

**CHALLENGES FACED BY TEACHERS OF PUPILS WITH HEARING
IMPAIRMENTS IN KAITHERI PRIMARY
SCHOOL, KIRINYAGA DISTRICT,
KENYA.**

By

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**A research Report Presented to the Institute of Open and distance
learning in partial fulfillment of the requirement for
The degree Bachelor of education (Special Needs) of
Kampala International University**

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DECLARATION

I, Wanjohi Grace W. hereby declare that this study paper is my original work and has not been presented in any other institution for academic purpose.

I also declare that all the materials cited in this paper which are not my own have been duly acknowledged.

Student signature :.....

Date :.....

APPROVAL

This is to certify that the research has been under my supervision and is now ready for submission to the Faculty of Education for the award of Degree in Bachelor of Education in special needs Education in Kampala International University

Signature: 

Date: 13-08-08

MR. SAMSON LAAKI

SUPERVISOR

DEDICATION

This study is dedicated to my loving husband Daniel Wanjohi and my loving children:- Mike Kariithi, Edith Wanjiku, Dave Muigai and Ken Mwangi for their moral support and their patience and understanding while I was away from home during the holidays pursuing a Bachelor of Education in Special Needs Education at Kampala International University.

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I have the pleasure of thanking all those people in whatever role they played and contributions they made to this study.

I take this opportunity to send my abundance and sincere vote of thanks to the Kampala International University Administration for granting me permission and authority to carry out this study.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Deaf education in Kenya falls under the ministry of education, special education division. This section of the ministry deals with the administration of education of persons with special educational needs, deaf education being one of them. History of deaf education in Kenya dates back to the founding of Kenya Society for Deaf Children (KSDC) in 1958 and the subsequent establishment of the first two schools for the deaf, Nyangoma and Mumias primary schools for the deaf in western Kenya in 1961. Later Vocational and Technical and academic secondary schools for the deaf girls and boys were set up. The number of students in the schools for the deaf according to KSDC (2001) statistics has tremendously increased over the years from 1,710 in 1982 to 6,000 in the year 2001. No empirical study has been carried out to ascertain reasons for the steady rise but it is speculated that it could either be due to the increasingly high prevalence of diseases causing deafness such as malaria, measles, meningitis or could be due to effective campaigns, awareness and establishment of Educational Assessment and Resource Services (EARS) across the country and the subsequent availability of educational opportunities for the deaf. Despite the improvement, there are still about 30% of deaf children not attending school (KSDC (2001)).

Providing education for hearing impaired children is a challenge for many governments. Traditional solutions based around special schools can only cater for a small proportion of children who need support. Therefore, for practical reasons, local mainstream schools are often the only places where these children will have a chance of receiving education. However, hearing impaired children attending a mainstream school will need additional support in order to cope with the demands it places on them.

Because a great majority of early learning comes through hearing, children who are hearing impaired will be slower to learn many skills than their sighted peers. Intervention at the preschool stage is thus very important as well – both to encourage these children to learn and develop, and to prepare them for mainstream schooling.

However, interventions at school are hindered by the so many challenges teachers face in carrying out their duties. This study therefore seeks to investigate the challenges of teachers for the hearing impaired children in order to come up with recommendations that avert the situation.

1.2 Statement of the problem

Providing education for the hearing impaired children in Kenya has been a priority in Kenya but the government has not leaved up to its promises of providing adequate facilitation to the teachers of children with hearing impairment. The purpose of this study therefore is to explore some of the challenges these teachers face in the course of carry of carrying out their duties.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the challenges faced by teachers for children with hearing impairment in Kaitheri primary, school, Kirinyaga District, Kenya.

1.3.2 Specific objective

This study seeks to

1. Determine the profile of the respondents as to:
 - 1.1.1 Age
 - 1.1.2 Gender

1.1.3 Academic level

2. To determine if there is a significant relationship between challenges faced by teachers and academic achievement of the hearing impaired children.
3. Make recommendations that can help solve the problem.

1.4 Significance of the study

This study will benefit the following disciplines:

The ministry of education will be able to design policies that address teachers' problems in order to ensure hard working and efficient teachers for children with hearing impairment.

The district supervisors will be able to make a follow up of the policies designed by government to see to it that teachers of children with hearing impairment are properly facilitated.

The teachers will be sensitized to work with the available resources in order to produce good results in their work.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Shortage of school equipment

The management and provision of quality in and relevant education and training are dependent, inter alia, on the supply of adequate equipment and teaching and learning materials. In Kenya, the procurement and supply of equipment for public schools is done by the District Education Officers (DEOs), purchased with the funds provided by the government. However, as a result of the recent expansion of education in Kenya, it is not possible now for the government to provide adequate funds for the procurement of sufficient equipment, particularly specialized equipment for the disabled children. Thus, to supplement equipment supplied by the government and in the spirit of cost sharing, parents and communities are required to provide the schools with equipment and funds to procure equipment and learning materials.

The problem of a shortage of equipment is created not only by the communities unable to provide funds for equipment, but also from difficulties arising from the inability by the districts to procure equipment and supply them to the schools on time (Kamunge, 1988).

2.2 Staff residential accommodation

Kitavu (1993) points out that some teachers in developing countries like Kenya work under very deplorable conditions. Additionally, Kitavi (1993) and Lilat (1988) assert that teachers in some developing countries are overworked, underpaid and sometimes are not paid at all for months. Furthermore, the classrooms they teach in are overcrowded and under furnished.

With poor working conditions and meager pay, provision of good housing is seen as an incentive by many teachers in developing countries. Therefore, lack of good residential accommodation affects teachers negatively both in motivation and morale. Personal transport is nonexistent for many teachers who choose to commute from the nearest urban area to schools located in the remote areas. The poor morale and motivation is most likely to translate into high absenteeism among these commuting teachers and this has negative implications for productivity among teachers as well. This lack of adequate staff accommodation adds another problem for beginning principals in that they will not be able to attract and retain good teachers who see good housing as an incentive for staying in a certain school.

Logotlo (1994) showed that many teachers in developing countries are ill paid and thus see good accommodation as the only fringe benefit provided by their employers.

2.3 Parental Attitudes

Many factors contribute toward shaping parental attitudes toward children's placements. Meadow-Orlans and Sass-Lehrer (1995) report that attitudes may be highly influenced by child factors, particularly age at diagnosis, degree of hearing loss, and the presence of additional disability conditions. Attitudes are also influenced by parental characteristics, including hearing status, cultural/linguistic status, and socioeconomic status. Ross (1990) points out the complexity involved in the formation of parent attitudes, and relates parental opinion to the age at which the child's hearing loss is discovered and professional services offered. Early diagnosis of hearing loss allows parents to acclimate to the reality of having a child who is d/hh and to consider various accommodations early in the child's life. Parental attitudes are not only tempered by parent and child characteristics but may also be affected by the programming options which are offered, and the parent's own affiliation or knowledge of the Deaf Culture.

2.4 Professional Attitudes

Professional educators of children who are d/hh have generally been cautious and occasionally hostile to the movement toward full inclusion. Strong advocacy efforts on the part organizations representing educators and the Deaf community have promoted the broadest possible interpretation of federal legislative requirements for least restrictive environment (LRE) and free appropriate public education (FAPE). These efforts have attempted to safeguard the educational rights of deaf children and youth but also clearly illustrate the perceived barriers to inclusion by professionals working with children who are d / hh.

Recommendations from the 1988 report of the Commission on Education of the Deaf (COED) reflected concern about the unsatisfactory status of the education of persons who are deaf, and specifically addressed their unique educational and communication needs. Partly as a reaction to the movement of students from schools for the deaf into public school programs, the COED recommendations made strong statements about the importance of separate day and residential schools in the continuum of placements available to deaf students. In 1992, then Secretary of Education, Lamar Alexander issued a policy document which required state and local education agencies to consider the communication needs and preferred communication modes, linguistic needs, severity of hearing loss, academic level, and social, emotional, and cultural needs, including opportunities for peer interactions and communication, when developing an IEP for a student who is deaf. The following excerpt from this document addresses the needs of children who are d/hh in relation to appropriate education in the least restrictive environment:

educators thought that pull out time was necessary for the children because they needed concentrated work in several areas, particularly illiteracy. The teachers, in contrast, thought that it was disruptive to have children go in and out of the classroom.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explained the methods that the researcher were use to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explained the methods that were used to collect, process and analyze data.

3.1 Research design

The study used a case study as a research design. Given the duration of the study, the researcher feels that there was a deeper penetration of the problem if a case study was used. This is because a case study examined one school that is Kaitheri primary school, which represents others in Kenya.

3.2 Study population

The study was carried out in Kaitheri primary school found in Kirinyaga District in Kenya. This as because the researcher resides in this same district and was able to collect the required information with out much disturbance.

3.3 Sample size and selection

The respondents were drawn from the all staff of Kaitheri primary school. The respondents will fall in the categories of top management, and teaching staff as illustrated by the table 1 below;



Table: Categories of Sample

| Categories of expected Respondents | Sample |
|------------------------------------|-----------|
| Teachers | 19 |
| Head teacher | 1 |
| Total | 20 |

3.4 Sources of data and data collection methods

This study used both primary and secondary data. Primary data was collected using questionnaires, which was given to teachers. These were self administered since the respondents are all literate.

In carrying out research the researcher first got a release letter from the course administrators which she took to the school under study, that is Kaitheri primary school. She then was given permission by the authority to access information from the school.

Document analysis was also done as a means of secondary data. Reports, training manual and profit and loss statements for the period under study were read and the required data collected from them.

3.5 Data processing and analysis

This involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field questionnaire ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded and code various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which will later be added up. Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made from interviews were also included.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Demographic characteristics of respondents

The study covered 50 randomly selected respondents of whom 25(50%) are male and 25(50%) are female.

Table I: sex of Respondents

| Sex | Frequency | Percentage |
|--------------|------------------|-------------------|
| Male | 25 | 50% |
| Female | 25 | 50% |
| Total | 50 | 100% |

Source: Field survey 2008

4.2 Shortage of school equipment

The results on the Shortage of school equipment factors affecting the teachers of hearing handicap learners are summarized in the table below;

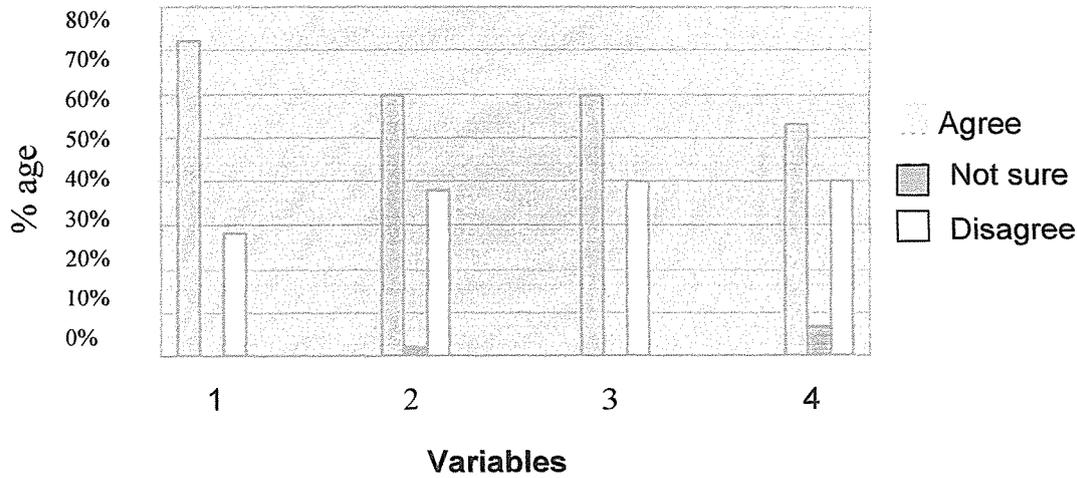
Table II: Response on Shortage of school equipment

| | Items | Agree | Not sure | Disagree |
|---|---|-------|----------|----------|
| 1 | There are no hearing aid equipments in this school to help teacher learners with hearing impairment | 72% | 0% | 28% |
| 2 | There are no books to use in teaching hearing impaired learners | 60% | 2% | 38% |
| 3 | The school has no enough class rooms for teaching | 60% | 0% | 40% |
| 4 | There are no enough special education teachers in this school | 53% | 7% | 40% |

Source : Field survey 2008

Chart I: Response on Shortage of school equipment

Chart showing the response on the shortage of school equipment



Source: Field survey 2008

Results from table II and chart I above show that 72% of the respondents agreed with the statement there are no hearing aid equipments in this school to help teacher learners with hearing impairment. Also 60% of the respondents agreed with the view there are no books to use in teaching hearing impaired learners. More still another 60% were also of the view that the school has no enough class rooms for teaching.

4.3 Staff residential accommodation

The results on the Shortage of Staff residential accommodation and the effect on the teachers of hearing handicap learners are summarized in the table below;

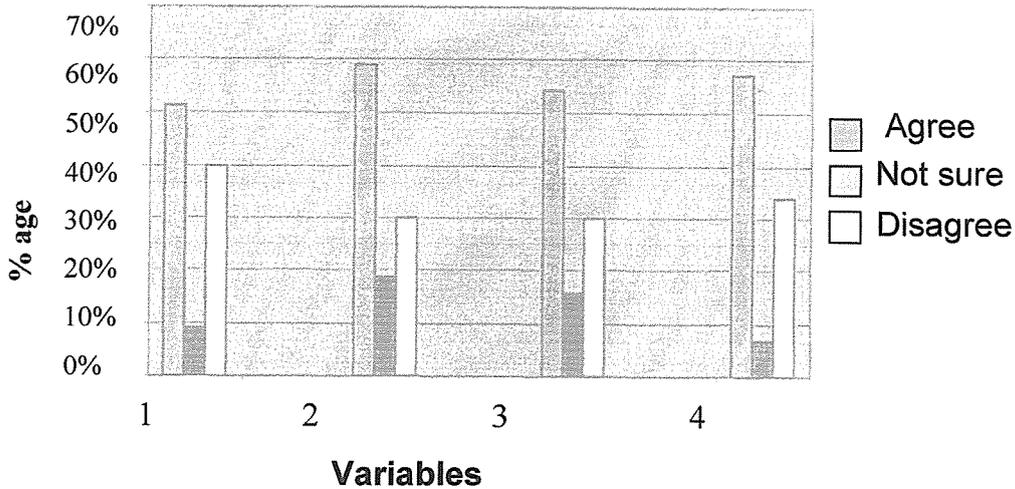
Table III: Response on the Staff residential accommodation

| | Items | Agree | Not sure | Disagree |
|----|--|--------------|-----------------|-----------------|
| 1 | The special education teachers have no accommodation facilities at school | 51% | 9% | 40% |
| 2 | The school has very few accommodation facilities for teachers of special needs | 59% | 19% | 30% |
| 3 | The houses teachers live in are so old and dilapidated. | 54% | 16% | 30% |
| 4 | The accommodation for special needs teachers is fur away from the school. | 57% | 7% | 34% |
| 5. | Some teachers share accommodation with learners. | 56% | 4% | 40% |

Source : Field survey 2008

Chart II: Response on the Staff residential accommodation

Chart showing the response on the shortage of residential accommodation of staff



Source: Field survey 2008

Results from the table and chart I above indicate 59% of respondents are of the view that the school has very few accommodation facilities for teachers of special needs. On the other hand 54% of the respondents are of the view that the houses teachers live in are so old and dilapidated. More still, 51% the respondents are of the view that the special education teachers have no accommodation facilities at school.

1.4 Parental Attitudes

The results on the Parental Attitudes and the effect on the teachers of rearing handicap learners are summarized in the table below;

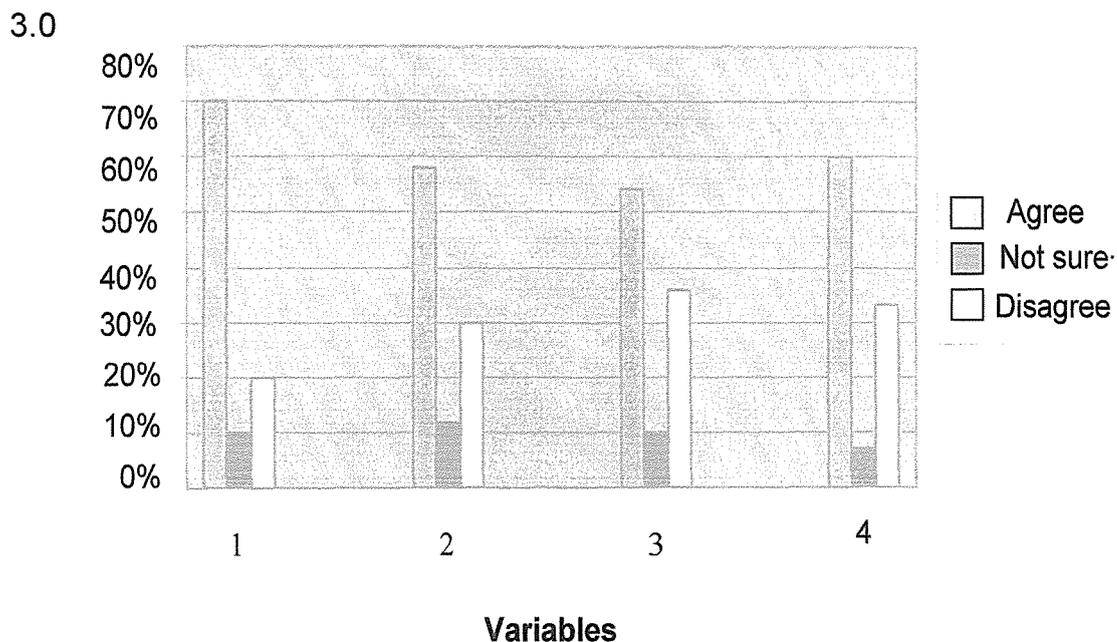
Table IV: Response on parent attitudes

| | Items | Agree | Not sure | Disagree |
|---|---|--------------|-----------------|-----------------|
| 1 | Parents do not trust teachers of special needs with their children | 70% | 10% | 20% |
| 2 | Some parents do not think children who have hearing handicap can go to school | 58% | 12% | 30% |
| 3 | Parents of children with hearing impairments think teachers are not well qualified to teach their children | 54% | 10% | 36% |
| 4 | Parents do not facilitate their children with hearing impairment very well when they are being brought to school. | 60% | 7% | 33% |

Source: Field survey 2008

Chart III: Response on parental attitudes

Chart showing the response on the attitudes of parents



Source: Field survey 2008

The results from table IV and chart III show that 70% of the respondents are of the opinion that parents do not trust teachers of special needs with their children. 60% of the respondents are of the view that Parents do not facilitate their children with hearing impairment very well when they are being brought to school. Further more 58% of the respondents are of the view that some parents do not think children who have hearing handicap can go to school

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study looked at the challenges faced by teachers for children with hearing impairment in Kaitheri primary school, Kirinyaga District, Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2 Summary of the major findings

5.2.1 Shortage of school equipment

The first objective sought to investigate if the shortage of school equipment used for teaching affects the teachers of pupils with hearing impairment

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and another 60% also agreed with the third statement and 56% of the respondents agreed with the fourth statement

5.2.2 Shortage of Staff residential accommodation

The second objective sought to investigate if the Shortage of Staff residential accommodation affects the teachers of pupils with hearing impairment

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57%

agreed with the fourth statement and 56% were in agreement with the last statement

5.2.3 Parental Attitudes

The third objective sought to investigate if Parental Attitudes affects the teachers of pupils with hearing impairment

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement

5.3 Conclusions

5.3.1 Findings on the Shortage of school equipment

The findings revealed that the respondents were in agreement with the following statements: There are no hearing aid equipments in this school to help teacher learners with hearing impairment; there are no books to use in teaching hearing impaired learners; the school has no enough class rooms for teaching; and there are no enough special education teachers in this school

5.3.2 Findings on the shortage of Staff residential accommodation

The findings revealed that the respondents were in agreement with the following statements: The special education teachers have no accommodation facilities at school; the school has very few accommodation facilities for teachers of special needs; the houses teachers live in are so old and dilapidated; and the accommodation for special needs teachers is fur away from the school.

5.3.3 Findings on Parental Attitudes

The findings revealed that the respondents were in agreement with the following statements: parents do not trust teachers of special needs with their children; some parents do not think children who have hearing handicap can go to school; Parents of children with hearing impairments think teachers are not well qualified to teach their children; and Parents do not facilitate their children with hearing impairment very well when they are being brought to school.

5.4 Recommendations

In the education of learners with disabilities a law is needed to provide

And enforce services for this population. Without laws and national mandates, and ways for ensuring that schools abide by these laws, many teachers of pupils with hearing impairment are likely to teacher better.

Teachers of learners with hearing impairment need to be looked after very well in order better delivery of services

More teachers should be trained in the areas of special needs education

so that they gain necessary knowledge and skills to handle and care for the children with hearing handicap.

5.5 Areas for further research

- Challenges of learners with hearing handicap

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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "challenges faced by teachers of pupils with hearing impairment." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male

Female

2. AGE

20-25

26-30

31-35

36 and above

Evaluate the following statements using the following;

| | | |
|----------|----------|----------|
| Not sure | Disagree | Agree |
| 3 | 2 | 1 |

(a) Shortage of school equipment

| | | |
|---|---|--|
| 1 | There are no hearing aid equipments in this school to help teacher learners with hearing impairment | |
| 2 | There are no books to use in teaching hearing impaired learners | |
| 3 | The school has no enough class rooms for teaching | |
| 4 | There are no enough special education teachers in this school | |

(b) Staff residential accommodation

| | | |
|---|--|--|
| 1 | The special education teachers have no accommodation facilities at school | |
| 2 | The school has very few accommodation facilities for teachers of special needs | |
| 3 | The houses teachers live in are so old and dilapidated | |
| 4 | The accommodation for special needs teachers is fur away from the school. | |

(c) Parental Attitudes

| | | |
|---|---|--|
| 1 | Parents do not trust teachers of special needs with their children | |
| 2 | Some parents do not think children who have hearing handicap can go to school | |
| 3 | Parents of children with hearing impairments think teachers are not well qualified to teach their children | |
| 4 | Parents do not facilitate their children with hearing impairment very well when they are being brought to school. | |

THANK YOU

