



**TEACHER'S ATTITUDE TOWARDS LEARNERS WITH HEARING
IMPAIRMENT IN AN INCLUSIVE SETTING: A CASE STUDY OF
SELECTED SCHOOLS IN DEDE ZONE, RONGO
DISTRICT, KENYA.**


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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE
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DECLARATION

I Angila Dominic, declare that this research study is my original work and has never been submitted anywhere for the award of a degree or for any other purpose. In any instances where the work of others has been used, due acknowledgement has been given.

Sign.....

Name: Angila Dominic Eric

APPROVAL

This research study has been under my supervision as the university assigned supervisor.

Sign.....

Name: Kibuuka Mohamed

Date:

DEDICATION

This entire work is dedicated to my late parents Mrs. Mathlida Okello and Mr. Carilus Otieno Odindo for their parental role.

ACKNOWLEDGEMENT

Utmost appreciation goes to the Almighty God who has enabled me to reach this far in the field of academia.

I am greatly indebted to my supervisor Kibuuka Mohamed who has labored at all times to offer advice in all corners and at all costs to see to it that I do accomplish this research study.

My gratitude is further due to the staff of Institute of open and distance learning of Kampala International University for the support given to me during my course of study

The fact is that our families do provide a solid rock of support for which we are always grateful. On this note, I am greatly indebted to my brother Odindo Richard who took the parental role after the death of our parents.

I acknowledge my wife Mrs. Eunice Atieno for financial support, and good cooperation during the period of my study, my daughters Anna, Leona and Joan for being tolerant and shared the hardship the family underwent in the course of my study. I highly appreciated family words, encouragement and positive attitude towards the study.

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Great Generals do win campaigns but it is the Unknown Soldier who fights the battle. Similarly, famous scholars create new pedagogies in education but it is the unknown teacher who imparts knowledge to the young. It would look unrealistic if I don't acknowledge the substantial work done by Mr. Ssekajugo Derrick in the process of coming up with this research work and for all the advice given to me throughout the whole course.

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DEFINITION OF TERMS AND CONCEPTS

Attitude	The inward feeling of a person towards something
Barrier free environment	social and physical environment that is conducive for the Development of the child with disability
Handicap	Handicap is a disadvantage caused by disability that prevent or limits an individual fulfillment of a role that is normal
Hearing impairment	These include all degree of hearing loss person who can utilize their residual hearing with or without hearing aid are Considered hard of hearing while those who do not have any tests are considered deaf.
Inclusive	This concept is parallel with integration and mainstreaming. The idea refers to the wish to include persons with disabilities in all aspects of life in the community, it also means involving them in decisions making.
Impairment	Refers to any loss or abnormality of physical or anatomical function.

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ABSTRACT

This study was set forward to determine the attitude of teachers towards learners with hearing impairment in an inclusive setting within Dede zone in Rongo district being an illustrative example. The general objective or purpose of the study was to investigate regular teacher's perception towards learners with hearing impairment in an inclusive setting. While reviewing related information to the topic of study, the researcher sought for ideas of prior scholars whose suppositions and contentions were similar the problem under study.

The study employed a descriptive design as this had been viewed as the most appropriate design and data was analyzed using percentages and frequency table.

From the study findings, it was realized that there were many children with hearing impairment in the regular schools within Dede zone. A recommendation was therefore made that although a considerable number of teachers seem to be changing their attitude towards learners with hearing impairment there is a lot to be done to ensure full attitude change.

CHAPTER ONE

INTRODUCTION

Background to the Study

Before the Sixteenth Century people with disability all over the world were considered socially and physically less human. They were not accepted as part and parcel of their families and communities.

As a matter of fact, the impaired were neglected and rejected as a result of the beliefs held by the masses. Some beliefs were that, deafness, was a result of witchcraft or a curse or even a punishment from God for being disobedient. Families having -impaired persons were discriminated against; it was hard even to marry from such families.

In some communities children with disabilities were not given a chance to live because they were considered to be a burden. They were thrown away, left in the bush to die or killed. Some great philosophers like Plato and Socrates condemned people with disability as not being capable of reasoning

Thomas Hopkins in the United States established the first school for the deaf student in 1817. The institution was called Asylum for the education and instruction of the deaf and dumb.

In 1857, the Columbian Institution for the deaf and dumb was established in Washington DC. This school eventually developed and latter became university unit,

which is known as Gallaudet University. It's the only Liberal Arts University in the world for the deaf.

Today people with hearing impairments lead productive lives and are successful in general education. They believe that the barriers to full access and acceptance by society are those directed by the attitudes of the people without disabilities, partnership and collaboration between hearing impairment are on the way towards overcoming those attitudinal obstacles.

In 1579-1620, a German – Juan Martin Pablo Bonet developed a hand manual alphabet and this proved that through teaching activates, a possibly of educating children with hearing impairment could realized. In the 20th and 21st century, children with such disabilities like hearing impairment have been placed in special preprograms such as special schools and in non governmental institutions like Kenya Red Cross.

In the view of the above background of the study there is an indication that a lot has been done to change the plight of the disabled children, especially those with hearing impairment from the time of neglect to date, very little though shows that those teachers who handle these children with hearing impairment have been trained enough to deal with the disability

This indicates that there is a need to find out the attitudes of the teachers towards learners with hearing impairment. As a result the researcher intends to carry out a

study whose results will lead to useful information on how to handle learners with the hearing impairment successfully.

Statement of the Problem

This study was intended to determine the perception of teachers towards learners with hearing impairment in an inclusive setting. It is quite evident that persons with a hearing impairment have been segregated in our communities and societies and even in regular schools due to the attitude of Africans towards disabilities. Many have been looked at in schools as persons who are incompetent and incapable as compared to other to average children. Few teachers have been trained and availed with skills as on how to handle such learners, the curriculum and classroom environment have not been modified to suit their needs and to make it worse, the communities lack sensitization on the needs and abilities of learners with hearing impairments.

The researcher was therefore geared to carry out this study so as to come up with proper ways of improving the standards of children with impairments most especially within school settings such that they can be recognized as rightful members of the society.

Purpose of the study

This study was intended to investigate regular teacher's perception towards learners with hearing impairment in an inclusive setting.

Objectives of the study

This study was intended to

1. To determine the profile of respondents as to:

Gender

Age

Academic level

Teaching experience

2. Determine the perception of regular teachers towards learners with an hearing Impairment in terms of behavior and communication ability and assistance to such learners.

3. Determine measures to be effected so as to effect assimilation of learners with hearing Impairment in inclusive settings.

Research Questions

1. What is the profile of respondents in Dede zone as to Age, gender, level of education and teaching experience?
2. What is the perception of teachers towards learners with an hearing impairing problem?
3. What measures ought to be undertaken to effect assimilation of learners with an hearing impairment in an inclusive setting

Significance of the study

The study is going to be useful to learners with hearing impairment, parents and educational officers in the Division and perhaps in the entire District. It is therefore important to reveal the attitude with the aim of improving the general education not only in the Dede zone but also in the entire Republic of Kenya

Scope of the Study

The research study was carried between the months of January and May within Dede Zone in Rongo district within Kenya. Six schools were used in the collection of data and all sorts information relevant to the study.

Theory

Patterning theory of neurological organization

This study is based on the patterning theory of neurological organization which states that the brain development takes place in an organized sequence. The sequence begins with the development of the lower parts of the brain beginning with parts bordering the spinal cord, and then proceeds to the upper parts of the brain.

Kimani (2002)

The development is accomplished with the establishment of the Left and Right-handedness. Failure to establish handedness as occurs in the case of mixed dominance is an indication of incomplete brain development incomplete development

of the brain is believed to cause learning problems such as reading among other problems.

In order to eliminate incomplete brain development and learning difficulties, a motor training exercise may be used. The motor training exercise involves carrying out physical activities in a given style and pattern like crawling backwards and forwards.

In other words, this theory associates incomplete brain development, which is characterized by mixed dominance with learning difficulties.

The association of lack of dominance within the brain as a factor that causes reading problem in children is not supported by research. However, since mixed dominance is a common problem among learners with learning difficulties, we can assume that whatever factor leads to mixed dominance could also be responsible for learning difficulties in children. If learning is a cognitive ability and cognition is a function of the brain, then a number of barriers to learning are as a result of problems within the brain, they are neurological.

Accordingly, the main assumption as far as this theory is concerned is that cognitive and neurological barriers to learning arise from problem within the brain.

Consequently, this leads to a number of learning difficulties including specific learning difficulties. However, SLD will occur when there is only a mild neurological involvement. The mild neurological involvement is often referred to as dysfunction.

Therefore, a cognitive and neurological view of SLD explains it in terms of specific minor correctable (remediable) difficulties within the brain. These minor brain problems that cause learning difficulties may be physically observed in a child in the following forms.

- Inadequate or differences in the way the learners processes information from the environments so that it can be understood, used, stored and to be retrieved latter. This different cognitive style in learning, in which case, you may find in your class some learners who: -

- 1) Are very fast and accurate in their work because they process the information faster than the average learner i.e. the case of gifted and talented
- 2) Take time to think, complete assignments or understands new concepts but they still manage somehow, i.e. the case of slow learners
- 3) Impulsive respond, very quickly to questions without considering other alternatives and end up with wrong answers and yet they are bright, a case of impulsive learners

- Inadequate development of the brain due to

- 1) An improvised environment, which does not stimulate adequate brain development as, found in disadvantaged learners.
- 2) The learners' inability to take in new experiences from the environment unless supported by another person

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Definitive review of Hearing Impairment

Different authors have defined hearing impairment differently. However, it is mutually accepted by Mwereri and Kathenya (2002) and the American Schools of deaf as the loss of hearing ranging from mild to profound.

Yesseldyke (1995) stated that "our reaction to exceptionality- our own to that of others are influenced by 3 factors:-The nature of individual tolerance, the cause of exceptionality and label assigned to it. As stated above it has been learnt that all of us respond in different ways to the environment. For some a defeat in basketball match may just be a critical casualty, and certain things are more important to some of us. We react to the diversity much in the same way. Some of us are uncomfortable with people with hearing disabilities, others are put off by mental or emotional disability, and still others have difficulty in interacting with those whose disabilities are pronounced.

Some behaviors in the classroom can make different reactions; the extent to which disruptive behavior is tolerated by teachers varies widely, students who are outspoken in class may be encouraged, tolerated or punished.

Moreover teachers' response is likely to depend on the particular type of disruptive behavior under consideration.

Yessldyke and Aglozzine (1995) argue that: -"it is useful to know the onset of the hearing impairments. Children born deaf or those seriously hard of hearing are at a significant disadvantage in learning language. They provide detailed potential signs for hearing impairments as follows:

- ❖ Students experience difficulties following oral presentation and directions
- ❖ Students watch the lips of teachers closely
- ❖ Students' turn heads and lean towards the speakers
- ❖ Students speak limited vocabulary
- ❖ Students use speech sounds poorly.

There are those tips for teachers of students with hearing impairments such as:

- ❖ Reduced distance between the students and the speakers
- ❖ Speak slowly and stress clear articulation rather than loudness when speaking
- ❖ Reduced background noise as much as possible
- ❖ Students seat near the center of the desk arrangement away from distracting sounds
- ❖ Be sure the hearing aid is turned on and functioning properly Thomas.

M.S and

Anne. M.B (1994) stated that, to avoid recognition, they might not ask for clarification, request changes in the classroom setting such as better seat or discussion adjustment in requirement with the teacher. As stated that some situation, social isolation occurs because other children may find the learner with

a hearing impairments, communication attempts either difficult to understand or slightly embarrassing.

Fisher et al (1989) as cited in Thomas and Anne (1994) "A reverse mainstreaming approach to increase the social integration of children with and without hearing impairments. Three interventions were in place with hearing impairments students, singing class, novel play equipments and a buddy system. This intervention significantly increased the interaction among children with and without hearing impairment Thomas M.A and Anne M.B (1994) stated that: "Interpreters should be positioned well so that the learner with hearing impairment can see both speaker and the interpreter. In addition, teachers frequently provide education interpreters with vocabulary list, lesson outline, study guides and other materials to help them in explaining to the learner with hearing impairments.

Andrew and Mason (1991) as cited by Thomas and Anne (1994) found that when reading between lines, that understand the multiple meaning of words and idioms, learners with hearing impairment describe ways of understanding reading materials from the context similar to those strategies used by their peers. However learners with hearing impairment use some strategies such as re-reading and background knowledge more frequently than students who could hear.

Lipsy and Gartner (1984) observed that full inclusion requires the development and implementation of the new school other re-conceptualization of the construct of

schooling. Such re-conceptualization of schooling recognizes that to be successful, all students including those presently labeled as disable must be enabled "to become effective workers in the production of their own learning" the new school will: demonstrate respect for the students, actively engage students in learning, prepare students for a lifetime of learning, recognize early in the learning process that the failure of students needs and effectively engage the student in the work of learning and develop an effective partnership with both the parents and the Community

Pugach and Johnson (1989), as cited y Thomas and Anne (1994) stated that: Preferral intervention typically classified as recognizing the absence of other assistance for teachers and adding credence to the notion that classroom teachers are likely to need problem solving strategies for many students for whom referral is not and will never be viable option. However, Graden (1989) argues that preferral is not a new thing it has been there, so it is just a form of consultation.

Thomas and Anne (1994) stated that, it is recognized, however, the general education teachers might not be ready to meet the needs of the learning with the mild disabilities without some support such as hearing aids, sign language competence teachers.

Duffy (1982) as cited in Thomas and Anne (1994) in his exploration of what really happens in classroom found out that the existing accepted structures of schools place incredible constraints on the actions of the teachers. He further argues that beyond placing and grouping, few instructional decisions were in the hands of the

teachers. Teachers contented with the limited amount of freedom and flexibility, as well as resources strategies.

The reality of the instructions include explicit mandate to use a particular basal textbooks in particular way, a professional evaluation based on how well individual teachers adhered to the prescribed procedures and accountability system based on how well individual teaches students did on standardized tests.

Roechler and Putman (1987) concurs with Duffy that teachers experience curricular restraints through following traditional based on reading instruction in which metalinguistic skills are presented as automatized procedures. Teachers reported instructions constraints arguing that the professional preparation did not assist them in their practice

Northcott (1980) suggested that" less restrictive settings have the advantage of increased learning of coping skills, increased motivation, fewer unusual behaviors stemming from social isolation and on enhanced understanding on the part of the parents regarding the child's abilities.

Lieberman (1992), as cited by Thomas and Ann (1994) stated that: "In a discussion of learners with severe disabilities cautions against over simplification of changes which must occur in the classroom, schools and community for effective integration"

Ganer-pinhas and Schmelkin (1989) reported significant differences among general education teachers, special education on administrators in attitudes towards mainstreaming. The most striking differences among the groups occurred regarding the academics and administrative concerns, classroom teachers exhibit the least positive attitude regarding academic concern followed by special education teachers. Principal and special education administrators reported more positive attitude.

Teachers creating a barrier free environment for children with hearing impairment in an inclusive setting

Rose (1982) as cited by Thomas M.A and Anne M.B (1994) stated that: "Hearing loss and other demographic variable aside the more fully mainstreamed the average learner with hearing impairment, the better his or her academic achievements".

Wood (1984) as cited by Thomas M.A. and Anne M.B (1994) investigated the relationship between teachers' control of conversations and children initiative and influence in communication. It is stipulated that as teachers change their conversation style to increase personal contribution students respond with increased initiative and mean length of turn. When teachers refrain in questioning them, children had more opportunities for spontaneous contributions and were more willing to take advantage of them.

Using the available teaching and learning resources in instructing learners in all inclusive setting by teachers

Yesseldyke and Aglozzine (1995) stated that: people across the country want to improve lives of the students with sensory disability and they themselves continue to hope for healthy and productive lives much like those of their neighbors and peers without disability. Towards this goal students with hearing impairments. Can best be helped by teachers, who can eliminate barriers, improve communication and foster independence.

As stated above we realize that the people are interested in the education of the child with the hearing impairment. Teachers are very much ready to support the education of such children by making good use of the available resources.

Many hearing-impaired people may rely on devices such as interpreters to help them communicate effectively. Such devices are important in education settings whereby the teacher may not be versed with the sign language in conferences and workshops

CHAPTER THREE

METHODOLOGY

Introduction

This chapter ties to give a clear image of the method used to collect data. It in other words gives details of the design, environment, the subjects, and data collection tools and how data was analyzed to come up with the findings, conclusion and recommendations.

Research Design

This study employed a descriptive survey design as this was viewed as the most reliable method for this particular study.

Environment of the Study

The research was conducted in Dede zone, Rongo District. The area has adequate rainfall throughout the year. The main economic activity is farming. The main cash crop is sugar- cane. The main stable food crop is maize.

Respondent / Subjects

The target population of the study included 30 regular primary school teachers of integrated and special units and parents of the hearing impaired learners from sampled schools within Dede zone.

Sample Size

The size of the sampling population constituted 20 selected teachers from the 5 schools both from upper and lowers purposively. It was only from those schools, which incorporate learners with hearing impairment that the researcher derived the sample.

Research Tool / Instrument

Both open ended and close-ended questionnaires will be used depending on their suitability.

In such open-ended questionnaire, the respondent were free to give their responses as they chose whereas in closed ended ones the respondents were restricted to give specific responses whether affirmative or disagreeing.

Also pertinent to this study, a few interviews were conducted with parents of the hearing impaired and this was done basing on the interview guide whose content reflects the same as in the questionnaire.

Data Presentation and Analysis

Data collected was scrutinized to ensure accuracy and consistency after which it was presented in form of tables and analyzed using percentages and frequency distribution tables. For percentages, the following formula was employed:

$$\text{Percentage} = \frac{\text{Number of events}}{\text{Total number of events}}$$

Qualitative analysis

The researcher further described, explained and interpreted the data around each of the major objectives so as to answer the research questions

Ethical Considerations

The study primarily engaged all respondents viewed relevant to the theme under study. Accordingly, extreme confidentiality had to be promised and this was only by promising secrecy to selected respondent's information provided.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter was about the presentation, discussion and analysis of the findings of the study. This was done with an attempt to attain each of the objectives of this particular study.

Profile of Respondents

This subsection sought to establish the profile of respondents as to gender, age and level of education and this was in attempt to answer research question one.

Research question one revisited: What is the profile of respondents as to age, gender and level of education in the area of study?

Table 1 :Table1: Gender of respondents

Gender	Frequency	Percentage (%)
Female	12	60
Male	18	40
Total	30	100

Source: Primary data

According to table 1 above, the majority of respondents were male constituting 60% while the females constituted 40%- implying that there are more male teachers within the zone than the females.

Table 2 :Table 2 Age of respondents

Category	Frequency	Percentage (%)
20 – 30	14	47
31 - 40	6	20
41 – 50	4	13
51+	6	20
Total	30	100

Source: Primary data

Table2, above shows that he majority of the respondents were in the age range of 20-30 (constituting 47%) years of age followed by those in the age range of 31-40(constituting 20%) thus implying that young teacher are now days entering the job market as compared to the past.

Table 3; Level of education of the respondents

Category	Frequency	Percentage (%)
PTE (P1)	15	30
Diploma	7	23
Graduate	8	27
Total	30	100

Source: Primary data.

Basing the findings form the study as indicated in table 3 above, the majority of the teachers were Ordinary level – leavers (Constituting 30%) meaning that most of the teachers were P1 certificate holders, followed by the graduates (constituting 27%) and those who possessed advanced level certificate were the minority (23%)

Table 4 :Table 4: Teaching Experience

Category	Frequency	Percentage
1 – 10 years	18	60
11 – 20 years	10	33
21 years an above	2	7
Total	30	100

Source: Primary data

From table 4 above, the majority of teachers had a teaching experience of between one and ten years (constituting 60%), those with a teaching experience of 10 to 20 years constituted 33% while those with more than twenty years teaching experience constituted the minority figure (7%)

Table 5: Teachers perception about the behavior of impaired learners

Category	Frequency	Percentage (%)
Portray maximum attention		
Strongly agree	15	50
Agree	8	27
Strongly disagree	5	16
Disagree	2	7
Total	30	100
Unable to follow instructions		
Strongly agree	14	47
Agree	10	33
Strongly disagree	4	13
Disagree	2	7
Total	30	100
Able to communicate well		
Strongly agree	6	20
Agree	2	7
Strongly disagree	18	60
Disagree	4	13
Total	30	100

Source: Primary data

From table 5 above, it is indicated that the majority of the respondents agreed with and with no doubt at all that the impaired portray maximum attention while in class and this could be attributed to the need by such individuals to cope up with the rest of the learners in a classroom setting.

Concerning the follow up of instruction in the classroom by the impaired, the majority of the respondents strongly agreed that much as the impaired pay attention while in the classroom, they are unable to follow instruction in the most

desirable way and this was attributed to the difficulties they do possess when it comes to hearing.

Table 5 above still indicates that the majority of the respondents strongly rejected the idea that the impaired are able to communicate well to their teachers while they are in and out side the classroom. This implication is that there is a likelihood of having most the teachers lacking skills of sign language.

Table 6 : Factors that ought to be put in place for effective consideration of

Impaired Learners

Category	Frequency	Percentage (%)
Apply a variety of teaching		
Methods which are relevant		
Strongly agree	18	60
Agree	10	33
Strongly Disagree	0	0
Disagree	2	7
Total	30	100
Application of a variety of learning resources		
Strongly agree	21	70
Agree	9	30
Strongly Disagree	0	0
Disagree	0	0
Total	30	100
Provision of good physical facilities such as libraries, well constructed classrooms, and play grounds		
Strongly agree	28	93
Agree	2	7
Strongly Disagree	0	0
Disagree	0	0
Total	30	100

Source: Primary data

Table 6 above shows the concerns of the subjects about what ought to be done so as to achieve inclusive learning catering for even the impaired learners. Concerning the application of teaching methods, the majority of the respondents (93%) agreed that a variety of teaching methods ought to be applied during the course of teaching so that

even the impaired can be abreast with content flow during the course of teaching.

With regard to the provision of teaching or learning aids, the majority of the respondents agreed that several teaching aids ought to be applied during the course of teaching and these should be relevant to ease the teaching of a setting with even the impaired.

Concerning the provision of physical facilities, the majority of the respondents agreed that good physical facilities ought to be put in place and among such should include, libraries which are well stocked, well constructed classrooms, and good play grounds.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

Although a considerable number of teachers seem to be changing their attitude towards learners with hearing impairment there is a lot to be done to ensure full attitude change.

A large number still misunderstand hearing impairment learners. Only few are willing to help them. It is therefore evident that their attitudes towards learners with hearing impairment are negative.

The great challenge the research work has revealed to be facing teachers in dealing with hearing impaired learners is lack of relevant information / knowledge and skills on how to handle the child. This is why some still neglect them.

A lot of appropriate intervention measures to manage hearing impediment mentioned by the teachers.

However doubts are still high as to whether they are in practice, a lot more needs to be done to equip the teachers with necessary skills to be able to offer effective services to the child with hearing impairment problem. Interview done revealed that learners with hearing impairment problems perform and compete poorly in a cadmic work.

This seems to be of adverse effect towards the person with hearing impairment from the society up to the school

Discussion

In the process of research study, the teachers I expected to respond failed due to that I only used the few who accepted to help me.

From the researcher's view. It is true that hearing impaired learners may not perform exceptionally well in this aspects but every thing rest on the severity and level of intervention accorded to them.

If they received appropriate intervention at the right stage in life even severity reduces and they can perform wonders as others.

Many famous personalities in Kenya; Dr Ndurumo with hearing impairment perform, therefore if our hearing impaired learners cannot perform averagely well, then our nature system is questionable and to a large extent our attitude is put to a failing test.

Failure of the government to provide incentives to the teachers, physical facilities and poor teacher-pupil ratio that exist will continue to perform as expected.

Recommendation

For the teachers to change their attitude fully to accommodate and support hearing impaired learners to learn and grow well in an inclusive setting, there should be creation of a awareness, campaign by collaborative effort between ministries of education, Kenya National association for the deaf and ministry of health.

The district education assessment centers. Personnel should intensify seminars and workshops on learning difficulties faced by hearing impaired learners to reach every school in the division

The teacher education in the republic of Kenya should incorporate elements of special needs education into teaching curriculum of the teachers training colleges in order to prepare teachers for challenges of their work.

More research work should be carried out in this field in the division and even other parts of the country to reveal more facts on the ground and give more recommendation on how the trend can be reversed

Conclusion

There are many children with hearing impairment in our regular schools within Dede zone.

Teachers were exposed that there are learners with hearing disabilities in their schools. Many learners in the division with hearing impairment are not yet finding accommodative and supportive place in the schools. / It might be worse off in the general community as they might not get adequate assistance necessary for supporting them to learn and grow well. The biggest challenge that they face teachers in dealing with hearing impairment is lack of relevant information/ knowledge and skills to manage their learning. Teachers are aware of the appropriate intervention measures to manage these children with hearing impairment. However many affected children may not reach them because of fear that, the teacher may not be ready to assist him/ her

The performance of the hearing impaired learners in academics generally poor because they are not taken care of

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR REGULAR TEACHERS

Dear respondent,

This questionnaire is to help the researcher – Dominic Eric Angila to gather information on the perception of teachers towards learners with hearing impairment in an inclusive setting in Dede zone. Your responses will be treated with highest confidentiality. To ensure the same, do not write your name or any other form of identity anywhere on this form. Give your responses in the spaces provided as honestly as possible. Where alternative responses are given, mark your choice by putting a tick [✓] in the box next to the appropriate answer.

1.0 Section A: Profile of Respondents

1.1 Gender: Male ☐ Female ☐

1.2 Age:

Below 20 ☐ 20 - 30 ☐ 31-40 ☐

41-50 ☐ 51 and above ☐

1.3 Marital status:

Single ☐ Married ☐

1.4 Highest Level of education:

P1 ☐ Graduate ☐

Diploma ☐

1.5 Working experience

1-10 yrs 11 – 20yrs above 20 – 9 yrs

2.0 Section B: Learners Behavior in Classrooms

2.1. The impaired portray maximum attention while in the classroom

Strongly agree Agree

Strongly disagree Disagree

2.2. The impaired are unable to follow instruction well while in classroom.

Strongly agree Agree

Strongly disagree Disagree

2.3. The hearing impaired are in position to communicate well while in classroom

Strongly agree Agree

Strongly disagree Disagree

3.0 Section C. Factors to consider to achieve effective inclusion of the hearing impaired.

3.1. There is need to apply a variety of teaching methods during the course of teaching.

Strongly agree Agree

Strongly disagree Disagree

3.2. A variety of teaching aids should be applied in the course of teaching

Strongly agree Agree

Strongly disagree Disagree

3.3. There is need for provision of good physical facilities including libraries, well built up classrooms and playgrounds to allow effective inclusion of the

BUDGET FOR CONDUCTING RESEARCH

Item	Particulars	Quantity	Total cost (KSH)
1	Reams of paper	6	2,000/=
2	File folders	3	3 00/=
3	Note book	1	200/=
4	Pens	4	100 / =
5	Pencils	2	200/=
6	Typing expenses	8 reprints	3,000/=
7.	Printing Expenses	8 reprints	2,000/=
8	Transport Costs		3,000/=
9	Miscellaneous		3,000/=
	Total		13,800/=

WORK PLAN FOR THE RESEARCH STUDY

Activity	Dec	Jan	Feb	Mar	Apr	May	June
Proposal Writing	XX						
Writing Literature		XX					
Gathering Data			XX				
Data Analysis				XX			
Writing First Draft					XX		
Writing Final Draft						XX	
Final presentation							XX