

**SCHOOLS INFLUENCE ON LEARNING WITH HEARING IMPAIRMENT
IN SELECTED PRIMARY SCHOOLS OF SHINYALU DIVISION,
KAKAMEGA EAST DISTRICT - KENYA**

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DECLARATION

I Munyasa L Frederick do declare that this special study paper is my original work and not a duplication of similarly published work of any scholar for academic purpose. It has not been submitted to any other institution of higher learning for the award of certificate, diploma or degree in early childhood and primary education. I also declare that all materials cited in this paper which are not my own have been acknowledged.

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APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.

Signed..... *Kabuseh*

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DEDICATION

This piece work is dedicated to my wife Jackline, my sons Bryan and Cyril Korea and daughter Brigit with love and thanks for your help and patience throughout.

ACKNOWLEDGEMENT

I wish to acknowledge my later father late Peter Munyasa, my mother Paulina for constantly insisting that I go for further studies. My friend Mr. Kizito Ahindukha of the D.E.O office Vihiga for strict and diligent guidance, KIU lecturers and library staff for direction, kindness and understanding, to the Musingu primary school Head teacher, staff and pupils for the immense support throughout this exercise. To all my friends.

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ABSTRACT

A qualitative study to investigate the school influence on learners with hearing impairments was carried amongst primary school teachers Shinyalu division, Kakamega East district in Kenya. The following objectives guided the study; to identify the number of learners with hearing impairments who are currently in regular schools. To establish the teachers attitude towards learners with hearing Impairments, to establish whether the teachers teaching learners with hearing impairments in an inclusive educational setting have been trained, and to establish if specialized teaching learning materials were available in primary schools.

A questionnaire was drafted and used to collect relevant data about school influence on learners with disabilities. Findings revealed that there existed 88 children with H.I in the 8 primary schools. The percentage ratio of learners with H.I to their normal peer was 2%:98%, this posed a great challenge to the learners with H.I as they could be neglected because of the minimal number. The study discovered that the teachers teaching had lowly professional qualifications to handle learners with diverse needs and characteristics. Findings also showed that the school learning environment had not be restructured to accommodate all learners with diverse needs. And it was also discovered that a number of teachers had a negative attitude towards learners with H.I because they knew little about them and how to instruct to them in class, the teachers were also found to be overwhelmed with other tasks and therefore found no time for the H.I. It was recommended that the school learning environment be modified to suit all learners; government to intensify both in service and pre-service training while bearing in mind to equip the teachers with appropriate skills and knowledge to handle learners with diverse needs. And to sensitize all the stakeholders in the implementation exercise.

DEFINITION OF TERMS

Impairment

This refers to any loss or damage to a part of the body either through accident, disease and genetic factors or other causes.

Research

This is to carry out some findings or do investigations about something. In this study paper research would mean doing investigation on teachers' attitude on learners with hearing impairment.

Hard of hearing

This despite the hearing loss, there is still enough useful hearing (residual hearing). In this case it would mean doing research on mild and moderate hearing.

Deafness

This is having a severe hearing loss that can not be used to understand speech.

Regular schools

This refers to the mainstream or integration schools which follow the curriculum that is prepared for the average ability learners.

Inclusive setting

This is a situation where all learners including those with special needs participate in all activities in a community that recognizes and addresses the needs of each learner. In this case, inclusive setting would mean those learners with hearing impairment included in the mainstream.

ACRONYMS

ECD	Early childhood development
ECE	Early childhood education
H.I	Hearing Impairment
SNE	Special Needs Education
HH	Hard of hearing
RS	Regular school

CHAPTER ONE

1.0 Introduction

For a great number of years people with disability all over the world were considered as socially and physically less capable. They suffered neglect by their families and society at large. They were rejected, isolated and at times abandoned to die on their own. Any form of disability was believed to be contagious. But now that is in the past children with disabilities are free to learn with any other normal peers. It was after it was discovered that quite a number of them could learn effectively and therefore live meaningfully with their disability. Disability has since been disregarded as inability.

In Kenya inclusive free primary education was launched to cater for even those learners with special needs. It is believed that these children can learn better and develop faster if they are given a chance to interact with their normal peers. Since 2003 learners with disabilities have been enjoying education in the regular classroom settings away from the special units.

Michael Ndurumo a deaf Kenyan who went to America to further his studies up to the level of PhD has returned and advocated for the use of sign language. Sign exact and signed exact in English in the education of the deaf. In response to the Kenyan Institute of special needs education undertook the training of teachers to teach the learners, with hearing impairment. However with the implementation of inclusive education one wonders if in case all the teachers instructing learners with diverse needs have undergone this specialized training. One also wonders whether indeed the children with hearing impairments are benefiting from being included in regular groups.

In Shinyalu division quite a number of primary schools have implemented the inclusive learning policy. It is therefore in the light of this that this research was conducted to investigate the influence of the school on the learners with hearing impairment.

1.1 Statement of the problem

Learners with hearing impairment already included in regular primary schools have been performing poorly in other academic work especially in spoken English as compared to their regular peers. This has been negatively impacted by rating of schools based on a mean score and not on individual performance of pupils.

Some regular primary schools have also limited admissions to learners with hearing impairment to the extent of turning them away, fearing that they can not cope with other regular learners in terms of school mean scores. Majority of parents are also resisting inclusions of learners with hearing impairment partly due to the feeling that those hearing problems are contagious and secondly due to fact that teachers may spend longer time attending to such learners in class at the expense of regular learners. Timing of examinations is smaller even with learners with hearing impairment and are eventually rated together with regular peers. This research work is therefore intended to give an opportunity for hearing impaired learners to have or get positive accommodation in regular schools by regular teacher and eventually give way forward for improvements of their performance in an inclusive setting.

1.2 Purpose of the study

The purpose of this study was to assess how inclusive schools have impacted the performance of learners with hearing impairment and teachers attitude on learners with hearing impairment and establish how to help them.

1.3 Objectives of the study

- To identify the number of learners with hearing impairments who are currently the mainstream
- To establish the teachers attitude towards learners with hearing impairment
- To establish whether the teachers teaching the learners with hearing impairment in an inclusive setting have been trained and sensitized to do so.
- To determine the availability of specialized educational resources for learners with hearing impairment in an inclusive setting.

1.4 Research questions

- How many learners with learning impairment are in the mainstream?
- How many teachers are trained or sensitized to teach learners with hearing impairment in the zone?
- What is the attitude of regular teachers towards learners with hearing impairment in an inclusive setting?
- What are the available specialized educational resources found in regular school to cater for learners with hearing impairment?

1.5 Scope of the study

This study was conducted in selected primary of Shinyalu division, Kakamega East district in Kenya to assess how inclusive schools have impacted the performance of learners with hearing impairment.

1.6 Significance of the research study

To change the attitude of regular teachers towards learners with hearing impairment and give such learners equal opportunity of being self-reliant.

To sensitize different charitable organizations to donate funds towards availing specialized resources for learners with hearing impairment.

To sensitize parents of learners with hearing impairment to be positive towards them

To encourage equal opportunity for interaction by such persons/learners and exploit the talents owing to the nature of the disabilities

To enrich methods and appropriate for learners with hearing impairment

1.6 Limitations of the study

Limited funds

Money was required for the purchase of materials to be used for research and traveling especially in search of library services for references.

Limited time

As a distance learner and a researcher a lot of pressure from both place of work and family matters took much of his time.

Adverse weather conditions

The researcher operates in a zone which sometimes become water-logged during rainy season. This creates a lot of difficulties in movements.

Shortage of literature

Lack of enough literature materials on hearing impairment may also cause or affect the study. Most learning materials on hearing impairment are hard to find due to lack of clear policy on books publications.

1.7 Delimitations

Familiarity to the respondents

Since the researcher hails from the Zone, it created a good rapport between him and the respondents.

Similar language background

The researcher is a local man who understands the local dialect to communicate or to pass a message to the respondents.

Appropriate programmes

The good programmes of research times may help in the success of research work

Familiarity with the environment

Being a person from the area the researcher can use all the available traveling means to reach the respondents (targeted population). He can also apply his knowledge of the local environment for the collection of any necessary materials that may be required for use.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter contains a review of the literature on how inclusive schools have impacted the performance of learners with hearing impairment and teacher's attitude on learners with hearing impairment.

Effective learning

Effective learning implies that what has been learnt can be retrieved in future situations rather than the short-term functions schools and learners attach to learning. Learners are actively involved in meta-learning processes of planning, monitoring and reflecting on what they learn.

Learning

Lambert and MC Combs (1998) define learning as a natural process guided by individual learners goals arising from the activity itself and interactions with others stemming from activity, in which learner try to make sense of their experience by constructing knowledge, meaning and understanding.

Learning context

This is learning space or environment in which learners can engage in active and strategic learning and also be able to understand their learning.

Learning style

Learning styles can best be accommodated when the teacher-learner ratio is small so that teachers allow independent and problem-based learning.

Meta-learning

Meta-learning involves learning how to learn while reflecting upon the process of learning itself and making sense of the experience. Therefore in meta-learning a learner draws from a real experience and makes connections to learn something new.

Curriculum

According to Mbithi D.M (1974) teachers should be trained on how to modify the curriculum to accommodate all learners with special needs in education. School curriculum must seek to develop the individual pupils potential abilities to their maximum.

Kamunge report (1998) recommended that an appropriate curriculum be developed for children with special needs of which hearing impairment is included.

The convention on the right of the child (1989), Article 23 paragraph 3 stresses access to education and its related services to a child with special needs. The researcher agree with the author because practically most of the regular teachers use the regular curriculum to teach both the regular learners and learners with special needs using the same methods. This does not angur well with learners with special needs especially those with hearing impairment. In this case some may require the use of sign language.

Glenn Stewart and Simpson (1975) emphasized the proper use of teaching and learning materials to aid the maladjusted children. The Kenya the decision of the ministry was to provide free primary education (FPE) to all children. Here emphasis was made for provision of more resources to learners including those with disabilities. Instructional materials management hand book (2003).

The Kamunge Report (1998) emphasized the need for necessary facilities and equipment to be provided for learners with special needs education (SNE) for example hearing impaired learners in mainstream programmes.

Knowledge of teachers about learners with hearing impairment

In Kenya a number of teachers teach in inclusive settings set up but they have never undergone any professional training. Teachers are supposed to be trained on how to handle learners with special needs in a regular classroom (Ndurumo, 2000).

Kathanya (2002) expressed concern about poor performance in regular schools which he attributed to limited resources and knowledgeable teachers to handle on inclusive group.

Teacher education

Little has been done as far as teacher education is concerned towards learners with hearing impairment. Randiki (2002) emphasized the training of regular teachers to be more responsible for the needs of learners with special needs (hearing impairment included).

The Kamunge report (1998) states that persons with various disabilities be catered for in regular schools. This could be achieved through the training of regular teachers.

Speech training

Dale DMG (1971) states that there are many variations in the way learners with hearing impairments speak. They have certain features which are frequently in them.

Freeman R.D Caubin and Boese J.L (1981) observed that learners with hearing impairment differ from normal speech. They tend to be slower and are abnormal in intonation, breadth, loudness and pitch control are unusual.

Syllables may be added or omitted and tongued may not be properly placed to make some consonant sounds especially those who can not be observed on lips.

According to Dale DMG (1972) speech training has five cardinal rules to apply to specific training and these include the following;

- The materials used should be meaningful
- Work should be carefully selected from the speech point of view to make it easy and not difficult
- The lesson should be pleasurable
- A record of materials that have been successfully taught must be kept
- Selection of words and phrases to be taught.

The use of hearing aids

These are resources used to help a person who is a hearing impaired (not profound) to hear the sound at the reasonable distance.

According to Davis H. et al (1978) hearing may simply mean to collect sound from air. It has the ability to prevent the scattering of sound during transmission. But talker and Nalon M (1986) states that hearing aids are so many in the field but basically perform the same function.

Effective use of hearing aids

I am T. et al (1986) states that the first test is subjective and routine daily listening test is via child hearing aids.

Steps to be followed

Check if the sound is able to pass freely into the microphone

Check the ear mould. It should be cleaned each evening with little soapy water
Check the battery and casing.

According to Silverman et al (1978) teachers should check daily on the need for minor repairs.

Lip reading

Davis H & Silverman et al (1978) viewed lip reading as a visual perception of speech sounds which supplements residual hearing loss. Lionel E (1982) agreed that profound deaf persons are not able to hear speech but are able to understand what is being said by watching the speakers face and lip movement.

Cultural beliefs and attitudes

This has been a major hindrance for the development of persons with disabilities. Persons with disabilities were viewed as bad omen and were killed, some abandoned or offered as sacrifices to gods.

Radniki (2002) states that some communities regarded disabilities to be caused by demons, curse, bad omen, witchcraft, punishment from God, mistakes made by ancestors

Some twins were thrown away into the wilderness for wild animals to eat for fear of competition, Chinua Achebe (1958).

People judge the hearing impaired on the basis of their inability to communicate properly. As away of defense these people tend to be violent because of the society (J.P, 2006).

Biblically persons with disabilities were viewed as sinners. Throughout the old testament, from the book of Numbers to Deuteronomy, those people were seen

as unclean and needed cleansing. This is why Norman the leper, even though he was an army officer (commander) was not regarded as somebody great before the people (2 kings Chapter 5).

Teachers attitude towards learners with hearing impairments

Attitudes are ones positive or negative feeling that develop as one interacts with others and environment. In this study it is the way teachers feel as they interact with and teach learners with hearing impairment.

Inclusive education

This started way back in 1981 in Kenya. The Salamanea report (1994) gave the learners with special needs chance to be included in regular schools to meet their educational needs.

The universal declaration of human rights adopted and proclaimed by general assembly resolution. ZITA (II) of 10th December 1948 of article 20 states that everyone has a right to education.

The convention on the rights of the child (1989) emphasized the four basic right of the child which includes education, medical care, food and protection (shelter). The world conference on education for all (1990) influenced the move for inclusive education. It affirmed the principles that move for inclusive education. On teacher education and inclusive education the researcher also agree with the recommendation given by various bodies to help learners with special needs (hearing impaired). Regular teachers should be given courses to help them handle learners with hearing impaired.

According to Joe M (2006) certificate is designed for deaf and hard of hearing students who wish to work in the student life programme at a residential school

for the deaf or as an assistant teacher in a classroom with deaf theoretical to a practical perspective (Gregory, 1995).

Students can define what constitute a relevant educational programmes and what will encourage their progress, commitment and continuance within any such programmer (Kortering and Bracil, 1999).

Detailing students view point can discredit stereotypical beliefs of dependency and powerless (Swain, 1930) expose institutionalized equities (Middleton, 1999) improve educational services (Smith, 1999) and lead to policies reflecting the view points of those intimately affected (Ruth, 1981).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes in details the procedures that this study took. It also explains the methods and techniques used to collect and analyze data.

3.1 Research design

The study utilized qualitative techniques to investigate the influence of school on the learners with hearing impairments. At a later stage some quantitative techniques had to be adopted for the purpose of analyzing and interpreting the findings.

3.2 Research area

This research was conducted in Shinyalu division, Kakamega East district in Kenya to assess how inclusive schools have impacted the performance of learners with hearing impairment and teachers attitude on learners with hearing impairment.

3.3 Study population

The targeted population included all the teachers teaching in the 17 primary schools. These teachers were believed to have first hand information about learners with hearing impairments how they learn, and the challenges they face.

3.4 Sample size

The study used 32 teachers from 8 schools of Shinyalu division, Kakamega East district in Kenya.

3.5 Sampling techniques

A systematic random sampling technique was used to select teachers from the eight schools in Shinyalu division.

3.6 Methods of data collection

3.6.1 Types of data collected

The types of data collected included both primary and secondary. Secondary data was gathered by reviewing relevant literature during the initial stages of this research. At a later stage primary data was also collected from the respondents in the field.

3.4.2 Instrumentation

For the purpose of collecting data a research instrument had to be constructed, and the most suitable one was the questionnaire given to the literacy level of respondents who were teachers by profession.

3.4.3 Piloting of the instrument

The researcher ensured that relevant data is gathered by first designing the instrument and giving it ten teachers who filled it in to test whether it was reliable. All the items that were not yielding straight toward answers had to be rephrased or had to be eliminated.

3.5 Procedure of data collection

A letter was obtained from the director of institute of open and distance learning to permit the researcher to go to the field for the study. When in the field permission had to be obtained from the head teachers of the schools where this research was conducted. After being granted permission the instrument was distributed to four teachers from each study school.

3.6 Data analysis

The data gathered in instruments had to be edited and corrections made. Then those items that had not been coded were assigned codes for the purpose of analyzing it using Excel spread sheet programme. Interpretations were made ad recommendations made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.0 Introduction

The purpose of this study was to investigate and establish the influence of schools on learners with hearing impairments. The study was guided by the following objectives; to establish the teacher's attitude towards learners with hearing impairments; to establish the prevalence of learners with hearing impairment, to establish whether the teachers in the regular educational settings have been trained and sensitized to handled learners with hearing impairments and to determine.

4.1 Prevalence of learners with disability

The researcher sought to establish whether there existed learners with hearing impairments in an inclusive setting. This was done to make sure that this research is undertaken in an area where a problem exists.

Table 1: show prevalence of learners with hearing impairment in regular schools

Response	Frequency	Cf	Percentage
A	30	30	34.09
B	16	46	18.18
C	12	58	13.63
D	12	70	13.63
E	05	75	5.68
F	05	80	5.68
G	05	85	5.68
H	03	88	3.40
Total	88	532	100

Source: Field data 2010

The above result shows that there is fair representation of learners with hearing impairment in the sampled regular schools. This is confirmed by the fact that in

all schools investigated such learners were present, the lowest being 3 learners and highest 30 learners. It also out clearly that the most common category was mild and moderate hearing impaired learners (hard of hearing). Total of 88 learners were identified as having hearing impairment against total enrollment of 5337 learners in Shinyalu division, Kakamega east district of Kenya.

Table 2: showing percentage ratio of learner with H.I to their normal peers

Category	Frequency	Percentage
Non learning impaired	5249	98.35
Learners with hearing impairment	88	1.65
Total	5337	100

Source: Field data 2010

The researcher thus concluded that 1.65 represent learners with hearing impairment while 98.35 represents learners without hearing impairment regular learners/non hearing impaired.

4.1.1 Professional training of teachers who teach learners with hearing impairments

Randiki (2002) advised that since regular teachers had basic skills and knowledge in education, there was need for them to undergo some specific training in order to instruct effectively, the learners with special needs. In this study the researcher had to find out if the teachers had any relevant professional needs to teach the visually impairment learners.

Table 3: shows the qualification of teachers

Qualifications	Frequency	Percentage
Special needs education	04	13
Guidance and counseling	07	28
General education	32	100
Total	32	100

Source: Field data 2010

Out of the 32 teachers interviewed only 4 of the teachers had specialized in special needs, 7 of them had trained in guidance and counseling. From the above findings in table 3 it clearly indicates that there is need for teachers to go for in service training specifically in special needs education as the teaching of children with special needs requires some skills and knowledge to handle these children effectively if education is intended for all then this must be done. It appears that the children with hearing impairment are merely wasting time in the regular classroom and are learning less.

4.1.2 Teachers level of sensitization about how to handle the learners with hearing impairments

By sensitization the research meant the level of awareness of how to handle the hearing impaired learners. According to Treeman and Beese (1981) there are certain characteristics of learners with hearing that impairment must take note of by teachers their speech differs from the rest of the normal peers. Dale therefore advised that teachers when training such learners in speech, they should strictly follow the five rules. The researcher therefore sought to establish if the teachers had been sensitized about speech training.

Table 4: shows the distribution of teachers according to what they know about training of learners with hearing impairment.

I am aware of the five rules of speech training	Frequency	Percentage
Agree	10	
Disagree	06	
Not sure	18	
Total		

Source: Field data 2010

Findings shows that on top of the poor teachers who had specialized in special needs 6 more had been sensitized on how to train speech to the hearing impaired. 18 of the teachers were not aware of what was meant by speech. This analysis revealed one of the challenges that children are facing in the mainstream if the teachers can not train the learners in speech then there is no way one may convince the public that these children are being prepared for any future.

4.1.3 Teachers knowledge and ability to use the special materials to instruct the learners with hearing impairment

In order to establish whether the teachers could help the learners with hearing impairment use the hearing and, a question was asked.

Table 5: Shows the distribution of teachers' responses as to whether they can guide the learners with hearing impaired in using hearing aids

I am aware of the five rules of speech training	Frequency	Percentage
Agree	10	
Disagree	-	
Not sure	22	
Total	32	

Source: Field data 2010

Findings showed that 10 teachers could guide the learners with hearing impairment on how to use the hearing aids and other relevant learning materials, 22 of them were not sure. This finding also shows the teachers lack of knowledge about how to teach the hearing impaired in the mainstream.

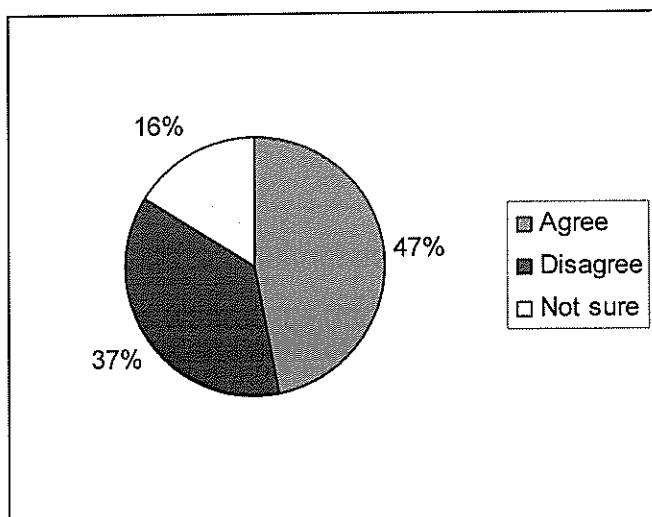
4.2 Teachers attitude towards the teaching of the visually impaired

According to J P (2006) people judge the hearing impairment according to their inability to communicate properly.

Ngaroga (1996) warned the teachers not to hold a negative attitude towards the learners with hearing impairments.

Mwaura (2002) spoke of when a teacher holds a negative attitude towards such learners with special needs, it lowers their educational expectations. In this study **the teach** wanted to find out what attitude teachers hold towards the learners with hearing impairments in the regular classes.

Figure 1: shows teachers responses about whether the learners with hearing impairment should study together with their normal peers.

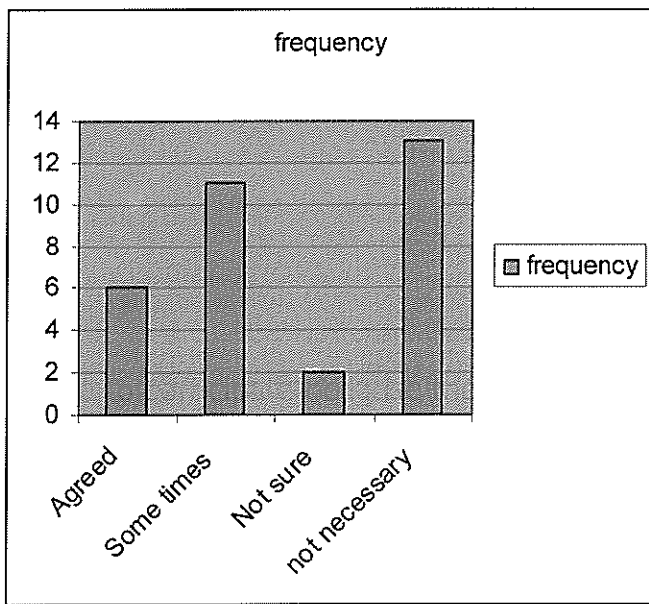


Source: Field data 2010

4.2.1 Ability of learners with hearing impairments to participate in school activities

Ndegwa (2001) highlighted the possibility of children with hearing impairments having communication problems and were therefore being deprived of participating and involvement in school activities. The following analysis was intended to establish if the teachers would be denying these learners their chance to participate because they could not communicate well.

Figure 2: shows the teachers response as to whether they allow learners to participate in classroom activities.



Source: Field data 2010

Findings in figure 2 shows that out of 32 teachers 6 of them agreed that they allow the learners with hearing impairments to participate in all activities at school; 11 teachers said sometimes they allowed them to participate in the activities, 13 teachers said it was not necessary to involve these learners; and only 2 of the teachers were not sure it is essential. This interpretation shows a number of teachers could be having a negative attitude towards the learners with hearing impairment, most especially the 13 teachers who claimed it was not

necessary and those who stated that they sometimes allow the learners to participate in classroom activities. If these children are being denied a chance of participation then it therefore becomes difficult for these learners to accept themselves and fit with others and this is reflected back by their performance.

4.2.2 Teachers motivation and attitude towards the learners with hearing impairments

Foxy (2003) stated that a lot of time is required to cater for individual children hence teachers find no time since there no additional rewards and the task is itself over whelming for the teachers.

Table 6: shows the teachers responses as to whether and why the get time to help the learners with hearing impairments

Teachers response	Frequency	Percentage
I get time to assist learners with hearing impairments because I am well paid	3	
I get time for the HI impaired because I understand them well	6	
I do not have time for these children because the task is too heavy	17	
I do not help the learners with HI because it is not my task	21	
Total	32	

Source: Field data 2010

From the above analysis only 3 teachers claimed to give special assistance to the learners with hearing impairments because they are paid well. This shows that the rest of the 29 teachers lack motivation to assist the HI learners because they are not well paid. Only 6 out of the 32 also admitted getting time for the HI because they understand them and their needs; 17 out of the teachers admitted not hearing time for these children because they have too much work, and 21 of the 32 teachers confessed they do not help the HI learners because they believe these children belong to the special units. The above interpretation reveals that teachers hold a negative attitude towards the learners because some of the

teachers do not have sufficient knowledge about those children yet some are overwhelmed with the work tasks in an inclusive setting. Most important of all the teachers are not well motivated to undertake the task of teaching in an inclusive setting.

4.3 Availability of specialized educational resources for learners with HI

Katenga (2001) advised that if a teacher is to effectively facilitate the learning of H.I children there must be some special teaching/learning facilities such as hearing aids, maps, and pictures. This is because learners grasp by observing and therefore the classroom environment should be conducive and interesting and conducive for the children with H.I. This study wanted to find out if there were teaching learning materials to support the learning of hearing impairment.

Table 7: presents the percentage distribution of teachers' responses about the presence of T/L materials for the HI in regular classrooms.

Specialized materials available	Frequency	Percentage
Hearing aids	28	
Projectors	17	
Maps	30	
Charts	31	
Total		

Source: Field data 2010

Findings from the above table showed that the regular schools have acquired specialized materials such as the hearing aids, although the frequency counts on projectors show that some schools do not have them. For maps and charts it is quite evident that these exist. This signals the urgent need of fully facilitating the inclusive schools with the crucial teaching learning material, if education of the hearing impairment is to be meaningful.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The previous chapter analyzed and interpreted data on the school influence of learning of children with hearing impaired. The variables that were investigated included; the prevalence of learners with HI in inclusive settings; the qualification of teachers and their ability to teach in an inclusive education setting; the attitude that teachers hold towards children with H.I; and the availability of in structural material.

In this chapter the summary of findings were presented, a conclusion made and recommendations given.

5.1 Summary of findings

Findings revealed that out of the 5,337 learners in inclusive educational settings of Shinyalu division 88 of them were confirmed cases of hearing impairment. This revelation helped the researcher to help confirm the findings about the influence of school on learners with hearing impairment. The percentage ratio of learners with hearing impairment to the normal peers in the eight schools was 2% of children with hearing impairment to 98% of the normal ones. This showed the need for the teachers to take great care not to ignore these children since they constituted a minimal number. It could be possible to just forget about their needs and concentrate on the rest of the learners.

About the training of teachers who handle the learners with pluralistic needs in an inclusive educational setting, it was discovered that just 13% of these teachers were qualified to teach the hearing impairment and 41% qualified to

teach an inclusive setting. This is worrying because Ndurumo (2002) had also cited that in Kenya teachers who teach in an inclusive setting are not trained to handle learners with different disabilities hence these children are not well catered for. Such children require special skills and specialized instructional materials to bring about meaningful change of behavior.

Findings also revealed lack of sensitization of teachers. Majority of the teachers were not aware of identifying learners with Hearing impairment, and neither were they conversant with how to conduct sign language and the rules that govern the teaching of sign language. Very few teachers could use the hearing aids effectively to teach the learners with Hearing impairment.

It was also discovered that in inclusive educational settings in Shinyalu division, there are inadequate specialized teaching learning resources like sound proof classrooms. Katenga (2001) had advised that if a teacher is to effectively facilitate teaching of the learners with hearing impairment then the specialized equipment must be put in place. Therefore there is need for the government of Kenya to provide adequate teaching and learning to cater for these children.

Findings also showed that the attitude of teachers towards the learners with hearing impairments was negative to most of the teachers. The reasons behind this ranged from teachers lack of knowledge about these learners and their needs. Other teachers had a negative attitude because they were overloaded with too much work and others were not well facilitated. As long as this attitude is held by the teachers, the hearing impairment children will continue to suffer marginalization as cited by Foxy (2003). Such an attitude greatly lowers the educational expectations of learners with hearing impairment.

5.2 Conclusion

Education is for all regardless of the physical characteristics of individual learners. That is why inclusive education had to be implemented in Kenya. The implementers however should realize that one each stakeholder should play roles assigned to them. The teachers who are the key implementers must be prepared to handle learners not only those with hearing impairments but of diverse needs and background. This can not happen in a vacuum but government should play another greater role of supporting the policy of inclusive education.

5.3 Recommendations

There is need for teachers to undergo in service training in special needs education in the same way the pre-service training of teachers must be done with emphasis on the emerging trends of education, where education is for all. The teachers are no longer regular teachers with basic education skills but rather specialists teachers to handle learners with diverse needs.

Curriculum experts in Kenya have to wake up and work together with the special teachers from special units, to reformulate a curriculum for all learners. Government has a task of investing more finances in education for all. The school learning environment must be totally overwhelmed to accommodate even those learners with diverse needs.

Collaborative implementation of the policy of inclusive education could work better with each stakeholder playing the roles assigned to him/her. The burden should not be left to the regular teachers because they are already burdened with much work.

Teacher motivation is important not only in an inclusive educational setting but even in any regular primary school. The Kenyan government has to work to

motivate teachers because performance in education depends on their ability motivate their learners.

Sensitization of stakeholders such as parents, paraprofessionals, administrators and teachers must be undertaken by government. Parents seem not be aware of their roles and the special teachers can not effectively work with the teachers. All of these have to change.

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APPENDICES

Appendix A: Questionnaires for teachers

Dear respondents,

I am a student at Kampala International University carrying out research about **Schools Influence on Learners with Hearing Impairment** in order to complete my study successfully. I am requesting you kindly fill these questions; the information got is for academic purposes and will be treated in a confidential manner.

Thank you for your co-operation.

1. Do you have learners with hearing impairments in your school?

Yes No

If yes, state the number in the school

.....
.....

2. Do you cater for learners with hearing impairment in your school?

Agree Disagree Not sure

3. Do these Hearing impairment learners study in the same classrooms with their normal peers?

Agree Disagree Not sure

4. Do you believe they should be integrated with any other learners?

Agree Disagree Not sure

5. Do you normally use relevant learning/teaching resources to cater for learners with hearing impairment?

Yes No

If yes then state briefly the ones you use

.....
.....

Please tick where applicable

6. I get time to assist learners with hearing impairment because I am well paid for the job.

7. I get time to help the hearing learners because I understand them well.

8. I do not have time for the hearing impairment because am too busy

9. I do not help the hearing impairment learners because it is not my task

10. Are the following equipment available in school?

Sound proof rooms

Maps charts

Projectors

Hearing aids

Relevant textbooks for hearing impairment

11. Do you give learners with hearing impairment an opportunity to participate in classroom and school activities?

Strongly agree

Not always

Not necessary

Not sure