

**PROBLEMS ENCOUNTERED BY THE TEACHERS TEACHING DEAF  
BLIND CHILDREN AT KABARNET SCHOOL FOR DEAF  
BLIND IN BARINGO DISTRICT, KENYA**

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**PROBLEMS ENCOUNTERED BY THE TEACHERS TEACHING DEAF  
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BLIND IN BARINGO DISTRICT, KENYA**

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by

**CHARLES COSTA JEPKOECH**

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## **DEDICATION**

The researcher would like to dedicate this work to her husband James Kipruto and her beautiful daughters namely: Sharon Jerop and Sweeney Jeboisho. For whose sacrifice, patience assistance, understanding and encouragement were instrumental to its successful completion.

## **DECLARATION**

This is a research project submitted to institute of Continuing and Distance Studies, Kampala International University. I certify that this is my original work and it has not been presented to any examining body for the award of any degree or certificate.

**CHARLES COSTA JEPKOECH**

Reg. No. : BED/7127/51/DF

Date : August 2007

This research project is presented for the examination with the approval of Kampala International University research supervisor.

**CYBELLE A. GONZALES, BSED, MATS**

Date : August 2007



## ABSTRACT

**Objectives:** This study investigated the problems encountered by the teachers teaching deaf blind children at Kabarnet School for Deaf Blind in Baringo District, Kenya. Specifically, these data were gathered: profile of teachers as to age, gender, marital status, number of years in service and educational qualification; and degree the problems encountered by the teachers teaching deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication, and trained personnel.

**Design:** This study employed the descriptive survey method of investigation.

**Environment:** This study was carried out in Kabarnet School for the Deaf blind Children, Baringo District, Rift Valley Province of Kenya. Baringo district is one of the 18 districts in the Rift Valley province covering about 8,655 KM<sup>2</sup> in size.

**Respondents:** This study involved 24 teachers of Kabarnet School for the Deaf blind wherein 1 head teacher and 23 teachers.

**Instrument:** This study utilized a researcher devised instrument which was a questionnaire that contained questions about profile of teachers as to age, gender, marital status, number of years in service and educational qualification and the degree of problems encountered by the teachers teaching deaf blind children in five areas namely: facilities and equipments, learning methodology, formal curriculum,

mode of communication, and trained personnel. They were rated as follows: 4 strongly disagree (you disagree with no doubt at all), 3 disagree (you disagree with some doubt), 2 agree (you agree with some doubt), and 1 strongly agree (you agree with no doubt at all).

**Data Collection Procedures:** The frequency and percentage was used to determine the profile of the teachers. The weighted mean was used to determine the degree of problems encountered by the teachers teaching deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication, and trained personnel. The obtained data were expressed in the following mean range: 3.26 – 4.00 very severe, 2.51 – 3.25 severe, 1.76 – 2.50 moderate, and 1.00 – 1.75 low.

**Findings:** This study revealed the following: the mean age of the teachers was 40.54; and the degree of problems encountered by the teachers teaching deaf blind children was severe (mean = 3.16).

**Conclusion:** Based on the findings, it was concluded that the problems encountered by the teachers teaching deaf blind children were severe. However, it needs to be improved.

# **THE PROBLEM AND ITS SCOPE**

## **INTRODUCTION**

### **Rationale of the Study**

In Baringo district, there is a unit for visually impaired children that was started after the establishment of Kabamet School for the Deaf blind. Despite its status as the only such school for the Deaf blind in East And Central Africa, there has been little breakthrough towards the education of Deaf blind children as indicated by the diminishing number of pupils being enrolled in the school and also the little impact on the lives of Deaf blind children. Many pupils graduating from the school fail to further their education largely due to poor foundation.

Children suffering from deaf blindness have unique educational needs, although they are deaf; the adaptations needed fro their learning style will differ from the child who is only deaf and vice versa for the blind. Disabled children in many countries are more likely to be excluded from mainstream schooling or excluded from school all together. Exclusion can be as the results of the low expectations from parents have on their disabled children, or the lack of training and understanding from teachers, lack of infrastructure and facilities modified to suit the deaf blind and formal curriculum.

It is against this backdrop that there is immense need to critically asses the performance of such important institutions and enact reforms aimed at strengthening the capacity of these schools in educating deaf blind members of the society.

The researcher who is a graduating student in Bachelor of

Education at Kampala International University seeks to investigate the problems encountered by the teachers teaching deaf blind children at Kabarnet School.

## **Theory**

This study is based on the theory of Kertinger F. N (1973), which presupposes that the pursuit of truth is desirable but often constitutes trying to develop a model of reality, an explanation of events employing abstract and intangible concepts. At the foundation of the process of trying to understand events and their causes are observations, which necessarily must be distinguished from inferences.

Research on the state and welfare of people with disabilities is paramount towards improving their welfare and conditions. This can be implemented through collection of gender specific statistics and other information concerning the living conditions of people with disabilities. Such data collection could be conducted in conjunction with national census and household surveys and could be undertaken in close collaboration, inter alia, with universities, research institutes and organizations of people with disability. These data collection should include questions on programmes and services and their use. Lobby groups have continuously advocated for measures to be taken to facilitate in-depth, participatory research on issues such as education, transport and conflict situations in order to contribute to a lasting change.

Schools are very important social systems that serve two purposes. They give students training in matter of intellectual nature

hence helping them to acquire knowledge. They also serve a very important role of training students in good conduct just like in other social systems.

Each school as a social system has clearly spelt out aims and objectives to be achieved. It can possible be conveniently argued that the individual efforts in any institution or organization must be carefully coordinated by a person or group of persons if the intended goals are to be realized.

### **Review of the Related Literature**

According to Collins, a child with deaf blindness requires considerable modification to teaching content and different teaching strategies. He can neither learn from what he sees like the Deaf blind nor learn from listening like the blind child does, he learns only by what he does. This means that no learning is taking place for him/her while waiting for others to take their turn. For this reason a small group or individual instruction becomes more critical. Large group instruction is only valuable if he/she can be consistently active.

Communicating with people who are deaf blind is a unique experience. The language, mode, style, speed and aids and devices used to facilitate communication are different from person to person. If you are interpreting for and individual who is deaf blind, you will need to know what adaptations will be appropriate and what additional environment concerns you should be aware of (Copper, 1997).

Obviously syndromes which have associated vision and hearing impairment can require a great deal of specific modifications to

classroom instruction. Understanding the exact visual and auditory functioning of a child in the classroom and home environment can help us to provide these modifications. For example, with Usher Syndrome Type n the child may require the use of an auditory trainer. The child with Type I Usher will probably need a sign language interpreter, may need to be positioned at a specific distance from another signer, and/or may need instruction in the use of tactual signing (Brown, 1997).

Usher syndrome, a condition where people are born deaf or partially hearing and then start to lose their sight in their teens or earlier due to Retinis pigmentosa has only been recognized as a distinct condition since 1860. It was named after C.H Usher, an ophthalmologist who published case studies in 1914. Sense started working with people with Usher syndrome in 1983, and knowledge has grown enormously since then (CDC, 1996).

Alport Syndrome is a group of hereditary kidney disorders. They are characterized by progressive deterioration of the glomerular basement membranes which are microscopic parts of the kidney. This deterioration may lead to chronic renal (kidney) failure causing excess waste products in the blood (uremia). Eventually severe renal failure may develop. Uremia and kidney failure may cause heart and bone problems.

Abnormalities of the eye may occur in the juvenile forms of Alport Syndrome. The surface of the eye's lens may be cone-shaped (lenticonus) or spherical (spherophakia). The lens of the eye may be opaque or cloudy (cataracts). White dots may appear on the retina or

retinal macular flecks or fundus albipunctatus. Children with Alport syndrome may be nearsighted or myopic (CDC, 1997).

Three types of Usher syndrome have now been identified: people with Usher 1 are born profoundly deaf and usually grow up as part of the deaf community.

Typically their vision starts to change in the first and second decade of life, with tunnel vision and night blindness often being the first symptoms. Babies who have Usher have poor balance; people with Usher 2 are born partially hearing, are often hearing aid users, and will have probably grown up as part of the 'hearing' community. Again, vision often starts to deteriorate during the teenage years. Balance is unaffected; people with Usher 3 may have normal hearing from birth, but develop Retinitis Pigmentosa in adolescence or later when hearing loss also occurs (Collins. M. et al., 1991).

Usher Syndrome is one disorder that comes to mind readily for professionals in both the field of vision and hearing when they think of syndromes which result in dual sensory impairment or deaf-blindness. However, there are many syndromes that have both vision and hearing impairment as part of the conditions that define the syndrome. It is important to be aware of these conditions, since one of the sensory disabilities is often times more evident than the other. This situation makes it easy to overlook the impact of the combined vision and hearing loss. Babies born with Congenital Rubella Syndrome vary greatly from one another. Some are only mildly affected while others have significant disabilities. Some of the problems associated with CRS

include sensor neural hearing loss, visual problems such as cataract, inflammation of the retina (retinopathy), nystagmus, small eyes (microphthalmia), and occasionally optic atrophy, corneal haze, and glaucoma (Frey T.K. et al, 1993).

If a pregnant woman contracts rubella, the virus can infect her foetus. Such an infection is especially dangerous in the first 4 months of pregnancy, causing damage to the developing organs. Although any part of the body can be affected, the eyes and ears seem to be especially susceptible to damage from a rubella infection. These individuals may also experience hearing problems, neurological problems, growth problems, and other disabling conditions. In later life some individuals also experience glaucoma and detached retinas as a result of the introduction of the rubella vaccination for schoolgirls in 1970, and then the Measles, Mumps and Rubella (MMR) vaccination in 1988, the numbers of children affected by rubella have fallen dramatically. Between 1971 and 1979 there were 416 children born with severe disabilities resulting from congenital rubella syndrome. Then, between 1991 and 1996, following the introduction of the Measles, Mumps and Rubella (MMR) programme, fewer than 33 babies were born with CRS (Greaves W. L. et al., 1982).

The curriculum focus for the child with deaf-blindness will differ from that of the child with only a single sensory impairment. The deaf education focus may be primarily on using language to code existing concepts. The curriculum focus for a child with visual impairment may be more oriented towards building concepts and experiences which can



provide a firm cognitive foundation for language. The curriculum focus for a child with deaf-blindness should be on bonding and developing interactions and routines for expanding the frequency and functions of communication. These children will not learn about objects or actions incidentally. He cannot tie together the fragmented input he receives without interpretation and instruction from others. He must be taught to use and accept this instruction (P.S. NEWS!!!, January 1995).

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated setting. They should ensure that education of persons with disabilities is an integral part of the educational system. Furthermore, it should form an integral part of national educational planning, curriculum development and school organization. Where as the education is compulsory, it should be provided to girls and boys with all levels of disabilities, including the most severe.

In order to accommodate educational provision for persons with disabilities in the mainstream; states should have a clear stated policy, understood and widely accepted at the school level and by the wider community; allow for flexibility, addition and adaptation; provide for quality materials, ongoing teacher training and support teachers. Consideration should be given to the use of sign language in the education of deaf children, in their families and communities and also facilitate the communication between deaf persons and others. The learning environment should be accessible to people with disabilities.

Measures should be put in place to remove obstacle to participation in the physical environment (United Nations, 1994).

Owing to particular communication needs of deaf and deaf blind children, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf blind (United Nations, 1994).

A Deaf blind person is defined as persons who have auditory and visual handicaps accompanied by severe communication and other development and educational problems that they cannot be properly accommodated in special programmes solely for the hearing or the visually handicapped persons (Walsh. S. R. et al., 1981).

There are many other syndromes and conditions that are associated to some degree with combined vision and hearing loss. Some of these include: Down syndrome, Marshall Syndrome, CHARGE Association, Cytomegalovirus (CMV), Stickler Syndrome, Duane Syndrome, KID Syndrome, Leber's Syndrome, Norrie's Disease, Pierre-Robin Syndrome and Trisomy 13. Of course, vision and hearing loss may occur in children with any type of syndrome or condition in the same way that vision and hearing loss occur in the non-disabled population. However, in syndromes and conditions known to have related vision and hearing loss, we must be certain to provide ongoing, periodic assessment and monitoring of vision and hearing function

([www.deafblind.com](http://www.deafblind.com)).

### **Significance of the Study**

This study will benefit the following disciplines:

The Ministry of Education will access an in-depth understanding of the problems faced by teachers in educating deaf blind children thus enabling the government put in place clear strategies aimed at solving these problems, for instance, training more teachers, enacting clear policies to deal with deaf-blindness education in the county.

The district educational office will deploy personnel accordingly, development effective learning curricula, learning methods and approaches, deployment of more resources and equipment to these special schools.

The researchers will assist in overcoming problems encountered by teachers when teaching the deaf blind children.

The parents will get to know the problem and try to play a role by getting involved in molding the lives of their children to becoming independent people in the society.

The future researchers will use the findings of this research to explore further ways of improving the situation facing the deaf blind children. Further research should be undertaken to understand the complexity in the diversity of deaf blindness and also the number of educational initiatives and institutions that address the deaf blind education.

## Objectives

**General:** This study investigated the problems encountered by the teachers teaching deaf blind children at Kabarnet School for Deaf Blind in Baringo District, Kenya.

**Specific:** this study sought to

1. determine the profile of the respondents as to:
  - 1.1 socio demographic data
    - 1.1.1 age
    - 1.1.2 gender
    - 1.1.3 marital status
    - 1.1.4 number of years in service
    - 1.1.5 educational qualification
2. determine the degree of problems encountered by the teachers teaching deaf blind children in terms of:
  - 2.1 facilities and equipments
  - 2.2 learning methodology
  - 2.3 formal curriculum
  - 2.4 mode of communication
  - 2.5 trained personnel



## **RESEARCH METHODOLOGY**

### **Design**

This study employed the descriptive survey method to investigate the problems encountered by the teachers teaching deaf blind children at Kabarnet School for deaf blind in Baringo District, Kenya.

### **Environment**

This study was carried out in Kabarnet School for the Deaf blind Children, Baringo District, Rift Valley Province of Kenya. Baringo district is one of the 18 districts in the Rift Valley province covering about 8,655 KM<sup>2</sup> in size. It is about 210 KM in length between longitude 03°36' East and 36° 35' West and latitudes 0° 13' South and 1° 40' North. It borders Keiyo and Marakwet Districts to the West, Koibatek District to the South, Laikipia and Samburu Districts to the East and Turkana District to the North and west Pokot to the Northwest.

### **Respondents**

This study involved 24 teachers of Kabarnet School for the Deaf blind wherein 1 head teacher and 23 teachers. The teachers were useful in the study because of the role they play in performing teaching and supervisory tasks at various levels.

### **Instrument**

This study utilized a researcher devised instrument which was a questionnaire that contained questions about profile of teachers as to age, gender, marital status, number of years in service, educational qualification, and degree of problems encountered by teachers teaching

deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication and trained personnel.

### **Data Collection Procedures**

A letter was sent to the Head teacher of Kabarnet School for deaf blind introducing the researcher and asking for permission to conduct the study in and distribute the relevant questionnaires. Granted the permission, the researcher prepared a schedule for filling and submitting the questionnaires with the respondents.

After the data was collected, the researcher went ahead to calculate the frequency and percentage to determine the profile of teachers as to age, gender, marital status, number of years in service and educational qualification. The weighted mean was used to determine the degree of problems encountered by the teachers teaching deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication and trained personnel.

### **Statistical Treatment of Data**

The frequencies and percentages were used to describe the profile of teachers as to age, gender, marital status, number of years in service and educational qualification.

Formula:

$$f/n \times 100$$

where:     f       =     frequency

$n$  = total number

100 = constant

The weighted mean was used to determine the degree of problems encountered by teachers teaching deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication and trained personnel.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where:  $\bar{x}$  = mean score

$\sum x$  = summation of the individual scores of the responses

$n$  = total number of responses

The obtained data were expressed in the following numerical values:

Mean Range		Interpretation
3.26 – 4.00	=	very severe
2.51 – 3.25	=	severe
1.76 – 2.50	=	moderate
1.00 – 1.75	=	low

## **DEFINITION OF TERMS**

For the purpose of the study the following terms are defined operationally:

Degree of Problems Encountered by the Teachers Teaching Deaf Blind Children is whether it is very severe, severe, moderate or low in the following aspects.

1. facilities and equipment which include the following: are available and affordable in the school, are sufficient for learners, are well utilized by deaf-blind children, are easily maintained and repaired , are well equipped in the resource rooms, are efficient and convenient for use, are suitable and well modified for use, are made of materials which are durable to withstand regular use and are obsolete and outdated.

2. learning methodology which includes the following: is based on learners point of view, allows for flexibility, addition and adaptation to suit the needs of deaf-blind, there is periodic assessment and monitoring of vision and hearing function, promotes interaction and interpretations among learners, promotes self esteem and self confidence of the deaf-blind children and encourages active participations in class.

3. formal curriculum which include the following: it is in use in school, it is in place but not enforced in school, it is suitable and appropriate to the deaf-blind children, it encourages formal evaluation for deaf-blind children and it is adaptable and modified to suit deaf blind children

4. mode of communication which includes: sign language is essential to the deaf-blind children, tactual signs are applied in



communicating with deaf-blind, object cues are employed while teaching, verbal communication is encouraged to enforce delivery of instructions, gestures and body language is important in teaching deaf-blind and tactual signs are accompanied with speech to enhance communication

5. trained personnel which includes: are well trained to deal with both visual and hearing impairment, are well trained to handle visual or hearing impairment only, attend refresher courses regularly, are enough to handle the regularly of deaf-blind children in school, are well remunerated and motivated to teach the deaf-blind children and attend workshops and seminars on deaf-blind needs regularly.

Deaf blind children refers to those children who have both visual and auditory impairment at Kabarnet School for Deaf Blind.

Profile is a description of the important information of teachers as to age, gender, number of years in service, educational qualification, marital status and training in special education.

## **RESULTS AND DISCUSSION**

This study presents and discusses the profile of the teachers as to age, gender, marital status, number of years in service and educational qualifications; and degree of problems encountered by the teachers teaching deaf blind children in terms of facilities and equipments, learning methodology, formal curriculum, mode of communication and trained personnel.

### **Profile of Teachers**

A total of twenty four teachers were included in this study where eleven were male and thirteen were female. The ages were categorized into three: fifty one years old and above, forty one years old to fifty years old, and thirty one years old and forty years old.

One or four percent were fifty one years old and above, ten or forty two percent were forty one years old to fifty years old, and thirteen or fifty four percent were thirty one years old and forty years old. It gives the implication that the majority of the teachers were at thirty one to forty years old and the mean of their ages was 40.54.

The marital status was categorized as follows: four percent (4%) were single, eighty eight percent (88%) were married, and eight percent (8%) percent were divorced. It implies that most teachers were married.

The number of years in service were categorized into five: twenty years and above, fifteen to nineteen years, ten to fourteen years, five to nine years, and one to four years.

Divorced	2	8
Total	24	100
Number of Years in Service		
20 – above	3	12
15 – 19	9	38
10 – 14	5	21
5 – 9	4	17
1 – 4	3	12
Total	24	100
Educational Qualification		
Bachelor's degree	5	21
Diploma	16	67
Certificate	3	12
Total	24	100

### **Degree of Problems Encountered By The Teachers Teaching Deaf Blind Children**

Table 2 shows that the five categories of degree of problems encountered by the teachers teaching deaf blind children were rated severe. The formal curriculum had the greatest mean followed by trained personnel, facilities and equipments, learning methodology, and mode of communication. This gives the impression that the school is not qualified to teach deaf blind children.

From the 3.61 (very severe) calculated mean for the formal curriculum category, we could assume that the formal curriculum was not use in school, was not in place but enforced in school, was not suitable and appropriate to the deaf-blind children, did not encourage formal evaluation for deaf-blind children, was not adaptable and modified to suit deaf blind children.

The calculated mean for the trained personnel category was 3.67 (very severe), we could say that there were not well trained to deal with both visual and hearing impairment, were not well trained to handle visual or hearing impairment only, did not attend refresher courses regularly, were not enough to handle the regularly of deaf-blind children in school, were not well remunerated and motivated to teach the deaf-blind children, and did not attend workshops and seminars on deaf-blind needs regularly.

The facilities and equipments category was rated 3.01 (severe), wherein we could say that there were no available and affordable in the school, were not sufficient for learners, were not well utilized by deaf-blind children, were not easily maintained and repaired, were not well equipped in the resource rooms, were not efficient and convenient for use, were not suitable and well modified for use, were not made of materials which are durable to withstand regular use, were not obsolete and outdated.

The learning methodology category was rated 2.90 (severe), we could assume that this was not based on learners point of view, did not allow for flexibility, addition and adaptation to suit the needs of deaf-

blind, there were not periodic assessment and monitoring of vision and hearing function, did not promote interaction and interpretations among learners, did not promote self esteem and self confidence of the deaf-blind children, did not encourage active participations in class.

The mode of communication category was rated 2.60 (severe), we could say that sign language was not essential to the deaf-blind children, tactual signs were not applied in communicating with deaf-blind, object cues were not employed while teaching, verbal communication was not encouraged to enforce delivery of instructions, gestures a body language was not important in teaching deaf-blind, tactual signs were not accompanied with speech to enhance communication.

Table 2

Degree of Problems Encountered By The Teachers Teaching  
Deaf Blind Children

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Facilities and Equipment	3.01	Severe	3
Learning Methodology	2.90	Severe	4
Formal Curriculum	3.61	Very Severe	1
Mode of Communication	2.60	Severe	5
Trained Personnel	3.67	Very Severe	2
Total	3.16	Severe	-

### **CONCLUSION**

Based on the findings, it can be concluded that the problems encountered by the teachers teaching deaf blind children are severe. However, it needs to be improved.

## RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

1. Policy makers especially the ministry of education should enforce clear cut policies targeting the education of the deaf blind child. More resources should be channeled towards improving the efficiency and practicality of teaching the deaf blind.

2. The Ministry of Education should also develop a suitable and appropriate formal curriculum for deaf blind schools in order to standardize education of deaf blind children.

3. Specialized training for teachers should be accorded to all teachers teaching deaf blind children. Regular refresher courses should be undertaken to acquaint teachers with new skills and teaching methods.

4. Well equipped resource rooms with modern facilities should be constructed in all schools for deaf blind children.

5. The study focused its findings from only one school; future research should be conducted countrywide to ascertain the truthfulness of these findings.

6. Future research should be carried out to understand the complexity in the diversity of deaf blindness and also the number of educational initiatives and institutions that address the deaf blind education.

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### **Internet/Website**

[www.deafblind.com](http://www.deafblind.com)

**APPENDIX A****TRANSMITTAL LETTER FOR THE HEAD TEACHER OF KABARNET  
SCHOOL FOR DEAF BLIND**

May 28, 2007

**CHARLES CHEBET**

Head Teacher, Kabarnet School for Deaf Blind Children  
128 Kabarnet, Baringo, Kenya

Dear Sir,

I am continuing student pursuing Bachelor in Special Needs education in Kampala International University, in partial fulfillment of degree program. I am to carry out a study in form of a written dissertation.

I am seeking for your permission to carry out this study and allow me to distribute the relevant questionnaire to the relevant staff in your school. The information provided will only be used for academic purposes and will be treated with utmost confidence.

Sincerely yours,

**CHARLES COSTA JEPKOECH**

Noted by:

**CYBELLE A. GONZALES, BSED, MATS**  
Adviser

**GEOFFREY KASOZI, BCOM, ACCA**  
Assistant Director, Academics, ICDS

## APPENDIX B

### QUESTIONNAIRE FOR TEACHERS AT KABARNET SCHOOL FOR THE DEAF BLIND CHILDREN

A research is being conducted to ascertain the problems faced by teachers teaching deaf blind children at Kabarnet School for Deaf Blind. The questionnaire is divided into two parts. Part I is the profile of the respondent and Part II has restricted items on problems faced by teachers. Please answer items as it applies to you. The information provided will be used for research purposes only and will be treated with utmost confidentiality.

Thank you in advance for your co-operation.

#### I. Profile of Teachers

Please, respond to each question by ticking ( ✓ ) against appropriate information given that applies to you in the boxes provided.

##### Age

51 – above	<input type="checkbox"/>
41 – 50	<input type="checkbox"/>
31 – 40	<input type="checkbox"/>

##### Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

**Marital Status**

Single	<input type="checkbox"/>
Married	<input type="checkbox"/>
Divorced	<input type="checkbox"/>

**Number of Years in Service**

20 – above	<input type="checkbox"/>
15 – 19	<input type="checkbox"/>
10 – 14	<input type="checkbox"/>
5 – 9	<input type="checkbox"/>
1 – 4	<input type="checkbox"/>

**Educational Qualification**

Bachelor's degree	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Certificate	<input type="checkbox"/>

**Part II. Degree of Problems Encountered By The Teachers  
Teaching Deaf Blind Children**

The following are problems faced by teachers teaching deaf blind children at Kabarnet School for Deaf Blind.

Direction: Please read each item and answer by ranking according to how you feel concerning the rating outlined below:

4 – Strongly Disagree (you disagree with no doubt at all)

3 – Disagree (you disagree with some doubt)

2 – Agree (you agree with some doubt)

1 – Strongly Agree (you agree with no doubt at all)

### **A. Facilities and Equipments**

- \_\_\_\_\_1. are available and affordable in the school
- \_\_\_\_\_2. are sufficient for learners
- \_\_\_\_\_3. are well utilized by deaf-blind children
- \_\_\_\_\_4. are easily maintained and repaired
- \_\_\_\_\_5. are well equipped in the resource rooms
- \_\_\_\_\_6. are efficient and convenient for use
- \_\_\_\_\_7. are suitable and well modified for use
- \_\_\_\_\_8. are made of materials which are durable to withstand regular  
use
- \_\_\_\_\_9. are obsolete and outdated

### **B. Learning Methodology**

- \_\_\_\_\_1. is based on learners point of view
- \_\_\_\_\_2. allows for flexibility, addition and adaptation to suit the needs  
of deaf-blind
- \_\_\_\_\_3. there is periodic assessment and monitoring of vision and  
hearing function
- \_\_\_\_\_4. promotes interaction and interpretations among learners.
- \_\_\_\_\_5. promotes self esteem and self confidence of the deaf-blind  
children
- \_\_\_\_\_6. encourages active participations in class

### **C. Formal Curriculum**

- \_\_\_\_\_1. it is in use in school

- \_\_\_\_\_2. it is in place but not enforced in school
- \_\_\_\_\_3. it is suitable and appropriate to the deaf-blind children
- \_\_\_\_\_4. it encourages formal evaluation for deaf-blind children
- \_\_\_\_\_5. it is adaptable and modified to suit deaf blind children

#### **D. Mode of Communication**

- \_\_\_\_\_1. sign language is essential to the deaf-blind children
- \_\_\_\_\_2. tactual signs are applied in communicating with deaf-blind.
- \_\_\_\_\_3. object cues are employed while teaching
- \_\_\_\_\_4. verbal communication is encouraged to enforce delivery of instructions
- \_\_\_\_\_5. gestures a body language is important in teaching deaf-blind
- \_\_\_\_\_6. tactual signs are accompanied with speech to enhance communication

#### **E. Trained Personnel**

- \_\_\_\_\_1. are well trained to deal with both visual and hearing impairment
- \_\_\_\_\_2. are well trained to handle visual or hearing impairment only
- \_\_\_\_\_3. attend refresher courses regularly
- \_\_\_\_\_4. are enough to handle the regularly of deaf-blind children in school
- \_\_\_\_\_5. are well remunerated and motivated to teach the deaf-blind children
- \_\_\_\_\_6. attend workshops and seminars on deaf-blind needs regularly.

## APPENDIX C

### PLAN FOR DATA PRESENTATION

Table 1

#### Profile of Teachers

Category	Frequency	Percentage (%)
Age (years)		
51 – above		
41 – 50		
31 – 40		
Total		
Gender		
Male		
Female		
Total		
Marital Status		
Single		
Married		
Divorced		
Total		
Number of Years in Service		
20 – above		
15 – 19		
10 – 14		

5 – 9		
1 – 4		
Total		
Educational Qualification		
Bachelor's degree		
Diploma		
Certificate		
Total		

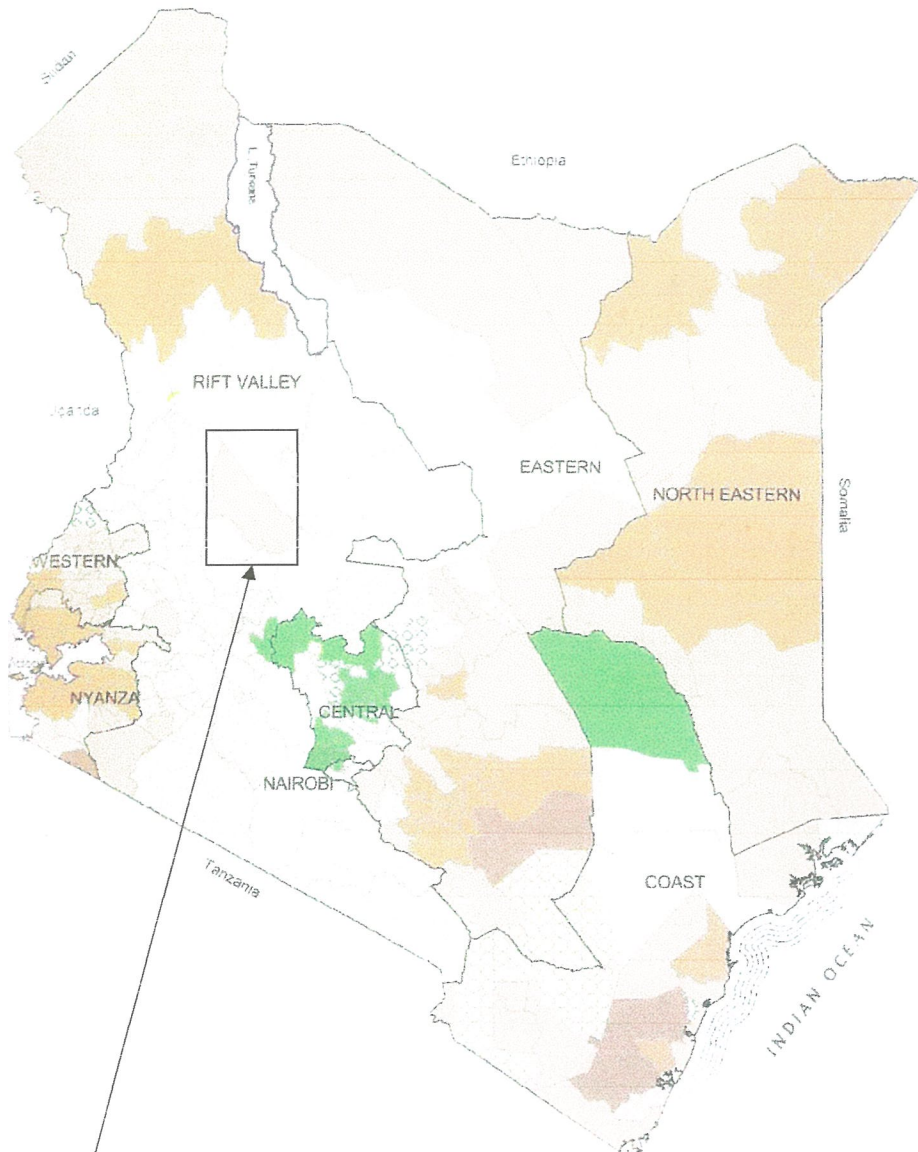
Table 2

Degree of Problems Encountered By Teachers Teaching Deaf Blind

Children

Category	Mean	Interpretation	Rank
Facilities and Equipment			
Learning Methodology			
Formal Curriculum			
Mode of Communication			
Trained Personnel			
Total			



**APPENDIX D****MAP OF RESEARCH ENVIRONMENT****Map of Kenya**

Kabarnet School for the Deaf Blind  
Baringo District, Rift Valley Province of Kenya

## CURRICULUM VITAE

### Personal Background

NAME : Charles Costa Jepkoech  
 DATE OF BIRTH : January 7, 1971  
 MARITAL STATUS : Married  
 NATIONALITY : Kenyan  
 REGION : Christian  
 ID/NO : 109404435  
 LANGUAGE : English, Kiswahili, Kalenjin and Sign language  
 CONTACT : +254721949603  
 CURRENT ADDRESS : Kabamet Deaf Blind School  
 P.O Box 128-30400, Kabarnet

### Educational Background

COLLEGE : Kampala International University  
 Bachelor of Education in Special Needs  
 Education  
 2005 – 2007  
 : Kenya Institute of Special Education  
 Diploma in Special Needs Education  
 2001 – 2004  
 : Highridge Teachers Training College  
 Certificate in Primary Teachers Training

## Education

1991 - 1993

SECONDARY : Batolimo Secondary School

1987 - 1990

PRIMARY : Ng'olong Primary School

1979 - 1986

## Research Experience

Diploma in Special Needs Education

"EFFECTS OF FEMALE GENITAL MUTILATION ON THE GIRL CHILD  
EDUCATION AMONG THE MASAAI COMMUNITY IN KENYA"

Bachelor of Education in Special Needs Education

"PROBLEMS ENCOUNTERED BY THE TEACHERS TEACHING DEAF BLIND  
CHILDREN AT KABARNET SCHOOL FOR DEAF BLIND IN BARINGO  
DISTRICT,KENYA"

