

**TEACHERS' ATTITUDES TOWARDS LEARNERS WITH
HEARING IMPAIRMENT IN NKUBU ZONE,
NKUENE DIVISION IMENTI SOUTH**

BY

JOYCE KARIMI RUTERE

BED/ ECPE/ 18550/ 71/ DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
OPEN DISTANCE LEARNING IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF DEGREE
IN ECPE OF KAMPALA INTERNATIONAL
UNIVERSITY UGANDA**

NOVEMBER 2010

DECLARATION

I hereby declare that, this special study paper is my original work. It is not a duplication of similarly for academic purpose nor has it been submitted to any other institution for higher learning for the award of a certificate, diploma or degree in special needs. I also declare that all materials cited in this paper which are not my own are duly acknowledged.

Signature: 

JOYCE KARIMI RUTERE

BED/ ECPE/ 18550/ 71/ DF

Date: 24/ 8 / 2010

APPROVAL

This report has been approved under my supervision as a university supervisor.

Signature.....

MR. KOMUZUMBU MOSES

Date.....25/08/2010.....

DEDICATION

I mostly sincerely want to thank my dear children Kenneth and Joseline for the co-operation and moral support. My parents for their patience and moral support while I was away. I also want to thank my workmates for their support.

ACKNOWLEDGEMENT

I wish to extend my sincere thanks, appreciation and gratitude to all those who contributed positively towards the completion of this project work. My family members owe an appreciation from me for their cooperation during the exercise. Especially my children for their ample time they gave me. I also thank members of my staff, other teachers from other schools that helped me in data Collection and all that landed a hand in one way or another.

My supervisor, Moses, need to receive my special thanks for their commitment, guidance and moral support that they accorded me during this hectic undertaking of the report writing.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
OPERATION DEFINITION OF TERMS.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background information.....	2
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	3
1.4 Objectives of the study.....	3
1.5 Research questions.....	4
1.6 Significance of the study.....	4
1.7 Limitations of the study.....	5
1.8 Delimitation.....	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 Hearing impairment.....	7
2.2 Causes of hearing impairment.....	8
2.3 Causes of hearing impairment in Kenya.....	9
2.4 Types of hearing impairment.....	9
2.5 Traditional beliefs on persons with hearing impairment.....	10
2.6 Classification of hearing.....	11
2.7 Characteristics of hearing impairment.....	12
2.8 Effects of hearing impairment.....	12
2.9.0 Attitudes towards persons I learners with hearing impairment.....	14
2.9.1 Component of attitudes.....	14

2.9.2 Definition of inclusion.....	15
2.9.3 Overview of inclusion	15
2.9.4 Objectives of inclusion.....	16
2.9.5 Principles of inclusion	16
2.10.0 Inclusive education.....	17
2.10.1 Inclusive education in Kenya	18
CHAPTER THREE: METHODOLOGY.....	20
3.1 Overview	20
3.2 Research design / strategy	20
3.3 Research environment	20
3.4 Research Approach.....	20
3.5 Population and sample.....	21
3.6 Instruments and tools.....	21
3.6.1 Interviews	21
3.6.2 Questionnaire.....	22
3.6.3 Reliability and validity	22
3.7 Data collection.....	22
3.7.1 Procedure for data collection.....	22
3.7.2 Statistical treatment of data	23
3.7.3 Coding	23
3.8 Data analysis.....	23
3.8.1 Qualitative analysis	23
3.8.2 Qualitative analysis	23
CHAPTER FOUR.....	24
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	24
4.1. Introduction	24
4.2. Personal details.....	24
CHAPTER FIVE.....	44

SUMMARY, DISCUSSION AND RECOMMENDATIONS	44
5.1. Knowledge and understanding of hearing impairment	44
5.2 Knowledge and understanding of the term inclusive education.....	45
5.3 Provision of education for learners with hearing impairment.....	46
5.4 Views concerning education of hearing impaired by regular teachers in inclusive setting	47
5.5 Views and opinion on the modification to be made on them to accommodate learners with hearing impairment in regular schools	48
5.6 Recommendations	49
5.7 Summary recommendations	50
REFERENCES	51
APPENDENCES.....	52
APPENDIX II: QUESTIONNAIRE FOR TEACHERS.....	52

OPERATION DEFINITION OF TERMS

Attitude;	Inner feeling that one has towards something or towards a person either positive or negative.
Hearing impairment;	It is a general term indicating a hearing disability that may vary in severity from mild to profound.
Impairment;	Refers to body or sensory damage through an accident, disease or genetical factors or other causes.
Inclusive setting;	It is a school or classroom that addresses learners diverse needs (according to disability).
Regular school;	This is a school where “normal children” learn.
Regular teacher;	This is teacher teaching in regular school with knowledge on handling learners in SNE
Inclusion;	This is addressing and recognizing individual differences thus enabling those learners obtain a good quality of life in their natural environment.
Hard of hearing;	It refers to a person who can be able to successfully process language and other ideological processing language with or without aid of hearing aid.
Deafness;	It is a hearing loss that prevents one from successful processing of language information that is received from through hearing with or without the hearing aid.
Segregation;	Refers to separating the special needs person from other members of community or family.
Disability	Impact of impairment.

Hearing loss

It is any deviation from normal hearing regardless of its Sovereignty.

Otitis media

Its an infection of the middle ear which causes discharge.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

From time immemorial people with disabilities have been neglected, abused, given names associated with curses, bad omen, these people were either killed, tortured or even abandoned they were isolated and others thrown and left in the bush to be eaten by wild animals. Kenya among many other countries in the world, learners with hearing impairment were educated in segregated setting in boarding special schools thus this segregation ends up segregating them. This isolates them from learning day today living experience with others this denies them social interaction with others. Webster, 1985 cited in Mwauras thesis (2000) by isolating these children it creates negative attitudes of these children in the society thus hindering them from socialization. From further research and own experience it reveals that including these children with hearing impairment into regular schools, would assist them most of the Kenyan education policies on special needs education call for integration, thus no child will be discriminated, Ominde report (1964), the Salamanca declaration 1994 which was formulated by 92 countries and 25 international organizations at the world conference on special needs education states that every child has a fundamental right to education and must be given an opportunity to achieve and maintain an acceptable level of learning. Every child must be given an opportunity since they have unique characteristics, interests, abilities and learning needs. According to (Koech report 1999) still hearing impaired children are taken to boarding special schools however the success of having, the learners in regular schools depends on so many- factors for example parental involvement, rigid curriculum, harsh environment, lack of proper teaching and learning aids, lack of proper teaching methods, poor or negative attitudes from regular teachers. Thus the main purpose of the study is to investigate regular teachers attitudes towards educating learners with hearing impairment in an inclusive setting in

1.1 Background information

Our government is doing a lot to see that people with disabilities or special needs are taken care of, it started providing education for children with hearing impairment in the late forties and early 1960's done by churches and NGOs. Also societies and associations for and of persons with disabilities were formed to supplement government effort in the provision of services for example education later they create awareness that all disabled people have a right to participate equally in the society. Some of these organizations were formed by personality without disabilities to advocate and lobby for the rights of persons with disabilities its known as organizations for example Kenya Society for Deaf Children (KSDC) started 1958. Later persons with disabilities formed organizations to lobby and advocate for their rights and interest known as "Organization of Kenya National Association of the Deaf (KNAD).

Government has also started colleges to train teachers of hearing impairment children in early sixties at Central Teachers' College (K.I.E). The course is now finally undertaken at all levels of education. Finally, the government appointed a special committee on care and rehabilitation of the disabled (1964) chaired by Hon. Ngala Mwendwa who was by then Minister of Labour and Social Services. The work of this committee resulted in sessional paper No. 5 of 1968 which formed the framework for government policy on persons with disabilities.

Today the enrolment of children has gone very high compared with the number of special schools and special units. This is due to many other factors like poor attitudes towards special schools hearing learners are at home. Hence government has come up with a new programme in education known as "inclusion" call for inclusion type of education came in 1981 by many organizations of and for persons with disabilities. This type of learning removes barriers of learning in the family, school and community thus they realize their full potential. Inclusion means recognizing individual differences thereby enabling those individuals obtain a good quality of life in their natural environment adjusting the home, the school and the society at large so that all individuals can have the feelings of belongings and develop in accordance with their potentials and difficulties within their

environment this alternative education program is to change the regular teachers attitude towards hearing impairment and other learners in their regular schools and also community, its also justified by research findings which revealed a high number of children with hearing impairments neglected in the field.

1.2 Statement of the problem

Regular teachers' attitudes towards education of children with hearing impairment in an inclusive setting.

The researcher will therefore wish to investigate regular teacher's attitude towards educating learners with hearing impairments in an inclusive setting. She will also try to find out the knowledge of the teacher on hearing impairment have their opinions or views towards educating these learners in an inclusive setting, the education provision for learners with hearing impairment and factors we should consider for proper inclusion of the learners by the teacher, so as to succeed in the programme and also regular teacher's knowledge on inclusive education.

1.3 Purpose of the study

The purpose of this study is to investigate the teacher's attitude towards educating children with hearing impairment in an inclusive setting within Nkubu Zone Nkuene Division Imenti South district

1.4 Objectives of the study

1. To find out the regular teachers knowledge about hearing impairment.
2. To find out regular teachers knowledge and understanding of the education provision of children with learning impairments in regular classes.
3. To find out regular teachers views on the modification and adaptation to be made on the system to accommodate learners with hearing impairment in a regular school and to make inclusive education successful.

1.5 Research questions

1. What kind of attitudes do regular teachers have on hearing impairment?
2. Why do you think it's important to know if the regular school have knowledge on the term inclusive education?
3. What could be the possibility of education provision to the learners of hearing impairments?
4. What could be the regular teacher's views on education of hearing impairment learner in an inclusive setting?
5. What are the regular teachers' views on modification and adaptations to be made in the inclusive education?

1.6 Significance of the study

1. The knowledge gained will assist the teacher to develop positive attitude towards learners with hearing impairment which will help for holistic approach need for a total consideration of the products to gain significantly both in performance and practical daily life.
2. The researcher will be able to get answers from the research questions that will in turn help solve problems associated with teacher's attitudes towards learners with hearing impairments.
3. Other education stakeholders such as parents will be given responsibilities and also advised to accept children with hearing impairment.
4. The administration and the panel in primary schools will be made aware of the problems and suggested solutions so that they can use the knowledge on their teams during meetings and workshops.
5. Other students will be made aware of the impairment hence will help the learners with hearing impairment and not label them.

6. The community will be made aware and hence appreciate and accept them by giving them responsibility since disability is not inability.
7. Other researcher will be given a ground to base their own research.

1.7 Limitations of the study

These are the factors that hindered the researcher from carrying out the research well as planned. It reduced the researchers' chances of doing a successful research.

1. Time

The time to do the research was so limited that it was not enough as required compared with the research to be carried out considering the other duties we are supposed to carry out and the research at the same time. It was not enough, it was so limited to allow completion of the research and sometimes even forego other duties to create time for the research.

2. Distance between schools

The distance between schools was a great blow or hindrance to the research, schools in the researchers division are far from each other.

3. Transport

Transport from one school to the other is another factor that made it impossible to visit all the schools some schools are situated in places where there are no roads or any means of communication going to that schools require going on foot, in other areas vehicle go to the area once a week or even a month. That is why some of the questionnaires were not received back.

4. Amount of work

The amount of work researcher has made a barrier to a successful research as a teacher teaching pupils house chores all these created some problems in research because all the duties were at hand and were to be given attention thus ending up leaving other duties unattended to create time for research.

5. Lack of co-operation from the respondent

During the issuing of the questionnaires some respondents showed less concern on the researchers request, they had a lot of their work to do than with what the researcher was asking for, thus due to the poor co-operation from the respondent some of the questionnaires went unanswered others getting lost.

1.8 Delimitation

This is the condition making it possible for research to be carried out well. These are:

- a) Language known (local language). Here the language known of the people in the local area has made it possible to do the research, researcher can communicate within school in their local ways.
- b) Familiar with the people within due to the researcher being familiar with the people in the area. It has made it possible to carry out her research without problem, the people she is familiar with gave her great and positive response mostly the teachers given out the questionnaires. The researcher is not a new person to the teachers thus they were really appreciative to the research carried out and ready to respond to any question, thus the researcher had a very easy time.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher attempted to review diverse literature and other works by different authors about the topic under study. However, since different scholars come from different societies and so their studies *are mainly concentrated on particular societies or countries*.

2.1 Hearing impairment

Hearing impairment has a very wide meaning. It's a general term indicating a hearing disability that may vary in severity from mild to profound. Hearing impairment is classified according to age of onset, causes, degree and the type of the onset. It can either be pre-lingual deafness at birth or develop before child develops speech and post-lingual deafness occurs after child has developed speech or language. The largest group of people with hearing impairment are those with mild impairment. They have a certain level of residual hearing which can be stimulated by the use of a hearing aid (Halan and Kauffman) 1997. Tucker and Nolan 1984, the degree of hearing impairment ranges from mild to moderate, severe and profound. This depends on which part of the ear is affected and the individual. It also depends on the onset. Mild and modern hearing loss can hear a bit and can talk normally although one has to shout, sound amplifiers can be used or any other hearing kit but severe and profound cannot hear anything at all. Even the most loud sound cannot be heard. This relies on visual cues as the main method of communication. They are referred to as deaf Mwereral (2002). The council of executive of American schools of the deaf in 1975 decided to bring into uniformity the definition used to refer to persons with hearing disabilities. This came up with them hearing impaired meaning all people with hearing loss or hard of hearing Ndururumo (1994) all deaf share the same culture, history and social life.

2.2 Causes of hearing impairment

Hearing impairment may occur at different times in life. It occurs in three stages; before birth (pre-natal), during birth (per-natal) and after birth (post-natal) which is genetic (Moore 1987). According to UNESCO 1987 and Ndurumo (1993) causes of hearing impairment can be acquired heredity (genetic) and unknown causes.

According to Logan Tumers (1968) deafness is the most common symptom of ear disease and it may vary from a degree so slight to be known by the patient complete loss of hearing. Some abnormalities follow deafness for example if a patient hears much better in a noise for example when traveling in a bus or train.

Deafness can also be caused by lack of vitamin. Lesions including degeneration of cochlea and vestibular division of the eighth nerve, occurring in young growing experimental animals deprived of vitamin D (Mellaby) 1993 have been explained on the basis of disproportionate growth of the nervous and skeletal systems.

Lack of vitamin B causes deafness and vestibular disturbances. These were a frequent occurrence in associations with the nervous system which occurred in prisoners of the war (1939 — 1942) causes cited from the KISE bulletin in V5 conductive deafness can be caused by Eustachian tube dysfunction middle ear fluid the condition of oxidative otitis media ossicular discontinuity scarring or flaccid tympanic membrane tympanic membrane perforation and otosclerosis which causes stapes fixation.

Deafness can be caused by congenital malformations, this is absence of the external ear it is associated with malformation in deeper structures and these causes severe hearing loss of hearing wax in the external canal may harden in the canal thus preventing sound waves from reaching the eardrum and in the middle ear. Otitis media also causes deafness. It develops from a common cold allergy, otosclerosis, presbycusis drugs, poisons, overdose of drug, for example quinine, aspirin, acoustic trauma, exposure to excessive sound for example bomb blast, explosion.

According to Logan turners infection of the nose, throat, ear, etc can cause deafness. This type of old age disease is called presbycusis.

It is characterized by a rise in voice for higher frequencies lowering of the upper tone limit and presence of loudness recruitment.

2.3 Causes of hearing impairment in Kenya

Hearing impairment in Kenya can be genetic, environment, before, during and after birth. In Kenya many causes go unreported and untreated. They are just back in the villages doing nothing. If they are from rich families care can be taken but from poor families even treatment is a problem due to lack of finance. Common causes of hearing impairment in Kenya where diseases for example measles, meningitis, mumps whooping cough, tuberculosis, pneumonia, malaria, high fever chronic otitis media and congenital syphilis 42%. Hereditary 20%, trauma from accidents and foreign bodies in the ear 16% noise from industrial activities 10%, drug abuse by expectant mothers 8%, others 2%. There are other causes like pre-natal and these are the causes that occurred before birth when the mother is pregnant, its said to have a congenital hearing impairment.

Another cause is pen-natal stage lasts the deafness caused during birth. Here in the process of delivery cutting equipment used to cause injury also prolong labour pre-mature birth, neo-natal jaundice among others.

During post natal stage that is after birth some diseases affected born child can result or cause deafness for example meningitis, malaria, measles, mumps, otitis media and other severe recurring ear infections, drugs, misuse, brain tumor, long and frequent exposure to loud noise and many others (Ndurumo, 1984). The hearing impairment usually becomes evident afterbirth. The unknown causes which cannot be identified (UNESCO 1987, Ndurumo 1983).

2.4 Types of hearing impairment

Hearing impairment can be classified according to three main criteria. These are part of ear affected degree of hearing loss and age of onset. According to Hallahan and

Kauffman (1997) Kirk and Gallagar (1983) there are three types of hearing neutral and mixed hearing impairment.

(I) Conductive hearing impairment

This is where damage or infections occur in the outer or middle parts of the ear. This type of hearing loss leaves one with residual hearing left and can hear and understand spoken language with the help of suitable hearing aids.

(ii) Sensory neural impairment

Hear damage occur in the inner ear. It results to severe and profound hearing loss with little residual hearing left no occurring of spoken language. Its management by use of hearing aids to be aware of environment sounds.

(iii) Mixed hearing impairment

It refers to a combination of conductive and sensor-neural hearing impairment. It means both the middle and inner ear are affected at the same time. Hearing loss may range from 60db — 80db fro conductive and 30db to 12db for sensory neural hearing loss.

(iv) Moderate hearing impairment (55 — 70Db)

Here a person loses both 50 — 75 percent of speech signals such a person may not have problems hearing at short distances and understanding other people face to face.

2.5 Traditional beliefs on persons with hearing impairment

Before 17th century people with disabilities were considered socially and physically less capable thus not easily accepted in the family and community. They were neglected and thrown in the bush. Hearing impairment was not exceptional. All communities associate

this disabilities to curses, witchcraft, bad omen and even punishment from God. Some even go as far as doing some cleansing ceremony to people who bear children with disabilities. Families with such children feel ashamed and neglected. Thus they end up throwing this children or leave them in the bush also the families never provide needs of this children for example people of Sparta Greece used to ill babies with distinct disability features. Plato and Socrates condemned people with disabilities as not condemned people with disabilities as not capable of reasoning, therefore could not learn. Due to this negative attitudes this people were given all sort of names as deaf, dumb, crippled, etc Randiki (2002).

2.6 Classification of hearing

Hearing impairment can be classified into four major categories depending on how slight or severe hearing problem is.

1. Children with mild hearing loss here a child can follow normal conversation in a quiet environment weak voices are difficult to understand for those with middle hearing loss.
2. Moderate hearing loss. A child understands a conversation if its very loud, can follow disturbances and the learner face the speaker.
3. Severe hearing loss. Have difficult hearing in all situations. A learner is unable to follow conversation at all learners is unable to develop language and speech in a natural hearing.
4. Children with profound hearing loss. It's the most extreme hearing loud sound or speech at all learner thus depends on visual cues as the main methods of communication.

2.7 Characteristics of hearing impairment

According to Kise Bulletin VI No. 2 a child who when sleeping will not be awakened by every loud noise or when a person walks in the room or call child's name the child does not respond or turn around these are indicators of a child with hearing impairment.

According to Logan Tuners 1968 a person with hearing impairment complain of constant itching and irritation in the affected ear. This became more marked during the night owing to the warmth in bed, the urge to scratch is indeed very high. A person will always shout so as to be heard not knowing that everybody is not deaf.

2.8 Effects of hearing impairment

This is the problems faced by hearing impaired child. it affects the child in many ways for example speech, intelligence, language, psycho-social development.

(i) Speech development

A child who has some degree of hearing loss also lack speech. Dubase (1999) and Kirk (1972), Ndurumo (1984) gave the situation for Kenya indicates 58% of children in Kenya with hearing loss ranging from moderate, severe to profound.

Use total communication speech production and reception, will lag behind educationally and developmentally because of lack of understanding of instructions given to him or her (Mwereria 2002).

According to Hallowell, hearing and deafness, 4th edition, hearing affects speech. speech is normally controlled by the ear serves as a guide to accurate control of the speech mechanism, degeneration of speech often follows heavy losses that occur later in life.

(II) Psycho-social development

Hearing impaired learner cannot hear any conversation and can't contribute to it. This makes them feel withdrawn and hence lack heart of socializing with others, hence feel socially rejected. They miss joining friends and relatives in gathering for church choirs

singing, etc. Hence people with hearing impairment are very aggressive and very emotional due to this they isolate themselves from gathering and public places, they feel and develop low self esteem.

(iii) Academic achievement

Due to hearing impairment learners performance is below average compared to the hearing one Kihega (1987) review of literature the performance depends on degree of loss. The hearing impaired and stakeholders, otherwise if given good change can do better than the hearing ones.

(iv) Language development

Impairment of this area affect all the other abilities of hearing and hearing impaired children in understanding printed English words. Achievement of hearing impaired learners is very low compared to hearing learners and lag behind that sentences of the hearing impairment are shorter compare to hearing one and use simple sentences. When speech hearing impaired learner tend to leave out some speech sound mostly high pitched such as sh, f, t, etc. Mwereria (2002). According to Mwaura Introduction to children with special needs in education (2002) language development is affected if the child has a hearing problem because a child develops language skill naturally through listening. A child uses all sense to learn language, senses help in touching and seeing smelling and tasting a part from the sense of hearing which is impaired. According to Kenya society for the deaf newsletter by Olita C.O (1993) a child with hearing impairment is affected socially because he cannot be able to interact freely with the normal due to communication difficulties and hence feel lonely forgotten and unwanted they cannot cope with peers of their age because of slow mental development. They lack exposure to life due to poor communication and language expression. They are mistreated by public due to their hidden disability, cannot participate in games as others do due to hearing impairment.

2.9.0 Attitudes towards persons I learners with hearing impairment

Attitude is once feeling towards something either positively or negatively, people with disability have been neglected long time in memory the hearing impaired included. In almost all the communities in the world people showed a lot of hatred towards disabilities. People with hearing impairment were not exceptional they were given all sort of bad names for example deaf, dumb, idiot, cripple due to this negative attitudes towards them they ended up being less unfortunate people in life, no education was provided to them because they were said to be less achievers.

According to Greek, those born with hearing impairment were considered non- persons. Their own parents rejected them for example historian Herodotus wrote that a certain king had two sons one was deaf and the king refused to give him a name cited from Mwaura's notes of history of hearing impaired (2002). Thus it can be seen the attitudes negatively towards this people never started today or yesterday. It is long time ago far back in history. This can then penetrate society's perception towards the hearing impaired and other disabilities cited from Mwaura's lecture notes history of the hearing impaired (2002). Randiki (2002) people still judge or name this people according to disabilities they have both what they can see and what they can imagine of.

2.9.1 Component of attitudes

According to the famous psychologist Triandis (1971) attitude has three components. These are cognitive, effective and behavioural.

(I) Cognitive component

This component deals with mental ability of individual. It contains the idea thought or belief for example people can have different beliefs about the causes of hearing impairment and they can relate this idea to different factors hence develop a positive or negative attitude towards the condition of the hearing impaired for example some believe it as a curse or bad omen.

(ii) Affective component

This is the way human feels about something or a situation for example moods and emotions and feelings that people experience in relation to an object. It can be extremely good or extremely bad.

(iii) Behavioural component

It contains action that people portray in relation to the attitudes, objects or one's wish to act in a particular manner. In this component attitude shown can be evaluated meaningful for example it portray a negative attitude towards something then show a behaviour that is negative. Some to positive.

Many psychologist agree that attitudes determine what we intend to have or do in our environment how we perceive the information about the object of our attention (Barns 1991) cited in Mwaura's thesis. The above statement shows attitudes guide behaviour for example if a teacher has a negative attitudes towards a child with hearing impairment be educated in a regular school, then he / she ma not accept to have such a child in his or her class and if she or he has one in the class no effective teaching of the child will take place.

2.9.2 Definition of inclusion

According to D.R Karugu inclusion is the practice of ensuring all students with disabilities are taught and participate in the same activities and lesson with other students in school, all are brought in a regular school, inclusion thus calls for persons with special needs to be full involved in all aspects of life for example education consumer services, recreation and social activities, community and domestic activity, decision making process, access to information.

2.9.3 Overview of inclusion

1994 UNESCO world conference articulates that education is a human right issue and persons with disabilities be part of school. Inclusion should start from the beginning of life rather than having the undivided segregate first and then later brought back to mainstream of society.

2.9.4 Objectives of inclusion

According to KISE / UNISE (2002) Kamunge report, special education programme which are an integral part of each cycle of formal education have the following objectives;

- a) To provide skills and attitudes aimed at rehabilitation and adjustment to environment.
- b) To identify, asses and provide early interaction for correction and rehabilitation.
- c) To promote awareness of the needs of the disabled and the methods of alleviating the effects of the various disabilities.
- d) To promote integration of the handicapped informal education and training.
- e) To promote the provision and use of specialized facilities and equipments.
- f) To promote measures to prevent impairment in order to limit the incidence of disabilities.
- g) To ensure that children with varied.
- h) To promote school effectiveness to enhance the collaboration of government agencies organization of persons with disabilities (PWD) local NGK`s provision of special education services.
- i) To increase the number of trained personnel and enhance the quality of training for persons who are directly or indirectly involved in special needs education cited from news letters of ministry of education science and technology (special needs education inclusion, Draft policy).

2.9.5 Principles of inclusion

According to Okot (2000) enrolling of all children in regular schools unless there are compelling reasons for doing, otherwise ensure that in the context of a systematic change

teachers education programme both pre-service and in- service address the provision at special needs education in inclusive schools.

According to D. Karugu there are three principles this are setting suitable learning challenge responding to pupils diverse needs and overcoming the barriers. According to Gary Thommers and Andrew Loxiety (2001) states that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other needs.

2.10.0 Inclusive education

Inclusive education is the process of addressing all learners needs within the regular schools using all available resources to create opportunities for them to learn together in preparing them for life. It also refers to the philosophy of ensuring that school centers of learning and educational systems are open to all children, will enable the learners to be included in all aspects of school access and opportunity to education by reviewing schools and systems and changing them rather trying to change the learners. This philosophy evolved early in this century climaxing wit the salamanea statement during the world conference on held in Salamanca (1994). Inclusive education is now being practiced in many countries of the world including Uganda, Britain, U.S.A. and Scandinavian countries. Historical background on inclusive education of persons with disabilities (hearing impairment). Although people with disabilities were segregated, thrown, hated and disowned by almost all communities in different parts of the world some still accept them in their families and regarded them as “normal”.

Thus stated teaching them as family level that was back in the 18th century for example St. John of Berverly who was a Bishop taught a person with hearing impairment how to articulate and talk. In U.S.A first school for the deaf was opened Connecticut in 1871 by Thomas Callaudent (1787— 1851) sponsored by Dr. Goggwell. He went to found the first American school for the deaf. In (1960) Hopkins opened the American asylum for the deaf and dumb.

The second school was opened in 1818 in New York institution for the deaf and dumb the third school and dumb the third school was Pennsylvanian institution. In the 19th and 20th century many special schools have continued to be opened in European countries and the United States of America (pitchand 1963) institution currently are found in Manchester University in Britain and U.S.A. In Uganda society for Deaf (USD) was formed in 1958 and started the education programme for the children with hearing impairment in which lip reading as a means of communication applied. Through the effort of the Uganda society for the deaf, primary schools for the deaf were started for instance in 1986 Ngora school for deaf in kum District was formed.

2.10.1 Inclusive education in Kenya

In Kenya inclusive education programme is being practiced in pilot programme such as Oriang inclusive education programme in Rachuonyo District of Nyanza province. The policy on inclusive education is currently being formulated by the Ministry of Education, Science and Technology and about 3000 regular education teachers are being educated.

According to Ndurumo education of the hearing impaired traces its history back to the establishment of the Kenya society for the deaf children in 1958 by Peter Clifford a government Ear, nose VI Hospital now (Kenyatta National Hospital), Mrs. Elizabeth couldrey a speech therapist at the hospital and Mrs. Edna Hughes a member of then Kenya legislative council. Aga Khan special school in Mombasa is the oldest school for the deaf in Kenya was established in 1958 and many others were established before introduction of inclusive education. (Draft policy 1981) emphasized that a child has a right to access to ordinary schools and other programmes in which the necessary personnel and other support services are made available community based rehabilitation programme was an approach which influenced inclusive education since it supported disabled children within the community and promoted inclusion in society. Children join their local schools once they improve their functioning through therapy.

Since independence the Kenya government has established much education commission to look into sustainability of the educational provision for all children. This commission

ensure or satisfied some international policies and see it fulfilled according to the laid rules and regulations. Such national policies for inclusive education are the Kenya Education Commission 1964. The Ominde report which advocate for integration of children with special needs in regular schools, also advocate for teacher training to include component of special education for regular teachers to enable the teachers to meet the needs of learners with special needs in regular classroom.

The national committee on educational objectives and policies (1976) Gachathi report recommended the integration of children with special needs in the society by transferring learners with in special schools to regular schools and other centers as much as possible. The presidential working party on education and manpower training for the next decade and beyond (1988). The Kamunge Report recommended that the strengthening of the provision of education for learners with special needs in education in the regular school and classroom, with hearing impaired learners included. All this Kenya policies emphasized in our regular schools.

According to Kigotho (1990) there were 36, 870 children between four and fourteen years of age with hearing impairment had been assessed by 197, out of these existing special schools and units by 1998 the rest were believed to be at home, the reason of them being at home can be distances from special schools and attitudes thus to make it possible be best place is at the regular schools within their home area. This will only be possible if some factors are put into consideration. This factors of attitudes and many others are the ones that made the researcher to have a study and based her study on regular teachers attitudes towards educating the hearing impairment n regular schools in her division with lacking of knowledge on hearing impairment lacking of provision of resources like teaching aids lack of co-operation support services to help cope with responsibilities can lead to the attitudes (UNESCO, 1994).

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter is systematically divided into sub-units each illustrating a specific step and explaining how it will be carried out to help achieve the researcher's goal after inquiry. The unit includes; research design, research environment, research approach, population and sampling procedure.

3.2 Research design / strategy

There are three main research design these are survey, case study and experiment. The one the researcher chose to use is the survey method this is because in survey method, the researcher will be able to use a small group of teachers within the reach to represent a large group of teachers found within the spread division of central. It will thus be easier to meet a few teachers other than all. It will also be time consuming if use other methods. The feedback given by the few will be a picture of all the characters.

3.3 Research environment

The study will be conducted in 17 schools in Nkubu Zone, Nkuene Division, Imenti south district. It will investigate regular teachers' attitudes towards educating hearing impaired child in an inclusive setting. Specific attention will be given on whether the teachers understand the term inclusive education. Provision of education for learners with hearing impairment, views and opinions on the modification to be made on the system to accommodate learners with hearing impairments in regular schools.

3.4 Research Approach

The research approach to be used in the study is quantitative method because it saves time, our time in the field is so limited considering during the research. We shall have our

duties of teaching administrative and other duties required of us, thus when using qualitative method numerical data collection will be used which is simpler and gives more other time for other duties compared to qualitative approach.

3.5 Population and sample

The targeted population will be teachers found in Nkubu Zone, Nkuene Division, Imenti south district where the researcher's school is situated. The factor the research considered is the distances between the schools and the wild animals found in the areas thus gave easy time to distribute the questionnaire to schools within her reach. The questionnaire left were to be sent to the researcher after two weeks only fifteen were received others were not returned and others not filled, the permission to carry out the researcher in the chosen schools was considered after writing an officials letter to the head teacher of the school was written by the researcher and getting the positive reply back.

3.6 Instruments and tools

This will include interviews, observation and questionnaires. The informants who are all primary school teachers are on the hand 118 including the head teachers. However, researcher will use all of them. Seventeen schools will be picked from the 20 schools. The sample includes different sex and marital status, Sutton and David (2004) recommend a sample of not less than thirty.

3.6.1 Interviews

This will involve face to face interaction between the researcher and participant. Babble (2003) argued interviews can be in two ways namely structures where by responses by the participants will be brief and specific and structured interviews will be conducted in groups or individuals. Interviews will apply on quality assurance zone officer. They have flexibility.

Naturalists — it is whereby the presence of the researcher is not open.
Passive — the presence of researcher is felt but plays role in activities is hidden does not

participate at all. Active the - presence of researcher is left. She is known by participants and observes play leading role to bring out information.

3.6.2 Questionnaire

This is the discussion in written form whereby the responses of the participants are put on paper provided by the researcher Orodho (2003).

3.6.3 Reliability and validity

In order to ensure and maintain a high level of reliability and validity in this study, the researcher will do the following:

Questionnaires will be pre-tested. Ambiguous questions will be tested and irrelevant questions deleted. The question will be accurate and relevant, in each question asking for one thing. There will be enough space for writing the response. The language used in interviews will be polite and eye contact kept reading any facial expression or gesture.

3.7 Data collection

It will be from both primary and secondary sources. Secondly, sources will be got by extracting- information from newspapers, journals, textbooks, magazines, and internets. Primary source will be got from the field.

3.7.1 Procedure for data collection

After the approval of the proposal by the responsible authority, the research will get an introductory letter from the Institute of Open and Distance Learning KIU to progress to the field for data collection. The researcher will present the letter to the quality assurance zone office QUAZO and respective head teachers and introduce herself. The researcher will make appointments with respondents. The interview will be conducted in the office and it will take thirty minutes. The researcher will then take the questionnaires to respondents proceeded by a briefing. The questionnaires will be left behind for a week so that they can think about it and answer at their convenience time.

3.7.2 Statistical treatment of data

Editing and spot checking

The researcher will edit and spot check during and after each interview with the respondents. This is to ensure logical, accurate and consistent information is given. Noted errors will be corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.7.3 Coding

This will ensure that all answers from various respondents are given codes and classified into meaningful and appropriate entries for better analysis.

3.8 Data analysis

Data from questionnaires will be copied and analyzed by tallying and tabling it. Frequency tables identification will be done. The recorded data will later be edited and interpreted, Interview results will be recorded, interpreted and presented in this study.

3.8.1 Qualitative analysis

Data will be interpreted and described in simple sentences.

3.8.2 Qualitative analysis

Data will be interpreted and presented in numerical form and tallying tables.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

The main purpose of this study was to investigate or find out regular teachers attitudes towards educating learners with hearing impairment (HI) in an inclusive setting in Nkubu Zone, Nkuene Division, Imenti south district

The researcher dealt on; -

- Regular teachers' knowledge about the ear disease or infection.
- Regular teacher's knowledge about education provision.
- Regular teachers knowledge on inclusive education.
- Factors to be considered in setting up an inclusive class.

4.1. Introduction

The researcher gave out twenty questionnaire that are supplied to teachers from previous schools within the division. It's a large division within schools very far from each other. The nearest school from the researcher's school is 16km away. All within the area. Due to distance 10 questionnaires were brought back. Teachers were to fill in their stations and set it back.

4.2. Personal details

After collecting all the questionnaires the researcher embarked on data analysis. She used tables for data analysis. She used tables for every question asked. She has briefly explained after every table the outcome of questions.

4.2.1. TABLE I - BACKGROUND Information

GENDER

CATEGORY	FREQUENCY	PERCENTAGE
FEMALE	3	30%
MALE	7	70%
TOTAL	10	100%

The regular teachers who manage to fill in the questionnaires are seen to be male more than the female. The population of male teachers in the division is higher compared to female. Due to hardship in the area.

4.2.2. TABLE 2: PERSONAL INFORMATION

AGE

CATEGORY	FREQUENCY	PERCENTAGE
20-30	3	30%
31-40	7	70%
OVER 40	0	0%

The result here shows that most of the teachers within the division are between 20-30 years old. They are young mostly posted directed from college to serve in the division. Teachers over 40 years are rarely found. A few are between the age of 31-40 as shown in the table.

4.2.3. TABLE 3

HIGHEST LEVEL OF EDUCATION

CATEGORY	FREQUENCY	PERCENTAGE
K.J.S.E	0	0
KCE	0	0
K.C.S.E	10	100%
TOTAL	10	100%

The table shows that all the regular teachers who filled the questionnaires are all from four levels of K.C.S.E (the 8-4-4 system). Meaning that majority of the teachers within the division are teachers who have undergone the 8-4-4 system of education.

4.24. TABLE 4

PROFESSIONAL QUALIFICATION

CATEGORY	FREQUENCY	PERCENTAGE
DEGREE	0	0
DIPLOMA	0	0
ATS	0	0%
P1	6	60%
P2	4	40%
TOTAL	10	100%

According to this table professional qualification of most of the teachers within the division are P1. Majority of the regular teachers who fill the questionnaire were P1 and a few P2.

4.25. TABLE 5

TEACHING EXPERIENCE

CATEGORY	FREQUENCY	PERCENTAGE
1—5yrs	3	30%
6-10 yrs	4	40%
11-15yrs	3	30%
Over15yrs	0	0
TOTAL	10	100%

This table shows that majority of the teachers within the division have a teaching experience of 6-10 yrs (40%) due to understaffing, teachers posted to the division stay a bit longer before transferred to other division. Newly posted teachers are also posted to the division immediately after college.

4.3. KNOWLEDGE ABOUT EAR INFECTION AND DISEASE

4.3.1. TABLE 6 HAVE YOU EVER MET SOMEONE SUFFERING FROM EAR INFECTION OR DISEASE IN YOUR TEACHING EXPERIENCE

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

Most of the regular teachers seem to have come across learners suffering from ear infection in their teaching experience according to the table meaning that at least they have them in their classroom.

4.3.2. TABLE 7: HAVE YOU EVER COME ACROSS A LEARNER WITH HIS/HER EARS INFECTED?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

According to the table most of the regular teachers have come across learners with ear problems in their classes. This means that the disease is very prominent with the pastoralist mostly the maasai.

4.3.3. TABLE 8: HAVE YOU EVER COME ACROSS THIS NAME, HEARING IMPAIRMENT

RESPONSE	FREQUENCY	PERCENTAGE
YES	8	80%
NO	2	20
TOTAL	10	100%

Many of the regular teachers (80%) have come across the name hearing impairment. Thus they seem to have knowledge of the name hearing impairment but not using the name practically in our institutions.

4.3.4. TABLE 9 WHAT COULD BE THE CAUSE OF IMPAIRMENT?

THE DISEASE HEARING

RESPONSE	FREQUENCY	PERCENTAGE
WITCHFCRAFT	0	100%
CURSE	0	0
ANY OTHER	10	100%
TOTAL	10	100%

According to the table all the regular teachers (100%) thought the cause of this Hearing Impairment is infections and heredity. None thought of a curse of witchcraft. Thus it can

be taken due to teacher knowledge of the infections and disease. Ignorance result to some hearing impairment according to our table.

4.5.1. KNOWLEDGE ABOUT EDUCATION PROVISION TABLE 10. TO YOUR OPINION DO YOU THINK LEARNER WITH HEARING IMPAIRMENT SHOULD BE EDUCATED?

RESPONSE	FREQUENCY	PERCENTAGE
YES	9	90%
NO	1	1
TOTAL	10	100%

Most of the regular teachers are of the opinion that the educated. Within the researchers division (central) its on heard of. That a Hearing Impairment is educated teachers want them educated very much.

4.5.2. TABLE 11: IF YES, WHERE?

RESPONSE	FREQUENCY	PERCENTAGE
SPECIAL UNIT	4	40%
SPECIAL SCHOOL	4	40%
REGULAR SCHOOL	2	20%
ATHOME	0	0
TOTAL	10	100%

According to our table most of the regular teachers wants the Hearing Impairment learners educated in special units (40%) and special schools (40%). Thus their attitudes towards this learners is very negative. They don't accept them fully. Very few (20%) accept them in regular schools of which it has little assistance if not accepted by the majority.

4.5.3. TABLE 12. DOES YOUR SCHOOL HAS A RESOURCE ROOM FOR CHILDREN WITH SPECIAL NEED IN EDUCATION?

HEARING IMPAIRMENT

RESPONSE	FREQUENCY	PERCENTAGE
YES	0	0
NO	10	100%
TOTAL	10	100%

According to this table 100% of the school in this division has no resource room for children with special need in education. Meaning they cannot fit in this institution whatsoever. Thus the (HI) learners within the division will always forever been in darkness to receive formal education.

TABLE 13 4.5.4.: DOES THE SCHOOL HAVE A RESOURCE PERSON FOR THESE CHILDREN WITH HEARING IMPAIRMENT

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

The table analyzed, the records shows that 100% of the schools in the division are lacking a resource person for these children meaning regular teachers in the division have not been trained on how to handle learners mostly of Hearing Impairment thus even the few found in these schools are definitely neglected by this regular teachers.

4.5.5. TABLE 14: Does the school have special unit for these children?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

According to the table 100% of the schools lack special unit for Hearing Impairment learners. Thus the regular teacher who see these learners with Hearing Impairment view them as learners who need special units and thus special education teachers. Due to lack of these units in our regular schools then the Hearing Impairment child learners lack the necessary assistance they require in learning.

4.6.1. KNOWLEDGE ON INCLUSIVE EDUCATION

TABLE 15 In your school do you have children with learning problems?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
-	0	0
TOTAL	10	100%

According to the table all the schools in the division (100%) have children with learning problems (difficulties). This means that regular teachers do come into contact with

learners without their knowledge thus the Hearing Impairment children and others get less assistance or lack attention from them. Most of the learning problems in schools are caused by ignorance disease etc. since it's a pastoralist community.

4.5.2. TABLE 16

Do you think these children can lower the mean score?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

From the table it shows that all the regular teachers (100%) have the mentality that the Hearing Impairment children can really lower the school mean scores. Thus they are really not needed in the school. Regular teachers normally check on learners mean score to go forward to the next grade. Thus an Hearing Impairment with, ever poor mean score can be made to repeat in a class for several years till he or she drops out since the mean score can never be higher than the “normal” learners or compared.

4.5.3. TABLE 17

Have you ever come across the term inclusive education?

RESPONSE	FREQUENCY	PERCENTAGE
YES	0	0%
NO	10	100%
TOTAL	10	100%

According to this table 100% of the schools in_ 'n has no resource room for children with special need in education. Meaning they cannot fit in this Hearing Impairment learners within the division will always forever been in darkness to receive formal education.

4.5.4. TABLE 13: DOES THE SCHOOL HAVE A RESOURCE PERSON FOR THESE CHILDREN WITH HEARING IMPAIRMENT

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

In the table analyzed, the records shows that 100% of the schools in the division are lacking a resource person for these children meaning regular teachers in the division have

not been trained on how to handle learners mostly of Hearing Impairment thus even the few found in these schools are definitely neglected by this regular teachers.

4.5.5. TABLE 14: Does the school have special unit for this children?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

According to the table 100% of the schools in central lack special unit for the Hearing Impairment learners. Thus the regular teacher who see these learners with Hearing Impairment view them as learners who need special units and thus special education teachers. Due to lack of these units in our regular schools then the Hearing Impairment child learners lack the necessary assistance they require in learning.

4.6.1. KNOWLEDGE ON INCLUSIVE EDUCATION

TABLE 15: In your school do you have children with learning problem?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

According to the table all the schools in the division (100%) have children with learning problems (difficulties). This means that regular teachers do come into contact with learners without their knowledge thus the Hearing Impairment children and others get less assistance or lack attention from them. Most of the learning problems in schools are caused by ignorance, disease etc. since it's a pastoralist community that bother less.

4.5.2. TABLE 16

Do you think these children can lower the mean score?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

From the table it shows that all the regular teachers (100%) have the mentality that the Hearing Impairment children can really lower the school mean score. Thus they are really not needed in the school. Regular teachers normally check on learners mean score to go forward to the next grade. Thus an Hearing Impairment with ever poor mean score can be made to repeat in a class for several years until he/she drop out since the mean score can never be higher than the “normal” learners or compared.

4.5.3. TABLE 17

Have you ever come across the term inclusive education?

RESPONSE	FREQUENCY	PERCENTAGE
YES	6	60%
NO	4	40
TOTAL	10	100%

From the table, it shows that 60% of the teachers in the division have an idea or have come across the word inclusive education only 40% of the regular teachers from the division still have not come across the term inclusive education. This shows that this term is being used today commonly than before. The 40% of the regular teachers who still have not come across the term are in schools very far in the interior.

4.5.4. TABLE 18

If yes, explain the meaning briefly according to your understanding

RESPONSE	FREQUENCY	PERCENTAGE
Learning of all learners	4	40%
One place learning in separate classes in school	2	20%
TOTAL	6	60%

According to the table teachers who know the meaning of inclusive education were 6. Thus they came up with similarity meaning, 40% say its learning of a learner in one place without looking at their disabilities. 20% explain it as learning separate classes within the same school. The regular teachers seem to have clue of what inclusive education means. They have idea of teaching an learners with different diverse needs in the same class. Inclusive education as it is, the educating of learners of all disabilities in the same class with others “normal” under the same curriculum and resources. To make it a success come modifications are done to both curriculum resources, environment etc.

4.5.5. TABLE 19

Would you like to have an Hearing Impairment class?

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	40%
NO	6	60%
Total	10	100%

According to our table most of the regular teachers would not like to have an Hearing Impairment child in their regular class 60% of them all. Thus they have a negative attitudes towards these children, they want them referred where they belong (Special school, special unit so if one happen to be in the school then he or she will be neglected and be seen to be at the wrong place. He or she will be viewed as a bother.

4.5.6. TABLE 20

Give reason for your answer

RESPONSE	FREQUENCY	PERCENTAGE
Slow (time)	4	40%
Special approach	4	40%
Learn from others	2	20%
TOTAL	10	100%

According to the table the regular teachers gave various answers and reasons as to why they want them educated far not in regulation schools. 40% see them as slow and cannot cope with time allocated to regular learners of 30-50mm they will be left behind.

The other 40% see the learners as needing special attention and special approach thus they need not to be taught in regular class where the allocation towards them will be minimal. Another 20% accept them in their regular classes because they see them requiring education just as other students. They will also follow them.

4.6.1. FACTORS TO BE CONSIDERED

TABLE 21: Do you think there are factors to be considered for effective education of these learners in a regular school?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	100%
NO	0	0
TOTAL	10	100%

According to the table all the teachers 100% agree that there are factors to be considered for as effective education of this learner in regular schools. They all agree that our schools are not well established to cater for these learners. The factors to be considered are many but personnel, resources environment etc are a few which if considered will give effective education of the learners. These factors lack in all our regular schools. This is why regular teachers find it hard to educate these learners in our regular schools.

4.6.2. TABLE 22

Do you think its good to educate all regular teachers on how to handle learners with special need in education in a regular school?

RESPONSE	FREQUENCY	PERCENTAGE
YES	8	80%
NO	2	20%
TOTAL	10	100%

According to our table regular teachers 80% see it as a good idea to be educated on how to handle learners with in all schools. They want to know how to handle them. Since they have come across them in their teaching experience and also in their teaching experience and also in the villages the knowledge they will learn will be of great help to them in their profession. The 20% who see it not necessary want the special education teacher to have knowledge not them. They don't want to be involved anywhere with the learners.

4.6.3. TABLE 23

Do you think it is important to have teaching and learning material for learners with in a regular school?

RESPONSE	FREQUENCY	PERCENTAGE
YES	8	80%
NO	2	20%
TOTAL	10	100%

According to the table 80% of the regular teacher in the division see it as an important to have teaching and learning material for learners with in a regular school. They seem to want them so as to use whenever necessary with Hearing Impairment learners. Lacking of this resource in our regular schools have even worsened the attitudes of the regular teachers in the schools. At least presence of these resources could have eased teaching of these learners.

20% of the regular teachers still see it as not important to have these resources in their regular schools since they don't see the need of having Hearing Impairment learners in regular school.

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to investigate regular teachers' attitudes towards educating children with Hearing Impairment in an inclusive education in Nkubu Zone, Nkuene Division, Imenti south district. The study was guided by the following main research questions what are the attitudes of the regular teacher's attitudes towards educating a Hearing Impairment child in an inclusive setting. In order to be able to investigate the teachers attitudes the researcher focused the study on the following themes were based on the research questionnaire.

- Knowledge and understanding of hearing impairment
- Knowledge about provision of education for learners with hearing impairment
- Views and opinion on the modification to be made on the system to accommodate learners with Hearing Impairment in a regular school.
- Regular teachers views on education of hearing impaired learners in an inclusive setting.

5.1. Knowledge and understanding of hearing impairment

From the findings, 80% of the regular teachers has come across the term hearing impairment and thus also seen learners with hearing impairment and in schools and at home. Some are partially deaf and others totally deaf 80% of the regular teachers have come across the Hearing Impairment but in their regular see these learners as lowering the mean scores of their schools thus they should be taken to special schools to compete with learners of their standard.

Methods of timing should also be changed to cater for learners with Hearing Impairment timing is done with bell of which Hearing Impairment learners cannot hear thus

invigilators and supervisor to come up with a method that will accommodate all in time during exams to alert them on time off or time to start.

To crown it all for the inclusive education to be free teachers need to be motivated by some increment in their salary. The research study also see motivation as a factor that is leading to poor negative attitudes towards the Hearing Impairment and inclusive education 20% of the regular teachers have never come across the name Hearing Impairment and inclusive education since may be are at home and not brought to school they never taught that the Hearing Impairment children can be educated in the local community. Most of them they are at home. The respondent showed that they see them roaming in the village and never thought of taking them to school or can be taken and be better people in the society to earn a living.

This attitude of them seeing these people come as a result of the people in the local community who assume the hearing impaired children. Further findings in the study revealed that most of the respondent 80% had come into contact with these persons in one way or another. They have come across learners with various ear problems which they believed later cause hearing impairment t the learner. Regarding other causes of the respondent 90% to be disease, others supported others none supported both curses and witchcraft. The people in the community seems not to believe in curses all agreed the hearing impairment can be cured if early intervention measures are carried out ignorance result to some hearing impairment according to our study.

According to the study findings shows that the hearing impaired learners come to them isolated themselves from others due to hearing impaired their speech and communication is affected thus also make them avoid social interaction with others of the peer.

5.2 Knowledge and understanding of the term inclusive education

The term in the field of education has various meaning in different countries (UNESCO 1988) the aim of this or the meaning is to include all the children with all their diverse needs in regular schools, all the needs are to be catered for in the system without discrimination for example having impaired learners. The result of the study on the

inclusive education shows that majority of the respondent 60% have come across the term inclusive rough idea. 40% of the respondent across the term inclusive education meaning that this term is commonly used this days than before. The 40% who has no idea on what inclusive schools far in the interior. The majority supported the idea of inclusion and very positive to it.

When it comes to supporting the idea of inclusion in our school 50% agreed to support the learners with hearing impairment but the other 50% suggested them to be taken to their special schools to be handled by their special education teachers. They see it as a very impossible to educate. They must be specialized with sign language and communication so as to handle them. Some felt that they be educated in the schools within their home area. The learners with hearing impairment in regular schools benefits socially, physically and mentally and learn better compared with their colleagues in special units. When it comes to explaining the meaning according to their understanding, 40% say it's a learning of learner in one place without considering their disabilities. 20% explain it as the same school of learners with different disabilities thus according to the study it seems that at least half of regular teachers have rough idea of what is inclusive education is.

5.3 Provision of education for learners with hearing impairment

The result on the part, whether regular teachers have come across a hearing impaired learners, 80% have come across them but not in their regular classes either at home or in their special schools all the hearing impaired learners at home are entitled to be in school to get formal education just the same as others.

(UNESCO 1994). Those who have come across them gave different views asked if they want them educated, they obviously gave the response but where? This gave various response 90% gave the answer that they be educated 10% did not see the reason of educating a child who is not hearing. This is the negative attitude of regular teachers, where to be educated gave difference response 80% seem to want them educated in

special school thus from the study research it shows the negative attitudes regular teachers have on these learners, they want them taken to special units and schools.

Thus to the researchers opinion. This regular teachers be taken for in-service to get knowledge on how to handle the learners and gain some professional skills. Also for the resources the study shows that 10% of the schools in the division lack resource room for children with special needs education this another reason that make the attitude of this regular teachers negative without teaching and learning resources then the with hearing impairment learners included will remain in the darkness. To receive formal education. Thus for effective teaching of learners with hearing impairment will call for modification of curriculum, learning materials and teaching equipment. Some of the materials could be improvised locally within the schools and at home. Thus this call upon the collaboration of all stakeholders and to provide all necessary services to the learners and the school due to the free primary education implemented in January 2003. Parents should also take their children to school. The government is giving money to special unit to enhance learning. This year the government also gave each regular school some amount to cater for National Examination Council is urged to set exams catering for special need of learners. The hearing impairment learners be given extra time to finish their exams.

According to the table regular teachers thought that the hearing impaired lower the mean score of their schools when it comes to exams. This is because their achievement cannot be compared to the hearing learners schools nowadays base their competition on mean scores got by learners.

5.4 Views concerning education of hearing impaired by regular teachers in inclusive setting

According to respondent, 80% of the respondent see the value of having the children with hearing impairment educated by them in the regular schools they see them as most achievers compared with their peers within the same natural environment near home.

The respondent see that taking them to special schools and unit create more negative attitudes towards the hearing impaired from the community once they came back during

holidays. They came back during holidays. They are viewed as not of the same group thus segregating them. Others didn't support inclusive education, since they see that this children will be benefit from the large classes with hearing learners. They will be neglected and in long run dropout of school. In the regular schools naming of this learner like Kiziwibubu will result to dropout of this hearing impaired learners.

Also due to lack of well equipped teaching facilities and personnel the hearing impaired learners will not benefit for this system as those in special schools with all trained personnel well equipped class all types of hearing aids acoustic rooms and others that facilitate learning thus the researcher came up with an answer to most regular schools be practicing inclusive education.

5.5 Views and opinion on the modification to be made on them to accommodate learners with hearing impairment in regular schools

This system of education known as inclusive education came up in Kenya some years ago. People with disabilities were long time segregated, separated, thrown taught in private institution, special schools and now they are introducing inclusion all this system were formerly separating disable with others in education from homes. According to the researchers respondent they were very positive 40% the others 60% respondent negatively due to reasons that if implemented will accommodate in our regular schools. They were ready put into considerations. These factors are;

- Training all regular teachers be it in-service or pre-service to gain knowledge and skill on how to handle learners with hearing impairment.
- Reducing teacher's workload mostly during this FPE error where classes are full of children.
- Motivation and incentive be given to boost teachers moral in catering for all this children in regular schools.

- Make modification of the curriculum and adapted curriculum to cater for all diverse also modification be made in all areas environment, classroom. This modification will create a good awareness of inclusive education implementation.
- Government should work closely with NGOs so as to equip all the schools with teaching and learning equipment to be used by hearing impaired learners also resource rooms be well equipped in all school.
- To call upon parents from both parties to co-operate to promote academic performance.

5.6 Recommendations

The recommendations made will be based on the findings of the entire researchers study.

- The government should create awareness of the impairment of inclusive education through workshop and seminars. Also announcing in public places and mass media.
- Ministry of education should train all teachers on beginning the curriculum in teachers training college.
- All regular teachers in the field be taken for in-service course on .
- Government should at least equip schools with resource to cater for hearing impaired learners.
- Enhancing teamwork involving parents, teachers and professionals to assist where required.
- At least all our regular primary schools should practice inclusive system of education.
- Government (Ministry of Education) to provide inspectorate in-charge of in the zonal levels to access to situation on the grounds.

5.7 Summary recommendations

From the study the researcher found that the regular teachers in control division of Nkubu Zone, Nkuene Division, Imenti south district have some negative attitudes towards educating learners with hearing impairment and others have positive attitudes the result of the study shows that a good number of the teachers have just heard of inclusive education but had never included children with hearing impairment in their classes even those who have positive attitudes towards these learners and have very much wanted to educate them in their classes but lacked teaching aids and equipment. The teachers have never attended in workshop or seminars or course that is on . This see them in the darkness if they have these children in the classes they see that they will just be their faults. The knowledge and the skill they are lacking. The researchers showed that majority of the teachers (regular) were very much willing to assist these learners with hearing impairment if only they are well equipped with relevant skills and knowledge on most especially hearing impaired.

REFERENCES

Karugu G.K (2001) KISE Seminar on inclusive Kanamai Hotel Mombasa.

Kimani K (2003), 1st edition anatomy physiology and pathology of the sensory system
Nairobi: KISE

KISE Bulletin volume 5 (1987—92) Nairobi: KISE.

Lagan Turners (1968) Diseases of the nose, throat & ear, seventh edition.

Briton John Wright and Sona Limited.

Mary Waruguru Ngugi (2002), 1st edition introduction to inclusive education Nairobi:
KISE

Moore, D (1987) Educating the deaf London: Horegton publishing company

Mwereria and Kathanya (2001), 1st edition.

Education assessment and intervention measures for children with special needs

and introduction to audiology Nairobi : KISE

Ndurumo M.M (1993) Exceptional children Development consequences and intervention
Nairobi: Longman : Kenya Ltd.

Otito C.A (2003), Core Trainers Education and Management Nairobi: KISE

Randiki O.F (2002) 1st edition Historical Development for Special Needs Education
Nairobi : KISE

Traindisi H. (1971), Attitude and Attitude, 'Change, New York: John Wiley & Sons Inc.

Mwangiri, DH (1988), The history of deaf education in Kenya, KISE Bulletin, Vol. 2 No.
1 Page 6 — 8.

APPENDENCES

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

1. Answer all questions as honestly as possible and be assured that all information will be treated in confidence.
2. Do not write your name.

SECION A: PERSONAL INFORMATION

1. Gender

Male Female

2. Age

20—30 years

31—40years

41—50years

Above 50

3. Professional qualification

Degree

Diploma

P1

P2

4. Teaching experience

0—5years

6—10 years

11—20years

Over 20 years

5(a) Have you ever met someone suffering from ear infection or disease in your teaching experience?

Yes

No

(b) Have you ever come across a learner with his / her ears infected?

Yes

No

(c) Have you come across this term hearing impairment?

Yes

No

(d) What could be the cause of the disease hearing impairment?

Wit craft

Curse

Any other

6(a) To your opinion do you think learners with hearing impairment should be educated?

Yes No

(b) If yes, where?

Special unit

Special school

Regular school

At home

7(a) Does your school has a resource room for children with ?

Yes No

(b) Does the school have a resource person for these children with hearing impairment?

Yes No

(c) Does the school have special unit, for these children?

Yes No

8. In your school, do you have children with learning problems?

Yes No

(b) Do you think these children can lower the mean score?

Yes E NO

9. Have you ever come across the term inclusive education?

Yes

No

10. If yes, explain the meaning briefly according to your understanding

THANK YOU