

**CHALLENGES FACING LEARNERS WITH HEARING IMPAIRMENT  
IN REGULAR SCHOOLS: A CASE STUDY OF MOISBRIGE  
ELDORET WEST DISTRICT RIFT VALLEY  
PROVINCE, KENYA**

**BY**

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## DECLARATION

I Mining' Rebecca declare to the best of my knowledge that this research report is authentic and has never been submitted for an award of degree to any university or any other institution.

The literature and citations from other people's work have been dully referenced and acknowledged in the text.

Signature .....



MINING' REBECCA

Date .....



## APPROVAL

This is to certify that this research has been submitted for examination with my approval as university supervisor.

Signature  .....

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SUPERVISOR

Date 28/08/2009.

## **DEDICATION**

I would like to dedicate this research work to my beloved daughter Diana Kimutai who has truly made impact in my education. To my beloved husband Mr. Wilson Sirma who offered constant prayers for me. Not forgetting my supervisor Mr. Kyazee who gave me constant guidance throughout the research process.

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## **ABSTRACT**

The study focused on challenges facing learners with hearing impaired in regular primary schools of Moisbridge zone, Eldoret west district. It was across sectional survey which involved head teachers and teachers as respondents. Data was collected using questionnaires and interviews.

The findings revealed methods used to teach the learners were inappropriate and that there was lack of proper teaching facilities.

The researcher recommended that more trained personnel to be deployed to handle the hearing impaired learners and also parents to be sensitized and also proper teaching facilities to be used.



# CHAPTER ONE

## 1.0 Introduction

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

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

The hearing impaired persons also faced difficulties while learning and leading a normal life among the hearing population. However, it is quite recent that the society has begun 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 school much better equipped for life in the ordinary community than they do now.

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

### **1.1 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 and not so much has been done to cater for individual differences. Most of hearing impaired children go through assessment and get referred to special schools or unit. Teachers come with different methods of communication, which in a way requires the learners also to adapt and use. It has a disaster to the learner since they do not have alternatives.

As it were from earlier on, grant controversial and argument has been the advocate of oral, aural and manual communication with the hearing impaired. The same extended to our country Kenya arguments are still on but the introduction of the total communication seems to cool down this struggle. The Kenya society for the deaf children (KSDC) which was established in 1958 has not done much as far as effective communication within and without 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 and from one person to another.

### **1.2 Statement of the problem**

There are many problems facing learners with hearing impairment in the regular primary schools in our district. Teachers are not willing to accommodate the hearing impaired learners in their regular

classrooms due to lack of skills, equipments and other support services.

In most cases you will find that children with hearing impairment are left at home, others are closed indoors and such children end up not exploiting their talents as need be all because even the trained officers don't make efforts to identify and educate these children in their unit. In my district we don't have a school for hearing impaired children so for poor parents children just stay at home with them for those well off take their children to Kapsabet deaf school which are some kilometre away from the district all this leads to frustration to the effort of the government for each child to get education by the 2030. The researcher would like to gather and analyze all the necessary information which hinders the inclusion of these children in the system. The researchers would like to find out why the inclusion of the hearing impaired learners has not been addressed effectively to enable get proper services like the hearing counterparts in Nandi North District.

### **1.3 General objectives**

The general objective of the study was to determine the challenges facing the hearing impairment in regular schools in Soy Division, Eldoret west district Kenya and came up with possible strategies to solve the problem.

### **1.4 Specific objectives of the study**

- (i) To find out teachers attitude towards the learners with hearing impairment in regular school.
- (ii) To find out the availability of relevant equipment and facilities of learners with hearing impairment in Eldoret west district.
- (iii) To investigate the roles of assessment centre on the placement of hearing impaired learners in regular school.

## **1.5 Research questions**

### **1.5.1 Main research questions**

What hinders the education of learners with hearing impairment in Reguarl School in Eldoret west district?

### **1.5.2 Sub research questions**

- (i) What are the teachers attitudes towards the learners with hearing impairment in regular school?
- (ii) Are there relevant equipment and facilities for learners with learning impairments in regular schools?
- (iii) What are the roles of the assessment centres on the placement of hearing impairment learners in regular schools?

## **1.6 Scope of the study**

The study was carried out in Soy Division, Eldoret west district in Eldoret district administration district of rift valley province in Kenya. The head quarters is Eldoret town. The district has a population of 487,108 and the area covers 1498 km<sup>3</sup>. The study was limited to the objectives in regards challenges facing hearing impairment learners in regular school.

## **1.7 Significance of the study**

The finding will go along way in assisting the following:

- (i) Hearing impaired learners' education performance.
- (ii) Teachers and parents attitudes / problems with the handicapped learners with special reference to the hearing impaired children.
- (iii) The placement by government for the hearing impaired children either in specialised or in ordinary / regular school.

## **1.8 Definition of 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 hear with air.

The middle ear conducts 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 to any part of the eardrum or the ossicular chain can result can result in loss of conductive transmission efficiency and a subsequent conductive hearing loss. This is according to Shulman (1991).

### **Inner ear**

This inner are 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 route produces a sequalae of symptoms of the given area. Sensory neural hearing impairment are usually associated with affection of the inner ear and its inversible with cochlea impairment, the greater the hearing loss. This is according to Shulman (1991).

### **Communication**

This is the process of exchanging information and ideas between participants for it to be effective there must be a sender, a receiver

and 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 is emphasized.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

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 impairment under given sub topics.

#### **2.1 Causes of hearing impairment**

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**

According to Gear Heart (1980), the outer ear consists of the Pinna and external auditory canal. The Pima 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.

##### **Paracusis of willis**

According to Nober (1966) paracuses of wills is a condition where a person with conductive hearing loss osterisbly hears well with loud noise made.

## Genetic disorders

According to Smith (1995), 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.

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

## **2.2 Characteristics of hearing impaired children**

Gear heart (1980) came up with different ways of identifying a 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.

## **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 to the nature of the handicap.

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.



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 speech reception aid with the deaf including auditory, visual and tactile aids 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 all over for example in 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 Hallahan (1991), language in hearing impaired children in the USA is almost severely affected.

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

A significant challenge to professional and parents is the 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 there is lack the support. This is according to Picker gill (1997).

#### **2.4 Challenges faced by hearing impaired learners**

Hearing attracts sympathy from the hearing community, this is because it's not obvious and can only be identified by 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 not attention to them, they over look

such learners because it's difficult for them that the child hears when he / she wants to hear. Teachers therefore tend to be naughty and awkward rather than deaf. These are 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's 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.

According to Kathryn Meadow (1980), hearing impaired children have a general decrease role taking ability. This is essentially unrelated to general intelligence. The children exhibited development delays in their role taking abilities which contribute to poor responses and acceptance by others. The hearing impaired children have aggressive behaviours and other children dislike that between the hearing impaired and the hearing is a big problem.

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 the sense in order to perceive the world around him for example, he will use his sense of touch through manipulating different objects and the sense of vision through observing what is in the environment.

He also continued to say that the hearing impaired child omits speech sounds not because there is anything wrong with speech organ but does not hear these sounds and therefore cannot produce them.

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. Stephen 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 difficult for the hearing impaired children to grasp and interpret it in memory.

According Gulliford (1979) 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.

## **2.5 Effects of hearing impairment to education performance of the learners**

According to George (1979), the poor performance in education 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. 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.

Due to the rejection and ignorance from the hearing, the hearing impaired tend to seek the company of the other hearing impaired pupils whom they team up tighter. They can use their sign language to communicate and share their own stored stories and feelings. 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.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter the researcher aims at explaining in sequential order how the study is to be carried out. This chapter entails research approach, research design, target population, sample size, sampling procedures, tools and instruments and procedure of data collection.

#### **3.1 Research approach**

In this study the research interests to use the qualitative approach method to collect the data. This choice is based on the nature of the data to be collected which involves description and also the nature of interaction with the respondents.

#### **3.2 Research design**

In this study the researcher intends to see the case study in collection of the data in moisbridge zone. This is chosen considering the geographical vastness of location of school in the area and the number of respondents to be reached within the limited time.

#### **3.3 Population target**

The population in the study mainly consists of teachers and administrative heads of school in Moisbridge zone in Eldoret west district.

The researcher chose three schools out of sixteen in the zone. This is so because of the wide geographical spread of schools within the study area. Each sample school is to produce three teachers and the head teacher of the school this translates to four respondents per school making a total number of respondents to twelve.

### 3.4 Sample size

Moisbridge zone has a total of sixteen schools. Each school has about twelve teachers. This makes a total of one hundred and ninety two teachers in the zone.

To accomplish the task of reaching out to the target population effectively the researcher intends to use sample schools and teachers to represent the rest, the schools that are chosen include Moisbridge primary, Majimazuri primary and Ndabarnach primary.

SCHOOL	Number corn	Response	Percentage
Moisbridge Primary	10	5	50
Majimazuri primary	10	5	50
Ndabarnach primary	10	8	80
Total	30	18	60

Profile of respondent school / teacher

### 3.5 Sampling procedure

For equitable and balanced representation of schools within the zone, the researcher intends to use simple random sampling techniques to pick three schools (sample). This according to the researcher is chosen considering the geographical vateness and the land scope of the study are hill, bushy and steep. The geographical spread of the school within the study area is also to be considered, the researchers will also consider the population of one individual school. Two schools on the eastern and one on the western are to be chosen to get balanced representation (stratum). Later the researcher is to chose three teachers and one head teacher from each school (respondents). Among the teachers chosen two would represent the lower primary, one the upper primary. The researcher will also consider the gender in that at least one of the respondent would represent the least dominant sex (gender).

### **3.6 Procedure of data collection**

A letter of introduction from the institute of open and distance learning was sent to facilitate in the data collection exercise, the letter was handed to the head teacher before the distribution of the questionnaire which were of two types that is open questionnaire in which the respondent is free to respond according to his / her own reasoning and closed ended questionnaire where the respondent is required to give specific answers. This method of use of questionnaires was found to be convenient because it covers a wide area within a short period of time, it also required least time possible to complete because those filling were mainly teachers.

The data collected was later sorted and categorized after which it was analyzed and conclusion and recommendations was done. With library research, the researcher got all the necessary information related to the study through reading relevant book.

### **3.7 Statistical research data**

The frequencies of the percentage was used to determine the number of sample respondents used in the research process and the number that participated positively in contributing for the research.

Formula

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondent}} \times 100$$

Total number of respondent

Where F = Number of respondents observed.

Qualitative analysis, data from the questionnaire was standardized hence requiring categorization, such data was presented in a descriptive form above which was used to discuss the results of the quantitative data.

### **3.8 Limitations of the study**

The researcher was faced with financial difficulties since the student teacher never received any scholarship but depended solely on her pocket bearing in mind that she is a student at the same time others depend on her. Due to the short coming therefore, she could not gather some important information that especially important to the research. Other respondents were not willing to get actual information in fear of victimization by the authority hence the researcher could not get the required information.

### **3.9 Delimitation**

The questionnaire helped the researcher to get a lot of information in a short period of time because the question required not the information of the respondents.

Also being from the local area the researcher enjoyed having good background knowledge of the area and having good knowledge of most teachers around, they regarded her as a colleague and not a stranger.



## CHAPTER FOUR

### DATA PRESENTATION AND FINDINGS

#### 4.0 Introduction

This chapter is a presentation, interpretation, discussion of the findings of the study. The findings is presented in a form of table and frequency counts and percentages.

#### 4.1 Table of distribution

##### Question 1

The question requires an explanation of how effective the approaches used are to the learners with hearing impairment.

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 not 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 to poor teaching skills and unsuitable curriculum for the impaired learners.

### Question 3

Curriculum is a course of study and it should suit learners undergoing such curriculum this is to found 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, it's 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 with the teachers are not better placed to achieve much with the deaf children.

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 2<sup>nd</sup> GHC and Maths comes 3<sup>rd</sup>. 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 who are not trained.

#### Question 4

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

Response	Frequency	Percentage
Speech therapy	5	25
Sign language	8	40
Not 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, etc hearing impaired learners need audio-logical equipment to enable them to learn effectively. This question is meant to find out whether there are enough audio-logical equipments such as hearing aid.

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
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 greater deal to the poor performance of the learners.

#### **Question 6**

A part 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 out 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 result of 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 face in carrying out their duties in regular classrooms with learners with hearing impairment.

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 is shortage of specifically trained teachers in Eldoret west district. These teachers are the best personnel who should be equipped with all the methods of teaching the impaired children since the hearing 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 receiver of the message can't occur.

Many hearing impaired pupils isolate themselves. This is due to poor speech and language they have. These too have major problem when it comes to socialization communication becomes effective and sharing of experience can't occur. The people 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 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**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The major purpose of the study was to know challenges facing learners with hearing impairment in regular school. This chapter focuses on the summary of the study, conclusion and recommendations. Finally the chapter ends with suggestions for further research.

#### **5.1 Conclusion**

In every field, there ought to be some problems facing learners. That is why the special education of the hearing impaired persons in Eldoret west 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 trained manpower, lack of common sign language, poor socialization and poor attitudes by the hearing community, lack of speech, language acquisition and emotional disturbances to the hearing impaired persons is among the challenges facing the hearing impaired.

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

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 Suggestions / recommendations**

Creating a better future for the hearing impaired 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 they can be able to socialize with the hearing society and 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 language and perception. It incorporates the appropriate 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 fellow human beings. Introduction of sign language of the 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 counselling 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. These 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 children should always be guided and counselled. This will enable them know how to socialize with the hearing society. It is my feeling that not much has been gathered in this 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

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

A study is being carried out to examine the challenges facing learners with hearing impairment in regular schools in Eldoret district with view to improve 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 treated with utmost confidentiality.

N.B: Do not write your name anywhere on this paper

Personal information

Tick one

Sex

Female ☐

Male ☐

Age

18 – 25 ☐

26 – 35 ☐

36 above ☐

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

.....

.....

.....

(b) How effective is (are) the method(s) 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 they involved?

.....  
.....  
.....

3. Are the subjects in the primary school curriculum appropriate for learners with hearing impairment?

.....  
.....  
.....

If no, please state the subjects that they experience difficulties in

.....  
.....  
.....

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

.....  
.....  
.....

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

.....  
.....  
.....

If no, why?

.....  
.....  
.....

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

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.....  
.....

7. As a teacher for the hearing impaired learners, what are the challenges you are likely to face in handling the learners (please state)

.....  
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.....

## APPENDIX II: TIME FRAME AND SCHEDULE

TIME FRAME	ACTIVITY TO BE DONE
January 2009 – April 2009	<ul style="list-style-type: none"><li>• Developing the research proposal</li><li>• Presentation of the research proposal for approval</li></ul>
April 2009 (face to face)	<ul style="list-style-type: none"><li>• Working on chapter I of the S.S.P (introduction)</li></ul>
4 <sup>th</sup> May – 30 <sup>th</sup> May 2009	<ul style="list-style-type: none"><li>• Working on chapter I of the S.S.P (Methodology)</li></ul>
4 <sup>th</sup> June – 30 <sup>th</sup> June 2009	<ul style="list-style-type: none"><li>• Access to literature review in the library</li><li>• Access to the internet services for review</li><li>• Preparation and printing of questionnaires</li><li>• Dispatch of the questionnaires to sample school</li></ul>
August face to face	<ul style="list-style-type: none"><li>• Data collection analysis and recommendation</li><li>• Printing and typing, proof reading</li><li>• Presentation of final work</li></ul>

### APPENDIX III: ANTICIPATED BUDGET

TIME SCHEDULE	ACTIVITY	COST
January – April 2009	<ul style="list-style-type: none"> <li>• Buying of writing materials</li> <li>• Travelling logistics</li> <li>• Library charges</li> <li>• Browsing internet</li> </ul>	400.000
May 4 <sup>th</sup> – 30 <sup>th</sup> May	<ul style="list-style-type: none"> <li>• Literature review chapter 2</li> <li>travelling logistics</li> </ul>	250.00
June 4 <sup>th</sup> – 30 <sup>th</sup> June	<ul style="list-style-type: none"> <li>• Literature review chapter 2</li> <li>• Travelling logistics chapter (methodology)</li> </ul>	250.00
July 4 <sup>th</sup> – 30 <sup>th</sup> July	<ul style="list-style-type: none"> <li>• Literature review</li> <li>• Preparing of questionnaires</li> <li>• Visiting sample schools</li> <li>• Delivery of questionnaires</li> </ul>	400.00
August face to face 1 <sup>st</sup> August to face to face	<ul style="list-style-type: none"> <li>• Data collection, analysis</li> <li>• Presentation, recommendation</li> <li>• Typing, printing, proof reading</li> <li>• Presentation of final work</li> <li>• Travelling logistic</li> </ul>	2000.000
	TOTAL	3,3000.000