

**CHALLENGES OF TEACHING THE HEARING IMPAIRED LEARNERS
IN AN INCLUSIVE SETTING IN KIAZABE DIVISION,
KANGUNDO DISTRICT-KENYA.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
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DECLARATION

I Njoroge Kigucia BED hereby declare that this study is my own original work and not a duplication of similarly published work of any college or any other Institute of high learning or otherwise. It has therefore never been submitted to any other Institute for the award of a certificate, Diploma or Degree in special needs Education.

I further declare that all materials cited in this paper and are not own, have dully been acknowledged.

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APPROVAL

This is to certify that this research study on challenges of Teaching Hearing Impaired in an inclusive setting in Kiazabe Division, Kangundo District. Kenya has been submitted in partial fulfillment of the requirements for the Degree in Bachelor of Education in special Needs with my approval as University supervisor.

Supervisor: Mrs. Nabusea Deborah Taligoola

Signed: Nabusea

Date: 14/08/09

DEDICATION

This work is hereby dedicated to my loving wife, Elizabeth Njeri my sons Jeremiah and Pius and my daughters Jecintah and Monicah.

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I would like to acknowledge the assistance of the following in giving me moral support, my wife Elizabeth Njeri, my daughter Jecintah Wairimu and my Lecturer, Madam Deborah Taligoola.

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TABLE OF CONTENTS

| | |
|---|----------|
| DECLARATION | i |
| APPROVAL..... | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENT. | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | viii |
| ABSTRACT..... | ix |
| CHAPTER ONE: | 1 |
| INTRODUCTION | 1 |
| 1.1 BACKGROUND INFORMATION..... | 2 |
| 1.2 STATEMENT OF THE PROBLEM..... | 3 |
| 1.3 OBJECTIVES OF THE STUDY..... | 3 |
| 1.3.1 GENERAL OBJECTIVE | 3 |
| 1.3.2 SPECIFIC OBJECTIVES..... | 3 |
| 1.4 STUDY QUESTIONS..... | 4 |
| 1.5 SCOPE OF THE STUDY | 4 |
| 1.6 SIGNIFICANCE OF THE STUDY..... | 4 |
| 1.7 LIMITATION OF THE STUDY..... | 5 |
| 1.8 DELIMITATION OF THE STUDY..... | 6 |
| CHAPTER TWO | 7 |
| LITERATURE REVIEW..... | 7 |
| 2.0 INTRODUCTION..... | 7 |
| 2.1 METHODS USED IN TEACHING HEARING IMPAIRED LEARNERS..... | 7 |
| 2.2 EDUCATION SUPPORT SERVICES FOR LEARNERS WITH HEARING IMPAIRMENT...8 | |
| 2.3 ATTITUDES OF TEACHERS TOWARDS HEARING IMPAIRED LEARNERS. | 9 |
| 2.4 INTERVENTION MEASURES USED IN TEACHING HEARING IMPAIRED LEARNERS.10 | |

| | |
|--|-----------|
| CHAPTER THREE | 12 |
| RESEARCH METHODOLOGY | 12 |
| 3.0 INTRODUCTION | 12 |
| 3.1 RESEARCH DESIGN..... | 12 |
| 3.2 AREA OF STUDY | 12 |
| 3.3 STUDY POPULATION..... | 12 |
| 3.4 SAMPLE SIZE AND ITS SELECTION | 13 |
| 3.5 RESEAECH INSTRUMENT..... | 13 |
| 3.6 PROCEDURE OF DATA COLLECTION. | 13 |
| 3.7 DATA ANALYSIS..... | 13 |
| CHAPTER FOUR:..... | 14 |
| PRESENTATION AND ANALYSIS OF DATA INTRODUCTION..... | 14 |
| 3.0 INTRODUCTION | 14 |
| 4.1 BACKGROUND CHARACTERISTICS OF THE STUDY | 15 |
| 4.1.1 Gender of the teachers in the study | 15 |
| 4.1.2 Age of the teachers in study. | 15 |
| 4.1.3 Religion of the teachers in the study | 16 |
| 4.2 TEACHING METHODS USED IN TEACHING THE HEARING IMPAIRED LEARNERS. 16 | |
| 4.2.1 Contact with Hearing Impaired Learners..... | 16 |
| 4.2.2 Characteristics of children with Hearing Impairment..... | 17 |
| 4.2.3 Mode of Communication to Learners with Hearing Impairment | 18 |
| 4.2.4 Special Needs Education..... | 19 |
| 4.3 EDUCATION SUPPORT SERVICES FOR LEARNERS WITH HARING IMPAIRMENT. | 19 |
| 4.3.1 Option on Education of Learners with Hearing Impairment. | 19 |
| 4.3.2 Kind of Education Provision..... | 20 |
| 4.3.3 Subjects in the Curriculum | 21 |

| | |
|---|-----------|
| 4.3.4 Subjects They Have Problems In | 21 |
| 4.4 INTERVENTION MEASURES USED IN TEACHING HEARING IMPAIRED LEARNERS..... | 22 |
| 4.4.1 Education Assessment and Resource Centre | 22 |
| 4.4.2 Accessibility of E A R C | 23 |
| 4.4.3 Number of Hospitals in the Division | 23 |
| 4.4.4 Special School for the Deaf | 24 |
| 4.5 ATTITUDES OF TEACHERS TOWARDS HEARING IMPAIRED..... | 24 |
| 4.5.1 Do They Have a Right to Learn | 25 |
| 4.5.2 Academic Standards..... | 25 |
| 4.5.3 How the Hearing Impaired Are Treated | 26 |
| CHAPTER FIVE | 27 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS..... | 27 |
| 5.0 INTRODUCTION | 27 |
| 5.1 SUMMARY OF FINDINGS AND DISCUSSIONS..... | 27 |
| 5.2 CONCLUSION | 29 |
| 5.4 RECOMMENDATIONS | 30 |
| 5.5 AREAS FOR FURTHER STUDY | 32 |
| REFERENCES..... | 33 |
| APPENDIX A..... | 34 |
| TEACHER'S QUESTIONNAIRE | 34 |
| APPENDIX B: BUDGET | 39 |
| APPENDIX C: TIME FRAME..... | 40 |
| APPENDIX D: MAP OF KIAZABE DIVISION..... | 41 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Gender..... | 15 |
| Table 2: Age | 15 |
| Table 3: Religion | 16 |
| Table 4: Contact | 16 |
| Table 5: Characteristics | 17 |
| Table 6: Mode of communication..... | 18 |
| Table 7: Special Needs Education Teacher..... | 19 |
| Table 8: Option on Education..... | 19 |
| Table 9: Education Provision | 20 |
| Table 10: Curriculum..... | 21 |
| Table 11: Subjects | 21 |
| Table 12: Resource Centre | 22 |
| Table 13: Accessibility..... | 23 |
| Table 14: Hospitals..... | 23 |
| Table 15: Special Schools..... | 24 |
| Table 16: Rights | 25 |
| Table 17: Standards..... | 25 |
| Table 18: Attitude..... | 26 |

ABSTRACT

The study was carried out at Kiazabe division in inclusive setting to find out the challenges of teaching hearing impaired learners. The problems found to be responsible were lack of knowledge in handling the Hearing Impaired; they were looked at as less being, lack of effective teaching, poor teaching methods, and lack of specialized personnel, poor intervention measures and lack of educational assessment resource centres.

The researcher used survey research design. The data was collected using questionnaire to obtain information. The review from the written materials and the discussions with the respondents. The quantitative methods were used to analyze data. The most dominant information were teachers, learners, headteachers and the community members and the educational officers.

The researcher established among others that challenges the hearing impaired learners in an inclusive setting were teaching methods. There was a close relationship between teaching methods and educational services of learners with hearing impairment. Despite the majority of them pointed out that they face problems in teaching some of the subjects. The stake holders should see to it that the community is sensitized about causes, services available and the intervention measures for hearing impaired learners. This can be done through mass media, chiefs Baraza lobby groups and other possible means.

CHAPTER ONE:

INTRODUCTION

The idea of people with special needs have been there for along time since 17th century. People with disability in the world were not accepted. This was because families and the community had negative attitudes towards disability. They believed that disability was caused by curses and witchcraft. These persons with disabilities were isolated and taken as parcel to family, Names were also labeled on persons with disabilities such as idiot.

In African tradition children with disabilities were thrown in bushes and left there to die or to be attacked and killed by wild animals.

In Kiizabe divisions hearing impaired learners are taught well and are taken as burden to teachers, parents, community and to other learners.

School and units have been established all over the community and learners can learn and go back home depending on the degree of impairment. Schools in Kenya have started integration programmes and can have learners learn together in regular school.

Teachers are being trained on how to take care of learners according to their diverse needs. This is especially so because the government has set a goal of at least having a trained teacher in special needs Education in every school to cater for learners with special needs.

1.1 BACKGROUND INFORMATION

According to Ali and Adra (2005) the origin of sign language can be traced in time of history when deaf people might have come together. The history traced is recorded reference to sign language to secretes who lived in BC 400, Levinson (1962) quoted a conversation between Socrates and Homogenes in Photo's book. The dialogue shows that the language of the deaf that is sign language existed. Saint Augustine of early Christians are also made a reference to sign language as a method of reaching the deaf for Christ.

The origin of sign language can be traced to Abbe Charles de'Epee who was credited with 'invention 'of French sign language. He observed the sign used and adopted them to become the modern day sign language, He advocated its use as language of deaf booth for social interaction and education.

In Kenya, sign language used by deaf is probably as old as the history of deaf people in Kenya. The use of sign language can be traced in 1958, a deaf Kenyan Dr. Micheal Ndurumo, who had graduated from America with PHD strongly advocated for the use of sign language signed English and signed Exact English.

In 1958 the government introduced the use of sign language, sign English and signed Exact English in all schools and units of the deaf, under the philosophy of total communication, Kenya sign language has since developed and is now being used in education service provision training and also employment of the deaf.

Hearing people communicate through speech or written language. However, the deaf use the following models of communication sign language, sign English, sign Exact

English, finger spelling, speech reading, pantomimes, graphics, symbols, mimicry, body language, visual aids, cued speech, Bliss symbols and natural signs.

1.2 STATEMENT OF THE PROBLEM.

The inclusion of learners with hearing impairment in regular schools poses a problem. Teachers lack the knowledge on how to deal with them, they see the hearing impaired learners as lesser beings and they are not able to teach them effectively. Teachers, parents and learners may not be able to accept them as part of the school community. It is therefore important to carry out a survey to find out what teachers think about such learners, what they know about hearing impaired learners and the problem they face when teaching hearing impaired learners hence the study of challenges faced in teaching hearing impaired learners.

1.3 OBJECTIVES OF THE STUDY

1.3.1 GENERAL OBJECTIVE

The objective of this study is to examine the challenges of teaching the hearing impaired learners in Kiazabe Division, Kangundo District- Kenya.

1.3.2 SPECIFIC OBJECTIVES

1. To find out the methods used in teaching hearing impaired learners in Kiazabe Division.
2. To find out the Educational support services used in teaching hearing impaired learners in Kiazabe Division.
3. To find out teachers' attitudes towards learners with hearing impairments.

4. To investigate the intervention measures used in teaching hearing impaired learners in Kiazabe Division.

1.4 STUDY QUESTIONS

1. What teaching methods are used in teaching hearing impaired learners in Kiazabe Division?
2. What are the Educational support services used in teaching hearing impaired learners in Kiazabe Division?
3. What is the teachers' attitude towards learners with hearing impairment?
4. What is the intervention measures used in teaching hearing impaired learners in Kiazabe Division?

1.5 SCOPE OF THE STUDY

The study focus specifically on examining the methods used in teaching the hearing impaired learners in Kiazabe Division, Kangundo District, Kenya. The research will be taken during the month May to August 2009.

1.6 SIGNIFICANCE OF THE STUDY

The results of this study will be helpful to teachers handling learners with hearing impairment, curriculum developers, the parents, the community and the other stakeholders such as Ministry of Education.

The teaching methods used once known by the Ministry of Education will help the inspectorate to plan on ways of changing the methods used and use the best teaching methods for learners who are hearing impaired.

The knowledge of what causes hearing impairment will help the parents, teachers and learners to plan on ways of avoiding or minimizing the cases of hearing impairment.

The Ministry of Education and the curriculum developers will be able to select the best educational support service for learners who are hearing impaired. The Ministry will also make the services available to hearing impaired learners. The parents and community will be able to choose the best support service for the learners.

The attitude of teachers once known by the Ministry of Education will help the inspectorate to plan on ways of changing the attitudes to best help learners with hearing impairment. The structure of the Ministry of Education from the directors to the teachers advisory centre will get a picture of what teachers think about the learners with hearing impairment.

The teacher, parents, community and other stakeholders will be aware of the intervention measures used in teaching hearing impaired learners.

The research will help in accepting everybody regardless of the difficulties he or she could be facing.

1.7 LIMITATION OF THE STUDY

Limitations of the study were financial difficulties as money was needed for stationary, developing of tools and transport. Lack of enough time to collect data due to too much work load in school as a regular teacher and a student. Some respondents never returned the much needed questionnaires which were to be used in carrying out the study analysis in time which caused delay in analyses.

1.8 DELIMITATION OF THE STUDY

The researcher was familiar to the environment, means of transport from one school to another were available. Some of the teachers were not willing to be involved in the study.

communication which advocates use of any mode of communication suited to the individual child in a given situation. This approach is very suitable in an inclusive setting because it gives the teacher free hand to determine and use the method suitable to an individual child. Therefore auditory sense is an important channel of learning in order to effectively use the auditory sense in learning the following skills need to be developed: Auditory discrimination, auditory perception and auditory memory.

2.2 EDUCATION SUPPORT SERVICES FOR LEARNERS WITH HEARING IMPAIRMENT

Educational intervention according to Katherinya Stephen (2002) refers to the support services that may be used to assist learners with special needs in education. The support services may be provided to the learner in the following skill areas interaction and communication pre-academic. The support measures that can be provided for learners with hearing impairment are referrals, auditory training, sound amplification and acoustic treatment of the room.

Learners with hearing impairment can be referred to doctor or assessment centre. In the assessment centre, audiometric tests, education advice and suggestions for placement for learners with severe hearing difficulties is done. Sometimes the assessors may refer the learner for medical attention medical treatment and surgery can be done to learners who have problems in the outer and middle ear, when the problem is in the inner ear the learner will live with the problems and use sign language.

Learners with hearing impairment can also undergo auditory training. This refers to a process of helping a learner to identify and be aware of environmental sounds. This will

help the child to make maximum use of his/her remaining auditory sense. The materials used in auditory training are called Noisemakers. They include Radios, bells and drums.

Sound amplification is another services which can be provided to learners with hearing impairment. This refers to making sound loud enough for the learners to hear. According to Mwerena and Kanthenya (2002) the sound amplification can be done using some of the following methods, talking loudly, providing a hearing aid which can be individually worn or used by a group of learners. They do not cure but simply amplify sound.

Acoustic treatment or the environment is controlling sound level in an environment to enable learners to obtain a favorable listening condition Mwererie and Kathernye (2002). All the outside and inside noises have to be reduced or controlled. The walls may have carpets, ceiling or absorptive materials which should be soft and porous.

2.3 ATTITUDES OF TEACHERS TOWARDS HEARING IMPAIRED LEARNERS.

Attitudes towards the handicapped including those with hearing impairment tends to be negative Kelley (1975) Luneh (1984) and Manbeck (1973) Silver 1984 and Tuttle (1984) focus on what one cannot do rather than what he/she can do. Attitude can be termed as a combination of concepts, verbal information and emotion that results in the predisposition to respond favorable towards particular people, ideas, events or objects Jones (1984). According to the researcher attitude is the positive or negative view of something. It is important to find out the attitude of regular schoolteachers towards children with special needs before initiation of special education programme. Their attitudes and expectation are an important factor in implementation of education policy. Yssaldyke (1969) When negative attitude and expectation prevail the hearing impaired person become socialized into a role that is consistent with those attitudes and

expectations (Scot 1969) when the significant persons in the environment view hearing impaired as being inferior and having a low status they begin to think of themselves in a similar manner namely dependant and abnormal.

Today some teachers think that hearing impaired children lower their expectations and can be misleading and have negative effect on the teacher or otherwise initial acceptance of exceptional child (Reschly and Lamprecht 1979)

2.4 INTERVENTION MEASURES USED IN TEACHING HEARING IMPAIRED LEARNERS

According to Mburu (2002) majority of children with disabilities are not able to learn activities of daily living. These children need to be trained in personal care eating, clothing and social skills. The skills for performing these activities are learnt naturally incidentally and effortlessly. However for children with special needs these skills need to be taught to them.

According to Mwereria and Katheranya (2002) intervention is the provision of services meant to support learners with special needs in education. The following are some of the areas that may be considered in supporting learners with special needs in education, education, medical, psychological, parental and peer guidance and vocational rehabilitation. In educational intervention the following areas need to be considered, educational assessment and resource services, pre-school, academic support and basic academic skills.

In the first step identification of learners educational needs will be done by the subject teacher and other teachers, In Kenya this service is offered by Educational Assessment and Resource Services (EARS).The services are meant for identification of difficulties

being experienced by children of ages 0-16 years in order to interview at an early age placement and preventive of barriers to learning. Other intervention measures include seating the child in the front row, close to the teacher where he may be able to hear, see better and make sure you have his attention when you give home-work or make other important announcements. If necessary see him after class for a few minutes to make sure he knows about home-work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The chapter deals with the method for data collection on the information as pertains to the challenges of teaching hearing impaired learners in an inclusive setting in Kiazabe division, Kangundo district. It also highlights the area of the study population size and the method used in this section, the chapter also explains how the data will be collected, processed and analyses for final presentation.

3.1 RESEARCH DESIGN

The researcher will use survey to investigate on challenges faced in teaching the hearing impaired learners in an inclusive setting. The information from the respondent will be gathered by use of questionnaires.

3.2 AREA OF STUDY

The study will be carried out in Kiazabe area Kangundo District. The area is subdivided into three division. The area chosen for this study has people with various views towards children with hearing impairment. The area is accessible and familiar to the researcher.

3.3 STUDY POPULATION

The respondents of the study will comprise of all the schools in Kiazabe Division, There are fifty schools in the division. From all the schools in the division, the researcher will

use simple random sampling procedure. The researcher will come up with five schools to represent other schools in the division. Each school will receive four questionnaires.

3.4 SAMPLE SIZE AND ITS SELECTION

There are more than four hundred teachers in Kiazabe division. Only twenty teachers will represent the rest. Four from each school chosen represent the rest. Four from each school chosen represent others. How did you come up with the number?

3.5 RESEAECCH INSTRUMENT

The instrument/tools to be by the researcher for collecting data will be questionnaire which will have both open ended and closed questions.

3.6 PROCEDURE OF DATA COLLECTION.

From all the schools in Kiazabe Division, the researcher will use simple random sampling procedure. The researcher will come up with five schools to represent other schools in the division. Each school will receive four questionnaires. Before proceeding to collect data, the researcher will obtain an official letter of introduction to the school from Kampala International University Faculty of Education.

3.7 DATA ANALYSIS

The data collected will be analyzed qualitatively and quantitatively. The edition of the data will be done before learning the respondents. Here the researcher will check for uniformity, accuracy and consistency. The various data, was obtained and analysis done basing on the answers that were given to the researcher by the respondents.

CHAPTER FOUR:

PRESENTATION AND ANALYSIS OF DATA INTRODUCTION.

3.0 INTRODUCTION

The study is on challenges faced in teaching hearing impaired learners in an inclusive setting in Kiazabe division. It was guided by the following objectives.

To find out the methods used in teaching Hearing Impaired learners in Kiazabe division.

To find out the educational support services used in teaching hearing impaired learners in Kiazabe division.

To find out teachers attitudes towards learners with hearing impairment and to investigate the intervention measures used in teaching hearing impaired learners in Kiazabe division.

The response rate was twenty teachers in five schools out of fifty schools in the division.

4.1 BACKGROUND CHARACTERISTICS OF THE STUDY

4.1.1 Gender of the teachers in the study

Table 1: Gender

| Response | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Male | 15 | 75 |
| Female | 5 | 25 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of 20 respondents 15 of them that is 75% were males and 5 of them that is 25% were females.

4.1.2 Age of the teachers in study.

Table 2: Age

| Response | Frequency | Percentage |
|----------------|-----------|------------|
| Below 30 years | 0 | 0 |
| 31-45 years | 2 | 10 |
| Above 45 years | 18 | 90 |
| Total | 20 | 100 |

Source: field work data 2009

The age of teachers in the study in the division was found to be 31 years and above. Most of them are in the bracket of 40 years and above. This is as a result of teachers graduating from colleges not being employed immediately.

4.1.3 Religion of the teachers in the study

Table 3: Religion

| Response | Frequency | Percentage |
|-------------------|-----------|------------|
| Tradition African | 0 | 0 |
| Christians | 18 | 90 |
| Hindu | 0 | 0 |
| Muslim | 2 | 10 |
| Total | 20 | 100 |

Source: field work data 2009

The religion of the teachers in the study was found to be 18 respondents out of 20 were Christians that is 90% and 2 respondents out of 20 were Muslims. According to the information above most of the teachers in the division are Christians.

4.2 TEACHING METHODS USED IN TEACHING THE HEARING IMPAIRED LEARNERS.

According to Otiato (2002) the methods used in teaching hearing impaired learners include oral approach, oral/aural approach, bilingualism and philosophy of total communication.

4.2.1 Contact with Hearing Impaired Learners.

Table 4: Contact

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 20 | 100 |
| No | 0 | 0 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of twenty respondents who responded to the question regarding contact with hearing impaired, all of them had come into contact with hearing impaired learners. This implies that these learners are found in every school. This shows the extent which learners with hearing impairment need an immediate attention to the integrated in the mainstream.

4.2.2 Characteristics of children with Hearing Impairment

Table 5: Characteristics

| Response | Frequency | Percentage |
|--------------------|-----------|------------|
| Lip reading | 2 | 10 |
| Turn head | 1 | 5 |
| Use devices | 3 | 15 |
| Ask for repetition | 8 | 40 |
| Does not follow | 6 | 30 |
| Total | 20 | 100 |

Source: field work data 2009

In relative to the above table, out of 20 respondents who responded to the question regarding characteristics, 2 pointed out lip reading, 1 pointed out turning of head, 3 pointed out use of devices, 8 pointed out asking for repetition and 6 pointed out failure to follow command. This clearly revealed that 10% of the respondents recognized those learners with hearing impairment by seeing them reading the lips, 5% by turning the head to the source of sound, 15 % by seeing those using devices, 40 % by asking for repetition and 30 % by not following the commands.

4.2.3 Mode of Communication to Learners with Hearing Impairment

Table 6: Mode of communication

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Sign Language | 18 | 90 |
| Spoken Language | 2 | 10 |
| Total | 20 | 100 |

Source: Field work data 2009

From the table above, 18 respondents communicate to hearing impaired learners through sign language and 2 respondents use spoken language. Information in the above table indicates that majority of teachers communicate to hearing impaired learners through use of sign language while a few use spoken language. This could be because those teachers who communicate using sign language are well trained and conversant with the sign language. In the same way, that may be the only language that those learners can understand implying that the level of their impairment is profound, while the learners who are communicated to sign spoken language may have mild hearing impairment and vice versa.

4.2.4 Special Needs Education

Table 7: Special Needs Education Teacher

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 4 | 20 |
| No | 16 | 80 |
| Total | 20 | 100 |

Source: Field Work data 2009

Out of the 20 respondents, 4 schools have special needs education teachers but 16 schools have no special needs education teachers, implying that there are learners with hearing impairment who are not attended to because there are no specialist (qualified) personnel to handle them. Education service for learners with hearing impairment.

4.3 EDUCATION SUPPORT SERVICES FOR LEARNERS WITH HEARING IMPAIRMENT.

According to Kathenge Stephen (2002) support services that may be used to assist learners with hearing impairment are referrals, auditory training, sound amplification and acoustic treatment of the room.

4.3.1 Option on Education of Learners with Hearing Impairment.

Table 8: Option on Education.

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 20 | 100 |
| No | 0 | 0 |
| Total | 20 | 100 |

Source: Field work data 2009

From the table 5 above, all teachers accepted hearing impaired have right to education, even though there were no enough specialists to help them as seen in table 4 to attend to their educational needs. This implies that even though their right to education is identified and recognized, in practice it is not fully addressed due to the fact that the education remains in question.

4.3.2 Kind of Education Provision

Table 9: Education Provision

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Special schools | 6 | 30 |
| Regular schools | 7 | 35 |
| Special units | 7 | 35 |
| Total | 20 | 100 |

Source: Fieldwork data 2009

Out of 20 respondents who responded to the question regarding educational provision of learners with hearing impairment, 6 pointed out that they should be educated in special schools, 7 pointed out that they should be educated in regular schools and 7 teachers said they should be educated in special units.

Information in table 6 indicates that majority of the respondents chose special units and regular schools. These might have been contributed by the fact that regular schools and units are readily available in our locality. However, these may not favour those learners because of personnel as discussed before. Stigmatization from their counterparts and lack of quality.

4.3.3 Subjects in the Curriculum

Table 10: Curriculum

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 12 | 60 |
| No | 8 | 40 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of 20 respondents, 12 accepted that there are difficult subjects and 8 did not accept. This implies that most of the learners experience problems in some subjects while the minority number experience no problems. This may be related to the fact that the ones that were perceived as being difficult did not have qualified personnel or the teacher do not motivate learners to do them.

4.3.4 Subjects They Have Problems In

Table 11: Subjects

| Response | Frequency | Percentage |
|--------------------|-----------|------------|
| Did not specify | 8 | 40 |
| Practical subjects | 4 | 20 |
| Mathematics | 4 | 20 |
| English | 3 | 15 |
| All subjects | 1 | 5 |
| Total | 20 | 100 |

Source: field work data

Out of 20 respondents to the question regarding the subjects hearing impaired find difficult, 8 respondents did not specify, 4 pointed out practical subjects, 4 pointed out mathematics, 3 pointed out English and one pointed out all subjects. The information in table 8 shows that the majority of respondents did not specify the subjects. Practical subjects and mathematics seem to be poorly performed by learners with hearing impairment. Those did not specify probably have no problem in any of the subjects. Intervention measures used in teaching the hearing impaired learners.

4.4 INTERVENTION MEASURES USED IN TEACHING HEARING IMPAIRED LEARNERS.

Intervention is the provision of services meant to support learners with special needs in education. The following areas should be considered in supporting learners with special needs in Education. The following areas should be considered in supporting learners with special needs in Education, education, medical, psychological, parental and peer guidance and vocational rehabilitation. Kathenya (2002).

4.4.1 Education Assessment and Resource Centre

Table 12: Resource Centre

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 0 | 0 |
| No | 20 | 100 |
| Total | 20 | 100 |

Source: field work data 2009

All twenty respondents pointed out that there is no education assessment centre in the division. The information indicates that all the teachers have not heard or seen the E A R C office in their division. This implies that much should be done to try and establish

the education assessment and resource centres which will identify learners with hearing impairment.

4.4.2 Accessibility of E A R C

Table 13: Accessibility

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 0 | 0 |
| No | 20 | 100 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of twenty respondents who responded to the question on accessibility of E A R C centre, all of them agreed that the centre is not accessible. This indicated that all teachers agreed that the EARC centre is not accessible. It seems they do not know anything to do with such a centre or they have not seen the importance of the centre. This is because as sighted earlier, there is no education assessments and resource centres.

4.4.3 Number of Hospitals in the Division

Table 14: Hospitals

| Response | Frequency | Percentage |
|---------------|-----------|------------|
| One | 2 | 10 |
| More than one | 8 | 90 |
| None | 0 | 0 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of the twenty respondents, 8 pointed out that there is more than one hospital in the division while 2 of them pointed out that there is one hospital in the division. Majority of the respondents agreed that there is more than one hospital in the area while 2 pointed out that there is one hospital in the division. This is a proof that the hearing impaired are taken care of in the hospitals available.

4.4.4 Special School for the Deaf

Table 15: Special Schools

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 0 | 100 |
| No | 20 | 0 |
| Total | 20 | 100 |

Source: Field work data 2009

Twenty respondents out of twenty pointed out that there is no special school for the deaf in the division. This implies that majority of the learners in the schools don't receive services offered in special schools for the deaf. Therefore, the education of deaf remains in question. This is because this particular group with multiple disabilities as hearing impaired has not been fully catered as far as the education needs are concerned.

4.5 ATTITUDES OF TEACHERS TOWARDS HEARING IMPAIRED

According to Kelley (1995) Luneh (1984) Tuttle (1984) can be termed as combination of concepts, verbal information and emotion that result in the predisposition to respond favourable towards people, ideas, events, or negative view. It is the positive or negative view of something.

4.5.1 Do They Have a Right to Learn

Table 16: Rights

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 20 | 100 |
| No | 0 | 0 |
| Total | 20 | 100 |

Source: Field work data

Out of twenty respondents who responded on the right to learn, all accepted that they have a right to learn. The question comes in the quality. This may have been contributed by the fact that all children regardless of their disability have a right to education.

4.5.2 Academic Standards

Table 17: Standards

| Response | Frequency | Percentage |
|--------------|-----------|------------|
| Yes | 11 | 55 |
| No | 9 | 45 |
| Total | 20 | 100 |

Source: Field work data 2009

11 out of 20 respondents (teacher) pointed out that inclusion of hearing impaired learners affect the academic standard while 9 of them disagreed. This implies that the respondents who accepted that learning impaired learners affect the academic standards were aware of these difficulties that would affect the academic performance. They were aware of the difficulties encountered and they knew that if they handled these learners with care, they would be in a position to compete with their counterparts especially if handled with qualified personnel. Majority of the respondents that it is more

demanding. May be it is due to lack of knowledge and skills and lack of concern to feel the need to fight for the welfare of these children.

4.5.3 How the Hearing Impaired Are Treated

Table 18: Attitude

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Hidden/isolated | 8 | 40 |
| As a curse | 5 | 25 |
| Respected | 3 | 15 |
| Bad omen | 2 | 10 |
| Neglected | 2 | 10 |
| Total | 20 | 100 |

Source: Field work data 2009

Out of 20 respondents who responded to the question, 8 pointed out that the children were hidden (isolated), 5 pointed out that they were treated as a curse, 3 pointed out that they were respected, 2 pointed out that they were treated as a bad omen and 2 pointed out that they were rejected.

According to the above information, many African communities hid/isolated these children from other people. Some communities view them as a curse, in other communities hearing impairments were as a bad omen, neglected or respected. This clearly implies that those who said they were isolated may still be holding on to their traditional benefits. They may also be socially not accepted and the ones, who sighted that they are neglected, may have done so because their economic status is suppressing them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 INTRODUCTION

The study aimed at finding out the challenges of teaching the hearing impaired learners in Kiazabe Division, Kangundo District. This chapter highlighted the findings of the study made the conclusion and also drew the recommendations that can be adopted to improve the performance of the hearing impaired learners in an inclusive setting.

5.1 SUMMARY OF FINDINGS AND DISCUSSIONS

Teaching Methods used in Teaching Hearing Impaired Learners 100% of all teachers have come across the hearing impaired learners. This shows that hearing impaired learners found at least in every school in Matungulu Division. According to the characteristics given that is the use of devices, lip reading, turn head, ask for repetition and do not follow commands shows that the teachers have knowledge on hearing impaired learners.

To prove their knowledge, most teachers communicate to the learners using sign language. They also mentioned the characteristics of hearing impaired learners as use of lip reading, use of devices and asking for repetition. This is enough evidence that the respondents have knowledge and understanding of hearing impaired. Educational services for learners with impairment.

All learners regardless of their disability can be educated if given a chance. Majority of the respondents preferred special units and regular schools that is 35% each. This may be contributed by the fact that regular schools are readily available in our locality. For special units, it is because we have few units in the division. May be the teachers have

seen or heard the success of these learners from their colleagues in these schools. Despite the above information, majority of the teachers admitted that the learners with hearing impairment experience problems in some subjects. This may be contributed by lack of skills in handling these areas. Probably they involve the sense of hearing. Majority of teachers are able to know that a learner has a problem in hearing, they pointed out that these learners will either look confused, ask for repetition or they will not speak. This shows that the teachers are able to identify these learners with hearing impairment. Majority of respondents pointed out that diseases and accidents are major causes of hearing impairment; other causes mentioned were inheritance and witchcraft. This is enough evidence that teachers have knowledge on causes of Hearing impairment.

Majority of the respondents pointed out that there is no EARC centre in the division. The teachers might not have had anything to do with the centre. Out of the respondents, 905 pointed that there is more than one hospital in the division. This indicates that the area has hospitals for referral and where learners can be taken for checking and advised on early intervention. According to information on special schools, the respondents pointed out that there is no special school for the deaf in the division.

All respondents agreed that learners with hearing impairment have a right to learn with others 'normal' learners. The reason is that disability is not inability. More than half of the respondents felt that academic standards are affected when learners with hearing impairments are included. The rest felt that the standards will not be affected. This may be contributed by the fact that disability is not inability. According to the teachers, 80% agreed it is more demanding to teach these learners with hearing impairments because of time factor, lack of resources, aching practical subjects and lack of skills. Many African communities hide/isolated children with hearing impairment. In some

communities like the Kamba and Kikuyu, they were seen as a curse. They also regarded them as bad omen. Many neglected them, only a few said they were respected. This may be contributed by ignorance that is lack of awareness.

This section summarizes the findings of challenges related to teaching of the hearing impaired learners of an inclusive setting. According to the findings, the challenges identified were outlined as teaching methods used in teaching hearing impaired learners, lack of specialized teachers, poor intervention measures, lack of qualified personnel and lack of E A R C that is educational assessment and resource centres. Other than lack of qualified teachers, there were also other factors that hindered the effectiveness of teaching the hearing impaired learners and this included lack of contact with hearing impaired, mode of communication in teaching such learners, lack of special education teachers and lack of education assessment and resource centricity was also indicated that there is a direct relationship between the education of the hearing impaired learners and intervention measures used in teaching the hearing impaired. This is due to failure to meet all the need of the learners. Some of the parents also seemed to instill hold onto their tradition beliefs. This made them isolate their children. Others still believe in curses, bad omen and they end up neglecting these learners. Parents should there for change their mind to the positive attitude.

5.2 CONCLUSION

The researcher found from the study that teachers in Matungulu division have basic knowledge on hearing impairment. This teachers accepted the hearing impaired learners have a right to learn. These teachers also supported the point that their education is more demanding. Those teachers lack skills on how to handle these learners. A lot of work due to free primary education is a great problem that hinders those in delivering quality services such as addressing individual needs.

Majority of the teachers felt that learners with hearing impairment face problems in some subjects. This indicates that they have no experience with hearing impaired learners. All the respondents pointed out that there is no education assessment resource centre in the division. This indicates that it is hard to assist these learners especially in the early intervention measures. The teaching and learning materials are not available for learners with hearing impairment. The ministry should make a point that of employing and training more teachers in the area of special needs.

5.4 RECOMMENDATIONS

The researcher came up with the following recommendations:

The government should train teachers of special needs education at All levels. This is in teachers' training colleges, universities and other levels. This will equip the learners with knowledge and skills on how to handle all learners regardless of their disability. This should be taken care of by the ministry of education, science and technology.

The ministry should make sure that adequate learning materials are also provided. Some materials include the hearing devices and sound amplifying instruments. The room should be sound proof and the interpreters of sign language should be provided. This should be done by the ministry of Education.

All stake holders should see to it that; the community is sensitized About causes, services available and the intervention measures for the hearing impaired learners. This can be done through mass media, chief's Barazas (meetings), lobby groups and other possible means.

The curriculum developers should establish a flexible curriculum that caters for all time allocation to each learning area, during exams.

The government should impose heavy penalties on parents who hide their children at home.

The government should employ teachers to solve the problem of congestion in classes. There should be a specific number of learners in a class for effective addressing of individual needs.

The government should harmonize the teachers' salaries to boost their morale. At least salaries should be at the same level with that of civil servants.

Curriculum developers should see to it that non examinable subjects are removed completely from the time table to allow more time to cater for learners with special needs in education.

The head teachers should look into the modification of rooms to enable the learners use the residual hearing that is acoustic room treatment.

The government should employ more hearing impaired teachers. These teachers would act as role models and as an encouragement to these learners who would come to realize that disability is not inability.

Areas for further study

There is need for extensive study on challenges of teaching the Hearing Impaired in inclusive setting as most teachers have the knowledge but lack skills in handling Hearing Impaired Learners.

There is need for extensive study on curriculum for learners with Hearing Impairments.

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Company.

APPENDIX A
TEACHER'S QUESTIONNAIRE

This questionnaire is meant to help the researcher gather information on teacher's perceptions towards inclusion of learners with hearing impairment into regular schools.

Dear Colleague,

I am a student in the Institute of Open and Distance Learning (IODL) in Kampala International University.

Do answer the following questionnaire by ticking or explaining briefly where necessary. Do not indicate your name in the questionnaire and it will be treated with an utmost degree of confidentiality.

Bio Data

GENDER

| | |
|--|--|
| Male <input style="width: 80px; height: 30px;" type="text"/> | Female <input style="width: 80px; height: 30px;" type="text"/> |
|--|--|

AGE

| | | | |
|---|---|---|---|
| <input style="width: 80px; height: 30px;" type="text"/> | <input style="width: 80px; height: 30px;" type="text"/> | <input style="width: 80px; height: 30px;" type="text"/> | <input style="width: 80px; height: 30px;" type="text"/> |
| 20-30 years | 31-45 Years | 46-55 years | 56 and Above |

1-10 years

11-20 years

21-30 years

31 and Above

RELIGION

Tradition African

Christian

Hindu

Muslim Religion

Teaching Methods in Teaching Impaired Learners (Tick Your Answer)

1) Have you ever come across with hearing impairment?

Yes

No

2) If yes, how did you know that he/she has hearing problem?

.....
.....

3) How do you communicate to the learners with hearing impairment?

Sign Language

Spoken Language

4) In your school, is there any Special Needs Education Teacher?

Yes

No

Education services for learners with hearing impairment

5) Do learners with hearing impairment have a right to education?

Yes

No

6) If your answer is 'Yes' in 5 above, where do you think they should be educated?

Regular Schools

Special Schools

Special Units

7) Are there any subjects in the school curriculum which learners with hearing impairment find difficulties in?

Yes

No

8) If you say yes, please put them down.

.....

.....

Intervention Measure Used In Teaching Hearing Impaired Learners

9) Is there an Education Assessment Resource Centre (EARC) in the Division?

Yes No

10) Is the Educational Assessment Resource Centre office accessible from your school?

Yes No

11) How many hospitals are there in the Division?

One More than One None

12) Is there any Special School for the deaf in the Division?

Yes No

13) Do learners with hearing impairment have a right to learn with 'normal' learners ?

Yes No

14) Do you think inclusion of learners with hearing impairment into regular schools affect the academic standard?

Yes No

15) Do you think there is more improvement in the teaching of hearing Impaired learners than 'normal'

Yes

No

16) In your own community,how are people with hearing impairment treated?

.....

.....

APPENDIX B: BUDGET

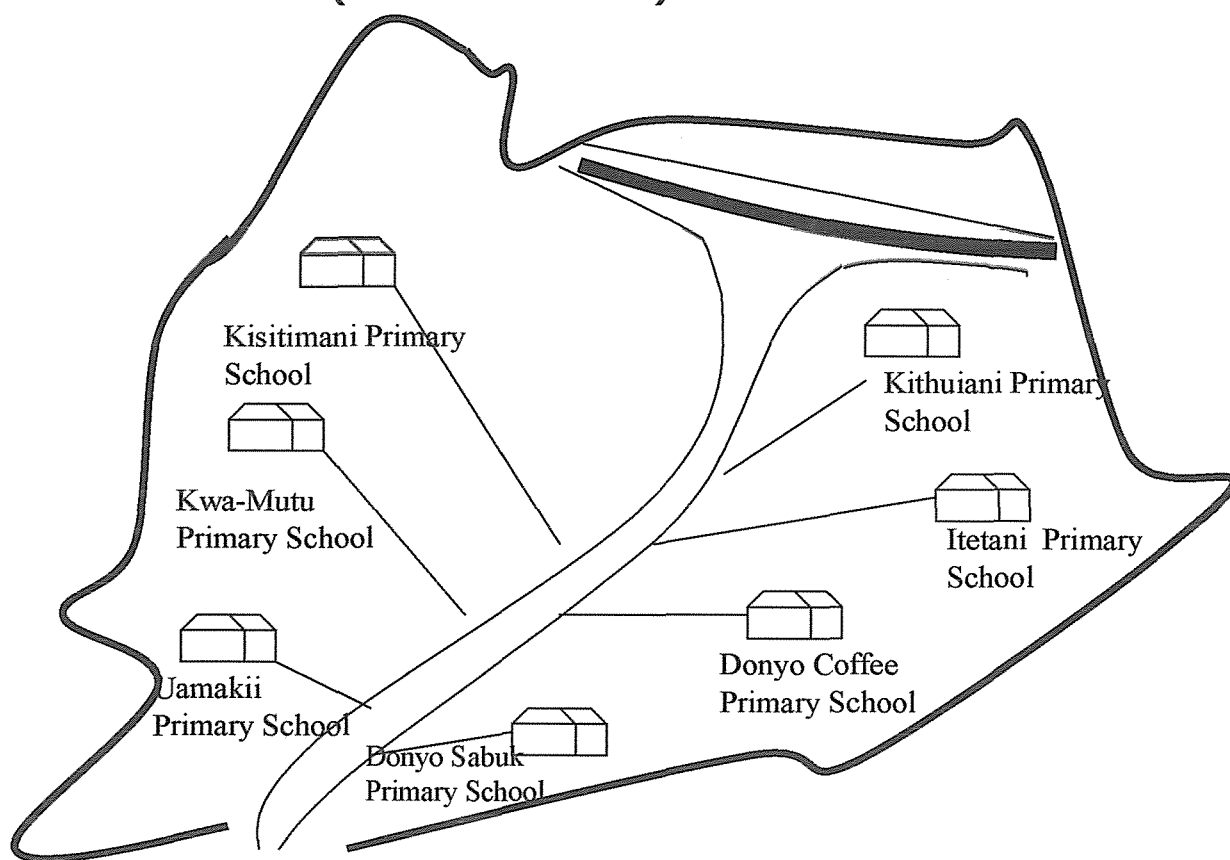
| Item | Budget Estimate (ksh) |
|------------------------|-----------------------|
| Transport | 1,500 |
| Typing Papers | 300 |
| Full Scaps | 300 |
| Typesetting & Printing | 2,000 |
| Stationery | 200 |
| Ribbon | 350 |
| Binding | 200 |
| Total | 5,000 |

APPENDIX C: TIME FRAME

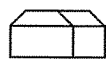
| ACTIVITY | TIME IN MONTHS | | | |
|---------------------|----------------|-----|------|--------|
| PROPOSAL WRITING | APRIL | | | |
| DATA COLLECTION | | MAY | | |
| DATA ANALYSIS | | | JUNE | |
| SUBMISSION | | | | AUGUST |

APPENDIX D

MAP OF THE RESEARCH ENVIRONMENT (KIAZABE DIVISION)



KEY



SCHOOL



MARRAM ROAD



TARMAC ROAD



DIVISIONAL BOUNDARY



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

Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR.....NTOROG E KIGUOCIA

REG. #.....BED/18/73/71/1A

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 OF TEACHING THE
HEARING IMPAIRED LEARNERS IN AN
INCLUSIVE SETTING IN KIZARE DIVISION,
KANGUMBO DISTRICT KENYA

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,


APR 18 2011
MUHWEZI JOSEPH
HEAD, IN-SERVICE