

**CHALLENGES FACING LEARNERS WITH HEARING IMPAIRMENT IN
REGULAR SCHOOLS; A CASE STUDY OF GALBERT
ZONE GARISSA DISTRICT
KENYA**

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BY


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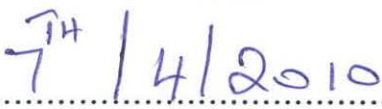
APRIL, 2010

DECLARATION

I, do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed.....

Student

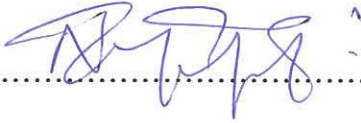
Date.....

DEDICATION

From the core of my being, I dedicate this work to my beloved wife Claris Awino and
loving father Joel Aduma

APPROVAL

I certify that Adumah Festus Otieno carried out this research under my supervision.


.....

27TH APRIL 2010
.....

MR. TINDI SEJE

DATE

ACKNOWLEDGEMENT

In the first place, I highly acknowledge the almighty God, for all he has done in my life up to this level of academic epitome.

I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi Seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God richly bless you.

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CHAPTER ONE

1.1 INTRODUCTION

Education is important to all persons all over the world regardless of the limitations the person may be having. Thus physical handicapped, visually impaired, mentally retarded and hearing impaired.

Among all the above impairments, hearing impairment is a hidden handicapping condition. It is very difficult to look at one's physical appearance and conclude that he/she is hearing impaired. Such persons look as normal as other persons. This is the most difficult handicap to handle as far learning is concerned. Teachers face a lot of challenges while trying to impart knowledge to such children due to their hearing impairment.

The hearing impaired persons also faced difficulties while learning and leading a normal life among the hearing population. However, it's quite recently that society has began considering seriously the planning of services to deal with the whole population of its hearing impaired as satisfactory, as a matter of concern to parents and educators for the hearing impaired community is how best the majority of the hearing impaired children could leave schools much better equipped for life in the ordinary community than they do now.

In an effort to address this far reaching problem, the researcher intends to highlight the challenges faced by learners with hearing impairment in the regular schools and possible solution to the problem.

1.2 BACKGROUND INFORMATION

Hearing impairment is a unique handicap, in that it's hidden. This implies that in a crowd of people with this handicap one cannot be recognized at a far distance just like the physically handicapped or the visually impaired but their major problem is communication to the rest of the people.

However, this handicap is of different severity type and impact on different individuals. This is why an individual is different from the other in Kenya, not so much has been done to cater for individual differences. Most of hearing impaired children go through assessment and get referred to schools or unit. Teachers come with the methods of communication, which in a way requires the learners also to adapt and use. It has been a disaster to the learners since they do not have alternatives.

As it were from earlier on, grant controversies and argument has been the advocate of oral and manual communication with the hearing impaired. The same extended to our country Kenya and arguments are still on but the introduction of the total communication seems to cool down this struggle. The Kenya society for deaf children (KSDC) which was established 1958, has not done much as far as effective communication within and without m hearing impaired children. It's clear that not even the curriculum which can be followed with ease by the hearing impaired children is yet in place. Sign language which

is also the main mode of communication used at schools differs from one school to another.

1.3 STATEMENT OF THE PROBLEM

There Are Many Problems Facing Learners with hearing impairment in the regular primary school in our district. Teachers are not willing to accommodate the hearing impaired learners in their regular classroom due to lack of skills, equipments and other support services.

Presently there are is one unit in Garissa district which cater for the need of the hearing impaired learners. In this case the children identified as hearing impaired learners by the district assessment centre have not been placed in proper educational setting in the district.

The researcher would like to gather and analyze all necessary information which hinders the inclusion of these children. The researcher would like to find out why the inclusion of the hearing impaired learners has not been addressed effectively to enable get proper services like their hearing counterparts in Garissa district.

OBJECTIVES OF THE STUDY

To find out teachers attitudes towards the learners with hearing impairment in regular schools.

To identify the present number of trained personnel in the area of special education in units and regular schools.

To identify if proper sensitization and creation of awareness of education of learners with hearing impairment has been made in Garissa district.

To find out the availability of the relevant equipment and facilities of learners with hearing impairment in Garissa district.

To investigate the role of assessment centres on the placement of hearing impaired learners in regular schools.

RESEARCH QUESTIONS

MAIN RESEARCH QUESTIONS

What hinders the education of learners with hearing impairment in regular schools in Garissa district?

SUB QUESTIONS

What are the teachers' attitudes towards the education of learners with hearing impairment in regular school?

What is the present number of trained personnel in the area of special education in regular schools in Garissa district?

Has proper sensitization and creation of awareness on education of learners with hearing impairment in Garissa district been made?

Are there relevant equipment and facilities for learners with hearing impairment in regular schools?

What are the roles of the assessment centres on the placement of hearing impairment learners in regular schools?

1.4 SIGNIFICANCE OF THE STUDY

The findings will go a long way in assisting the following:-

Hearing impaired children.

Education performance of the hearing impaired child.

Teachers and parent attitude towards the handicapped children with special reference to hearing impaired children.

Placement option for the hearing impaired children either in special school or in ordinary (regular school).

The problem regular teachers are likely to encounter with hearing impaired children.

1.5 DEFINITION OF SOME TERMS

Hearing impairment

This is hearing difficult in receiving information but one can use his own speech, can express himself and can comprehend what has been communicated to him the impairment is not severe.

Deaf

It is hearing sensory deficiency, which prevent one from receiving the stimulus of sound in all sorts of forms. A deaf person cannot use his or her hearing or understand speech. The hearing loss is very severe.

Communication

This is the process of exchanging information and ideas between participants for it to be effective there must be the sender and the receiver of the message. Both have to use the same language and have the same agenda.

Pre-lingual

This refers to deafness that was present at birth or occurred prior to the development of language.

Profound

It is hearing loss whereby the person may be aware of the loud sounds however relies on vision rather than hearing for information processing.

Oral Approach

This is a teaching method whereby the hearing impaired child is taught to read and speak verbally and write the spoken language of the particular society. Articulation, lip reading and writing with spoken form are emphasized.

Manual approach

It refers to teaching hearing children using signs, finger spelling and gestures. The child is not allowed to use verbal communication. Non verbal communication is emphasized.

CHAPTER TWO

2.0 LITERATURE REVIEW

In this chapter, the researcher explains themes and issues in deaf education within the context of wider range and related development which determines the nature of education for deaf pupils at present. These include radical changes in education and changes of education of children with hearing impairment without specific attention to implications for deaf children.

Development in the general education context rarely takes place with deaf pupils in mind. In this regard, the writer will focus on various challenges facing the education of learners with hearing impairments under given sub topics.

2.1 CAUSES OF HEARING IMPAIREMENT

A hearing impairment can be present at birth or acquired at a later age. Hearing impairment can also be genetic or non-genetic in origin. However, details of hearing impairment are further discussed in this chapter.

OUTER EAR

The outer ear consists of the pinna and external auditory canal. The pinna is a cartilaginous structure covered by skin with muscular attachment. The external auditory is narrow, 1 inch long and has hair that catches foreign matter and wax which is toxic to small insects. Disorder of the pinna or ear canal can result in conductive hearing loss.

MIDDLE EAR

The middle ear consists of the ear drum, ossicular chain, the oval window and round window which connects to the cochlea, the middle ear cavity and two ear muscles. This is structural arrangement forms the middle ear cavity which is bound by six walls and is normally filled with air.

The middle ear conducts sound to inner ear and amplifies the sound by 20-30 dB, depending on the frequency. Amplification is needed to oscillate the cochlea fluid of the inner ear. Impairment tops any part of the eardrum or the ossicular chain result in loss of conductive transmission efficiency and a subsequent conductive hearing loss.

INNER AIR

The inner air consists of the cochlea, vestibule system and the semicircular canal. Fluids run through the three parts of the osseous labyrinths, cochlea, vestibule and semicircular canals.

However, the anatomy of the inner ear is very complex and damage to the auditory pathway rout produces a sequalae of symptoms of the given area. Sensor neural hearing impairment are usually associated with affection of the inner ear and its irreversible with cochlea impairment, the greater the hearing loss.

Other symptoms and syndromes linked to hearing impairment include; Tinnitus which refers ear or lead noises that occur in the absence of acoustic stimulus, Shulman (1991).

PARACUSIS OF WILIS

This is a condition which a person withy conductive hearing loss ostensibly hears well with noise, Nober (1966).

GENETIC DISORDERS

A genetic disorder is a congenital, parental condition related to gene aberration. When DNA segments are proximally close on the same chromosome, they may be linked and inherited together with diminished recombination to the offspring, Smith (1995).

Hearing impairment may occur at different times in life. Generally, we consider three stages. These are:-

- Pre-natal stage
- Peri-natal stage
- Post natal stage.

PRE-NATAL STAGE

Some children may have a hearing impairment which has been caused before birth. The child is then said to have a congenital hearing impairment. Factors that contribute to the unborn child's hearing impairment include the following:-

- Heredity
- Infections of the mother during pregnancy
- Drugs taken by the mother during pregnancy
- Rhesus incompatibility
- Artesia

Heredity

This means that the child has inherited the problem through a parent. To prevent this kind of hearing impairment, genetic counseling is given by a medical doctor when he is sure that the hearing impairment is inherited from the family.

Infections to either the child or the mother during pregnancy

Expectant mothers can be exposed to many different kinds of infections during pregnancy such as, German measles (Rubella) and Influenza. Some of these diseases are more the developing embryo than others. One of the most serious diseases is Rubella. Other infections contracted by the mother, such as syphilis, may also cause hearing impairment in the developing embryo. Certain drugs such as quinine taken during pregnancy may also cause hearing impairment in a child.

Rhesus incompatibility

This means that the blood of the mother is unable to mix harmoniously with that of the child. This may lead to possible brain damage and damage of auditory systems. Expectant mothers are therefore advised to give birth in hospital, where facilities and services are available should any complication arise. Eating balanced diet rich in vitamins and iron may also help to prevent jaundice.

Artesia

This problem occurs in the womb when the ear is developing. It is a condition in which the ear may have physical abnormalities along the conductive pathway. These abnormalities may include such conditions such as:

- Complete absence of the outer ear.
- The pinna appearing as a remnant only
- Complete closure of ear canal.
- Absence of ossicles.

PERI-NATAL STAGE

A hearing impairment may occur just before, during or just after birth. The most common causes are:-

- Pre-maturity
- Anoxia
- Neo-natal jaundice.

Pre-maturity

Pre-maturity means that the child is born well before the expected time. Usually, these babies have low birth weight and are consequently more at risk.

Anoxia

Anoxia means, lack of oxygen to the child's brain. This may be caused by a prolonged and difficult labour.

Neo-natal jaundice

When a child is born with yellowish skin stains in the white part of the eyes, it is said to have neo-natal jaundice. These stains become increasingly yellow as days go by. Jaundice may result in brain damage and cause a hearing impairment.

POST-NATAL STAGE

A hearing impairment may occur any time after birth and throughout life. Some of the causes are due to:-

- Infectious diseases
- Tumours
- Trauma
- Drugs
- Blockage of the external canal
- Excessive noise
- Old age

Infectious diseases

Some common infectious diseases contribute to learning impairments. These are; meningitis, mumps and otitis media. The extent of damage to the auditory is varied; for example, meningitis may lead to a permanent loss of hearing, and where as otitis media may lead to only a temporary mild loss, that is, if it is properly treated with antibiotics.

Tumours

The tumours that may lead to hearing impairment are the developing growths that are usually found in the external auditory canal, the Eustachian tube or the auditory nerve. No one knows why tumours develop.

The tumours totally destroy or just block any part of the auditory system. Some tumours may be fatal, surgery, chemotherapy or radiation may be administered.

Trauma

A trauma is a sudden injury to a person. Injuries to the head are particularly serious as far as hearing impairments are concerned. Injuries to the skull may rupture the eardrum, dislocate the ossicles or affect the inner ear. Such injuries may be caused by traffic accidents, a punch or hard slap on the head.

Blockage of external auditory canal

Blockage of the external auditory canal can be brought about by the following:-

Foreign bodies. The bodies may be objects such as stones and seeds. The presences of these objects are common causes of hearing impairments in children. The extent of loss is generally mild but, if left unattended may bring about inflammation or infection in the canal.

Hard Wax: This is by far the most common cause of external auditory canal obstruction. Under normal circumstances, wax finds its way out of the canal, either partially or completely and thus filling it. This then means that sound cannot travel along the canal and a hearing problem occurs.

Excessive noise

When one is exposed to excessively loud noise for some time without something to protect the ears, this may affect the hearing ability. This is particularly so with people work in noisy industries or those exposed to gun fires.

It is common today to hear a lot of loud music being played in public transport vehicles. This is usually uncomfortable to commuters and if left unattended may have a direct effect on their hearing. The damage usually affects the inner part of the ear.

As such, once the damage has occurred, it is considered permanent. The general requirement to prevent this problem is that the environment should be as quiet as possible.

Old age

Old people tend to experience hearing impairment which may start as mild but may progressively become worse. This is simply slowing down of the hearing mechanism.

2.2 CHARACTERISTICS OF HEARING IMPAIRED CHILDREN

Gear hert (1980) came up with some different ways of identifying a hearing impaired child in a class of hearing impaired child in a class of hearing pupils. These children are inattentive in class. This indicates that they do not hear what is being said.

Following the direction of hearing impaired child is very hard. The child may look withdrawn, stubborn or shy. This behavioural problem compensates for the hearing

problem. Participation in oral activity is very rare. The child has no sense of humour and never laughs o jokes because he cant hear them.

Most of the time the child depends on classmates for instruction, and often watches what others are doing before he/she starts working or tries to look for clues because he/she does not hear.

While in small groups the child performs well since he is close to the speaker or fellow classmates. Compared with the whole class, his performance is very low due to hearing loss.

Listening to the child as he/she speaks, you notice speech defects. He omits sounds such as plurals and also talks softly or too loudly. Health wise, the child has indications of frequent ear-aches, sore throat or running nose.

They may seem to be in and out of school so as to consult a doctor. Due to the above mentioned characteristics, the hearing impaired pupils face some difficulties in handling items and likewise face some challenges in and out of class.

2.3 CHALLENGES FACED BY TEACHERS OF THE HEARING IMPAIRED

A lot of research has been done throughout the world and different researchers have come up with different challenges faced by teachers of the hearing impaired pupils. These teachers try their level best to make sure that the children acquired the knowledge passed

to them as best as possible. All these shortcomings have occurred due to the nature of the handicap.

Communication has presented a major challenge to the teachers and the hearing impaired children especially to the pre-lingual and the profound as they have never heard people communicating since birth and they neither hear their speech.

The teachers find it difficult to pass the information. According to Hallahan and Kauffman (1991), the teachers of the hearing impaired children face the challenges of communicating with their pupils and also teaching them.

Since the 16th century, there has been debate as to how the deaf person should communicate. The controversies which are referred to as Oralism-manualism debate has two points of view. The first one advocates teaching deaf people to speak while the second one advocates teaching manual communication.

Until the middle of the 19th century, manuals, which refer to use of sign and finger spelling were proffered but later oralism was the first choice. This advocate on verbal communication only in or a techniques and teachers use auditory training. It involves the development of sound ability to discriminate among the environmental sounds and availability to discriminate among speech sounds. The child should be made aware that there are a variety of sounds including speech in the environment. This becomes very difficult for children who have never used hearing aids since infancy and therefore they only receive the sounds and not the verbal information being passed across. This

oral technique also uses speech reading. This refers to teaching the hearing impaired children to use visual information so as to understand the information being passed on to him. Speech reading is extremely difficult due to the following factors; first, many sounds are produced with little mouth movements, second, by different sounds which sound identical e.g. {P}, {b} or {m}, {n}, third, poor lighting, waking in front of the talkers covering the mouth objects, speaking rapidly and talkers moving their makes speech reading difficult.

The above also talked of group auditory training short comings in oral techniques. This confines the movement of the teachers. He cannot point at anything by moving close to it for example, a chart on the wall.

The children cannot move away from the tables since the headphones are attached to them. Some children cannot benefit from aids due to the severity of the hearing aid which makes sounds louder and not clear.

If the child's hearing is distorted, the hearing aid may amplify the distorted sound. The teacher needs to work closely with those who can benefit from the aid proper operation and maintenance of the instrument. This becomes very difficult if teachers are not well trained. Stephen Lilly (1979) argues that although it has received great attention, Bell himself who invented the telephone used the aid of letters of the alphabet on it to teach speech training and speeches reception aid with the deaf including auditory, visual and tactile aides but it had little effect on speech on the deaf.

Use of hearing aids was criticized by Marshall, who noted that they amplify unwanted background noises as well as make the child's speech louder. As the distance from the speaker increases, the effectiveness of the aids diminishes and so if the teacher is far from the child, the child will definitely not hear him.

According to KISE Bulletin (1998), Ndurumo quoted that Kenyan teachers find it a frustrating experience when they get to work with deaf children using the oral method and thus allow fate to determine the destiny of the hearing impaired children. Teachers find it a challenge to use manual technique. It involves finger spelling and representation of letters of the English alphabet by finger position to spell out certain words.

According to Kauffman and Hallahan (1991), signing English systems are not the same as sign for example, American Sign Language which is a true language. Signing English systems are not invented by few people or even on person in a short period of time. This is awkward and very difficult to use.

They require a teacher to memorize all the signs and therefore making him strain his mind a lot. Language also presents a lot of problems when trying to impart knowledge of hearing impaired children. As Siegfried James and Lesley (1988) put it.

Hearing impaired children have language difficulty. They have problems in focusing on the task and become confused easily in long directions and conversations, have difficulty in attending and following stories read aloud, are unable to express ideas in an orderly

fashion and often articulate meaningless sounds without communicating an idea. This makes the teachers take a lot of time trying to pass information. According to Kauffman and hallahan (1991), language in hearing impaired children in the USA is almost severely affected.

Hearing impaired persons are generally deficient in language used by hearing people in the society they live in. teachers face a big challenge while teaching and reading which a major area for better academic performance.

Hearing impaired children have a problem in morphology which is the structure of words. A teacher may teach a sentence correctly but when the child is writing it from memory, he omits the plurals, verb makers or even the affixes.

This discourages the teacher and thus goes back to teach the same thing again. Phonology, which is the sounds that signify the difference in words, is another area of language which presents problems to teachers.

When teaching the learning impaired children e.g. the word 'pen' may sound no different from the word 'pin'. Syntax, which is word order also, affects hearing impaired children in a manner that cannot convey meaning e.g. "where one of them can part" which should be ordered as follows "Where can one park them".

Semantics, which is using words in sentences, proves difficult for children with hearing impairment especially when it comes to using words with double meanings for example, 'break' meaning 'rapture' or noun meaning 'time off'. They may interchange words and use them in sentences without making any sense. Another area of language affected is pragmatics which is the social use of language. The hearing impaired children are reluctant to speak, have limited vocabulary and have inappropriate speech. With all the above combinations of language disorders, teachers of hearing impaired children have great problems in trying to shape the language to be as near normal as possible.

Language development starts early in life as far as human beings are concerned. This is not the key hearing impaired children who do not have inner language, which occurs due to receiving information through auditory.

Thus the brain of the hearing impaired has nothing to interpret; they have this problem of acquiring their cultural language without being able to speak it. Teachers are faced with problems whereby after conversing with the hearing impaired, no information is sent of the child's brain and thus receiving no answer or a wrong answer.

According to Lloyd (1973), a child who does not hear at all one who is partial is unable to process in mastery of normal language. He performs poorly in reading and is unable to comprehend the little that is read.

Teachers are faced with these challenges of teaching the hearing impaired how to read and yet they cannot comprehend it. This difficulty makes it difficult for them to deal with abstract problems especially in maths.

Deaf pupils generally do well in concrete events and their teachers do not have problems with these areas. When it comes to applying what they learned in concrete to abstract, teachers find it very hard to pass the idea across simply because the hearing impaired cannot read the whole sentence and translate it because his language is limited. This idea has been proved by researchers who found out that deaf children are naturally more concrete in their thinking and suffer from experiential deficit, which slows down the intellectual development but does not affect it.

Correction of the speech production in learning impaired children present great difficulty to the teacher. According to the Harris (1967) the speech of the deaf have the following difficulties it is slow and delivered in a laboured manner greatly and has rhythmic abnormalities poor voice quality, omission, substitution, poor phrasing confusions of consonant and poor speech intelligibility and articulation. In acquiring speech production since the child is deaf and feedback is provided by observing lip movement in mirror, feeling the hands and vibration of various organs. In addition to correct sound there are the problems of teaching the correct intonation rhythm and volume as observed by Gulliforth this is more so if the teacher is untrained.

A significant challenge to professional and parents and to attitudes to deafness and deaf people. It challenges the structure and policies of education institutions and classroom practices that reflect them. Part of the challenges is the scale of change needed to develop sign bilingualism. Service or school need to respond to this. A number of schools are working being bilingual yet lack the support Pickergil (1997).

However in the above view sign bilingualism is not a fashionable whim. Its here to say to be nurtured, refined and valued as a central theme in the education of the deaf children. Most schools do not have hearing aids which are very useful to partially hearing children. They amplify the teacher's speech to the child also become aware of the sounds in the environmental and their own voices. Most of the teachers are not trained even in the schools where they are available after breaking down they are just kept in the stores.

Most rooms are not acoustically treated so when teaching there is a lot of reverberation thus the child does not get the right information being put across even with the hearing aids. Thus the aids become useless. There are no qualified personnel in most schools of hearing impaired children e.g. speech therapist and specifically trained teachers so the untrained teachers have no one to consult in case of problems.

2.4 CHALLENGES FACED BY HEARING IMPAIRED LEARNERS

Hearing impaired attracts less sympathy from the hearing community. This is because its not obvious and it has any problem by irectly looking at them. Much has been done to discover the difficulties these hearing impaired persons faced during their school age.

As its very minority group are the hearing impaired learners teachers therefore tend to give little or no attention to them, they over look such learners because its difficult for entertained that the child hears when he/she wants to hear. Teachers therefore noted to be naughty and awkward rather than deaf.

These are the some of the assumptions teachers make due to lack of skills and in turn harm the poor child. However the deaf needs to be spoken to clearly and rather loudly and see to it that the child has good view of the teachers face and mouth and to be able to turn and face other children faces all the above is never offered to hearing impaired in ordinary schools. No extra help is given to ensure they understand the instructions given and that gaps in learning are not accomplished.

In a class of forty or fifty pupils there may be two to four deaf pupils. These are just lost within the classroom where by teachers rarely discover them they possess no proper communication skills hence will never answer any question and just sit in the class helplessly, simply because they never understand the lesson or fear of embarrassment. As us written in KISE bulletin or respond well to a large and existing classroom of today's ordinary schools hey seem bewildered by them and even find it hard to make friends. Even these children in unit do not benefit in lessons taught in a regular classroom as much as they would when qualified teachers of the deaf teach.

The hearing impaired children need special help in areas involving both oral and written (receptive and expression) language as well as speech correction.

These areas are ignored and as such the child lacks interest in all what is happening in the classroom. Teachers do not realize that deaf child might have a few communication

abilities he might be more limited in vocabulary general language experience or what the condition in the classroom for listening and lip reading could easily become difficult for the deaf child.

Noise, teacher moving about, too fast discussion may make the child loose interest and thus withdrawn from contact at school. Teachers tend to focus much attention to the hearing pupils who participate much in their lesson and ignore the hearing impaired on who might be did and less interested. The hearing impaired is also often isolated by hearing children from their games when they are in the field.

According to Kathryn Medow (1980) argues that hearing impaired children have a general decrease role taking ability. This essentially unrelated to general intelligence. The children exhibited development delays in their role taking abilities which contribute poor responses and acceptance by other. The hearing impaired children have aggressive behaviours and other children dislike that between the hearing impaired and the hearing is a big problem. They do not understand each other.

Language is a fixed set of symbols used for thinking and communicating. Human beings communicate through language to pass thoughts, emotions and about the world's language can be expressed through speech and writing as well as through signing. Speech is one medium through which language can be expressed orally and received through the ears.

According to Robert (1993) argues a normally hearing child develops language naturally through listening to people speak and responding to them. As the child learns a language, he will use all the senses in order to perceive the world around him for example, he will use his sense of touch through manipulating different object and the sense of vision through observing what is in the environment. The senses of smell and taste also contribute to the learning of languages as well as the sense of hearing is actively involves in enabling the child to perceive immediate sounds and those that are further away.

This sense also enables the child to perceive spoken language, which is learned not only through speaking and listening to his parent, but also when he picks up conversation incidentally.

The period between birth and five years is very important. Its during these formative years that child's speech and language develop rapidly. By the end of five years, speech and language are usually well developed. Also during this time, much of the child's personality social and emotional development takes place. It is therefore important that intervention takes place before the child attends school.

When a child has a hearing impairment the most noticeable is defective speech. The child leaves out some important speech sound, usually those that are high pitched. This speech sound includes 'sh' 't' and 'k' for instance the child may pronounce as 'un'.

This tends to distort speech and much sound annoying to the listeners this affects the communication. Robert (1993) further argues that the hearing impaired child emit speech sound not because there is anything wrong with speech organ but does not hear these sounds and therefore can not produce them.

From the language the child hears, he learns important elements of his own speech such as stress, rhythm and intonation. The sense of hearing is also important because for a person to produce a speech sound, he will need to have heard it. Another challenge that such a learner with hearing impairment will face is lack of acceptance by the community. The most important thing for children is to fit society and be accepted socially.

This equally with hearing impaired children. Their parent, sisters and brothers and the community must understand them and show willingness to help and care. As it's the contrary with societies hearing impaired children are living in their midst they don't accept them but demoralize them and cause a lot of physiological problem to hearing impaired children hence causing them to withdraw from the hearing society and live a world of isolation.

Hearing impaired children should be encouraged to take part in all activities, share with others seek help others seek help and help others, accept the hearing community and they be accepted equally and feel that count on help to get as much from life as possible.

Hearing impaired children should be encouraged to take part in all activities, share with others seek help others, accept the hearing community and they be accepted equally and feel that they can count on help to get as much from life as possible. Hearing impaired children face a challenge academic achievements. Lloyd (1973) found out that the average amount of education retardation for the deaf is three to four years while the partially hearing of child is one and a half to two years in grade level. Therefore hearing impaired in the same class with hearing, whereby they are learning the same curriculum, they never perform any better they will find the subject very tough. Reading is a great problem to these children it relies heavily on language skills which is lacking in hearing children. This makes them lag behind in every academic work they perform in class. They therefore feel demoralized. This was quoted by Hallahan and Kauffman (1991) from a survey carried out in 1970s which found out that by the age of 20 years less than half of the pupils in hearing impaired class were able to work at an eight grade level. Nowadays most authorities believe that although this survey was conducted many years ago, the situation has neither improved. Also in KISE Bulletin of January (1998) Ndurumo supports this situation whereby he has said that in Kenya the hearing impaired children hardly read or better than a standard 3 or 4 in regular school.

Hearing impaired children in ordinary school have a lot of work to do since they use the same syllabus as for the hearing and perform the same examinations Lilly (1979) found out that many districts lacked trained personnel and equipment necessary for language and speech therapy sound treated rooms and curriculum modification. For the hearing impaired the present curriculum is very wide and complicated for them. Most of the

work is abstract which is very difficult for the hearing impaired children to grasp and interpret it in memory.

Guliford (1979) found that hearing impaired pupils do not understand their problem partly because the teacher has difficulty in assessing how handicapped they are. Some hearing impaired children in ordinary schools do not even know what hearing are neither have they even seen them. This issue to lack of knowledge by the teachers who should be their consultants in each and everything. Many schools lack acoustic treated classrooms as noted by Notan and Evan (1981). This results in high background noise level. The hearing impaired even finds it difficult to cope with hearing aid.

2.5 EFFECTS OF THE CHALLENGES EDUCATIONALLY TO THE LEARNERS.

According to George (1979), the poor performance in academic subjects like English language has prevented many promising deaf students from furthering their studies. Many of them have no plans even after vocational training. The education curriculum does not prepare them well according to their talents. No specialization is offered academically not even to encourage them to pursue their areas of interest. This makes the hearing impaired mostly to end up to manual labour after leaving school so as to earn their living. Frank and Steve (1984) found out that the hearing impaired pupils have social problems. Their poor speech may result in little or no conversation with the hearing people at all. Living with the hearing would mean spending many hours lonely at school and even at home. The hearing would mean spending many hours lonely at school and even at home. The hearing who does not value them will ignore them and will not bother to explain to them their conversation. No time will be given to them to air their

views because no one will understand their language. The hearing impaired children have poor communication skills. This makes them to be isolated by the hearing peer groups. They therefore fail to socialize with them and in such they lack exposure to the daily happening. They cannot connect, past present and future. They are limited in ideas and thinking.

They do not contribute when others are discussing and they become suspicious on what is being discussed. This makes them emotional since they think that the others are talking about them.

Due to the rejection and ignorance from the hearing, the hearing impaired tends to seek the company of the other hearing impaired pupils whom they team up together. They can use their sign language to communicate and share their own stories and feeling. Ballantyne (1982) found out that those hearing impaired persons who are let out and rejected by the hearing society after they leave school, they move to small restricted places which are provided by organizations and societies for the deaf and hard of hearing. In such places the people understand them and of course there are other deaf persons like them. So they feel comfortable and accepted. The hearing impaired pupils tend to have low opinions towards hearing aids this is due to limitations mentioned above. Also according to Freeman (1981) the hearing impaired does not want to look different with the aid. Especially during adolescents they realize that they are different from the hearing so they put away the aid so as look the same.

CHAPTER THREE

METHODOLOGY

3.1 Data

Data is a plural of datum (Latin word), meaning facts or things, which are known and from which conclusions can be made. The data gathered usually comprise of numerical figures, rating, descriptions, quotation, notes e.t.c. Education researcher emphasizes mainly on two great types of data, namely; quantitative and qualitative data. Such facts cannot be collected without tools/instruments. A tool/instrument can be used for data collection. The tool/instrument is used to collect particular data and must be dependable or reliable. In this study, the researcher used both primary and secondary data collection.

3.2 Tools/Instruments

This may include the use of questionnaire, interview observation e.t.c. These are sometimes referred to as tools/instruments of collecting data.

- (a) **Questionnaires**-these are the most widely used tools/instruments. It comprises of a number of written questions, which have to be answered in writing by the participant or respondent. When constructing questionnaire, you have to base in on the research questions earlier mentioned thereby asking more detailed and refined questions. The questionnaire should be simple, clear and straight forward. It should ask one thing at a time and avoid asking two or three things at a time. This is overloading a question. An example of loading a question would be 'Do you

Think There Is Need to Involve Other Professionals in Teaching Children with hearing impairment? The respondent would simply answer either yes or no.

(b) Interview-this involves face to face interaction or conversation between the researcher and the data provider (respondent). Before conducting an interview, you need to make arrangements with the people concerned. During such consultations, you need to discuss how the procedure of the interviews will be, what materials you will use e.g. note book, camera, cassette recorders e.t.c. You have to discuss with interviewees about what they want and what they don't want. Avoid deceiving/tricking the interviewees. However the researcher used data involved presentation of oral stimuli and reply in terms of oral verbal response. This method can be used through personal interviews. The interview asks questions face to face to the interviewee and the interviewer responds by answering question.

(c) Observation-This is a process of collecting data. The method is useful in that it can be used to evaluate the behaviour of an individual in controlled and uncontrolled conditions. It can take place whereby the observer becomes a participant or non participant. Whichever the case, the observer has to be in sight of the person or group being observed. In participant observation you may take part in the activity you are observing e.g. you may get involved in lesson as a teacher of one of the learners.

3.3 PROCEDURE OF COLLECTING DATA.

In this research, the researcher used questionnaires as a method of collecting data. There are two types of questionnaires i.e. open ended questionnaire in which the respondent is free to respond according to his own reasoning and closed ended questionnaire where the respondent is required to give specific answers.

This method was found to be convenient because it covers a wider area, is cheap and requires the least time possible to complete. All the schools which deal with hearing impaired pupils and far away from each other so mailing the questionnaires were the only alternative and this was the only method that was convenient. Kenya Institute of Special Education Library was used to gather information.

3.4 SAMPLING PROCEDURE

There were various methods employed in sampling of data collection procedures. These include:-

- a) **Time Sampling**-It is systematically spaced over the total period of observation of behaviour or event e.g. observing children over a period of time. This method gives a clear picture of behaviour observed.
- b) **The incidental sampling method**-It involves the observation of selected categories of behaviour.
- c) **Anecdotal method**-anecdotal method involves recording the behavior of things they way they occur in their naturalistic settings.

The researcher in this case has conducted sampling in the manner shown below. In Garissa there is one unit which deals with hearing pupils.

The researcher decided to send questionnaires to three schools so as to gather information from different areas. This information will be useful to all the teachers in the whole district.

The researcher prepared thirty questionnaires which were to be filled by the teacher in the unit and the integrated programmes in Garissa district. The questionnaires were both open ended and closed ended. Some questionnaires were mailed to schools and others were delivered by hand. Those taken by hand were later collected for analysis. The questionnaires returned from all schools were only twenty.

3.5 TABLE OF DISTRIBUTION

School	Number given	Response
Hyuga girls	10	5
Garissa primary	10	5
Jaribu primary	10	10
Total	30	20

3.6 LIMITATION

The researcher was faced with financial difficulty since he did not receive any funding or sponsorship but, depend solely on his pocket bearing in mind that he is a student at the same time has other dependants.

Due to those shortcomings, he could not gather some of the information that was especially important in this research. The respondents were not willing to give actual information or were avoiding some of the questions for fear of being victimized by the authority and hence the researcher could not get the required information. The letter from the institute that was requesting permission for the researcher to carry out the exercise was not specifically addressing e.g. the head teacher, DEO e.t.c. but was rather addressing "To whom it may concern" hence some of the head teachers were especially reluctant and did not the exercise seriously nor did they cooperate as per the expectation of the researcher which hindered the efforts to gather more information.

3.7 Delimitation

Being a local from the area, the researcher enjoyed having good background knowledge of the area and having good knowledge of the language of the people. Also being a teacher from the district, the researcher had knowledge of most teachers and they regarded him as a colleague and not a stranger.

CHAPTER FOUR

4.0 PRESENTATION AND DATA ANALYSIS

In this chapter, the researcher analyses raw data collected and try to find out possible challenges facing learners with hearing impairment in regular schools in Garissa district.

As already mentioned in the previous chapters, the researcher will analyze the data using tables and after each table highlights the interpretation of the result in order of its preferences in terms of questionnaires used in the collection of data.

4.1 TABLE 1

In this question, the researcher wants to be find out the approach (es) teachers use to teach learners and how effected to communicate with learners in a classroom situation.

Response	Frequency	Percentage
Sign language	4	20%
Total communication	2	10%
Natural gestures	12	65%
No response	1	5%
Total	20	100%

From the table above. The researcher is convinced that very few teachers use the correct approach to teach the hearing impaired learners. Only 4.20% of the teachers can use sign language which is mode of communication of the hearing impaired learners. Only 10%

are able to use total communication and the majority of the teachers use natural sign which is language to the learners to get some concept since they come from different backgrounds and each of them possess their own natural sign.

TABLE 2

This question requires an explanation of how effective the methods are:-

Response	Frequency	Percentage
Not effective	13	65%
Effective	4	20%
Very effective	2	10%
No response	1	5%
Total	20	100

The above table clearly shows that the approaches used are not effective for the learners.

It's clear that teachers are not trained and this means that learners are not getting learning experiences properly.

QUESTION 2

The aim of this question is to find out whether the hearing impaired pupils are involved in the learning process.

Response	Frequency	Percentage
Yes	2	10%
No	18	90%
No response	0	0%
Total	20	100%

From the above, 10% of the respondents say yes, the learners participate while 90% say no they don't get involved. This is clearly shown by the response given where 18 teachers say no and 2 teachers saying yes. This participation of the child within the class is very important when it comes to imparting knowledge and hence this has not been achieved due to one reason or another.

b) This question requires an answer to the problem that teachers are likely to be facing when imparting knowledge and how active learners are in class.

Response	Frequency	Percentage
Very good	0	0%
Good	6	30%
Poorly	14	70%
Total	20	100%

From the data above, it is clear that learners with hearing impairment in the district are not actively involved in the class activity and this could be contributed by poor teaching skills and unsuitable curriculum for the hearing impaired learners.

QUESTION 3

Curriculum is a course of study and it should suit learners undergoing such curriculum.

This is to find out whether the curriculum learners are offered is appropriate for them.

Response	Frequency	Percentage
Yes	3	15%
No	17	85%
Total	20	100%

From the table above, its an indication that learners are not achieving much from the curriculum offered. This is so because it may be too rigid for the learners to cope or the teachers are not better placed to achieve much with the deaf children.

b) This question requires teachers to give subjects that are likely to teach the deaf.

Response	Frequency	Percentage
Maths	2	10%
English	8	40%
Kiswahili	4	20%
GHC	2	10%
Science	4	20%
Total	20	100%

From the above table, English features to be the most difficult to teach the learners while Kiswahili and science comes 2nd GHC and Maths comes 3rd. The subjects that feature as having great difficulty are the ones that require a lot of explanation and interpretation to the learners hence give a challenge to the teacher especially those who are not trained.

QUESTION 4

A part from the teaching services offered by the teachers, this question requires why other services they render the learners e.g. speech therapy, sign language, interpretations notes takers.

Response	Frequency	Percentage
Speech therapy	5	25%
Sign language	8	40%
Note takers	0	0%
No response	7	35%
Total	20	100%

According to the data above schools offer sign language interpretation although a good number of respondents have not responded to these questions. 25 % of the schools offer speech therapy.

QUESTION 5

A part from furniture, books e.t.c. hearing impaired learners need audio-logical equipment to enable them effectively. This question is meant to find out whether there is enough audio-logical equipment such as hearing aid.

Response	Frequency	Percentage
Enough hearing aids	1	10%
No hearing aids	15	70%
Hearing aids not in use	4	20%
Total	20	100%

From the above table it shows that there are hearing aids in some schools although they are not in use or not enough. Also from the analysis it is a clear indication that some of the schools do not have the hearing aid. However, lack of hearing aid contributes a great deal to the poor performance of the learners.

QUESTION 6

Apart from lack of learning aids and other necessary equipment that hearing impaired learners need to interact with peers so as to enhance effective learning, socialization and

sharing. Therefore the aim of this question is to find how much learners with hearing impairment interact with hearing peers.

Response	Frequency	Percentage
Yes	5	25%
No	15	75%
Total	20	100%

From the data above learners with hearing impairment do not interact freely with their peers. This could be as a result of the attitude of the hearing learners as mentioned earlier and lack of sensitization by the teacher to all the learners that hearing impaired learner equally require their support.

QUESTION 7

This question requires an answer to the challenges teachers in the event of these teachers in the event of these teachers carry out their duty.

Response	Frequency	Percentage
Communication difficulty	10	50%
Rigid curriculum	2	10%
Lack of equipment	4	20%
Attitude	3	15%
Others	1	5%
Total	20	100%

According to the table above, half of the teachers complained about difficulty in communication while 20% percent of the teachers have difficulty or rigid curriculum while a few have difficulty in attitude and other factors respectively. However, all the above affect the education of learners with hearing impairment, special communication is the avenue to transfer of knowledge and if its difficult to communicate learners achieve nothing or very little in any educational setting.

4.2 DISCUSSION

From the data analysis, there is a clear move that the objective of the study was achieved. It clearly indicated that there are shortages of specially trained teachers in Garissa district. These teachers are the best personnel who should be equipped with all the methods of teaching the learning impaired children since they understand these children better but unfortunately, teachers have no skills to the hearing impaired learners. Therefore, the government has a duty to intervene the problem by offering training to the teachers through seminars and in-service. Communication is a major tool when it comes to understanding one another. This aspect is missing in our schools causing a major problem to teachers and pupils as proved by the data analysis, without it, learning between both sender and the receiver of the message can occur.

Many hearing impaired pupils isolate themselves. This is due to poor speech and language that they have. These too have major when it comes to socialization communication becomes effective and sharing of experience can occur.

The hearing have low attitude towards the hearing impaired persons. They ignore them in everything they do. The facial expression from the hearing person proves to the hearing

impaired person that they are not wanted, thus they withdraw and isolated themselves. The data also proves that the hearing impaired pupils have poor academic performance. This is due to poor cognitive development they have no speech and language experience and therefore they can not think beyond what they have been taught. Poor communication, lack of common sign language and lack of special trained teacher contribute to poor academic performance.

CHAPTER FIVE

5.1 CONCLUSION

In every field, there ought to be some problems facing learners. That's why the special education of the hearing impaired persons in Gasissa district has not been spared. From the data analysis, it has been shown clearly that there are many problems facing hearing impaired pupils and teachers.

These problems include poor communication, low academic performance, lack of proper teaching methods, lack of equipment to teachers and pupils, lack of specially trained manpower, lack of common sign language, poor socialization and poor attitudes by the hearing community, lack of speech and language acquisition and emotional disturbances to the hearing impaired persons.

Coming tighter for the betterment of the education of the hearing impaired pupils in Garissa district can help both the teachers and the pupils a lot. The solutions brought forward by the teachers can be of great help.

Teachers understanding the behaviour of the children will help them handle the pupils and teach them effectively. Given that these children have been deprived of some senses, it is very important for them to be equipped with the necessary equipment so that they can learn better.

5.2 SUGGESTION/RECOMMENDATION

Creating a better future for the hearing impaired pupils is the best reward which can be a great help to both hearing impaired pupils and teachers. The researcher gathered some solutions from teachers which if implemented, can be of great help to both hearing impaired pupils and teachers and be able to socialize and the hearing society can have positive attitudes towards the deaf. The researcher highly recommends the following:-

- Use of total communication: This is a philosophy in which the goal is to create a successful and equal communication between human beings with different languages and perception. It incorporates aural, manual and oral modes of communication in order to ensure effective communication with and among the hearing persons. Total communication advocates for the teacher to use all methods to teach the deaf these include finger spelling, signed exact English, speech with supporting signs, pantomime, pointing, gestures, mimicry, writing/reading/drawing, anticipation, lip and eye contact.

Awareness of hearing impairment to the society is very important. It would enable all the hearing persons to appreciate the hearing person and accept them as human beings. Introduction of sign language as a subject in all schools will help the hearing learn the language of deaf. This will make communication effective to both the hearing and the hearing impaired persons.

The 8.4.4 syllabus is very wide for the hearing impaired persons. The curriculum developers should make a syllabus for the hearing impaired persons. integration being very useful to the hearing impaired persons, the hearing pupils should be first prepared

through guidance and counseling so as to be able to accept the hearing impaired pupils amongst themselves before it is implemented in schools. The family is the most immediate neighbour to the hearing child. All the members should be guided on how to help the child as clearly as possible. This will help the child in his future life/ for proper and effective flow of teaching and communication the government should provide the special schools for the hearing impaired children units and special programmes with the necessary equipments are very expensive and parents cannot afford them. The government should post trained teachers to all schools dealing with hearing children. This would increase the manpower and the children can be helped as much as possible. The hearing impaired pupils should be guided and counseled. This will enable them know how to socialize with the learning society. It is my feeling that not much has been gathered in his research on how to help the hearing impaired children to acquired language. I therefore call upon whoever is interested to venture this area for the benefit of the hearing impaired persons bearing in mind that disability is not inability.

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APPENDICES

QUESTIONNAIRE FOR TEACHERS

A study is being carried out to examine the challenges facing learners with hearing impairment in regular schools in Garissa district with view to improving their process.

The outcome of the study may be used by the government in issuing policy guidelines on provision of the needs of such learners.

Your cooperation in this exercise will be highly appreciated and your response to the questions will be kept confidential.

Name of the School.....

District

Class taught

1. (a) What approach (es) do you use in the teaching learners with hearing impairment?

(Please state them).

- i.
- ii.
- iii.
- iv.

b) How effective is (are) the method (s) do you use in the teaching of learners with hearing impairment? Please explain.

2. Are learners with hearing impairment actively involved in the learning process? If yes, how active are the involved?

If no why?

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.....

.....

3. Are the subjects in the primary school curriculum approaches for learners with hearing implement?

- (i)
- (ii) (iv)

4. When special education programmes and services do you render to learners with hearing impairment?

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5. Do learners with hearing impairment possess audio logical equipment such as hearing aids?

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6. In your view what is the relationship between learners with hearing impairment and their hearing peers?

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7. As a teacher for the hearing impairment learners what are the challenges you are likely to be facing in handling the learners? (Please state).

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