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**TOTAL COMMUNICATION PHILOSOPHY AND PERFORMANCE OF STUDENTS
WITH MENTAL RETARDATION IN WAJIR COUNTY A CASE STUDY OF WAJIR
SCHOOL OF MENTALLY RETARDED.**

A Research Report

Presented to the

College Of Education, Distance and Open Learning
Kampala International University

Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree

Bachelors of Education with Special Needs

By:

Rukiya Ali Osman

BED/33154/111/DF

December, 2012

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Declaration

I, Rukiya Ali Osman, a student at Kampala International University, REG: NO. BED/33154/111/DF do hereby declare that this report is my original work and has never been submitted to any University or any other Institution of higher learning for any award.

Sign: Rukiya Ali Osman

Name: Rukiya Ali Osman (student).

Date: 20.12.18

Approval

I hereby certify that this work was done under my supervision and I have approved it for submission to the University.

Signed:.....

Name Ms. Wangechi Beatrice (supervisor)

Date:.....

DEDICATION

This work is dedicated to my husband Mr. Hassan Osman, the best husband one could ever wish for. He is the best gift life ever gave me!

"My mother drew a distinction between achievement and success. She said that achievement is the knowledge that you have studied and worked hard and done the best that is in you. Success is being praised by others. That is nice but not as important or satisfying. Always aim for achievement and forget about success." Anonymous.

ACKNOWLEDGMENT

My highest gratitude goes to Allah the Most High for his kindness, provision and protection during my study.

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Gratitude is extended to all the participants of the questionnaires who included the teachers and students of Waji School for the mentally retarded. Thank you for taking time to fill the questionnaires. I would also like to thank my friends Sahara and Zeinab for being there for me always and all lecturers of College of Education and Distance Learning. Lastly to my supervisor, Ms. Wangechi Beatrice, madam, you are the best.

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ABSTRACT

This study sought to investigate the impact of total communication Philosophy in teaching learners with mental impairment. A case study of Wajir School for the Mentally Retarded in Wajir County was taken. The findings of this study are expected to assist the curriculum developers and teachers of special needs in strategising teaching of the mentally impaired. The study was guided by the following objectives; To examine the impact of total Communication Philosophy in teaching the mentally impaired. To find out challenges facing teachers of the mentally impaired; also to find out The performance of learners with mental impairment in examinations. The study was carried out in Wajir County, North Eastern Region of Kenya. Wajir county was selected because of the researchers prior knowledge and familiarity with the area enabling him easy access to the area of research (Wajir School for the Mentally Retarded). The research employed various ways of data collection e.g the use of questionnaires and oral interviews. The findings of the study were; the total communication philosophy helped learners with mental impairment to sit for national examinations but their performance was still below average. Teachers also faced several challenges in using total communication philosophy.

CHAPTER 1

INTRODUCTION

Total communication philosophy is not a teaching method but instead it is a communication approach or philosophy. The philosophy advocates for several avenues like speech, speech reading to be used in order to have a successful communication between other people and the mentally retarded.

Communication is the only difference between a human being and other animals especially animals of the same species like monkeys. So because of the deficit of this important among the mentally impaired people, a lot has been done to try and break through the problem.

Earlier on, approaches like oral-aural approach were employed in communicating with and among the mentally impaired. The method advocated the use of speech and amplification only. But the results of these methods were not encouraging. Other methods were also tried and practiced in some countries like France. All these methods showed some deficits in one way or the other.

This went on until at around 1970 s when it was seen that no particular method was independently successful in communicating with and among the mentally impaired. It was at this time that the total communication philosophy was introduced so that it could cater for the use of various modes. Although the philosophy was found out in 1970 s, it was not immediately implemented in schools for the mentally impaired in Kenya. It was only until mid 1980 s that the philosophy was tried in some schools.

Later on philosophy spread to other schools for the mentally impaired in the country, but there has been no evaluation on how effective this philosophy is.

It is with this idea in the mind that the researcher wanted to find, out facts about how effective this philosophy is. The researcher was trying and find out facts of success, difficulties and limitation of the philosophy.

BACKGROUND OF THE STUDY

Education of mentally retarded started as early as 16th Century. But when it was started, it started in various countries like Spain, Britain, France and Germany. This education later spread to other countries like U.S.A and the rest of the world.

At the beginning, the regular curriculums were used. The methods are oral-aural approach and the manual approach. The two methods became predominant but because there was need for a common method, to be used, it created a heated debate between the two methods. Each method had support from its members, and it led to Milan Conference in 1880.

At the conference voting was done in order to determine the best method that can be followed by all. As a result, oral-aural approach was voted for by many and from there it was adopted to be used as a common method.

This was then used up to around 1960 when the parents of the mentally impaired children saw that their children were not benefiting. At this point an alternative approach was sought for. Then total communication philosophy was adopted as an alternative approach from early 1970's.

In Kenya education of the mentally impaired was began in the late 1950's at around 1958. This is the time when oral-aural approach was in use. The schools and units which were started during this time used oral approach. The approach

continued but because of the fruitless results as it was observed in other countries, Kenya also thought of adopting Total Communication Philosophy.

According to Rothenberg Jensen (K.I.S.E) Bulletin Volume 2 No. 1 of January 1988), K.I.E suggested the introduction of AAC communication in the education of the mentally impaired at around 1982. This did not feature out well, because, the teachers by then had no information about total communication philosophy. At around 1985, the Total Communication Philosophy was included in the Special Education teacher's program. This then exposed some teachers on Total Communication Philosophy and in 1987 when they were posted to schools they took with them the philosophy to schools for the mentally impaired in Kenya.

Also to strengthen this philosophy, a pilot school was started in Machakos, the current Machakos School for the mentally impaired. The school adopted total communication philosophy directly and the first group of standard eight pupils did their first K.C.P.E examination in 1996. This will be used as a measure on the evaluation of total communication philosophy in comparison to other schools which have not adopted the philosophy.

The total communication philosophy has now been used in most schools and units in the country. But in all, no research has been done to assess and evaluate impact of the philosophy on the learning of the mentally impaired.

STATEMENT OF THE PROBLEM

Since the education of the mentally impaired began around 1960 in Kenya, several methods of teaching have been attempted. The several methods that have been tried include simplification which was used to boost other teaching methods. But from their evaluation **they prove to be ineffective in one way or the other.**

Lately total communication philosophy which incorporates the use of speech, signs and other forms of communication methods was introduced. Currently the total communication philosophy is practiced in schools for the mentally impaired. The philosophy has been used with the introduction of 8-4-4 curriculum of education in schools for the hearing impaired

In saying, the philosophy is good, but the problem is **to find out whether it has an impact in communication with the mentally impaired and their learning**. This will enable one to account for the achievement of the mentally impaired children in 8-4-4 curriculum of education.

Also other problem like difficulties faced by the teachers in teaching the mentally impaired children using total communication philosophy can be visualized too.

PURPOSE OF STUDY

The study was aimed at finding out the impact of total communication philosophy on the education of mentally impaired children in Garissa County in Kenya. Since the philosophy was introduced in the county around 1988, there had been no follow up terms of evaluation. Therefore the researcher aimed at finding out its impact in the teaching and communicating with the mentally impaired.

The researcher also aimed at finding out the achievement of the mentally impaired children in the district since that time when the philosophy was introduced; this was done in comparison with the previous performance before total communication philosophy was introduced.

Apart from these the researcher also aimed at finding out problem faced by the teachers in teaching the 8-4-4 curriculum education using the philosophy.

OBJECTIVES OF THE STUDY

1. To identify the demographic characteristics of the respondents in terms of:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Qualifications
 - 1.4 teaching experience
2. To determine the levels of the impact of total communication philosophy
3. To determine the level of performance of learners with mental retardation.
4. To establish if there is an impact on performance by the total communication approach.

Research Questions

This study sought to answer the following research questions:

1. What are the demographic characteristics of the respondents as to:
 - 1.1 Gender?
 - 1.2 Age?
 - 1.3 Qualifications under the education discipline?
 - 1.4 Teaching experience?
2. What are the levels of impact of the total communication approach?
3. What is the level of performance of learners with mental retardation?
4. Is there a significant impact of the total communication approach on performance of learners with mental retardation?

Null Hypotheses

1. There is no significant impact on performance by the total communication approach.

SCOPE OF STUDY

This study was conducted in Garissa School for the mentally Retarded. The researcher focused on the total communication philosophy of teaching children with mental impairment and its impact on their performance in education.

SIGNIFICANCE OF STUDY

This study will be useful to:

1. ***Teachers*** who use the total communication philosophy in gauging the effectiveness and impact on the children with mental impairment.
2. ***The Ministry of education*** which will be able to come up with appropriate policies regarding teaching of children with mental impairment. They will be able to come up with the right syllabus for the children with mental impairment.
3. ***Children with mental impairment*** who will benefit from the policies that both the teachers and the Ministry of Education will come up with.

This study will therefore help to reveal the understanding of the philosophy by the teachers and how they are using it in communicating with the mental impaired children.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

When a child is born to a family, there's always rejoicing and a mood of happiness. Parents of the child become so happy and they develop fantasies about the future of the child. They begin thinking about how their child will be when/she grows up. They plan for his education and such like needs. But as days go by, the child grows and undergoes different milestones.

The acquisition of some developmental milestones, signify that the child is growing well. The child can then develop very well in every area of life. For instances the child can use his limbs well, and perform other activities as well. All these activities are observable in the child's daily activities. If one of these developmental milestones misses; it becomes an area of concern to the parents because many questions spring up. Parents become so concerned because they see a difference between their child and their friends' children or other children born to the family before.

Mental retardation is a hidden handicap because this may not be noticed quite early in life. It cannot be noticed because no one is born with fully developed speech to communicate with others easily. This then develops slowly with acquisition of some sounds and trying to bubble them out until later when they come out as words used in daily spoken language.

A mentally retarded child may show some of these activities, but as time goes, the child fails to pick up language and other developmental milestones due to the impairment. Mental impairment is not the only thing that may interfere with the development of a child. There are also other problems which can interfere with

development. These are problems like Cerebral Palsy, Autism and even hydrocephalus.

When a child then fails to develop speech and language due to the factors named above it becomes an area of concern and worry to the parents. Instead of all the good things that the parents have been thinking about, they are brought suddenly to a situation of thinking on how to get out of the problem. In case of mental impairment particularly, parents come to a difficult condition in trying to think about how they can communicate and care for their child. They also think of how their child will cope up with other children socially within the home and the community in general. Above all these they think of how the child will acquire education and finally stay independently like any other person.

Some of the answers to these difficult questions facing the parents are given by the Sue Schwerts 1987(Choices in mental retardation). Sue Schwartz defines mental retardation and then discusses other IQ testing the child will undergo. He also puts total communication philosophy as a way of communicating with the mentally impaired. In this text we will therefore see how well total communication is implemented in schools for the mentally impaired when communicated with the mentally impaired children and amongst themselves.

TOTAL COMMUNICATION PHILOSOPHY

Parents of the mentally impaired children are always confronted with challenging experiences especially when it comes to how to communicate with their mentally impaired children. Usually when the child is very young at pre-verbal stage, parents talk to their children and expect the child to respond by smiling and such like non-verbal gestures. There are many ways in which the parents try to communicate with their children. All these ways and others developed when the child has grown up can be put together to form various parts of total communication philosophy.

Definition

Total communication philosophy is therefore an approach of communication between the normal and the mentally impaired and among the mentally impaired themselves. The approach involves the use of gestures and oral communication skills. The skills included are like speech, signs, gestures, speech reading, writing, body language, sign language cued speech and so on.

The term was introduced in the 1970's and it meant that the mentally impaired child had the opportunity of learning to use all forms of communication available to develop language competence.

Donald E. Noeres (1987) in the book entitled "Education of the Mentally Retarded" defines total communication as a philosophy of education as well as to a mode or method of instruction. He further explains it as the combination of oral method plus the use of signs and gestures. That's to say mentally impaired child receives input through speech reading, signs and gestures. The child can also express itself in the same way.

BACKGROUND HISTORY OF TOTAL COMMUNICATION PHILOSOPHY

For most families the greatest adjustment usually involves moving from the childless married couple into the child bearing family stage. For both the husband and the wife, they will have to adjust so as to meet the demands and the needs of the young child born to the family. They will then dedicate their time, resources and their abilities in general to the new member of the family. This will then modify the parent's values and routines.

Most families can adjust adequately to the bearing of children in general but strain can be increased when a child born to a family is identified as being mentally impaired. The hearing impaired child presents the family with a specific problem which may result in shame, guilty parental recrimination if adequate counseling is

not received. In the strain the child can be affected too in that he may be left isolated since he does not benefit very much from the communication systems used by the family members. When the child grows up, he gets more difficulties because he cannot communicate his feelings, needs e.t.c. to other members of the family and the society.

In the stressful situation the parents seek solution to the mental problem by taking the child to various clinics for treatment of the problem and possibly in search of total reversibility if possible. The parents also face more stressful condition when time for going to school comes. This is the time when the child is 5-6 years old and he does not developed mentally which is creates barriers in daily communication between oneself and other people. The choice of educational programs me for the child at this point is of paramount importance. Such situation may then arrest part of the life cycle of the family and may alter individual and familial expectations.

Earlier in the ancient age there was no education for mentally impaired but at around 1501-1576, an Italian Mathematician and Physicians Girelamo Cardana accepted Agricela's report on a mentally retarded child who had learned to write. From that time he argued for the importance of teaching the mentally retarded to read and write. He also had the belief that many abstract ideas could be explained to them through signs. Cardana just appreciated the possibility of teaching the mentally impaired but he never did anything practically.

In 1520-1584, Pedro Ponce De Leon a Benedictine Monk did a lot in Spain by teaching the children of Spanish nobility. Unfortunately very little is known of the techniques which were used by Ponce De Leon. Later after the death of Ponce De Leon, Juan Bonet took on the challenge of educating the mentally impaired. It is not well known if Bonet had any knowledge on the techniques used by Pedro Ponce De Leon, but he took on the challenges and in 1622 he published a book on

"Teaching the Mentally Retarded". (The Reduction of Letters and The Art of Teaching the mentally Retarded).

Bonet also advocated training of the mentally impaired through the use of the manual alphabet used today. Nevertheless, he attached great importance to early intervention to provide a consistent language environment. Another importance feature about Bonet is that he also advocated the early teaching of speech based on the the printed word.

In Britain education of mentally impaired originally developed as a response to a report by Sir Digby concerning the remarkable skills of Don Louis de Velesco. Digby then influenced the ideas of a great English philosopher John Bulwar who in 1648 published a book entitled "Deaf and Dumb Man's Friend". Although Bulwar came up with the book, he never did much practically. Others like Holder and Wallis did a lot in teaching the deaf/ they emphasized use of speech reading and lip-reading. Between 1628 and 1687 a contemporary of Holder and Wallis, George Dalgarnus produced "Deaf and Dumb man's Tutor). He believed that language was more natural and he avoided the emphasis on grammatical systems as they were employed by Holder and Wallis. He argued that language could be developed in much same way as it is in infancy and be therefore advocated the use of finger spelling. He then recommended a two handed manual alphabet to be used in teaching the hearing impaired.

The first school for the mentally impaired in Britain was established by Henry Baker (1698-1774). The school and the methods never survived for long and later Thomas Braidwood established another school for the mentally impaired at Edinburg in 1767. Braidwood used two handed alphabet, gestures, natural signs, reading and writing in his program me of teaching the mentally impaired. In articulation he began with speech elements and gradually building up to syllables and words.

In France also there were some people who took interest in education of the mentally impaired. These included people like Parei and Abbe Charles De L'Epee. He then began the first public school for the mentally impaired in Paris in 1785. In the school he advocated the use of pictures and sign systems as media of instruction. At around 18th century a methodology debate began. This is the time when Abbe De L'Epee had started a school emphasizing on the use of signs and manual communication in general. At the same time Samuel Heinicke a German also established a school and emphasized on the use of oral approach in teaching the mentally impaired. Each of the two educationists believed his method to be the best and in 1776 Abbe De L'Epee went on and developed for the mentally impaired, on the other hand Samuel Heinicke worked with groups of mentally impaired students and he encouraged them to use speech, writing and discouraged any use of signs. The controversy went on for two centuries with each approach being fully supported by its believers.

Although the two methods were different, they both stressed on the importance of developing communication skills and cognitive development.

HISTORY OF EDUCATION OF THE MENTALLY IMPAIRED IN KENYA AND INTRODUCTION OF TOTAL COMMUNICATION PHILOSOPHY

In May, 1958, Kenya society for the mentally retarded was formed and registered as a charitable organization. Dr. Peter Clifford who was then the government psychologist Specialist suggested for a formation of a society to look into education and medical provisions of the mentally impaired. The aims of the society were to look into educational and medical matters of the mentally impaired children. The society then approached some other charitable organizations in order to establish schools and units and provide the equipment required.

The schools and units were then set up and the mentally impaired children were then absorbed into the schools. At school the mentally impaired were taught some basic skills and the medium of instructions was vernacular of the catchment area. Vernacular was emphasized because the main objective of the society for the mentally retarded children was to try and give the children a tool to use in communication in order to facilitate their rehabilitation back into the social world.

Since there was confusion on the communication approach to be used all over the world in the past two centuries, Kenya too was not sphere in this. But because the education of the mentally retarded was began late in 1950's they (Kenya) picked up the communication approach which was recommended at that time.

As earlier stated Milan conference had passed that oral approach was recommended to use during the reign of the rule Kenya begun education of the mentally impaired. The method that was then adopted was oral approach. That is to say the mentally impaired were through reading, writing and speech auditory. This was to support the idea that the children could be able to talk and be rehabilitated back to their talking society. Any kind of gestures, finger spelling and natural signs were banned.

The acceptance of the oral approach was supported by the invention of the mentally retarded aid. This made the parents of the mentally impaired children to expect great changes an improvement in the status of the mentally impaired persons. The method then became predominant up to 1960`s. at that time the parents of the profoundly and severely mentally impaired children saw no improvement in the educational standards of their children and they tried out other methods in Europe and U.S.A

The mildly mentally impaired children were integrated into regular schools where they could be given a competitive program. Then the severe and the profound were tried with other alternative methods.

Kenya followed the oral/aural method for some time because the teachers were instructed on how to use the method. But because they had any exposure on total communication philosophy, the teachers became stuck and it became difficult for them and so they continued their old oral approach up to around 1987 when the first group of teachers who had been exposed to total communication philosophy was posted to schools. From this point then total communication philosophy was practically introduced in some schools where the teachers had been posted.

Apart from introducing it through the teachers' training program Rothenburg Jensen K.I.S.E Bulletin Volume 2 No. 1 of January 1988 showed that Kenya institute of education K.I.E had earlier on suspected the introduction of written communication in the form of simplified books in the education of the mentally retarded at around 1962. Later on in 1986 a pilot school on total communication was started in Machakos. Machakos School for the mentally retarded then adopted all that is emphasized in total communication and currently the methodology and achievements are being evaluated and compared with those of other schools for the hearing impaired in the country.

IMPLEMENTATION OF TOTAL COMMUNICATION PHILOSOPHY IN SCHOOLS FOR THE MENTALLY IMPAIRED IN KENYA

According to special education teacher training curriculum diploma unified draft 1986 produced by KIE the goals of education in general are essentially similar for all people. It is only that the techniques needed to help individuals program differ. It goes on to state that some handicapped children are best served in regular education program with minor modification while others require substantial curriculum and environment modification. In the goals of special education in

particular, the ministry outlined some very important facts about education of the handicapped children in particular.

First and foremost was to facilitate the development of special children spiritually, mentally, socially and physically to the highest degree possible. Another major goal was to develop potentiality for productive and creative abilities. Also the ministry had a goal of educating the public about the needs of special children and adults. Above all these goals, the ministry also came up with another very important goal which aimed at providing education facilities to the children according to the nature and severity of their handicapped i.e. preference of educational provision in the least restrictive environment.

In the last goal of providing education facilities it can be total that the government is concerned particularly on how the handicapped people can be educated. To achieve this goal the government organizes training of the teachers of special needs education. The teachers are trained on how to handle children with special needs and how to teach them

For all the handicapped children their needs can be met by modifying the environment or providing some adoptive equipment which can help to interact with the environment fairly. Among the mentally impaired, their main obstacles in education and in daily experience are communication. To resolve this problem, several approaches have been tried. In the first place there was competitive between oral and manual approach of communication. But in this issue, the oral approach won and it was recommended to be used. By the time education of the mentally impaired was begun in Kenya this approach was in use all over the world but it had created a lot of dissatisfaction because it's outcome was not encouraging.

Later total communication was adopted and in Kenya the government set a pilot school in Machakos to put this into practice. Also by 1982 KIE had suggested the introduction written communication. The struggle to educate the mentally impaired by using the simplest communication possible never ended there. In June 1990 KIE also came up with a draft on simplified written curriculum. The document on written communication was developed after numerous observations that the majority of the mentally impaired children were not benefiting academically from pure oral method. This was due to various reasons such as degree of mental retardation age of onset of retardation and the availability of supportive equipment.

Also from a brief evaluation on the program piloted in Machakos 1987, the ministry of education noticed that the results indicated that the inclusion of reading, speech reading facilitated comprehension of information much faster. The results also showed that the method facilitated the learning of the subjects in the 844 curriculum. From this view it can be seen that the solution to communication barriers faced by the mentally impaired is total communication.

Total communication can work effectively in the education of the mentally impaired if it is applied appropriately according to the nature of the problem or mental retardation. As a matter of fact it can be said that total communication is used from birth as the child grows the communication system is narrowed to speech only and later writing and reading. Usually it is observed that an Infant who has not developed speech or language can be communicated to through speech gestures and other forms of body language. In turn the infant learns slowly the gestures and speech and responds appropriately. So it can be seen some components of total communication philosophy are used from birth to aid the child acquire speech and language. Total communication philosophy has various components as it has been noted in the definition.

When all these components are used effectively the mentally impaired can benefit adequately. But this is also determined by the type of mental retardation, time of onset and the intervention program.

CHAPTER 3

METHODOLOGY

INTRODUCTION

This chapter explains how the researchers work was carried out in the Garissa County in Kenya. The chapter explains in details the population that was used in the research work, the instrument which was used and the methods which were used in collecting the data. The chapter then explains each of these items step by step.

RESEARCH DESIGN

The researcher used research methods:

- Survey study
- Case study

Survey study was used to collect information from the population of head teachers, teachers' members of the community around the schools and the parents.

The case study was chosen and was used at Garissa School for the Mentally Retarded to represent the feelings of the rest of the district.

The researcher also used:

- Qualitative approach: The researcher used this approach because there was room for description of data gathered.
- Quantitative approach: The research used this approach because it enabled him to explore traits and situations from which numerical data was used.

POPULATION SAMPLE

The population in which the research was carried out comprised the head teachers of the school, the teachers who have trained in special education, in serviced in special needs education and the non specialist teachers who have just undergone the regular teacher training and are in the schools and units as well as there in the inclusive settings.

The members of the communities were also used in the study because they interact with the children in one way or the other.

Among the members of the community who were interviewed included the neighbors to the school and a few parents.

These members of the community were picked randomly and especially on the side, of the parents of the mentally impaired children, a few parents who were not far from the researcher were selected.

All the people stated above were expected to express their feelings on the impact of total communication philosophy in communicating with the mentally impaired society and in teaching them.

SAMPLING TECHNIQUE

The researcher used simple random sampling because it was the easiest. Simple random sampling involved selection at random from a list of the population and the required number of persons for the sample was arrived at. The researcher took a random sample of parents of the mentally impaired children and members of the community around the schools.

INSTRUMENTS

In the study questionnaires and interviews were used in collecting the data from the population. Questionnaires were sent to the head teachers, teachers both

trained in special needs education and none specialized in the school and units for the mentally impaired in the county.

In the questionnaires for the head teachers there were ten items and in the questionnaires for the teachers there were also ten items. In some items there was an only Yes or No response, while others were in short statements. Apart from the questionnaires there were also interviews for the parents and members of the community around the school. In the interviews most of the items asked were open-ended in that the respondent would have flexibility in responding to the questions from the interviewer.

DATA COLLECTION METHODS

Since the researcher had decided to carry out his study in the school and units the mentally impaired in the district he then came up with two methods of collecting the data. The first one was by sending questions to the head teacher and the teachers of the schools and units in the district.

Secondly was by interviewing the parents of the mentally impaired children and some members of the community around the school. The head teacher was supposed to brief the teachers and let them fill the questionnaires. The filled questionnaires were then handed back to the researcher.

On the side of interviews the researcher visited some members of the community around the school and some parents who were randomly selected. The researcher interviewed them and recorded their responses. The responses recorded were later analyzed.

DATA ANALYSIS

The researcher used the results obtained from the questionnaire for analysis. The raw data was compiled and analyzed both qualitatively and quantitatively from the surveyed group in the area of the case study. The frequency and percentage table was used and there after data was organized according to the objective of the

study and the research questions. The organized data was presented in frequency tables for discussions and interpretation to get meaningful data.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

INTRODUCTION

This chapter deals with the presentation and analysis of the information collected in relation to the objectives of the study which were: to find out the impact of total communication philosophy on educating the mentally impaired, to find out the achievements of the total communication philosophy and to establish the challenges faced by teachers using the total communication philosophy. Information was collected from the population stated in chapter three on methodology. That is, from the head teachers and teachers of the School and parents of the mentally impaired children in Garissa School for the Mentally Retarded. Also, data was collected from some members of the community who live around the school because they also communicate with the mentally impaired children in one way or the other.

DATA ANALYSIS

The data was analyzed using SPSS.

Table 4.1

Does your school use total communication approach in teaching the mentally impaired children?

Communication methods

Communication methods	Head teacher	teachers	Percentage
Orals only	0	0	0
Simplified books	0	7	55
Total communication	1	3	35
others	0	7	45

Total communication is the current philosophy of communication at Garissa School for the mentally retarded because in response to item number four in the head teacher's questionnaires, the head teacher showed that the philosophy is in use.

In the item number two, the head teacher showed that there are one hundred and twenty mentally impaired children in the school. This shows that there are a good number of children in which the impact of total communication philosophy can be well evaluated.

In the questionnaires, item number three was to find out the number of teachers within the school. On this item, the head teacher's response showed that there are fifteen teachers in total. Four teachers among them are trained in special education and four also have had an opportunity to attend a three months in-service course in special education while the rest have only gone through the regular primary teacher's education program.

The table below illustrates the distribution

Table 4.2 teachers at Garissa School for the Mentally Retarded

No of teachers trained in special education	Teachers in serviced in special education	None-specialized teachers	Total number of teachers
4	4	7	15

Question number five was to find out the curriculum that is being followed by the school. This was asked in order to be the basis of community with other so that the impact of total communication could be adequately evaluated. Curriculum was also asked in order to form the basis in finding out the achievement of the mentally impaired children using total communication philosophy in comparison with the mentally impaired children.

In response to this question the head teacher showed that the school follows the 8-4-4 subjects. Therefore in responding to the next question, the head teacher also accepted that the children do national examination that is Kenya Certificate of primary Education (KCPE).

On the performance in national examination, the head teacher showed that the children performed fairly. But in response to question nine and ten, the head teacher showed the previous method which was only orals' had some shortcomings. This is strengthened by the idea that some children managed to do KCPE using total communication whereas before there were no children who did national examination.

The table below illustrates this point clearly.

Table 4.3 class eight achievements at K.C.P.E before total communication philosophy

Year	candidates	K CPE-CPE	percentage	Vocational interview	percentage	Successful candidates	percentage
1980	-5	0	0	5	100	1	20
1981	-7	0	0	7	100	0	0
1982	-9	0	0	9	100	2	22
1983	-8	0	0	8	100	1	12.5
1984	-9	0	0	9	100	2	22

From the results above which were before the introduction of total communication philosophy, it can be observed that there were no children who were attempting

National examination and those who did the vocational interview were many but success was low.

Table 4.4 class eight achievements after using total communication philosophy

Year	KCPE	Vocational interview	Successful candidates			
			K.C.P.E		Vocational	
			No.students	%	No.students	%
2004	4	12	1	25	3	25
2005	3	10	2	66.6	3	30
2006	4	11	2	50	3	27.2
2007	4	13	1	25	3	23

The figures from the table above show that the children had a chance of doing national examination KCPE. Apart from that it shows that more children became successful by either joining vocational training at Mumias, Nyangoma and Karen or by joining secondary school at Kuja or Rev. Muhoro in Nyeri.

In question eight, the headmaster's response is that they previously used orals' in teaching the mentally impaired which confirms that the school is old enough to have the experience of various approaches.

In general, from the questionnaire to the headmaster, the impression is that total communication philosophy is currently used at Garissa School for the Mentally Retarded. Also it is observed that most children have been successful in one way or the other.

But still we are going on to look at the items which were on the teachers questionnaires in order to ascertain on the headmaster's response, and the true effectiveness of total communication.

The questionnaires to the teachers were fourteen in number, and out of the fourteen questionnaires, twelve were responded to. Therefore the response was over 85%. Although the number of teachers is small, the response was quite alright that it can give true picture of total communication at Garissa School for the Mentally Retarded. The questionnaires had ten items each and nearly all the teachers responded to all the questions.

The table below illustrates the response to this question.

Table 4.5 response on understanding of total communication philosophy

Total number of questionnaires	Response	Total communication	speech
14	12	5	7
100 %	85.7 %	35.7 %	50 %

From the table, it can be observed that more than half of the teachers see speech as a method which dominates in communicating with and among the mentally impaired children. Although in response to question number two which asks if total communications is used, they all responded by ticking 'Yes'. In analysis then it is observed that speech has dominated over all the other methods within total communication philosophy. In relation to one of the objectives of this study, it shows that there's some truth in that total communication philosophy is often confused for written communication. This has come up like this because it looks in the wake of total communication, the mental retardation within the schools, mainly

the teachers and the supporting staff learned mostly towards what the children like. Speech and other forms of communication especially written communication have suffered drastically. This is possible due to the simplicity and accessibility to sign language rather than to the expense and difficulty in maintaining the amplification systems. So such reasons could be attributed to much concentration on speech rather than to other methods within total communication. This finally has led to misunderstanding of total communication to mean written communication.

On suitability of total communication philosophy, the teachers responded in various ways. Some said no while others said yes. Out of the twelve teachers who responded, five of them accepted that the approach is suitable while other seven said no. This is possibly due to the confusion too and may be for those who said no, there might have been a reason that there's a lot of learning towards methods hence ruining the other methods. This again will take us back to the idea that the children should be assessed and categorized according to the degree of hearing loss. This is so that they can make adequate use of the various methods of total communication according to their needs. For instance a profoundly mentally retarded child benefits most from gestures and therefore he needs it mostly while a mild mentally impaired child benefits mostly from amplification and he needs that mostly too. But when two methods are taken vice-versa, they do not meet the needs of the two children. Therefore in general, it looks suitable to group the mentally impaired according to their homogeneity and suitable methods be prescribed for them.

On the curriculum of education all the teachers who responded showed that they all follow the 8-4-4 curriculum. In the system, there are five examinable subjects namely: Mathematics, English grammar and composition, Kiswahili-grammar and composition, Social Studies, Religious Education and Science. The teachers showed that they teach all these subjects and in response to the next questions on the performance of their children, they showed that the children do not perform well in

all the subjects. They pointed out that there are some subjects which the children do well and some which they do not do well.

This is illustrated on the table below.

Table 4.6
Performance of the mentally impaired children in 8-4-4 curriculum of education using total communication

Do the children do well in all the 8-4-4 subjects	response	
	Yes	No
	0	12
percentage	0	80

The table above shows that the response is 100% 'NO'. This therefore shows that there are some subjects which are a problem to the children. This, therefore, depicts that even though total communication is used there are still problems. This then implies that there is a limitation and as such, the mentally impaired do not performed equally well as the normal children.

Then on the subjects which the children do well and poorly, the teachers came up with various answers, but there were some similarities on the extremes. This is illustrated on the table below.

Table 4.7
Performance in various subjects

SUBJECTS	RESPONSES %		No response %
	Good Performance	Poor	
Mathematics	85	0	14
English	29	21	50
Kiswahili	0	64	36
SS	0	21	79
R.E	0	14	86
Science	50	0	50

From the table it is true that there are subjects which the children perform well for example mathematics had a response of 86% and all the 86% were talking of good performance. Also, it can be concluded that Kiswahili is poorly done because 64% responded that the subject is poorly done while 36% never responded. When it came to the subjects in which the teachers face difficulty in teaching the following information was collected.

Table 4.8
Subjects difficult to teach using total communication philosophy

	Subjects	No. of teachers who face difficulty in teaching	%
1	Mathematics	0	0
2	English	4	29
3	Kiswahili	9	64
4	SS	0	0
5	R.E	2	14
6	Science	1	7

From the table on the subjects that the teachers face difficulty in teaching, it can be observed that languages, both English and Kiswahili have a problem.

So, on curriculum it can be seen that the mentally impaired children can achieve little in comparison with the mentally impaired children even when total communication is used.

Although the impact in total communication is not so realistic, the teachers still value it as the suitable communication approach. Most of teachers suggest that there should be uniformity in the approach all over the country so that the achievement of the mentally impaired children should be adequately evaluated. Also; it is a wish of most teachers that the mentally impaired children be given a special curriculum which can cater for their needs adequately rather than having such subjects which look to be frustrating the mentally impaired children.

These difficulties which are faced by the teachers are also exposing the foreseen difficulties as stated in the objectives of this study. Therefore in order to resolve these problems, various suggestions from the teachers should be taken seriously.

On the side of interviews to the parents and members of the community, there was some response too. For instance on the items presented to the members of the public, around the school, it can be said that total communication is used because as learned from their response, it shows that the children can communicate with them to some extent. They pointed out the use of gestures as the most conspicuous and in situations of difficulty they use other methods like drawing, pointing, writing and reading and other forms of body language. Simplified books not mentioned because it looks they do not seem to understand what these gadgets do.

Also on parents, there were five items in their interview. Among the questions asked is how the children perform in relation to communication before and after going to school. On this, the few parents interviewed by the researcher, they were all appreciating the efforts made in school. They pointed more communication skills learned at school like painting, drawing, writing and even pantomiming. They went on to tell how their children have benefited in school especially on learning that children have a special way of telling all the letters of the alphabet manually.

From this point of view it can be said that the parents appreciated the role played by total communication philosophy in examination. The only area where a problem is noticed is the academic achievement in using total communication and the difficulty faced by teachers in teaching some subjects. The teachers therefore still press on looking for better ways of dealing more abstract concepts.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

From the information collected in chapter four, it is true that Garissa School for the Mentally Retarded which is the only school in the district was started quite early in 1965. The school has gone through various systems of education and therefore there is a wealth of information about education of the mentally impaired.

Therefore, regarding total communication philosophy, the school has got information about it since the philosophy was introduced later and there's a base of comparing it with other methods which previously used.

On the area of study, that is the impact of total communication philosophy, a lot can be said under the following sub-headings- understanding of total communication, impact of total communication in teaching the mentally impaired, and the difficulties faced by teachers in teaching using total communication.

UNDERSTANDING OF TOTAL COMMUNICATION

From the community and the parent's point of view, it shows that the children can communicate using various methods within total communication but professionally it looks inadequate. The response showed that children resort to methods like pointing, writing and drawing when they are confronted with a difficulty but there was no response which showed that children can attempt to use speech.

This therefore shows that, although most of the teachers understand what total communication is, there has been overuse of one method within the circle. The method which has been overused is speech; the teachers have instead of using other methods too shifted to written language hence moving towards the mentally impaired instead of bringing them to as mild people as possible. This could have been done by teaching the children on speech and lip-reading, but this looked to

have ceased with the introduction of 8-4-4 curriculum of education and total communication which contain sign language which is practiced mostly.

This cannot be seen as the only limitation because there are also other attributes. This is so because in schools generally, various methods are used but not adequately because the mentally impaired children are not grouped according to their needs following the various classifications. All the mentally impaired have been taken as a homogeneous group without taking into consideration their characteristics like mild, moderate, or severe mental retardation. When these factors are considered, suitable communication method can be chosen from the total communication circle. The best method an individual gets assists him-her to excel.

IMPACT OF TOTAL COMMUNICATION IN TEACHING THE HEARING IMPAIRED

On the impact of total communication, it can be observed from the data analysis that the approach is effective, but also it can be said to be ineffective in some subjects. It is true that the children managed to do national examination with the introduction of total communication but their performance when compared with the normal children is still below average. This could be due to some subjects which are mostly dependent upon hearing and conceptualization like languages and music. Although the children have gestures, they do not conceptualize the concepts. Therefore, it shows that total communication is also limited when all the methods are not fully exploited.

Apart from speech, some other methods also within the total communication circle have limitation too due to unavailability of proper equipment. For instance, in simplified books, proper equipment may not be available and if it is available, there is no proper servicing when they get spoiled because there are no personnel who have been particularly trained to manage and maintain them. Also when some

minor components of the equipment break, the spare parts are not accessible. These aspects have then made the technological method almost a failure. Therefore, the children who would have benefited from this method are then disadvantaged and hence other methods which are not best suited to them are used as alternatives hence the overuse of speech as the easy accessible method. Such problems have even interfered with development of speech reading and use of speech because this equipment is also needed in training the mentally impaired children.

As much speech is still limited because its vocabulary is still narrow, this has in particular presented a lot of difficulties to teachers in teaching some academic subjects like music, GHCRE and science because they require use of wide vocabulary which is not available in to learners with mental retardation. Also, this could have been expanded by enriching from the environment but there's nobody else who use the language in the community apart from the impaired and their teachers. The problem then is worsened when it comes to the difference in gestures used at different schools. All these problems therefore, inhibit the effectiveness of total communication, philosophy in teaching the mentally impaired at Garissa School for the Mentally Retarded.

DIFFICULTIES FACED BY THE TEACHERS IN TEACHING THE MENTALLY IMPAIRED USING TOTAL COMMUNUCATION PHILOSOPHY.

At Garissa School for the Mentally Retarded, there are fifteen teachers in total. Four of the teachers have trained in special education – mental impairment, four have had training in special education for three months and the rest just trained on primary teacher's education.

Few who have trained in special education have tried to help their colleagues on the basics of handling the mentally impaired. But in spite of all this, teachers express extreme difficulties in teaching the mentally impaired especially on some

subjects like Kiswahili and music. On this issue, it looks vividly that there's needed to adjust the curriculum of education for the mentally impaired in order to suit their needs and their ability. This is so because it looks that apart from frustrating the children in what they are not able to do, the teachers too are frustrated because they do not see good fruits from their sweat.

Total communication in general can be effective if all the methods within the circle are used adequately and in accordance with the needs of the child. In order to meet this, teachers should be well trained on these issues so that they can implement them effectively and adequately.

RECOMMENDATION

From what has been seen in the summary and conclusion of this study it shows that the impact of total communication philosophy is not very realistic. This is because not all the components of total communication are used adequately even where they are suitable. Therefore, in order to overcome this problem, teachers should be trained well on the components that form total communication philosophy. The high number of teachers who have been trained on how to handle the mentally impaired and especially on how to use total communication philosophy should be considered from training in order to meet the needs of these children.

Apart from this, the ministry of education should also evaluate the achievement of the mentally impaired children in the current curriculum of education. In these issues the ministry should consider restructuring of the curriculum education for the mentally impaired in order to meet their needs and encourage the teachers. This will help to maintain the teachers motivation because it reduces the difficulties they meet in their duty of teaching the mentally impaired. Restructuring of the curriculum of education for the hearing impaired will also enable the use of the various modes of communication in the total communication philosophy.

Total communication philosophy can also be made effective by creating awareness in the community. This will greatly help because the mentally impaired will be integrated properly in the society and see themselves as part of the community. This will be realistic when the mentally impaired communicates effectively with the community.

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QUESTIONNAIRE FOR THE HEAD TEACHER

RESEARCH ON THE IMPACT OF TOTAL COMMUNICATION IN TEACHING THE MENTALLY IMPAIRED CHILDREN IN GARISSA SCHOOL FOR THE MENTALLY RETARDED

Please help me in answering the following question by either ticking or writing short statement.

The data collected through this questionnaire is strictly for education purposes and confidentiality is observed.

1. Name of the school.....

2. When was the school started?.....

3. How many pupils are there in the school.....

4. How many teachers do you have.....

(a) Trained on special need education.....

(b) In serviced in special need education.....

5. Does your school total communication approach in teaching the mentally impaired children?

Yes () no ()

6. Does your school follow the 8-4-4 curriculum of education yes () no ()

7. Do the pupils do K.C.P.E? Yes () no ()

8. How is their performance?.....

9. Which communication approach that was used by your school previously?.....

.....
.....
10. How do the children perform in K.C.P.E using total communication
approach.....
.....
.....

11. How did they perform previously using other
methods.....

QUESTIONNAIRE FOR TEACHERS

RESEACH ON THE IMPACT OF TOTAL COMMUNICATION IN THE TEACHING OF THE MENTALLY IMPAIRED CHILDREN IN GARISSA SCHOOL FOR THE MENTALLY RETARDED

Please help me in answering the following questions by either ticking yes or no or writing short statements. Data collected through this questionnaire is strictly for education purposes and confidentiality is observed.

1. Name of the school.....
.....
2. What method do the mentally impaired children use in communicating?.....
3. Do you follow the 8-4-4 curriculum of education in teaching the hearing impaired children
Yes () no ()
4. Do you use total communication approach in teaching the children? Yes () no()
5. Do you find the approach to be suitable? Yes() no()
6. Do the children do well in all the 8-4-4 subject yes () no()
7. Which subject do you face difficult in teaching?.....
8. Which subject do the children perform:
(a)well.....
(b)Poorly.....
9. Do the children benefit in learning total communication approach? Yes () no ()

10. If they do not, which method do you suggest.....

INTERVIEWS FOR THE MEMBERS OF THE COMMUNITY

RESEACH ON THE IMPACT OF TOTAL COMMUNICATION ON THE TEACHING AND LEARNING OF THE MENTALLY IMPAIRED CHILDREN IN GARISSA SCHOOL FOR THE MENTALLY RETARDED

QUESTIONS

1. Do you ever communicate with the mentally impaired children?
2. How often do you converse with them?
3. What methods do you use in communicating with them?
4. Do you understand when they gesture?
5. When you do not understand, what do you do?
6. For better communication what do they do?

INTERVIEWS FOR THE PARENTS OF THE MENTALLY IMPAIRED CHILDREN

RESEACH ON THE IMPACT OF TOTAL COMMUNICATION IN THE TEACHING AND LEARNING OF THE MENTALLY IMPAIRED IN GARISSA SCHOOL FOR THE MENTALLY RETARDED

QUESTIONS

1. How do you communicate with you mentally impaired child?
2. Before the child went to school, how was your communication with him or her?
3. Is the child benefiting at school?
4. Since the child went to school, has he or she improved in communication skills?
5. What methods does the child use in order to communicate effectively?

ACTIVITY	PERIOD
Developing topic	December 2011
Chapter 1	January
Chapter2	February
Chapter 3	March
Proposal handing in	April 2012
Data collection	June 2012
Data analysis	July 2012
Chapter 4 &5	August 2012
Final copy	September 2012
Graduation	November 2012

BUDGET	
ACTIVITY	COST
Typing	50,000
Questionnaires and photocopying	25,000
Transport	100,000
Binding	30,000
Miscellaneous	45,000
TOTAL	250,000