

**TOTAL COMMUNICATION AND TEACHING
LEARNERS WITH HEARING IMPAIRMENT
IN KIRINYAGA DISTRICT,
KENYA**

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DECLARATION

I, NANCY WAMBURA NDUGUTU Adm. No. BED.18606/71/DF, hereby declare that this study paper is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial fulfillment of any college or otherwise. It has never been submitted to any other institution of higher learning for the award of a certificate, diploma or degree in Special Needs Education.

I further declare that all materials cited in this paper which are not my own have been duly acknowledged.

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APPROVAL

This is to acknowledge that NANCY WAMBURA NDUGUTU'S work has been under my supervision and is now ready for presentation for the award of a degree of Bachelor of Education in Special Needs Education of Kampala International University.

Signature 

Date 

Mr. Samson LAAKI
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DEDICATION

This special project paper is dedicated to my father Lawrence Ndugutu and my late mum, Stella Wangeci for their love and care. I thank them for the moral and physical support. I also dedicate it to my loving children Willey and Immaculate who look forward to my completion of the course.

Special dedication goes to all well wishers, family and friends for their concern, support and prayers.

I thank them all.

God bless.

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I wish to thank my supervisor for the assistance that he accorded me when I was writing this special study paper.

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I also thank the headteacher and the staff for their kind support and dedication. They made it possible for me to finish the project successfully.

God bless them all.

ABSTRACT

The main purpose of this study was to investigate on the impact of teaching learners with hearing impairment using Total Communication Method.

The researcher used data collected from teachers of Kerugoya School for the Hearing Impaired in Kirinyaga District in the month of March 2009.

The study was to investigate on the effects of Total Communication, benefits of Total Communication and challenges faced while teaching using Total Communication. The results were analysed, using tables.

The analysis showed that this method is effective in teaching learners with hearing impairments. The learner has a lot of benefits because the method concentrates on individual child's needs.

However, Total Communication faces some challenges or limitations because however much one may try to use it a gap is always there.

The study sought to bridge the gap so the researcher made some recommendations which could be implemented by the government, teachers, parents and the entire community to bridge the gap.

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CHAPTER ONE

1.0. INTRODUCTION

TOPIC: TOTAL COMMUNICATION AND TEACHING HEARING IMPAIRED LEARNERS IN KIRINYAGA DISTRICT

This paper was meant to deal with the teaching of hearing impaired learners using Total Communication as a method of teaching. The researcher was to establish how much Total Communication was used in the teaching by the teachers of the deaf. There being no other school for the hearing impaired, the researcher used a Special School only. The researcher also wanted to know the benefits and limitations over other communication approaches used by learners with hearing impairments in learning.

The paper contains five chapters. In chapter one, the researcher discusses the background information for example the existing gap between the hearing and the hearing impaired. It discusses the statement of the problem, purpose of the study, the research objectives and research questions. Also discussed is the significance of the study, limitations and delimitations of the study and finally the operational definition of terms or concepts.

The second chapter deals with review of related literature on the use of Total Communication in teaching learners with hearing impairment in Kirinyaga District. The researcher discussed the history and education of the hearing impaired, modes of teaching, forms of communication, historical development, benefits and effects of Total Communication, challenges faced by teachers and their attitudes towards Total Communication.

The third chapter discusses the method that was used. This included: The research approach, the research design, the target population, sample and sampling procedures and then the instruments or tools that were used.

The fourth chapter contains the analysis of the data that was collected.

Lastly, the fifth chapter is one of the summary of the discussion, conclusion and the recommendations made.

It's the researcher's hope that all the readers will find the paper useful.

1.1. BACKGROUND INFORMATION

There is a gap between the hearing community and the Deaf community. This paper will be aiming at bridging the gap. The research will help to identify limitations of Total Communication Philosophy recommendations on the use of Total Communication and also to suggest how teachers can improve it in order to achieve the best results of our hearing impaired learners.

The deaf are also viewed at negatively by the hearing community. The community does not understand the culture of the deaf community so this paper will try to improve positive attitude towards hearing impaired learners.

1.2. STATEMENT OF THE PROBLEM

Since the gap between the hearing and the deaf is there, we should have a good common mode of communication. We should remove the barrier so that the two groups mix freely as they interact in their everyday activities.

The deaf are regarded as outcasts by the community and family members. These can use Total Communication to change their attitude and also see the deaf as total human beings.

Some parents do not take the responsibility of assisting their children with hearing impairment to acquire education. Learning how to use Total Communication will help the parents to communicate well with the child who is deaf.

1.3. PURPOSE OF THE STUDY

The purpose of this study was to investigate the impact of Total Communication as used by teacher of the hearing impaired children, in schools and its effects in learning.

It identified the limitations of Total Communication and tried to bridge the gap between the deaf and the hearing community.

The paper aims at developing a positive attitude towards the persons with hearing impairment especially the family members and the community at large.

1.4. OBJECTIVES OF THE STUDY

The researcher will be able to:

- Establish the number of trained teachers in special education in the area of hearing impairment and challenges faced.
- Establish the knowledge teachers have on use of Total Communication.
- Investigate the attitudes of teachers in special school of hearing impaired learners towards Total Communication.
- Identify the effectiveness of Total Communication in our special schools.

1.5. RESEARCH QUESTIONS

- How many teachers are specially trained and what are the challenges of using Total Communication?
- What kind of knowledge do teachers of learners with hearing impairment have about Total Communication?
- What is the attitude of teachers towards Total Communication?

- What are the effects of Total Communication during learning and teaching learners with hearing impairment?
- What should be done in order to improve Total Communication in teaching learners who are hearing impaired?

1.6. SIGNIFICANCE OF THE STUDY

The Results of this study paper will be used to enlighten on how to use Total Communication Philosophy when teaching learners with hearing impairment.

The Ministry of Education will be able to plan on how to improve the quality of Special Needs Education. There is need for the wider community to learn the language of the hearing impaired persons so that they can interact easily. The Ministry can organize seminars and workshops for them and involve the peripatetic teachers in the training.

If this wider community is trained on the use of Total Communication, the learners with hearing impairments will benefit a lot because the parents and care givers will be knowledgeable on the communication issue. This will also help the society in changing their attitudes towards the learners with hearing impairment.

To all categories of hearing impaired learners, it will be easy to understand what they learn by using a combination of other methods of communication.

The government will also see the need and importance of training teachers of Special Needs Learners in using Total Communication.

1.7. LIMITATIONS OF THE STUDY

The researcher wishes to discuss the problems encountered during the course of the study. For one, there was no other school or unit for comparison. Therefore she relied on the information that was given in the school chosen.

1.8. DELIMITATIONS OF THE STUDY

While conducting the study, the researcher had the following advantages:

- She carried out the study in only one school therefore her movements were limited.
- The school is near home and therefore transport expenses were not encountered.
- She was received very well by the teachers, all of whom were already known to her because she is a teacher there.
- 100% of the targeted population was able to respond willingly.
- The researcher was dealing with a literate group of respondents therefore little time was spent on questionnaires.
- The cost of conducting the research was fair.

1.9. OPERATIONAL DEFINITION OF TERMS

Total Communication

According to Evans (1982) as cited in Garretson 1976:30) Total Communication is a philosophy that incorporates the appropriate aural, manual, and oral modes of communication in order to ensure the effectiveness of transmission of information among persons with hearing impairment. It advocates on any or all modes of communication approaches suited to the individual child.

Hearing Impairment

It is a generic term that describes hearing loss ranging from mild to profound. It includes both deaf and hard of hearing. Therefore, it is inability or deviation from normal hearing regardless of its severity due to diseases and other causes.

Hard of Hearing

These are individuals who have mild or moderate hearing loss and can use hearing aids to make use of the residual hearing. Patton et al (1987).

Deafness

It is a hearing impairment that is so severe that the person cannot maintain auditive contact with the surrounding. The degree of hearing loss is 90dB.

Hearing Impaired

According to Kaplan (1996), it is a term used to refer to individuals who have difficulties in processing auditory information with or without hearing aids.

Finger Spelling

Finger spelling is the manual representation of the letters of the alphabet by twenty six different hand positions. According to the journal (Haukins and Brawner, 1997), it is an integral part of sign language.

Sign Language

It is the language of the deaf community. It is expressed through signing using the hands, body and facial expressions.

Oral / Aural

Evans (1982) defines it as the use of amplication and speech reading without manual cues. This approach is also called oralism because of the orientation towards speech and hearing.

Cued Speech

This is manual aid to spoken language. The hand shapes are formed at the same time with speech. Evans (1982) defines it as a system of hand shapes used together with speech for speech reading.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

In order for the researcher to come up with valid information in the area of study, different sources of information were consulted. These included textbooks, circulars, journals, KISE bulletin, modules, newspapers and internet.

This chapter is therefore arranged under the following sub-headings or themes.

- History and education for the hearing impaired.
- Modes of teaching learners with hearing impairment.
- Total Communication philosophy.
- Historical development of Total Communication.
- Trends of Total Communication
- Benefits of Total Communication
- Effects of Total Communication
- Challenges facing Total Communication
- Attitudes of the society towards learners with hearing impairment.

2.1. HISTORY AND EDUCATION FOR THE HEARING IMPAIRED

In the ancient days, there was the act of killing persons who had any kind of disability. They were also abandoned and denied their rights to inheritance because they could not talk on their behalf as stated by Lionel (1982).

Lionel (1982) states that Juan Pablo Bonnet who was from Spain was the first author to publish a book of oral teaching methods. He also wrote on various means of educating the learners with hearing impairment. He advocated for learners to be taught how to articulate and use language properly. He was behind the use of one handed manual alphabet in educating learners with hearing impairment.

Giralam Gardano who was an Italian physician stated that persons with hearing impairment could be taught how to comprehend symbols through associating them with objects. His contribution brought light to the idea that these persons can be educated like the others.

Regi (1996) also cites that it is documented that in Egypt there was otology, rehabilitation and education for the learners with hearing impairment. This shows that even in the ancient history there was recognition of persons with hearing impairment.

In 1958, there was an organization of the deaf society which was registered. Other organizations like the Round Table, The Lions Club, Churches and Aga Khan Education Foundation developed. Their importance was to create awareness and provide Hearing aids and other services such as opening schools and units. Therefore, teachers of learners with hearing impairment have to be trained.

The education of teachers for special education first received the attention of the government soon after independence in 1964. This was at the Central Teachers College, now, Kenya Institute of Education. This was with reference to training teachers of the Deaf (learners with hearing impairments).

Later in 1966-1967, programmes for training teachers for the mentally challenged were started by a lady called Miss Hall at Jacaranda, Nairobi.

Then, the programme was transferred to Highridge Teachers College, Nairobi in the year 1969. In the same year, the training of teachers of the deaf was started at Kenyatta University by Sir Frank Williams being seconded by British Commonwealth Society for the Deaf.

In 1971, the training was again transferred to Siriba Teacher's College now Maseno University, for two years S1 certificate course enabling teachers to run as secondary school teachers.

Later in 1977, the programme moved to Kamwenja Teachers College in Nyeri. The government committed itself through the Ministry of Education to provide facilities to the teachers who were already trained. This led to the establishment of Kenya Institute of Special Education (KISE). In 1987, the S1 Course was upgraded to diploma level, targeting P1 teachers with A levels.

KISE was constructed and it started training teachers of Special Education from the year 1986. KISE was constituted through a Legal Notice No. 17 of 14th February 1986. The main function was to train teachers and other personnel in the education and rehabilitation of persons with special needs. The construction was funded by the DANIDA (Danish International Development Agency) in 1982.

The construction co-ordinator was Dr. Kristenson, on January 1983.

Other functions of KISE included:

- Conducting teacher training course in various Special Needs Education fields.
- Conducting inservice courses for personnel working in Special Needs Education fields.
- Preparing and conducting correspondence courses in Special Needs Education fields.
- Running an Educational and Psychological Assessment Centres for training of teachers of Special Needs Education learners.
- Running on orientation mobility centre for training and demonstration purposes.
- Running a model training unit in the integration of handicapped children into regular schools.
- To run a pre-school department where training and stimulation of young of handicapped children can be carried out of the purpose of teacher training.
- To function as a resource centre for production and dissemination information to the general public on disabilities.
- To run a documentation of resource and centres on handicaps.
- To conduct research in special education.

- To maintain, repair, design, produce and assemble special materials and equipments.

Currently KISE is running the following programmes.

- Residential training of diploma and certificate teachers.
- Offering Educational Assessment Services.
- Holding a Model Inclusion Pre-school.
- Distance Learning.
- Short courses in S.L and Guidance & Counselling.

The training caters for learners with Hearing Impairment, Visual Impairment, Mentally Challenged, Physically Challenged, Deaf blind, Autism and others like Emotionally and under difficult circumstances, Gifted and talented children.

2.2. MODES OF TEACHING LEARNERS WITH HEARING IMPAIRMENT

According to Easter-Brooks (1997) the learners with hearing impairments have effects on the academic performance due to the communication breakdown. This difficulty calls for different modes of teaching and learning in order to instill knowledge to these learners. Some of these modes and approaches are oral, Oral-Aural, Manual, Rochester, Bilingualism, signed English, written English, Signed Exact English and Total Communication.

ORAL APPROACH

It is a mode of communication where both spoken language and lip reading are done. The child is supposed to understand others through reading their face and facial expressions. The child can also use written language. The emphasis is therefore on the acquisition of and use of spoken language and lip reading. The Milan Conference stressed this method in teaching of the deaf.

ORAL-RURAL APPROACH

This method emphasizes the use of speech lip-reading and use of audiological equipment. The hearing aids help the learner to make use of the residual hearing. The speech reading enhances understanding. The acquisition of written language is also encouraged (Rothernborg, 1998).

This approach was mainly used when the hearing aid was discovered by Alexander Graham Bell. It was used in Kenya from 1958 to 1988, then Total Communication took over, Oral-aural approach is sometimes called oralism because of their orientation towards speech and hearing.

MANUAL APPROACH

It is purely visual language and a non-oral method. It was developed and used by the deaf people as stated by Rothenborg)1988). Manual approach emphasizes on the use of signs and body language excluding speech and hearing aids. It focuses on the acquisition and uses of sign language. It also encourages written language. It also known as manualism.

ROCHESTER METHOD

According to Lionel (1982) Rochester method is a combination of oral-aural and phonetic finger spelling. The information is processed through amplification of sounds and speech reading supported by finger spelling.

BILINGUALISM

Two languages are used simultaneously in communication across the curriculum. The teacher uses Kenya sign language (KSL) chalkboard summary and lesson notes that are written in English.

The content is taught through the use of sing language which is written in English. This is the approach which should be used if the children are to learn English.

2.3. TOTAL COMMUNICATION PHILOSOPHY

Total Communication is a philosophy which advocates for the use any modes of communication suited to the individual child in a given situation. The teacher can use writing to communicate with one child, KSL with another and speech with others. This situation demands what mode to be used to impart knowledge to the learners with hearing impairment as stated by Soit and Bednarc Zyk (1992).

The original expectation of Total Communication was for the teachers to use the communication methods most appropriate for a particular child at a particular stage of development. Therefore, there would be situations when spoken communication might be appropriate. Other situations where signing might be appropriate, others that would call for written communication and others communication work better (solit et 1992).

Total communication seemed to be the bridge that allowed a crossover from an oral only philosophy to 9 that embrace sign language. Total communication philosophy was supported by most schools and programs for children who are deaf as well as major organizations in the field during the period between 1970's and 1980's.

In total communication there is a variation in its interpretation and use. It is seen as a flexible approach to communication in which learners may vary in how they receive and express language leading to various modes of teaching.

According to baker and Knight (1998), the term Total communication as used in the education of the deaf children originated in U.S.A. in the late 1960's although the term appears to have been borrowed from the anthropologist Margaret Meadow (1964). In the anthropological context, it refers to the whole gamult of linguistic and paralinguistic behaviors and cultural rules that hold a society together across generations.

According to Kaplan (1996) it has been discovered that although there is a debate between the use of Total communication programs and bilingual-bicultural programs, simultaneous form of communication used in the educational setting for deaf children.

The concerned people have devised ways and means of solving the language and communication problems.

According to Yego (1987) the most recent approach towards solving this problem is the philosophy to Total communication. It seems to have achieved very promising results. It enables each child to learn according to his needs and capabilities.

Luterman (1986) as cited by Heward and Orlanshy (1988) on the other hand have noted that Total communication, approaches. These include: sound amplification, eye contact, mimicry pantomimes. Facid expressions, pictograms, bliss symbols, cued speech, sign language, finger spelling among others.

Due to the fact that persons with hearing impairment are very dependent upon the visual reception of language through auditory channel, parents should therefore be guided and made aware of the various approaches of Total communication so that they can use them deliberately hearing impairment.

In the view of Heward et al (1988) Total communication enhanced children's self-esteem and also facilitated parent-child and child-teacher communication. In addition Heward et al (1988) notes that the best way to provide" a reliable, receptive-expressive symbol system especially in the pre-school years when communication between parent and child is vitally important.

2.4. FORMS OF COMMUNICATION

According to Bennars (1994) the forms of communication are verbal and Non-verbal communication which are essential for transferring information from once source to another.

VERBAL COMMUNICATION

This involves the use of spoken words, writing, sign language and even Braille. Messages are hence conveyed as stated by Bennars (1994)

NON-VERBAL COMMUNICATION.

This involves the aspect of accompanying spoken word to make them precisely convey the intended information. These non-verbal aspects are gestures, facial expression and other body language as cited in Mbiti (1974)

These two forms of communication philosophy is essential when communication takes place. This philosophy is used during learning and teaching the hearing impaired learners and it is effective because the information is easily understood.

2.5. HISTORICAL DEVELOPMENT OF TOTAL COMMUNICATION

The first attempt to make a definition of Total Communication was made by R.Holcomb and Deaton in 1968. Then in 1972, Vernon and Stokoe came with another definition according to (L 1982). In 1975 there was an international Seminar in London where Brill came up with another definition and finally in 1976 Garretson gave an official definition of Total Communication as” a philosophy that incorporates the appropriate aural, manual, and oral modes of communication with hearing impaired learners. (Rothernborg, 1988)

According to Rothernborg (1988) it was also discovered that since 1968 an increasing number of schools and units for the hearing impaired all over the world have changed from a pure aural/ oval methodology to the Total Communication philosophy.

According to (1982) by 1979, 77% of the schools in USA reported changes in communication practices. By 1980, 65% used this philosophy. In 1981,100% of the schools in Denmark and Sweden had adopted Total Communication 54% of the schools in England reported the use of Total Communication while 9% of the special units used this philosophy.

2.6. TOTAL COMMUNICATIONS TRENDS

Since 1986, Units and Schools have changed from aural – oral to Total Communication, (Rothenborg 1988) KISE bulletin Volume 2 No 1 page 10 – 17.

Therefore by 1979, 77% of the scholars in the U.S.A reported changes in communication practices. In 1980, 65% Sweden had adopted Total Communication. In 1981, 54% of the schools in England reported the use of Total Communication and the 9% of the units used this philosophy. (Evans 1982)

TRENDS IN KENYA

In 1982, Kenya Institute of Education (KIE) suggested the use of manual communication in form of signed Extect English. Pilot schools were chosen, for example Machakos school for the Hearing Impaired. They started using aural/ oral methodology since then.

In 1985, the philosophy of Total Communication was introduced at specialist teacher training level at K.I.S.E. In March 1986, this philosophy was introduced in the curriculum of the diploma teacher training covering four departments: Hearing impaired (H.I.) department, Physically Challenged (PH), Visually Impaired (VI) and the Mentally Challenged (MH).

The teachers for learners with hearing impairment were also taught intermediate sign language, elementary and intermediate interpreting following the KIE curriculum of Kenya Sign Language draft according to the contrived English system of signed English.

Relating to the schematic presentation of the philosophy of Total Communication, it can be seen that so far KIE has suggested the choice of one specific methodology from within the communication circle.

This implied that careful research into the achievement of the methodology had to be done accordingly. Simultaneously, international research into the subject had to be studied carefully.

It is encouraging to note that sign language is being offered at Holy Family Basilica, Nairobi by the Catholic Church. This programme was started by Maryknoll Missionary Caroline Stanfill from Virginia USA a few years ago. It will also be offered to Deaf Catholics in Mombasa. Daily Nation, Friday 24th March 2006 page 7. This is a way forward to bridging the gap between the hearing and the hearing impaired persons.

2.7. BENEFITS OF TOTAL COMMUNICATION

Total Communication opens all avenues and modes of communication for the learner with hearing impairment. This makes some teachers and parents to be reluctant to choose one mode of communication over another. This also gives the learner with hearing impairment a chance to benefit because the teacher and the parent will make sure that they use the communication mode that is best for the learner. This choice also makes communication easy.

According to Moores et al (1990), teachers should use two-way communication to facilitate competence. Therefore, Total Communication also brings communication competence to both the learner and the teacher.

Total Communication improves the relationship between the child and the teacher, the child and the parent, depending on the quality of communication existing between them. It is therefore very important to choose a communication mode that is most effective and beneficial to a child at home and in the classroom. This interaction between the two parties, promotes understanding and therefore, learning takes place easily at home or in the school situation.

This philosophy of Total Communication also encourages the acceptance of the learners with hearing impairment because it stresses an individualized approach.

According to Vernon and Andrews (1990), research studies have always showed the beneficial effects of Total Communication in all areas of hearing impaired children's development, whether psychosocial, linguistic or academic because it allows a combination of a variety of modes. If the effectiveness of communication is more important than the form it takes, as it is stated by Kaplan (1996), then Total Communication is beneficial because it allows the child to use the form that is best for him at any one given situation. Therefore, it allows flexibility. Families, educators and the community can communicate to the child with hearing impairment as indicated by Baker (1992). Moores (1996) states that, 90% of the parents of children who are hearing impaired are able to communicate through Total Communication.

According to the researcher, Total Communication has been of great success and should therefore be emphasized. This should especially be so to reach the community which has very little understanding of the deaf community and communication.

2.8. EFFECTS OF TOTAL COMMUNICATION

The learners with hearing impairments experience a great deal of problems in communication. Total communication approach offers a bridge between learners with hearing loss and their problem in communication. This is realized through combination of various modes of communication approaches which are appropriate to the individual child's needs. (Solit et al 1992).

Total communication is used to facilitate competence during the teaching of learners with hearing impairment. It can open all other communication channels of the deaf child. It is more beneficial than other methods.

Most of the learning occurs through interaction with other people. Such learning takes place only when individuals are able to communicate effectively. This shows or confirms that without use of total communication the learner with hearing impairment may not easily communicate because the majority of people are hearing.

According to Lionel (1992), scholars suggest that combined methods of finger spelling with oral media promote and enhance communication. This shows that total communication is beneficial to academic achievements and in general aspects of

communication to learners with hearing loss, both at home and in the community in which they live.

This helps them to stay comfortable and at the right place with the right people. Kaplan (1996) also cited that simultaneous communication is the most common form of communication used in educational setting for hearing impaired children. This also shows that positive attitude towards this mode of communication is essential.

According to Taylor (1985), a research was conducted on total communication in three groups.

- Pre-total communication
- Mixed total communication
- Total communication

The results shows that at the ages of 14-17 years a gradual score increase was noted from the use of pre-total communication group to mixed group. The highest scores being achieved by the use of total communication group. Use of total communication from the earliest years of a child could result in increased achievement at each grade level. The competence got from use of total communication in learning enhances academic and communication development of learners.

The results of the research further points out that speech development, speech reading, reading and writing skills were also affected positively by use of total communication.

It is therefore evidence that total communication is a flexible approach that promotes care of individual's special needs in learning.

According to Evans (1982) as in (Savage 1981:168) total communication is relevant to the needs of additionally handicapped children. The teachers find the media or modifications that best correspond to the individual child's residual strengths. It has a concern to offer the most appropriate media according to different aptitudes and abilities.

The essential purpose of total communication is to allow deaf persons to acquire concepts knowledge and information about the world early enough through the use of natural visual and old gestural sign language of child's culture. Therefore total communication brings the learners with hearing impairment to 'normal' situations or closer to that.

2.9. CHALLENGES FACING TOTAL COMMUNICATION

According to Rothenborg (1988) if total communication is introduced early, oralists claim that deaf children will not be motivated to work hard to acquire auditory oral skills because signs are easier to learn. Oralists also believe that learning to sign enhances segregation. As a result of learning signs, the deaf children will drift to "the deaf world" losing the opportunity to participate fully in society.

Rothenborg (1988) continues to quote that signing and sign language are inadequate communication system. Oralists have considered sign language to be limited concrete and primitive.

According to the researcher Total Communication should be used frequently to meet the individual learner's needs. In both parties, the learner with hearing impairment will desire to talk in order to fit in the community while the community will desire to sign in order to communicate effectively to the deaf learners and to understand his or her needs fully. On the other hand the teacher will be challenged if he or she is not competent in one or two aspects of total communication which seems fir for certain learners in the classroom.

Mayer and Lowenbrown, (1990) explains that researchers do not agree as whether a manually coded English leads to better reading and writing scores. This is a challenge of the modes used in Total communication, hence becomes a threat. Wilcox (1989) support the findings by saying that the very nature of the two modes (spoken and visual) may cause the signers to alter their message to accommodate one or the other mode , causing a compromise between the two methods.

According to the researcher, teachers or educationists may put a lot of effort to polish Total Communication but the above challenges are bound to pull those efforts down. However the joy and the most important thing in the use of Total Communication is that it fits individual needs and that is all that the teachers are after in order to make

themselves better understood by the learner with hearing impairment. A lot can be achieved through this communication mode.

2.10. ATTITUDES OF SOCIETY TOWARDS LEARNERS WITH HEARING IMPAIRMENT.

In many societies, the handicapped have been regarded as different people from others. Kariuki (1987) has got the impression that:

- They were seen as a different class of people with definite stereotype behaviour.
- They were regarded as sinful people who were receiving a just punishment from God.
- They were seen as helpless and inferior who were seen as helpless and inferior persons.
- They were also seen as people who were a living dead or worse as unfortunate and miserable lot of human beings.

Nevertheless, Kariuki (1987) suggests different ways of changing the negative attitude towards the learners with hearing impairment. These may include:-

- Educating the society starting with the parents, neighbours and friends of the persons with disabilities.
- Pressing for legislation of the rights of the persons with disabilities.
- Making programs that make persons with disabilities to appear to be dependent.
- Teaching the persons with disabilities how to deal with rude and negative encounters in the community.

CHAPTER THREE

3.1. METHODOLOGY

The study was conducted to gain information on the impact of Total Communication approach as it is used on learners with hearing impairment by teachers. It was carried out at Kerugoya School for the Hearing Impaired in Kirinyaga District.

The researcher had the following objectives:

- Establishing the number of trained teachers in special education in the area of hearing impairment and any challenges faced.
- Establishing the knowledge teachers have on the use of total communication.
- Investigating the attitude of teachers of learners with hearing impairment while using total communication.
- Identifying the effectiveness of total communication in the special school.
- Recommending on how to improve on total communication in our special schools.

3.2. RESEARCH APPROACH

The researcher intended to use quantitative approach. She would use numerical data. During the analysis, she used statistical methods to show the results of the study. The data was collected by use of a standardized tool that was issued to a certain sample population.

3.3. RESEARCH DESIGN

The research design that the researcher used is the survey. It is a standardized instrument or tool. This tool was to help the researcher to collect or gather information about the subject under study from various people. She used questionnaires which were distributed to a group of known population. The questionnaires saved time.

3.4. TARGET POPULATION

The researcher used teachers of Kerugoya School for the Deaf in Kirinyaga District. She considered them appropriate because she is a teacher there and there is no other special school in the district for the Hearing impaired learners. They have been using total communication. So the researcher considered them to have the knowledge and experience in the use of total communication. They were also likely to give the correct information.

3.5. SAMPLE AND SAMPLING PROCEDURES

The researcher wanted to use all the teachers in the school. This was because there is no other school for learners with hearing impairment or a unit in the district for comparison. It was therefore, a purposeful sampling. Accordingly, it helped the researcher to satisfy the specific need of the study.

3.6. INSTRUMENTS / TOOLS

The researcher developed a questionnaire to collect the data. This was to save time. The questions were open and closed ended because the researcher was dealing with literate people.

3.7. PROCEDURE OF THE STUDY

The researcher wrote to the headteacher to ask for permission and then developed the questionnaire and handed them to the teachers. She collected the filled in questionnaires on closing day. All the teachers responded well.

CHAPTER FOUR

4.0. INTRODUCTION

The data that was from respondents was analyzed by the researcher as per question which was based on the research questions. The response was summarized on table showing responses, frequency and percentage of the respondent in respective of the question. This easily shows the picture of the teachers of hearing impaired learners.

The analysis like the following:-

Item 1: Those especially trained

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

The majority of the respondents are specially trained. Their number 16 which is 80% of all the respondents only 4 of the respondent are not specially trained. This is only 20% of the respondent.

Most teachers of the hearing impaired learners from this school are trained in special education due to government's initiative of training teachers who are already in special schools and units so as to be more efficient in their teaching. The others who are not specially trained are also hoping to undergo the training soon.

Item 2: Choice of mode of communication

Response	Frequency	Percentage
Speech	2	10%
Total communication	14	70
Sign language	4	20
Total	20	100

Most of the teachers have been using total communication. 70% of the respondent use total communication while only 20% use sign language only two respondents used speech. This is because many learners are profoundly deaf and may not benefit from speech. Teachers use Total communication because most of them are especially trained. Through their experience, they have noted the effectiveness of this approach.

Item 3: The most appropriate teaching approach among teachers.

Response	Frequency	Percentage
Speech	2	10%
Total communication	14	70
Sign language	4	20
Total	20	100

Among the respondent, 70% found total communication to be more effective than other modes of communication. Only 2 respondents who are equivalent to 10% found sign language to be effective. Two of them recommended speech to benefit those

learners who are hard for hearing. The results are this way because each teacher was recommending the method he/ she uses in teaching. It can also be due to the training they have got on special education. Those who are not especially trained think sign language alone is best.

Item 4: Whether total communication improves learners performance

Response	Frequency	Percentage
Yes	18	90
No	2	10
Total	20	100

Majority of respondent who 90% believed that by using Total Communication the learner's performance improved. The rest 10% believed that there was no improvement even after using total communication. The respondents who used total communication had all the experience of using it thus, had noted the difference after comparing it with signing alone. This is why the results are the way they are. A learner who is poor in finger spelling may learn better by use of facial expressions or by lip reading and so on.

Item 5: Importance of special education training for a teacher to use total.

Response	Frequency	Percentage
Total communication	20	100
Sign language	0	-
Total	20	100

All the 100% believed that special training is important for a teacher to use total communication, while 0% of them believed that its not essential.

They believe, teachers can use total communication even with no training. This is only achieved by use of natural signs and may not necessarily be understood by both the learner and the teacher. There is always a gap posing a challenge.

Item 6: Possibility of teachers who are not specially trained to use total communication

Response	Frequency	Percentage
Total communication	20	100
Sign language	-	-
Total	20	100

All respondent concurred in that teachers without special training can use total communication. This was 100% of the respondent. This is true because Total communication uses all methods or modes. This was due to the fact that some of these respondents were not specially trained. They had been using total communication through experience got while teaching in the school. Others have attended seminars and workshop for it.

Item 7: Appropriateness of total communication in teaching.

Response	Frequency	Percentage
Language	-	-
All subjects	20	100
Total	20	100

All respondent believed that all subjects are performed better when total communication is used during teaching. 100% of the respondent had the same view.

The respondent felt that if Total communication improves learners performance then, it should be used teaching all subjects in the curriculum to the standards of the hearing impaired community.

Item 8: Need to train more teachers

Response	Frequency	Percentage
Yes	18	90
No	2	10
Total	20	100

90% of the respondents were for more trained teachers to enable teaching of hearing impaired learners teaching strategies for the hearing impaired. Only 10% felt that training of more teachers was not necessary. The argument is that there are enough teachers of special needs in the field of education.

Item 9: Needs to train parents and community on total communication

Response	Frequency	Percentage
Yes	14	70
No	6	30
Total	20	100

Teachers who wanted parents and community to be trained on how to use total communication were 70% while those who felt that it was useless to train them were

30% of the respondent. Training parents and community will help them to understand the deaf child better and also be able to guide and counsel them. Majority of the respondent thought these training will create awareness to the society on total communication. So that they would be able to accept the hearing impairs fully. Without understanding of the deaf persons' need, the community will continue to look at the deaf as outcasts of the society.

Item 10: Sign language training in regular schools in readiness for inclusion

Response	Frequency	Percentage
Yes	10	50
No	10	50
Total	20	100

50% of the respondents wanted sign language to be taught in regular schools while the other 50% did not like ideas. Inclusion will mean that the special schools will be closed old the teachers be posted to the regular schools.

Half of the respondents felt that inclusion is difficult due to fact that those who are severely and profoundly hearing impaired cannot benefit for they relay on sign language wholly. This is quite true. They need more of an inclusive setting.

Item 11: Methods to use conduct training in regular schools

Response	Frequency	Percentage
No training	10	50
Seminars and workshop	5	30
Distance training	2	10
Include sign language in curriculum	2	10
Total	20	100

50% of the respondent felt that sign language training in regular schools was not necessary. They were followed by 30% who thought this training could be done through seminars while those who felt that sign language could be included in the curriculum and training through distance were 10% each.

Item 12: Problems encountered while using total communication

Response	Frequency	Percentage
Yes	14	70
No	6	30
Total	20	100

70% which was majority, felt that there were problems which had been encountered when using total communication. The other 30% had not experienced any problem. The problem is encountered because there is always a gap when talking to deaf.

Negative attitude towards the hearing impaired learners is a hindrance to the use of total communication to some extent.

Item 13: The problems encountered in Total Communication

Response	Frequency	Percentage
Time consuming	8	40
Lack of training	6	30
Different signs	4	20
Attitude	2	10
Total	20	100

The respondent had different problems which most of them, that is 40% felt was time wasting. Lack of training was second which was 30% followed by 20% who thought different signs was a problem. Only 10% thought attitude was the major problem. Signs differ from community to community and therefore, the 20% felt that different localities had their own signs, hence uniformity in total communication was not there.

Item 14: Interested teachers in teaching the hearing impaired.

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

80 percent of the respondents showed that the teachers enjoyed their teaching especially teaching the hearing impaired learners. 20% did not like their career as teachers of the deaf.

Item 15: Solutions of problems on total communication

Response	Frequency	Percentage
Training	12	60
Same curriculum for sign language	4	20
More time needed	4	20
Total	20	100

60% of the teachers suggested that training will solve most of the problems while 20% of the teachers thought signs could have a similar syllabus to be followed regardless of culture and locality. The rest, 20% said that the hearing impaired learners could be added more time in their syllabus coverage and while sitting for national examinations.

Item 16: Views of total communication

Response	Frequency	Percentage
Effective	14	70
Not effective	6	30
Total	20	100

Majority who were 70% of the respondents had views that total communication had effective results when teaching, while 30% viewed it to have no positive effect.

The 30% argued that total communication was not effective because they lacked training on how to use it hence were not using it appropriately.

CHAPTER 5

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. INTRODUCTION

This chapter gives a discussion on the results of the study. It comprises of four major sections. The first section gives summary of the major findings while the second section is discussion on the study. Thirdly the writer has drawn conclusions from the study and has presented them in this section.

Lastly, she has made recommendations and suggestions for further studies based on the topic under study.

5.1. SUMMARY

Following the study already conducted, it has been established that Total Communication philosophy is the most effective mode of teaching learners with hearing impairments. A 100% of the respondents supported that, Total communication was effective. The researcher made references on what their recommendations were to clarify and support the details required for the study.

Scholars such as Lionel (1982) Solit et al (1992) Vernon and Andrews (1990) and Kaplan 1996 among others felt that Total communication was beneficial and that it has positive effects on learners with hearing impairment because it meets the diversified needs of individuals.

This research was conducted in Kirinyaga District but in only one Special School there being no other for comparison. The researcher used qualitative method of data collection using a questionnaire. She later converted to frequencies. The frequency was converted into percentage. Therefore the final tables analyse the information in

three columns namely response, frequency and percentage. For questions requiring some explanation the first, part was analysed and then explanations were given underneath as per the respondents' answers.

5.2. DISCUSSION INTRODUCTION

The writer finds it very important to base her discussion mostly on three sections. First, she wishes to discuss the choice of the mode of communication

This ensures that there is proper interaction between the teacher, the learning materials and the learner with hearing impairment.

Then she will discuss the appropriateness of total communication. In teaching learners with hearing impairment. This will prove how effective it is in the deaf community.

The other section of discussion will be based on the importance of special education training, as regards teachers of learners with hearing impairment. This will help to establish whether it is necessary or not necessary.

Lastly, she will discuss talk about the problems encountered when using Total communication and how those problems can be solved or minimized.

CHOICE OF MODE OF COMMUNICATION

In reference to item 3 on the teaching approach, majority of the respondents which is 85.7% viewed Total Communication as the best or right mode of communication while teaching learners is exposed to a variety of methods simultaneously. It is also very beneficial to the learner because the teacher has to choose the mode that is best suitable for the learners' needs.

Lionel (1982) cites that some scholars suggest that combined method of finger spelling with oral media promotes and enhances communication. This tells us how important it is to the learners with hearing impairment.

The research according to Taylor (1985) states that speech development, speech reading, reading and writing skills were also positively affected by use of total communication.

According to Solit et al (1992) this findings is supported by saying that Total communication offers a bridge between learners and their communication problem. However, the researcher found out that however much you try to use Total Communication a barrier is always there. This is because the learners do not know all the signs and those signs differ according to the locality.

Kaplan (1996) also agrees with other authors on how effective this philosophy has been to education and communication of the hearing impaired learners. He says that simultaneous communication method is the most commonly used in educational setting.

The researchers agrees with the above scholars because in the use of Total communication, the learner gets the information through the appropriate mode according to his/ her ability in finger spelling, others in lip – reading others in signing and others will use speech. The teacher will use the mode that learners understand best to suit his or her individual need. This also poses a challenge to the teachers because he or she has to be fluent in all communication modes. This requires training and experience.

APPROPRIATENESS OF TOTAL COMMUNICATION

Referring to item no. 5, almost all the respondents said that Total communication is appropriate in teaching all subjects. This was 92.9% while one respondent, 7.1% said it was not appropriate in teaching all subjects. According, the subject named as being difficult were Kiswahili, Social Studies, individual speech Training and Science.

The researcher feels that it is true to say that you cannot use Total communication in teaching individual speech. In teaching individual speech the teacher aims at oral work and not signing or fingerspelling. Much of individual speech training requires oral speech and demonstrations of speech sounds.

As other scholars have noted, the researcher agree that Total communication is an appropriate mode to use among the learners with hearing impairments. This is because it has a sensitive appreciation of individual needs and concerns offer the most effective media according to different aptitudes and abilities.

As stated by Easterbrooks (1997), the learners with hearing impairment have many limitations as their impairment has an impact academically due to communication breakdown. To bridge this gap, the philosophy of Total Communication has to be used. In the same issue Heward et al (1988) noted that Total communication is the predominant method of instruction use in schools for the learners with hearing impairment.

Lionel (1982) as in (Savage et al 1981 p. 168) state that in Total communication approach there is possibility of getting the media or modifications that best correspond to the individual child's residual hearing.

Total communication uses visual perception to substitute the already lost auditory perception for both expressive and receptive language. It arouses a sense of belonging when communicating among the deaf. Community and the hearing community.

IMPORTANCE OF SPECIAL TRAINING

The study established that there is need for more teachers to be trained in the use of Total Communication, that was 100% response, according to item 7. Use of Total communication can bring positive impact.

According to Heward et al (1988) some people believe, that signing only is best, others think that oral method works better while others feel use of more than one mode is effectiveness of using a variety of communication modes.

It is also true that Total communication can be used by families and educators to facilitate communication during all aspects of life, Moores (1996). This training will give room for the learners with hearing impairment to be fully accepted.

The researcher established that 90% of the respondents in item 8 said that teachers should be trained to use Total communication, through workshops and seminars as indicated in item 8b. This will narrow the gap that is always there between the child with hearing impairment and the hearing family members, relatives and neighbours.

The researcher values and views this training as very essential because it enables those teachers who are not specially trained to build confidence in using the philosophy. The Morale of these teachers will be improved to change the altitude that they are not using Total communication effectively.

Training of the larger community also creates awareness on all modes of communication. If the community is educated on the use of Total communication, it will understand the deaf culture more easily and be more helpful to them. This is because they will understand their individual needs and also be able to interact with them freely in ceremonies like weddings, harambees, funerals, sports and games or any other public function.

Teaching Total communication and sign language to the regular primary schools was another issue here. The children with hearing impairment will have a very great advantage because the communication gap will be narrowed down. They will have more peer friends, share their experiences and feel that they are part of the community and that they are appreciated by all.

5.3. CONCLUSION

The findings of the study indicate that different individuals had different views but in same questions they all agree in unison. For example they are recommended on the training of more teachers in the use of Total Communication.

All the respondents said that Total communication improves the performance of learners but they were not able to indicate the mean standard scores (M.S.S) of the three consecutive years. Therefore the researcher was not able to identify its effects from the analysis given.

While using Total communication, equal opportunities should be given to each mode depending on the diversified learners' needs. Training of parents and the community will give the learner with hearing impairment a better choice of interaction at home and in the community. The learner will feel more appreciated and develop a sense of belonging to the community.

Lionel (1982), Taylor (1985) Rothernborg (1988) Bennars (1994) and Kaplan (1996) among others have supported fully the use of Total communication in all interactions with the learners with hearing impairment, it should therefore be used wholeheartedly by all educators, parents, teachers and the entire community.

All these persons have a direct link to the learners with hearing impairment.

5.4. RECOMMENDATIONS

The researcher would like to put the following recommendations based on the study and the support of many writers in the literature review.

- Teachers of special needs should use modes of communication to make use of all avenues of perception.
- The government should sponsor more teachers in the training of special needs so as to be able to use Total communication approach appropriately.
- The training of parents and community can be done through seminars and workshops. These seminars and workshops can be conducted by peripatetic teachers.
- Total communication should always be used by persons interacting with learners with hearing impairment at all times.
- All subjects to be taught using Total communication regardless of whether they are examinable or not.
- All learners to be encouraged to use Total communication at home, school and in the community. This is an effort by both the teachers and the parent.
- Officers concerned with Quality Assurance and standards should keep proper records of the school's performance in order to establish whether the school is improving or not.
- The curriculum developers should introduce sign language and Total communication to the regular primary schools. This is to give the learners with hearing impairment a wider range of companionship, easier sharing of ideas and experiences.
- Total communication should be introduced early in the learners life upto the upper education levels.
- Churches and Non – Governmental Organizations should come up to help in the training of the society in the use of Total communication.
- Teachers and educationalists should learn the signs language Curriculum developers should continue to harmonise the signs in the fourth draft to suit all in the learners with hearing impairments in the country.

- More sign language Dictionaries should be printed and distributed to the particular schools for the Hearing impaired in the country.
- Extra time should be given to learners with hearing impairments in lessons and in National examinations because of their inability to process information quickly due to the impairment. This will improve their National Examinations (K.C.P.E/ K.C.S.E) performance.

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This questionnaire is intended to gather information on the impact of Total Communication in a special school in Kirinyaga District, Kenya.

INSTRUCTIONS

1. Please answer the following questions.
2. Be brief and precise
3. Do not write your name on the questionnaire
4. Please tick the right answer.

QUESTIONS

1. Are you specially trained?

Yes ☐ No. ☐

2. Which of the following mode of communication do you use when teaching learners with hearing impairment?

Speech ☐ Total communication ☐

Sign language only ☐

3. Which teaching approach do you find most appropriate?

Speech ☐

Total Communication ☐

Sign language ☐

4. Does the use of Total Communication improve the performance of learners?

Yes ☐ No ☐

5. Is it important for teachers to be specially trained to use Total Communication?

Yes ☐ No ☐

6. Is it possible for teacher who are not specially trained to use Total Communication?

Yes ☐ No ☐

7. Total Communication is appropriate when teaching:

Languages ☐ All subjects ☐

8. Do you feel that there is need for more teachers to be specially trained

Yes ☐ No ☐

9. Do you feel that there is a need to train parents and community on use of Total Communication?

Yes ☐ No ☐

10. Would you propose sign language training in the regular schools in readiness for inclusion?

Yes ☐ No ☐

11. Which of the following methods is suitable conducting training in regular schools?

Seminars and workshops ☐

Distance learning ☐

12. Do you encounter problems while teaching Total Communication?

Yes ☐ No ☐

13. Which of the following makes it difficult to use Total Communication?

It is time consuming ☐

Lack of training ☐

Use of different signs ☐

Negative attitudes of people ☐

14. Are you interested in teaching the Deaf?

Yes ☐

No ☐

15. How can Total Communication be made more effective?

Training teachers ☐

Same curriculum for sign language ☐

More time needed ☐

16. According to your views, is Total Communication effective or not

Effective ☐

Not effective ☐

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND:

<u>DATE</u>	<u>INSTITUTION</u>	<u>QUALIFICATION</u>
1974-1980	Kianjege East Primary School	CPE Certificate
1981-1984	Kerugoya Girls H. School	KCE Certificate

PROFESSIONAL QUALIFICATION

1986-1989	:	Kilimambogo Teachers College	P1 Certificate
2002	:	School based Teacher Development Course	Distinction
2005-2007	:	Kenya Institute of Special Education	Diploma
Jan. 2008	:	KISE	ATS III

EXPERIENCE

I started teaching on 1st May 1989 to date. Within the course of teaching, I have succeeded in attaining good results in the Kenya Certificate of Primary Education leading to certificates of merit. The achievements range from zonal to district levels (Certificates attached)

OTHER COURSES ATTENDED

Feb. 1993 : Attended a Teachers Dental seminar at Kerugoya organized by Colgate Palmolive East Africa.

March 2005 : Participated in the training for the distribution of Anti-Helminthic drugs in schools organized by Ministry of Education and Ministry of Health.

- March 2007** : Trained in Emergency Aid Training services by St. John.
- August 2009** : Attended a Kenya sign language course at Kerugoya School for the Deaf offered by KNAD and UoN.

SOCIAL ASPECTS

Before joining Kenya Institute of Special Education in September 2005, I was the Treasurer of Wandani wa Kianjege Women Self Help Group under the Ministry of Gender, Sports, Culture and Social Services.

RELIGION

I am an active member of my local church. While at Kenya Institute of Special Education, I was the assistant chairlady of the Christian Union from 2005 to July 2007.

OTHER ATTRIBUTES

I am a hard working teacher and I love my work. In the course of teaching Christian Religious Education, I developed the desire to help the less fortunate in our community. This was a call which led me to apply for Special Education. I have visited a few schools for Hearing Impaired, Mentally Challenged, Physically Challenged, Visually Challenged and the Deaf-blind. Currently, I'm stationed in a School for the Hearing Impaired. It has a deaf-blind unit too. I love to work and fellowship with them. I wish to learn more and to continue teaching and helping them.

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