand has not provided funds to support special education in public regular schools which can be used to buy hearing aids.

## **5.5 Conclusion**

Public regular schools in Rangwe division Homa - Bay district have significant numbers of hard of hearing learners probably because they can be accommodated by teachers during teaching. Parents lack money to have them in special schools which are usually distant away and they also charge fee.

There is a moderate negative attitude towards these learners by teachers. However, most teachers feel that they should be placed in special schools, because the teachers feel incompetent; due to lack of skills. Efforts of KISE seem to bear fruits as their programmes tend to integrate these HI in the regular public schools. However, further training on skills of managing HI and provision of hearing aids need improvement. These would help curb their learning problems and also bring appositve attitude of responsibility towards the HI.

## **5.6 Recommendations**

The government through KISE should therefore train more teachers on how to handle these HI learners in regular schools. Awareness campaigns need to be done to the community to make them more aware of this HI situation and take them to school and for appropriate placement after assessment.

The elements of special needs education should be included in teacher college curriculum and it should be broader than it is know to equip them with skills of handling these learners especially in regular schools immediately they graduate. This will be contrary to the current practice where they seek for further training on special education after their pre-service training.

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## APPENDIX A : QUESTIONNAIRES

### Questionnaires for teachers

I Owuor Hellen a student at Kampala International University. Pursuing a degree in special needs education is conducting a research on the attitudes of teachers and academic performance of hearing impaired learners. The information gathered is for academic purposes only and will be confidential.

#### Tick where applicable.

Give the information about yourself

Gender: Male  Female

Experience as a teacher

1-5 years  6-10 years

11-15 years  above 15 years

1. Do you have learners with hearing impairment in your school

Yes

No

If yes, what are the types of hearing impaired learners do you have?

Hard of hearing

Deaf

Deaf and dumb

2. Do the hearing impaired learners give you problems in class?

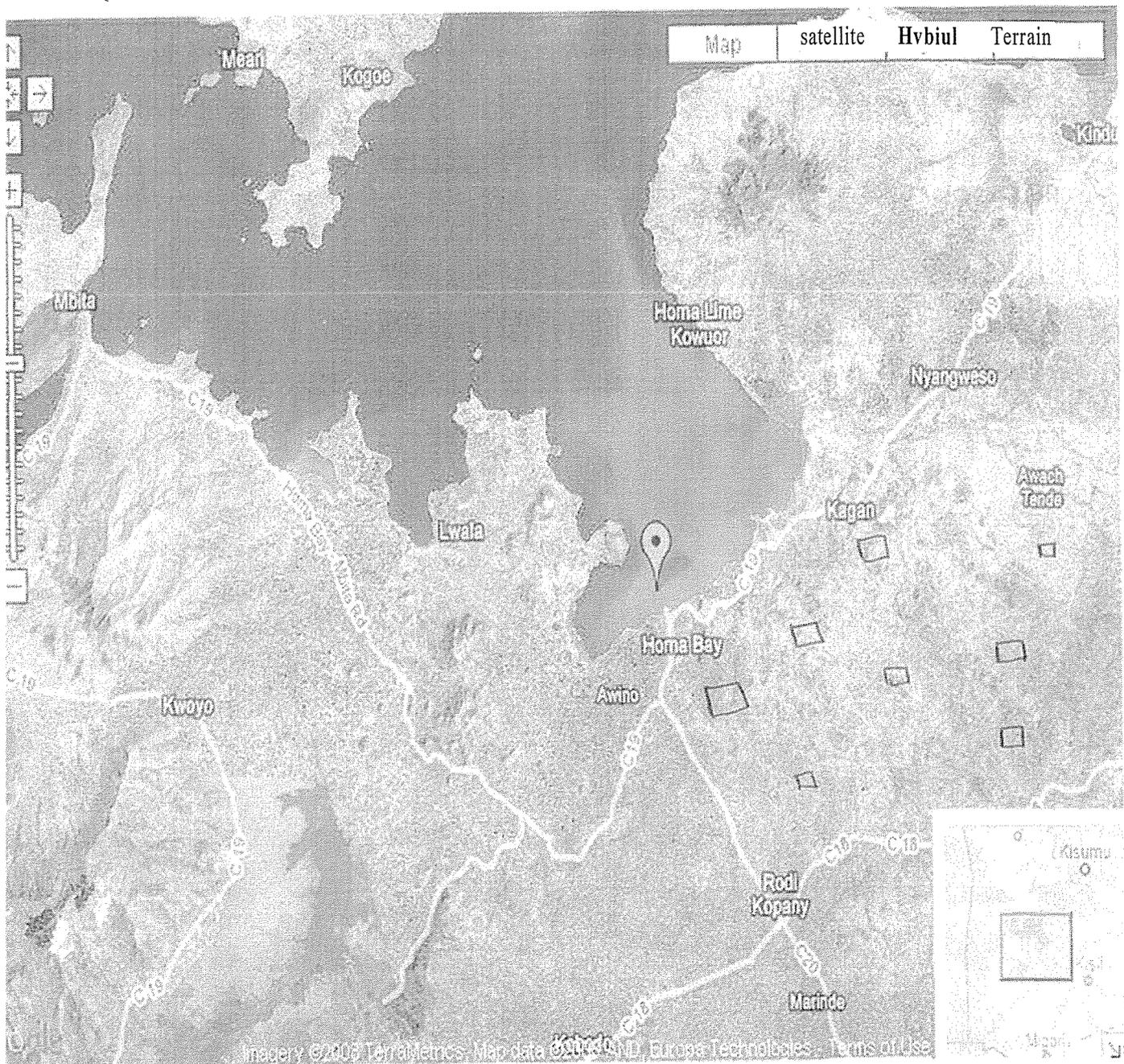
Yes  No

3. Where would you prefer hearing impaired learners to learn?

Special schools

Integrated schools

## APPENDIC B: A MAP OF HOMA BAY DISTRICT



**KEY**  
□ Schools



ATTENTION

**Kampala International University**  
**Institute of Open and Distance Learning**  
**P O Box 20000 Kansanga, Kampala, Uganda**  
**256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)**  
**e-mail: efagbamiye@yahoo.com Tel: 0753142725**

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## *Office of the Director*

24<sup>th</sup> April 2008

**TO WHOM IT MAY CONCERN:**

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MS/MRS/MR.....OWUDR HELLEN: A.**

**REG. #.....BED/1322/16/DF.....**

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The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

TEACHERS ATTITUDES AND ACADEMIC PERFO  
RMANCE OF HEARING IMPAIRED LEARNERS IN  
SELECTED REGULAR PRIMARY SCHOOLS IN  
HOMA-BAY DISTRICT WENYA.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

**MUHWEZI JOSEPH**  
**HEAD, IN-SERVICE**

