CHALLENGES FACING THE EDUCATION OF LEARNERS WITH HEARING IMPAIRMENT IN MUMIAS SCHOOL FOR THE DEAF, MUMIAS DISTRICT KENYA

BY

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AUGUST 2008
DECLARATION

I Yabbi Opiyo Florence hereby declare that this research report is entirely my own original work except where acknowledged, and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

Signed .......................................................... Date: 22-8-2008
This research report has been submitted for examination with my approval as the candidate’s university supervisor.

Supervisor

Name: Wamuzumbu Moses
Date: 28/08/08

Signed: ..........................................................
DEDICATION

I dedicate this piece of work to my loving husband Ibrahim Tsabuko who enabled me go through the course by paying my fees and taking care of our family while I was away. Not forgetting my loving children Lenah, Flavian and Laura for missing their mother every holiday after closing school.
ACKNOWLEDGEMENT

I sincerely wish to express my appreciation and indebtedness to all who assisted me to come with this research report.

In a special way I wish to compliment Mr. Womuzumbu Moses of Kampala International University for the tireless efforts he put in to make sure I come up with this research paper.

I also want to extend my appreciation to Kenya Institute of Special Education Library for availing the necessary reference material required for the study.
TABLE OF CONTENTS:

Preliminaries
Title page
Declaration ... ... ... ... ... ... ... ... i
Approval ... ... ... ... ... ... ... ... ii
Dedication ... ... ... ... ... ... ... ... iii
Acknowledgement ... ... ... ... ... ... ... ... iv
Table of contents ... ... ... ... ... ... ... ... v
List of Tables ... ... ... ... ... ... ... ... vi
Abstract ... ... ... ... ... ... ... ... viii

CHAPTER ONE: INTRODUCTION
1.1 Background ... ... ... ... ... ... ... ... 1
1.2 Statement of the problem ... ... ... ... ... ... 2
1.3 Purpose ...... ... ... ... ... ... ... ... 2
1.4 Objective ... ... ... ... ... ... ... ... 3
1.5 Research questions ... ... ... ... ... ... ... 3
1.6 Scope ... ... ... ... ... ... ... ... 3
1.7 Significance ... ... ... ... ... ... ... ... 4

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE
2.0 Overview ... ... ... ... ... ... ... ... 5
2.1 The curriculum and academic achievement ... ... 5
2.2 Instructional materials and equipment ... ... 7
2.3 Instructional methods / approaches ... ... 10
2.4 Human Resource .... ... ... ... ... ... ... 12
CHAPTER THREE: METHODOLOGY

3.0 Overview
3.1 Research design
3.2 Sampling procedure
3.3 Sample
3.4 Instruments
3.5 Procedure
3.6 Data Analysis

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

CHAPTER FIVE:

Data Presentation and Analysis

5.0 Overview
5.1 Summary
5.2 Discussion
5.3 Conclusion
5.4 Recommendations

REFERENCES

APPENDIX
A. Questionnaire
B. Letter of Introduction
LIST OF TABLES:

Table 1  Problems affecting learners with hearing impairment ... ... 17
Table 2  Instructional materials used ... ... ... ... 18
Table 3  Approaches used by the teacher when instructing learners with hearing impairment ... ... ... ... ... 19
Table 4  Trained teachers in the school... ... ... ... ... 19
Table 5  Overcoming challenges to the education of learners with hearing impairment ... ... ... ... ... ... 20
ABSTRACT

The major purpose of the study was to investigate challenges that face the education of learners with hearing impairment.

The specific objective of the study was to investigate problems encountered by learners with hearing impairment as far as academic performance is concerned.

The method used for data collection were questionnaires that elicited various responses from the teachers in Mumias Primary school for the Deaf.

The study recommended that the curriculum for learners with hearing impairment should be modified to cater for their individual differences, the government should initiate training programmes for teachers in Special schools among others.
1.0 BACKGROUND OF THE STUDY

Children with special needs have a right to education just like any other “normal child” as stipulated by the Universal Declaration of Human Rights (1948) article 26 which emphasizes that everyone has a right to education. Other international policies and conventions that are in support of this document and advocate for the development of education for persons with special needs include:

- World Programme of Action (1983)
- Children’s right charter (1989)
- World Conference of Special Needs Education (1994)

In Kenya some education policies that govern special needs education have been adopted from presidential directives, cabinet papers, and education commissions and legal notices from the Ministry of Education.

Many education commissions in Kenya after independence have given directions touching on special needs education with specific reference to the following education commissions, committees and related sessional papers.

- Children’s Act (2001)
- The disability Bill (1997)
- Totally integrated quality education and training (1999)
- The Kenya Education Commission (1964)
Despite all the recommendations stipulated by the above commissions and committees, the education system and teaching methods disadvantage learners with special needs for they are expected to fit into the regular curriculum not withstanding their special needs. This has ultimately led to the detriment of special education development in Kenya consequently resulting in low academic performance of learners with hearing impairments.

The main aim of educating the persons with hearing impairment is to give them power to attain a position in intellectual knowledge, impersonal happiness and in social welfare as near to that of the “hearing person as possible”. This was declared by Susan Hull in the second Biennial Conference of the National Association of the Teachers of the Deaf in Derby, (1899). This has therefore triggered the researcher in establishing the root cause of the challenges encountered by learners with hearing impairment and then finally come up with possible solutions to solve them.

1.1 STATEMENT OF THE PROBLEM

Over the past years, the academic performance of learners with hearing impairment has tremendously deteriorated. This has raised the researchers concern as to why this is so thereby prompting this research.

1.2 PURPOSE OF THE STUDY

The research intends to investigate the challenges that affect the education of learners with hearing impairment.
1.3 OBJECTIVES OF THE STUDY

The study was guided by the following objectives:

(i) Find out if the curriculum offered to the learners with hearing impairments suitable.

(ii) To find out the availability of learning and teaching equipment in the school and how well they are used in teaching and learning.

(iii) To find out the teaching approaches or methods used in teaching learners with hearing impairment.

(iv) To find out the number of trained personnel handling learners with hearing impairment.

1.4 RESEARCH QUESTIONS

These are overall questions that the researcher has to answer to enable him make conclusion about the study. The study was therefore guided by the following questions.

(i) Is the current curriculum suitable for learners with hearing impairment?

(ii) Are the facilities and equipment used in teaching learners with hearing impairment effective?

(iii) What approaches are used in teaching the learners with hearing impairment?

(iv) How many teachers are specially trained to teach learners with hearing impairment?

1.5 SCOPE OF THE STUDY

The study was carried out in Mumias School for the Deaf Mumias District in Kenya mainly because the school was established many years ago and the teachers in the school have had a long experience in teaching of the Deaf.
1.6 SIGNIFICANCE OF THE STUDY

The research finding will benefit stake holders in the following ways:-

• The parents on correct placement of their children which will assist them in their academics.

• The community will be sensitized on hearing impairment and how it affects learning and thus helps them to control some of the disabilities.

• The teachers will benefit in the research by modifying the learning environment and accepting learners with hearing impairment and their Individual differences to enable them excel in their academic cycles.

• The Ministry of Education will benefit in the research findings as it will enable them modify the curriculum, learning materials and initiation of training programmes for Special Education teachers.

• The findings of the research will also address the solutions to the problems affecting the education of learners with hearing impairment and lay strategies to the way forward.
2.0 OVERVIEW

This chapter has focused on the literature review of the study which has based its findings from the research questions and objectives of the study in relation to what has already been studied or written by other scholars. This includes the suitability of the curriculum, the effectiveness of the teaching and learning materials and equipment, the approaches / methods used in communicating with the hearing impaired learners and the trained personnel handling learners with hearing impairment.

2.1 THE CURRICULUM AND ACADEMIC ACHIEVEMENT

The introduction of national curriculum into schools for the first time was a landmark in the education of all children and had significant implications for those with hearing impairment. It was looked forward with eager anticipation and hope of equal access to education, although there was a realization that there was fundamental need for sufficient resources to facilitate access to education rather than merely a measure of disability Ephic (1980 cited in Gregory 1989).

Unfortunately, the national curriculum in its form produced specific difficulties for education of learners with hearing impairment. Gregory (1998) states that the majority of special educational needs programmes encountered problems with the amount of content that had to be covered. Additional help was needed by deaf
children outside the rigid curriculum for example language work. Listening activities, communication therapy among others meant that while the deaf engaged in this, they would miss other legally determined areas of the curriculum.

Gregory further states that the national curriculum is examination oriented and hence does not provide provision for the child with hearing impairment to achieve in class. Without speech and language, the child with hearing impairment cannot acquire knowledge and understanding of other subjects and nature of techniques needed to teach the deaf, he needs a small special class and a teacher who understands the problem and is skilled in giving specialized curriculum of a class for learners with hearing impairment. Emphasis is on the development of communication through vision and residual hearing which include; speech development, speech reading and auditory training, reading, writing and numeracy and other school subjects.

The imposition of the national curriculum on learners with hearing impairment has led to other constraints on what is taught both in content and teaching styles, for example the use of sign language in teaching does not have a range of vocabulary required for complex curricular and technical content (Gregory 1998). A study on the learners with hearing impairment carried out by Conrad (1979) shows that a sample of the learners with hearing impairment of school going age had low expressive and receptive skills in spoken language and low literacy levels. Half of those with hearing loss greater than 85 Decibels (DBHL) were totally illiterate. Conrad’s main conclusion was that majority of profound deaf were not able to make use of spoken language. Most of them would benefit from the use of sign language. For Conrad, the degree of hearing loss was crucially related to pupils performance.
Kinaga (1987) as cited in Ndurumo (1993) also reveals research on the academic achievement of learners with hearing impairment lags behind five years that of the hearing children. Kuder (1997) in support of the low academic achievement of learners with hearing impairment came up with the following characteristics;

- Learners with hearing impairment are reluctant to contribute to discussions because of the inability to express themselves.
- They have difficulties in organizing ideas to form logical statements.
- They show attention deficits hence concentration level on a given task is low.
- They fail to follow instructions which academic requires.

Kinaga further emphasized that the current curriculum that is imposed on learners with hearing impairment is biased in that it is examination oriented and only favours learners who are hearing. An example during testing is the production of a pop sound as presence of hydrogen is science, testing of phonetics in English among others does not put into consideration the aspect of deafness.

2.2 INSTRUCTIONAL MATERIALS AND EQUIPMENT

For effective teaching and learning to take place, the use of instructional materials and equipment is a must to be put in place. Instructional materials in this context refer to things that the teacher, parent or any care giver can use to help learners acquire knowledge and skills more appropriately and effectively than the use of words alone.
It is unfortunate that the practical use of educational materials has declined in most special schools (Alenyo 1998). Educational needs of learners with hearing impairment cannot be effectively met in normal classroom environment without additional teaching and learning materials available to the teacher and learner. These educational materials include audio hearing aids like the radio, and audio-visual aids like the television. In Kenya teachers and parents of learners with hearing impairment are trained in the production of instructional materials in workshops and seminars organized by Educational Assessment and Resource Centres (EARC). Learning equipments are also used hand in hand with the instructional materials. Learning equipments are the assistive devices that aid in learning. They include hearing aids, the radio microphone, loop induction systems among others. The term “hearing aid” is used to describe a wide range of equipment used by learners with hearing impairment. These hearing aids are designed to improve the auditory experiences of people with hearing impairment. In children, the quality of hearing experience is of great importance because without effective exposure of sound and speech, children with hearing impairment will have very little chance of developing speech and language (Nolan and Tucker 1980).

Further, Tucker states that when a child is found to have a hearing impairment, the clinician will decide whether or not a hearing aid is warranted. In the case of sensory neural hearing loss, where no improvement in hearing is possible a hearing aid will be recommended. In a conducive conditions, the clinician may decide to wait, for in many such cases recovery occurs spontaneously or following medial treatment. The clinician’s primary concern is to ensure that a child makes full use of the residual (or remaining) hearing, therefore, if the fitting of hearing aid is felt the child will hear some of the sounds of conversational speech.
Tucker et al (1980) points out that learners with hearing impairment have been found
to develop spoken language, even in children with severe hearing losses provided that
efficient amplification is given at an early age and parents are given support and
guidance. A hearing aid does not restore a child’s hearing to normal but only gives a
child experience of sound that would otherwise not be heard, hence it plays a very
valuable role in the child’s sensory stimulation and contributes greatly to subsequent
development of language. The type of hearing aid and to a child will depend
primarily upon the degree and nature of the hearing loss and the age of the child. The
body worn aid is better suited to very young children with hearing impairment
because, it is much easier than the post aural type of secure firmly to the child and
thus it is less likely to be damaged or lost during everyday play activities. A child’s
hearing aid should be adjusted by the teacher so that those sounds of normal everyday
conversation which the aid can amplify are presented at a comfortable level for the
child to avoid acoustic feedback (whistle like sound caused by leakage of sound” as a
result of poor fitting). On contrary Hallowell and Silverman (1978) states that many
children with hearing impairment refuse to wear hearing aids because of the
psychological implication they carry, that is being lebeled as “deaf”.

2.3 INSTRUCTIONAL METHODS / APPROACHES

For many years, teaching of learners with hearing impairments has fought for
supremacy, on which approach of instruction is to be used. There are two basic
approaches to teaching learners with hearing impairment namely;

- Oral approach.
According to Hallahan and Kauffman (1991) the oralists believed it was crucial for learners with hearing impairment to develop their remaining hearing ability and to learn to communicate orally. The manualists held the view that very few people consider persons with hearing impairment to have the ability to communicate orally so they emphasize on such methods as sign language. Today however most deaf educators favour “Total communication”.

Meadow (1980) states that total communication is a communication method. It incorporates aural, manual and oral modes of communication. It includes mimes, gestures, reading, writing and other modes that result in clarity and ease of communication. Most educators use total communication to stress on auditory training and speech reading. They employ signing English system which follows the same word order of spoken English.

Wendy (1986) cites that some teaching styles and teaching situations prove difficult for learners with hearing impairment to cope with for example a class discussion or a question and answer session. Children with hearing impairment not only have difficulties with selecting sounds but in locating them. Hallahan (1991) in support of this, states that learners with mild hearing loses have many difficulties in school situations. They are disadvantaged when compared academically to the hearing peers and at risk to become frustrated and isolated from other learners. For this reason, it is important to be aware as an instructor of the following indicators of possible hearing loss;

- Difficulties in understanding spoken language and speech.
- Frequent absence from school because of earache, sinus congestion allergies and related conditions.
- Difficulties in following instructions.

Hallahan’s main concern is that the instructor after identifying these problems should seek for appropriate modification of the instructional methods to benefit learners with hearing impairment if the teacher uses teaching techniques that includes exhibits, demonstrations, experiments and simulations to provide experiences that tend to promote understanding. Writing directions in short, simple sentences and using pictures to illustrate the procedures or process to supplement the oral explanations the teacher gives during demonstrations. Other techniques a teacher may use to promote understanding are:
  - Shortening and simplifying verbalization.
  - Repeating main points to emphasize a given concept.
  - Providing non verbal cues using facial expressions, body movement and gestures.

In addition to modifying oral communication, educators emphasized modification of written materials using graphic pictorial forms such as diagrams, pictures graphs and graphic outlines. They indicate that the best instructional format for children with hearing impairment is predominantly pictorial with some verbal information. Adapting materials in this way reduces language and reading demands and the amount of content that may be difficult for learners with hearing impairment to cover especially students who are enrolled in high school classes in which the reading requirements are substantial (Hallahan 1991).
Hallahan (1991) further states that student’s tutors can also assist in this process. The learner with hearing impairment may benefit socially as well as academically from tutoring by a classmate, for example peer tutors can preview materials by pointing out the main points and new vocabulary before the lesson is presented. Teachers can create other opportunities for social and academic interaction using the buddy system. In this arrangement a normally hearing learner sits next to a student who has a hearing loss to clarify explanations, directions, page, number and other oral communication. Buddies may also share class notes, so that learners with hearing impairment can concentrate on the speaker.

2.4 HUMAN RESOURCE

The key to the quality of formal system of education does not lie in the curriculum development or in the school reform, it rests entirely on the quality of teachers who operate the system and that is why teacher education is vital. Most countries are doing what they can to deal with the problem and have made significance strides to improve teacher education. According to Taylor (1988) Philippine teachers who served the schools for the deaf were trained on the job by American teachers who were hired by Philippine principles. In 1930, the Philippine government started sending teachers of deaf to the United States to specialize in teaching learners with hearing impairment. To qualify, one had to top a civil service examination with teaching the deaf as a major area. Upon return from the United States, the teachers conducted an in service training session for other teachers. However, this programme was found to be too expensive and slow.
Further still Taylor emphasizes that the education authorities had to conceive of a plan to train special education teachers in the least expensive and most practical way. They organized special classes in their respective school divisions where special education teachers were trained every summer. It was hoped that through this training special education would be equipped with enough personnel to run the programme. Surprisingly, a survey carried out by the central office found out that 50% of the teachers who were trained to teach children with special needs had quit the programme because of promotions, transfers, return to regular classes and several other reasons. This resulted in poor educational performance and constraints in long term special training of teachers. This made the programme to be shifted from specialization to general course, in which teachers of ordinary schools were to teach learners with special needs who enrolled in regular classes. This called for “generalist” in special education because it was assumed that exposing regular teachers to the basis of special education would enable them to assist the handicapped child.

In Kenya for along time, teachers of learners with special needs were similarly sent abroad for training through the initiative of various societies and associations for children which special needs for example the Kenya Society for Deaf Children (K.S.D.C). This was found to be expensive and the government had to consider training the teachers locally. Uganda as a country follows a similar teacher training programme for special needs as that of Kenya. Training programmes in Kenya for special needs education are offered at certificate, diploma and degree levels in various institutions of learning.
CHAPTER THREE; METHODOLOGY

3.0 OVERVIEW

This chapter covers the research design, sample population, subject, research instruments and procedure of collecting, organizing and analyzing data. It also highlights the procedural techniques used to collect information for the study.

3.1 RESEARCH DESIGN

The researcher used case study because it studies a single case of a situation, individual or interested group. It also studies a case in its depth or context. When using case study the information can be collected through a range of data collection techniques including observations, interviews, questionnaires and documentary analysis.

3.2 SAMPLING PROCEDURE

The researcher used random sampling to provide equal chances of participation for the teachers. The school sampled out for the research is Mumias Primary School for the deaf. The researcher chose 10 teachers to respond to the research questionnaires because it is a manageable number and also they have had special training to handle learners with hearing impairment.

3.3 SAMPLE POPULATION

The sample population of the research were 10 (ten) teachers in Mumias Primary School for the Deaf in Mumias District Kenya. The researcher chose on them because of their literacy level, experience and knowledge on deaf education.
3.4 RESEARCH INSTRUMENTS

The researcher used questionnaires to collect data because the population that was used in the study was literate. The instruments comprised of five items following the research questions.

3.5 PROCEDURE OF THE STUDY

To administer the questionnaire, the researcher visited the school and sought for permission from the head teacher to administer the test tools to the teachers.

The researcher thereafter collected questionnaire from the respective teachers for data analysis, write up and submission of the research report.

3.6 DATA ANALYSIS

The researcher collected data directly from the teachers in Mumias School for the deaf. To get meaningful results and opinions about the study, the organization of data was done in qualitative form using simple tables to show various responses.
4.0 OVERVIEW

In this chapter, the researcher has arranged the data according to the order of the research questions. The data presented in tables represent the teachers’ views on barriers to the education of learners with hearing impairment. The researcher presented 10 questionnaires and the same number was filled and returned. This therefore shows that 100% of the questionnaires were returned. The responses are shown in percentage as shown below:

Q.1 What are the main problems that affect the learning of children with hearing impairment in your school?

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigid curriculum</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Lack of trained teachers</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Lack of special Equipment</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Inadequate instructional materials</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
The above table indicates that the rigid curriculum is the most common factor affecting the academic performance of learners with hearing impairment. This was cited by 50% of the respondents. However, lack of trained teachers is another major challenge to academic performance cited by 30% of the respondents. Other problems affecting the learning of children with hearing impairment include lack of special equipment cited by 20% and inadequate instructional material cited by 10% of the respondents.

Q. 2 Which instructional materials do the teachers in your school use to teach learners with hearing impairment?

Table 2: Instructional materials used:

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Blackboard</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Charts/pictures</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Real objects</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table indicates that 60% of the teachers in the school use text books when instructing learners with hearing impairment. Another 20% use the blackboard, while others use charts and real objects 10% in each case.
Q. 3 Which teaching approaches are commonly used in your school when instructing hearing impaired learners?

Table 3:

**Approach used by the teacher when instructing learners with hearing impairment:**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign Exact English</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Sign Language</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Total communication</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table shows 50% of the respondents use Signed Exact English approach. 30% use Sign language while 20% use Total communication.

Q. 4 How many teachers in the school have received special training in handling learners with hearing impairment?

Table 4: Trained teachers in the school

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NO. OF TEACHERS</th>
<th>TRAINED</th>
<th>UNDERGOING TRAINING</th>
<th>NOT TRAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumias Primary</td>
<td>32</td>
<td>10</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>School for the Deaf</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above collected in one school indicate that only 10 teachers out of 32 teachers are trained to teach learners with hearing impairment. Another 7 teachers are undergoing training while 15 have not had any kind of special training.
Q. 5 How can the challenges to the education of learners with hearing impairment be overcome?

Table 5:

Overcoming challenges to the education of learners with hearing impairment:

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification of the curriculum</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Training of manpower</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Use of total communication</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Provision of instructional materials</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Provision of hearing aids</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table indicates that 40% of the respondents cited modification of the curriculum as the major solution to overcoming challenges in the education of learners with hearing impairment. Training of manpower was cited by 30% of the respondents. Other ways of overcoming includes: use of total communication, provision of instructional materials and hearing aids cited by 10% of the respondents in each case.

The data indicates that modification of the curriculum is the major solution to overcoming challenges to the education of learners with hearing impairment.
CHAPTER FIVE; SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 OVERVIEW:

This Chapter represents summary of the previous chapters, discussions, conclusion and recommendations.

5.1 SUMMARY

The researcher attempted to give the background to the study in chapter one with a view to investigating the challenges that affect the educational performance of learners with hearing impairment. In addition it was necessary for the researcher to find out what other authors have said in relation to the statement of the problem.

Relevant literature from text books and bulletins were reviewed in support of the study. In order to extract information from the respondents, the study took a qualitative approach. The instruments used were questionnaires and the respondents were 10 teachers from Mumias Primary School for the Deaf in Mumias District of Western Kenya. Finally, the researcher collected and analysed the data obtained from the respondents in a descriptive form (qualitative) using tables.

5.2 DISCUSSION

From the respondents findings in Chapter 4, it was quite evident that there are several factors affecting the academic performance of learners with hearing impairment. In table I it was clearly stated that there is need for curriculum modification of learners with hearing impairment have to excel in the academic cycles. This was cited by 50% of the respondents.
The researcher concurs with the findings in table I and advocates for learners with hearing impairment to be offered with a curriculum that they can achieve in and one that can cater for their individual special needs.

In table 2, Text books, black board, charts/pictures and real objects were cited by the respondents as instructional materials used to teach learners with hearing impairment. However 60% cited text books as the major media of instruction. The researcher is not in agreement with this as she views real objects, pictures and charts to be the main media during the instruction. This is because learners with hearing impairment learn best with objects they can observe and manipulate in support of this, Alenyo (1998) states that for effective teaching and learning the use of instructional materials is a must.

Furthermore, in Table 3 the major approach of teaching approach cited by the respondents is the use of signing exact English. This constitutes of 50% of the response. However, the researcher is not in support of this as she view total communication to be the most effective approach in teaching learners with the hearing impairment. This is so because total communication incorporates all teaching methods that can be used to reach the person with hearing impairment. Meadow (1980) in supporting of this states that total communication is the most appropriate mode of teaching learners with hearing impairment because it incorporates, aural, manual and oral modes of communication. it includes gestures, mimes, reading, writing and other modes that result in clarity and ease in communication. In table 4, it is clear that only 10 teachers out of 32 teachers are trained to teach learners with hearing impairment. The majority of teachers constituting to 22 have had no training. In support of this, Taylor (1988) states that
50% of the teachers who were trained to teach children with Special needs quit the programme because of promotions, transfers, return to regular class teaching and various other reasons. This results in poor educational performance and constraints in funds for the continuance of the long term special training of teachers. The researcher views that training of teachers in special schools should be beefed up and in addition, the government should allocate better remuneration to teachers handling learners with special needs so as to motivate them to work.

Table 5 shows the most appropriate way overcome challenges to the education of learners with hearing impairment as modification of the curriculum and training of manpower with 40% and 30% scores respectively. The researcher views this as quite correct and in addition concurs with the respondents who cited the use of hearing aids as being an effective way of enabling learners with hearing impairment to excel in their academic performance. In support of the above statement Hallowel and Silverman (1978) states that, many children with hearing impairment refuse to wear hearing aids because of the psychosocial implications they carry for example fear of being labeled as deaf. This contributes to poor academic performance as learners are not able to understand their surrounding environment.

5.3 CONCLUSION:

Following the in-depth discussion of the various findings resulting from the respondents views on challenges to learning of children with hearing impairments, it is now clear that the tremendous deterioration in academic performance is attributed to the following factors; rigid curriculum, inadequate use of instructional materials poor teaching approaches, lack of trained man power among others. All these factors seem to work to the detriment of learners with hearing impairment and hence warrant intervention measures to provide equal opportunities with their non-
5.4 RECOMMENDATIONS:

As a measure to improve the Education of learners with hearing impairment, the following conditions need to be put in place:

- The curriculum for learners with hearing impairment need to be modified by Kenya Institute of Education (K.I.E) to suit the special needs of the learners.
- The Ministry of Education Science and Technology should introduce a component of special education in Primary Teacher’s College.
- The Ministry of Education in collaboration with the government should improve on the renumeration of teachers handling special programme.
- The teachers in special institutions should employ the use of real learning materials to compensate for the lost senses.
- The government should beef up training of teachers and other personnel who will offer special services to children with special needs. These should include the following:
  - Audiologist who will assess the hearing problem and give medical prescriptions. Audiologists will also place learners with hearing impairment in the most appropriate educational settings.
  - Sign language interpreters will bridge between the deaf and the hearing community and thus break the communication barriers.
  - The education assessment and resource team will provide essential services by assessing the hearing loss in terms of degree, nature severity and advice on proper intervention measures.
REFERENCES:

Alenyo D. (1988) Educational Materials and their use is a must for all schools,
Challenges to special Education in Uganda, Issue No. 14 Pg. 35


Hold Rinehart.


Souvenir Press

QUESTIONNAIRE ON

CHALLENGES FACING THE EDUCATION OF LEARNERS WITH HEARING IMPAIRMENT

1. What are the main problems that affect the learning of children with hearing impairment in your school?
   (a) ...........................................................................................................
   (b) ...........................................................................................................
   (c) ...........................................................................................................
   (d) ...........................................................................................................
   (e) ...........................................................................................................

2. Which instructional materials do the teachers in your school use to teach learners with hearing impairment?
   (a) ...........................................................................................................
   (b) ...........................................................................................................
   (c) ...........................................................................................................
   (d) ...........................................................................................................
   (e) ...........................................................................................................

3. Which teaching approaches are commonly used in your school when instructing hearing impaired learners?
   (a) ...........................................................................................................
   (b) ...........................................................................................................
   (c) ...........................................................................................................
   (d) ...........................................................................................................
   (e) ...........................................................................................................
24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR...YABBI O. FLORENCE

REG. # ........ B.ED/S.N.E. || 10694 || E.L. || DF

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:

Challenges facing the education of learners with hearing Impairment in Namas School for the deaf.

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