

**METHODS OF COMMUNICATION USED IN EDUCATING THE HEARING
IMPAIRED CHILDREN IN AN INCLUSIVE CLASS IN KAMBUI PRIMARY,
KIAMBU DISTRICT-KANYA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
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APPROVAL

The research report has been submitted for examination with my approval as the candidate's University supervisor.

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DATE

29/08/2008

SIGNED



DECLARATION

I **DANIEL MWEGA KARIUKI** do hereby declare that, methods of communication used in educating the hearing impaired in an inclusive class, is entirely my own original work, except where acknowledged and that it has not been submitted before to any other University or institution of higher learning for the award for the of a degree.

SIGNED.......... DATE 29.8.08.....

ACKNOWLEDGEMENT

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DEFINITION OF TERMS

LEARNING RESOURCES:

These are the materials that are used by the teachers while teaching the subjects to make teaching became more effective.

QUALIFIED TEACHERS:

These are the teachers who have been professionally trained to teach the subjects effectively and with a lot of competence.

HEARING IMPAIRED:

This is any deviation from normal hearing regardless of its severity, from mild to profound.

DEAF:

This is state of a severe hearing impairment where one cannot process information using hearing.

HARD OF HEARING:

A hard of hearing person is one who generally with or without the use of a hearing aid has a hearing that is sufficient enough to enable successful processing of language and other audio logical information.

CONGETIALLY DEAF:

These are the children who are born being deaf

PRE-LINGULY DEAF:

This is the person who becomes deaf after acquiring language in his suture communication along with a hearing aid.

POST LINGUAL DEAF:

This is a person who becomes deaf after acquiring spoken languages and many also be able to partially maintain and use acquired language in this future communication along with a hearing aid.

HEREDITY:

This means that the child has inherited the problem through a parent.

OTTIS MEDIA:

Ottis media is an infection of the middle ear caused by common cold, measles or fever which blocks the Eustachian tube

AUDIOLOGY:

Audiology refers to the science of hearing and the study of the hearing loss. Audiology helps to understand that hearing impairment as well as the process of habilitation and rehabilitation of persons with hearing impairment

SPEECH:

It is an ordered combination of sounds which are expressed orally and received by the Ears.

SENSORINEURAL HEARING IMPAIREMENT

This is the result of damage to all or part of the inner ear or cochlea in which sensory of neural aspects of hearing begin.

MIXED HEARING LOSS:

This is when an individual posses both conducting loss and sensor neural loss.

CONDUCTING HEARING IMPAIRMENT

This refers to a distraction or blockage within all or part of the conductive mechanism of the outer or the middle ear and generally is medically remediable.

ABSTRACT

The researcher sought to find out the communication methods used by teachers of the hearing impaired children. Communication can be affected because a child is unable to hear clearly the spoken message. Persons with hearing impairment can be classified into two main groups that are hard of hearing and deaf. Persons who are hard of hearing have residual hearing and are able to perceive spoken language. Those who are deaf are unable to perceive some spoken language or sound around them.

The researcher used the questionnaires, one for the teachers of hearing impaired and the other one for the hearing impaired children. The method used to select those to fill the questionnaires was sampling. The researcher targeted twenty pupils and ten teachers. All the pupils responded and only nine teachers gave the filled forms back.

Communication involves two or more persons that are able to use a communication system that is understood by both. It is common for the hearing impaired children to have difficulty in communication because of problems in the acquisition, comprehension, production and use of information. Children with communication difficulties experience serious problems which interfere with their educational, psychological and social development.

The researcher recommends that teachers should have in-service courses, seminars and workshop to help them be able to cater for children with special needs in Education. The public should be made aware of the children with Special Needs in Education through the churches and chief's barazas by the teachers of Special Needs. Children who are hard of

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The researcher recommends that teachers should have in-service courses, seminars and workshop to help them be able to cater for children with special needs in Education. The public should be made aware of the children with Special Needs in Education through the churches and chief's barazas by the teachers of Special Needs. Children who are hard of

hearing should be assisted with hearing aids and the deaf to be taken for courses and seminars on Kenyan sign language.

The researcher showed that teachers have skills on how to handle learners with hearing impairment. Also lack of teaching aids and equipment since the hearing impaired children depend on their vision. Lack of proper communication methods makes it difficult for the hearing impaired children to interact socially with the hearing peers siblings and parents. Deaf children need to be exposed to sign language or gestures both at home and at school.

CHAPTER ONE

1.0 INTRODUCTION

For many years people have been sidelining the disabled individuals. This has been mainly due to the fear that by mixing with them, the persons might contract some of those disabilities. In some of the African traditional cultures and beliefs, such as the Kikuyu community birth of a disabled child was viewed as an abomination in the family. The disabled child was seen as bad omen to the family as a whole. People believed that this was due to punishments from gods because of some sins committed by some members of the family especially the parents. Others believed that it was a result of a curse from the ancestors while others believed that it was a punishment to the mother if she laughed at a disabled child when she was expectant.

Many people have lived without putting distinction between the different types of disabilities. Many have always not been able to differentiate between the intellectually challenged and the physically handicapped especially those with cerebral palsy. Others used to refer to the intellectually challenged as mad people or mentally ill. But in the recent past people have been able to distinguish between the different types of disabilities

1.1 BACKGROUND OF THE PROBLEM

The concept of disability has undergone significant changes. For instance, Payne and Mercer (1975) stated that the treatment of the disabled has been through five historical eras. The first was the era of extermination. During this era, the Greeks and the Romans killed newly born infants who were found to have physical deformities and severe forms of mental retardation.

During the second era the disabled were ridiculed. The physically handicapped and the mentally retarded were made court clowns and were used to entertain the privileged class. During the middle Ages, a social conscience took over. Instead of ridiculing them, the church decided to put the disabled in asylums of ridiculing them, the humane and charitable care. The final periods, which were the eras of education and vocational adequacy? These periods, which stretch to the present, perceive the disabled as capable of benefiting from education, vocational training, self reliance and other societal norms

The treatment of the disabled in African and other developing countries is not well documented. However, Muchuri (1982) reviewed literature which showed in East Africa the disabled were perceived as incapable of engaging in gainful employment. She cited Anderson (1968) who lamented that the disabled were made to sit idly on their family farms and watch helplessly “as months and years passed by while crops were planted and reaped”

This practice of viewing the disabled as incapable of gainful employment is embedded in the original Kiswahili term “Wasiojiweza” used in Eastern Africa to refer to the disabled. The literature translation of the term means “those incapable of performing” which agrees with Muchiri’s (1982) observation of the negative treatment of the disabled. The term according to Kalugula et al (1984), however, also has a wider meaning for it was additionally used to refer to all disabled persons, including the deaf, the blind and the physically impaired

Devlieger (1989) states that the fate of the disabled in Africa countries was also dependent upon the cultural practices and beliefs of various ethnic communities

Ndurumo (1993) states that deaf people have always been segregated by the hearing community. This has mainly been due to the communication barriers that exist between the two. The hearing people sometimes fear to communicate with the deaf because they do not know how to go about it. This is mainly because they do not know sign language, which is mostly used by the deaf people. Even in our education system, there have not been enough schools and teachers for the deaf. Those teachers handling the deaf some of them are not specially trained to handle the deaf especially in sign language.

In our public and private schools educating the deaf has been very difficult because there are not enough trained teachers to handle the hearing impaired children or identify them in class.

It is because of this problem that the researcher has decided to investigate how these children can be taught in an inclusive school.

1.2 STATEMENT OF THE PROBLEM

The education of the hearing impaired caters for person with various degrees of hearing loss and includes children who are unable to hear, within normal limits due to physical impairment or dysfunction of the auditory mechanism distinguished by deafness. Some of them are unable to use speech as a method of communication while others are hard of

hearing. However the hearing impaired are not a homogenous group but the greater the hearing loss the more linguistic and academic difficulties.

Children with hearing impairment are taught together in one class regardless of the severity of hearing loss or the age of the child at the onset of the impairment. There is also the tendency to concentrate on the development of communicative skills at the expense of the academic subjects which results in some children finishing school almost semi-illiterate.

One of the problems experienced in teaching the hearing impaired is the lack of definite sign language for Kenya. The hearing impaired is also need to have appropriate curriculum developed aiming at developing balanced academic knowledge and communicative skills. Teachers does not have the skills to have proper placement of hearing impaired children based on severity of their hearing loss, the age of onset and their learning needs.

1.3 PURPOSE OF THE STUDY

The purpose of the study is to investigate the methods and attitudes of teachers who teach the hearing impaired children both in special and regular schools in Kiambu District and try to highlight the problems encountered by the deaf learners and at the same time offer recommendations on how to assist the deaf learner in the community.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVES

This study determined the attitude of the regular teachers of selected primary school towards integration of person with hearing impairments in regular primary schools in Kambui Primary Kiambu District – Kenya.

1.4.2 SPECIFIC OBJECTIVES

- (i) This study determined the profile of respondents in terms of:-
 - 1.1 Age
 - 1.2 Gender
 - 1.3 level of education
- (ii) Determine the attitude of respondents in terms of
 - 2.1 Encouraging integration
 - 2.2 Causes of Hearing Impairment
 - 2.3 Characteristics of hearing impairment
 - 2.4 Categories of hearing loss
 - 2.5 Communication difficulties resulting from hearing impairment
 - 2.6 Trained teachers

STATEMENT OF NULL HYPOTHESIS

There is no significance difference in altitude of the teachers and the performance of hearing impaired learners is regular primary schools and special schools.

1.5 SCOPE OF THE STUDY

The study was restricted to hearing impaired learners in school. The researcher is concentrating with only two schools one special school with deaf children and the other with inclusive classes. The data gathered is geared at establishing attitude harbored by the respondents toward integration of persons with hearing impaired in these regular and special schools.

1.6 SIGNIFICANCE OF THE STUDY

This study is significant in the sense that it would investigate the causes of hearing impaired, methods which are used by the teachers in teaching the hearing impaired learners, communication barriers between learners, peers, teachers and the community surrounding the hearing impaired learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The study is based on a statement of an author by the name Paul. K. Kimani, Anatomy Physiology and pathology of the sensory system K.I.S.E (2003) which stated that “when a child is unable to hear sound we say he/she has a hearing impairment.” Communication can be affected because a child is unable to hear clearly the spoken message. Person with hearing impairment can be classified into two main groups that is hard of hearing and deaf. Persons who are hard of hearing have residual hearing and are able to perceive spoken language. Those who are deaf are unable to perceive some spoken language or sound around them. If one has a problem with hearing one does not usually have anything wrong physically or mentally which would stop you from talking. The difficulties these children have with speech and language are purely due to their not hearing speech.

Deafness may go unnoticed until the child fails to develop speech and language. Deaf children babble as other babies do, but its may gradually stop rather than developing into real words. If a child is unable to hear well, it will be very difficult for him /her to speak well. This is because we learn to talk by hearing people talking around, or to us and by hearing ourselves attempting to talk.

Children with hearing impairment regardless of their severity they are teachable. Teachers should cater for each need. The statement o the author on which the study is based aim at dispelling doubt and negative attitude among the regular primary school

2.1 ATTITUDE

Cultural beliefs affect Africans attitude towards the people with disabilities and especially the hearing impaired since they cannot communicate with the person. This study will try to sensitize these peoples attitudes and in some cases try to improve the severe constraints of the hearing impaired (Randiki E.O (2003) Historical development of special needs education.

2.2 CAUSES OF HEARING IMPAIRMENT

Hearing impairment can result from many causes. It may be a consequence of environmental factors before birth, during birth, after birth or it may be genetic. Causes of hearing impairments can be categorized into three major groups' acquired, hereditary and unknown causes. (UNESCO)1987 Education of deaf children and young people. According to Moores (1982) there are five major causes of childhood deafness. These are hereditary, maternal rubella (German measles), mother-child blood incompatibility, prematurely and meningitis. Less severe hearing impairment are frequently caused by Otitis media a common childhood infection of the middle ear. According to Ries (1973), the most common cause of prenatal deafness is maternal rubella, hereditary, pre-maturity and Rh incompatibility. The most common causes of post-natal deafness are meningitis.

Hereditary

Many different genetic conditions such as dominant recessive and sex linked genes can lead to deafness. Moores (1982) says that the number of people who are deaf as a result of hereditary range from 3 to 60 percent. According to Altshuler (1963) deaf adults who

intermarry should be given genetic counseling to inform them of the likelihood of transmitting the special problem (deafness) to their offspring's.

Maternal rubella

When rubella or German measles afflicts a woman during the first three months of pregnancy it affects the foetus seriously. According to Harchy (1968) Hicks (1970) rubella has been identified as the common identifiable cause of deafness from external sources.

Mother-child blood incompatibility

Rh- positive and Rh-negative bloods are incompatible when a woman whose blood is Rh-negative carries a baby who is Rh-positive the mothers system develops antibodies that may pass into the foetus and destroy the Rh-positive cells. This condition may be fatal and those children who survive may have a variety of disorders including deafness.

Pre-maturity

Children born prematurely have high chance of having hearing impairments. According to Ries (1973), deafness due to Pre-maturity may be as a result of rubella which may have stimulated the early birth. Also loss of oxygen or brain injury incurred during the pre-mature birth process may be a cause of impaired hearing.



Meningitis

According to Vernon (1968) and Ries (1973) many deaf children lose their hearing after birth as a result of meningitis. This involves a bacteria invasion that usually occurs through the middle ear.

Otitis media

This refers to infection that causes fluid to accumulate in the middle ear. If the condition is chronic or untreated it can lead to mild or moderate hearing loss because the conduction of sound through the middle ear is disturbed. According to Davis and Silverman (1978) the causes of hearing loss can be put into the following categories.

2.2.1 HEARING LOSS IN THE OUTER AND MIDDLE EAR

Hearing loss in the outer and middle ears is congenital malformation or absence of the external ears. This is likely to be associated with malformation in the deeper structure as closure or atresia of the external canal which may cause severe loss of hearing

External Otitis:- A pimple or boil in the external canal produced by scratching the skin,

Otitis Media: An inflammation in middle ear.

Cholesteatoma : A cyst lined internally with the skin it grows from the upper part of the drumhead as a pouch within the middle ear.

Allergy – Hypersensitivity of the tissues of the middle ear, the Eustachian tube and the inner ear to various foreign proteins in the air or bloodstream.

2.3. TYPES, CATEGORIES AND CHARACTERISTICS OF HEARING IMPAIRMENT

The ear can be classified into conductive and sensorineural regions. The conductive part comprises of the outer ear and the middle ear while sensorineural part comprises the inner ear and the region beyond that which includes the auditory nerve leading to the brain. However, a mixed hearing loss can occur when malfunctioning is in both conductive and sensorineural region without considering the areas affected hearing impairment may be unilateral or bilateral, unilateral hearing affects only one ear while an infection of both ears is referred to as bilateral hearing loss.

2.3.1 CONDUCTIVE HEARING LOSS

Conductive hearing loss occurs when there is interference in the outer and middle ear regions. If the sound waves are unable to travel through the normal system from outer ear to middle ear to inner ear a blockage is perceived to exist in the outer or middle ear regions. The blockage can be attributed to the presence of cerumen, or even foreign objects such as seeds, sounds then is not transmitted by air conduction to the inner ear, but by bone conduction by passing the outer and middle ear regions.

2.3.2 SENSORINEURAL HEARING LOSS

Sensorineural hearing loss occurs when the inner ear is affected. This means that conduction of sound waves by air conduction is affected as well as bone conduction even though the outer and middle ear regions are intact.

The inner ear is the key region because of its proximity to the nerve pathways which conduct the sound to the brain for interpretation. Martin (1975) states that in

sensorineural hearing loss, the caused by air conduction is great as the loss caused by bone conduction.

2.3.3 MIXED HEARING LOSS

Mixed hearing loss occurs when both the middle ear and the inner ear are affected simultaneously. According to Martin (1975) air conduction and bone conduction impairments are present at the same time.

Sound waves attempting to travel by air conduction are affected by the malfunctioning of middle ear while sound waves attempting to travel by bone conduction by passing the middle ear region are likewise affected by the malfunctioning of inner ear.

2.4 CATEGORIES OF HEARING LOSS

When using audiometer (a machine used to measure hearing loss in decibel units) hearing loss is classified into mild, moderate, moderately severe and profound.

Individuals whose hearing loss is mild range from 26db to 40db

Those with moderate loss range from 45db to 55db

Those with moderately severe loss range from 56db to 70db

Those who are severely deaf range from 71db to 90db

The profoundly deaf are those ranges with a hearing loss over 91db.

The distinction between the deaf and hard of hearing is difficult to make. This is because there are fluctuations in the range of hearing. However, UNESCO proposes that;

The hard of hearing category should range from mild to moderately severe while

The deaf category should include the severe and profound.

2.5 COMMUNICATION DIFFICULTIES RESULTING FROM HEARING IMPAIRMENT

Deafness may go unnoticed until the child fails to develop speech and language. Very few people are completely deaf; most will be able to hear some sound. If one has a problem with hearing, one does usually have something wrong physically or mentally which would stop him/her from talking. The difficulties these children have with speech and language are purely due to their not hearing speech. Most children with hearing impairments can benefit from sound being made louder from them. These can be met with use of hearing aids. Deaf children can learn to communicate if other people take the time to communicate with them. Okot Daniel, (2001) learners with communication difficulties

2.6 TRAINED TEACHERS

Kenya Institute of Special Education (KISE) was constituted through legal Notice No 17 of 14th February, 1986 with the main function of training teachers and other personnel involved in the education and rehabilitation of person with special needs. KISE mainly trains teachers for primary schools. Kenyatta University (KU) started training secondary teachers in 1996. The course was at Bachelor of education (special Education in 2002, the master of education (special Education) was mounted. Maseno University launched another B.Ed. Special Education programme Ndurumo M. M, (1993) exceptional children development consequences and intervention.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the methodology that would be employed in the study. It is divided into seven sections. These includes introduction, research design, sampling procedure, research design instruments, procedures and data analysis of methodology procedures it specifies a suitable approach that the study followed such as survey design. It also explains how the sample was through random sampling. It also clearly specifies who the respondents are. They are teachers and learners of certain schools. The methodology section also explains the structure of the instruments. It also suggests the suitable data analysis techniques that were used to answer the research questions. The researcher used statical data techniques during data analysis

3.1 RESEARCH DESIGNS

The research design can be classified into two approaches. These approaches include quantitative approach and qualitative approach. Quantitative approach aim at describing the information gathered through the research in numerical data while qualitative approach aim at describing the information gathered through the research in words only. The researcher chose to employ both approached in the course of conducting his research. This is because the researcher hope to describe information gathered in both numerical data and words description.

At the same time the researcher chose to employ the survey method as a method of collecting the required data in his research. The survey method of collecting information involves collecting desired information using standardized form, from a group of people. In this regard the researcher would use questionnaire as the standardized form of collecting the required information from his sampled population. That is the respondents who participate in the study. The researcher aimed at dividing his sample population of Kambui School for the deaf primary school. In each school the researcher would use random sampling method in coming up with selected number of regular primary school and special primary school. It is within these selected primary schools that the researcher will have the teachers who would participate in the research that is the respondent.

3.2 AREA AND POPULATION OF THE STUDY

Environment can be described on the targeted area in which the researchers aim to conduct his research. In this case the study shall be conducted by the researcher sis selected primary schools in Kambui School for the deaf and Kambui primary school in Kiambu district Kenya.

3.3 SAMPLE SELECTION

Respondents are also known as subjects. They are targeted population in which the researchers hope to gather information from. In this case the respondents hope to gather information from teachers within the selected regular school and special school, in Kiambu District in Kenya.

3.3.1 INSTRUMENTS QUESTIONNAIRE

The researcher employed questionnaires as device instruments for collecting the required data. Among the reasons for employing questionnaires was that all the researcher respondents were literate and therefore were able to read and answer the research questions on their own. By use of questionnaires the researcher is able to distribute for the respondents to fill at their own suitable time and hand them over to the researcher at appropriate time. Still the questionnaires acted as points of reference to the researcher in time of analyzing and discussing the data.

3.3.2 DATA COLLECTION PROCEDURE

Step I

The researcher shall prepare questionnaire with set of questions for the targeted population or respondents who are teachers and learners from selected Kambui primary school for the deaf and Kambui primary school. The respondents are required to fill the blanks space or tick the options YES or NO as a response of the question asked

Step II

The researcher will distribute the questionnaire to the targeted respondents. The respondents will identify his/her questioners with a code to enable him/her remain anonymous.

Step III

After the respondents have filled the questionnaire they will submit back to the researcher.

Step IV

The researcher shall go through the responses provided by the respondents to study and analyze the information given

3.4 DATA ANALYSIS

The researcher questions have two responses. That is filling in the gaps spaces left or responding YES or NO from each responses, it frequency will be recorded based on the number of respondents who returned the questionnaires. The percentage will be calculated by dividing the frequency got over the number of the respondents multiplied by a hundred

$$\text{That is } \frac{F}{\text{Number}} \times 100$$

The response that receives greatest percentage will indicate that most of the respondents were for it.

3.5 LIMITATIONS OF THE STUDY

The researcher has been limited time in carrying out the research. There was an also negative attitude from the teachers from who the research is being carries. The schools are far and therefore there was transport problems on the research schools, the area can only be accessed on foot. Other limitations are natural factors like weather. Most areas are hilly and being a rainy season make then inaccessible.

CHAPTER FOUR

4.0 INTRODUCTION

The researcher used two categories of questionnaires. One type of the questionnaires was to be responded to by the hearing impaired children. The other type of questionnaires was to be responded to by the teachers handling the hearing impaired in the schools.

Both types of questionnaires were taken to the two schools in Githunguri Division. The researcher took the questionnaires personally to the schools. After explaining the purpose of the study the researcher used the simple random sampling to give the questionnaire to the pupils and the teachers. The schools were Kambui School for the deaf and Kambui Primary School (Mukubu) both in Ngewa Zone Githunguri Division.

4.1 RESPONDENTS FROM THE PUPILS WITH HEARING IMPAIRMENT

Q1. What is your age? The researcher sought to know age range level of the hearing impaired children. The researcher established that most of those pupils who responded ranged between 12years and 18years. These respondents were standard 8 pupils and it was clear that the impairment have dragged them to take longer in primary education than the other normal pupils.

Q2. When did you become deaf? The researcher sought to establish whether the child was prelingually deaf or post linguually deaf.

Table 1: Deafness

RESPONSE	FREQUENCY	PERCENTAGE
Prelingually deaf	7	35%
Post Lingually deaf	8	40%
Do not know	5	25%
Total	20	100%

Source: Primary data 2008

Table 1 indicates that majority of the respondents with a response of 40% are post lingually deaf, 35% are prelingually deaf while 25% of the respondents don't know. This means that quite a number of pupils were born deaf and others become deaf after birth. Some other pupils cannot tell when they became deaf.

Q3. If after birth, did you have any problem in communicating with people at home?

The researcher sought to establish how these children communicate at home, since they will also need to communicate when they go to school.

TABLE 2: Communicating with other people

RESPONSE	FREQUENCY	PERCENTAGE
YES	13	65%
NO	7	35%
Total	20	100%

Source: Primary data 2008

Table 1: Deafness

RESPONSE	FREQUENCY	PERCENTAGE
Prelingually deaf	7	35%
Post Lingually deaf	8	40%
Do not know	5	25%
Total	20	100%

Source: Primary data 2008

Table 1 indicates that majority of the respondents with a response of 40% are post lingually deaf, 35% are prelingually deaf while 25% of the respondents don't know. This means that quite a number of pupils were born deaf and others become deaf after birth. Some other pupils cannot tell when they became deaf.

Q3. If after birth, did you have any problem in communicating with people at home?

The researcher sought to establish how these children communicate at home, since they will also need to communicate when they go to school.

TABLE 2: Communicating with other people

RESPONSE	FREQUENCY	PERCENTAGE
YES	13	65%
NO	7	35%
Total	20	100%

Source: Primary data 2008

Table 2 revealed that majority of respondents are for YES with 65% while those with NO is 35%. This implies that the respondents communicates well at home except for a few who do not communicate well with parents, siblings and peers, parents uses gestures since they do not know sign language.

Q4. Do you find it difficulty to communicate with the hearing people?

The researcher sought to find out how the hearing impaired pupils communicate with the hearing people in the community?

Table 3: Difficulty to communicate

RESPONSE	FREQUENCY	PERCENTAGE
YES	18	90%
NO	2	10%
Total	20	100%

Source: Primary data 2008

Table 3: shows that 90% were for Yes while 10% were for No. This indicates that the hearing impaired children have great difficulties when communicating with the other hearing people in the community, since most of the hearing community do not understand the problem of those who do not hear.

Q5. How do you communicate with hearing people?

It was established that when communicating with hearing people the hearing impaired pupils uses both sign language and gestures.

Q6. How do you communicate at school?

(a) With the other hearing impaired (b) With the hearing teachers? The researcher sought to know how learners communicate between the teachers, workers and themselves in the school. Most learners indicated that they communicate by using the sign language. This was shown by most children from Kambui School for the deaf. While those from Mukubu Primary using even the gestures.

Q7. Do you understand with ease all the hearing people communicating with you?

Since these children are a part of the community the researcher wanted to know whether these hearing impaired children do get all information from the people surrounding them in the environment.

Table 4 : Communication with hearing people

RESPONSE	FREQUENCY	PERCENTAGE
YES	5	25%
NO	15	75%
Total	20	100%

Source: Primary data 2008

Those who responded 25% for the Yes the researcher found that they are the pupils who are putting on the hearing aid. Those respondents with 75% did not have the hearing aid. This implies that lack of training and awareness from the community shows that most

people who are hearing cannot be able to understand and communicate fully with the hearing impaired.

Q8. (a) Do you enjoy attending church functions? The researcher sought to find out whether those with hearing impairment do enjoy attending the church service and singing with other people in church.

Table 5: Communication in Church Service

RESPONSE	FREQUENCY	PERCENTAGE
YES	8	40%
NO	12	60%
Total	20	100%

Source: primary data 2008

From the table 40% of the pupils enjoy attending church function and 60% do not enjoy attending church gatherings. This implies that communication difficulties cause most hearing impaired children not to attend to church service. Those who do enjoy do have hearing aids.

(b) Do you enjoy attending social gatherings? The researcher sought to find out how the hearing impaired children communicate and socialize is being enhanced between the hearing impaired and the community.

Table 6: Communication in Social Gatherings

RESPONSE	FREQUENCY	PERCENTAGE
YES	17	85%
NO	3	15%
Total	20	100%

Source: Primary data 2008

From table 6 indicated that 85% of the hearing impaired children do not attend social gathering because of communication difficulties. This is because in most social gathering people do not use sign language. The 15% who attends social gathering are those who do wear the hearing aid.

- (c) Do you enjoy attending demonstrations? The researcher sought to find out whether these hearing impaired children enjoy demonstrations and sports activities where people are shouting, singing and jumping up and down.

Table 7: Communication during demonstrations

RESPONSE	FREQUENCY	PERCENTAGE
YES	18	90%
NO	2	10%
Total	20	100%

Source: Primary data 2008

90% of the respondents showed that they do not involve themselves in demonstrations since they get very little information on what is going on. This is because of communication barriers. 10% who gain from such gathering are very few.

Q9. If YES in the above No.8, do you get all the information?

The researcher wanted to find out if these hearing impaired attend church, social gatherings and demonstration whether they get all the information or what is going on.

Table 8: Communication in Church

RESPONSE	FREQUENCY	PERCENTAGE
YES	7	35%
NO	13	65%
Total	20	100%

Source : Primary data 2008

From the table 35% of the pupils do gain from attending the church, social gathering and demonstration while 65% gain very little because of communication difficulties.

Q10. Do you have good interpreters?

The researcher sought to find out whether in social gathering there are interpreters of sign language for the hearing impaired persons.

Table 9: Interpreters

RESPONSE	FREQUENCY	PERCENTAGE
YES	2	10%
NO	18	90%
Total	20	100%

Source: Primary data 2008

From the table 90% of social gatherings do not have interpreters so the hearing impaired do not benefit from them.. 10% of may be have people who accompany them in social gathering or they are able to allow the proceedings through gestures.

Q11. Do you use a hearing aid?

Table 10: Hearing aids

RESPONSE	FREQUENCY	PERCENTAGE
YES	17	85%
NO	3	15%
Total	20	100%

Source: Primary Data 2008

The above table shows that 85% of the pupils who put on the hearing aid are able to get more information than those who do not put on the hearing aid. In my observation I observe that those children who do wear the hearing aid have been integrated from

Kambui School for the deaf to Mukubu Primary School so that they can learn with the hearing pupils.

Q12. Do all teachers communicate with you easily? The researcher wanted to find out whether the hearing impaired children communicate with them easily.

Table 11: Communication with Teachers

RESPONSE	FREQUENCY	PERCENTAGE
YES	5	25%
NO	15	75%
Total	20	100%

Source: Primary data 2008

The table shows that 75% of the pupils with hearing impairment do not communicate easily with their teachers. While 25% do. This implies that integrated to Mukubu Primary, most teachers there are regular teachers who are not trained to cater for deaf children.

4.2 RESPONSES FROM TEACHERS

Q1. For how long have you worked with the deaf? The researcher sought to find out the teaching experience of teachers who teach the hearing impaired.

Table 12: Teaching Experience

RESPONSE	FREQUENCY	PERCENTAGE
1 – 6 years	2	22%
7 – 10 years	2	22%
11 – 15 years	2	56
Total	9	100%

Source: Primary data 2008

From the table 56% of the teachers have been working with the hearing impairment for over 10 years. The more the teachers stay with the hearing impaired the more experienced is the teacher.

Q2. What is your professional qualification?

The researcher wanted to find out the number of teachers who are trained to handle the hearing impaired children.

Table 13: Professional Qualification

PROFESSIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
Degree	-	-
Diploma	1	11%
Ats	-	-
P1	6	67%
3 months training	1	11%
Under training D.C	1	11%
Total	9	100%

Source: Primary data 2008

From the table 67% of the teachers who responded are not trained to handle the hearing impaired. 11% have a diploma in Special Needs Education. 11% have undergone a 3months training with Kenya Institute of Special Education (K.I.S.E) and 11% are under training with Distance learning being offered by Kenya Institute of Special Education. This is encouraging because most teachers will gain the knowledge of handling the special needs children.

Q3. Do you find it easy to communicate with the deaf pupils?

The researcher sought to find out whether the teachers have any problem while communicating with the hearing impaired children.

Table 14: Communication with the deaf pupils

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	44%
NO	5	56%
Total	9	100%

Source: Primary data 2008

From the table 44% who are trained to handle the hearing impaired children do communicate easily with the pupils. 56% who are not trained to handle the hearing impaired find it difficult to communicate with the hearing impaired pupils.

Q4. If NO, what problems do you encounter? The teachers responded that they lack training in sign language, inadequate teaching and learning materials and lack of interest by the deaf pupils in subjects like Kiswahili.

Q5. Which method do you find easier to use in communicating with deaf?

The researcher sought to find out the best method of communication the teachers finds easy while communicating with the hearing impaired children.

Table 15: Communication methods

RESPONSE	FREQUENCY	PERCENTAGE
Oral	-	-
Gestures	2	22%
Total Communication	7	78%
Total	9	100%

Source: Primary data 2008

From the table 78% of teachers uses total communication as a means of communicating with the hearing impaired because they are trained in that field. The 22% teachers who use the gestures are not trained to communicate easily with the hearing impaired.

Q6. Do you interact with other deaf individual outside the school?

The researcher wanted to find out whether the teachers of the hearing impaired do interacts with the deaf people in the community.

Table 16: Communication within the Community

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	44%
NO	5	56%
Total	9	100%

Source: Primary data 2008

From the table 56% of teachers do not interact with the hearing impaired people outside the school. 44% is the group which interacts well with the other deaf people outside the school.

Q 7. If Yes do they have any communication problems with you and other learning people in the society?

The researcher sought to find out except the pupils who are deaf, whether the teacher is able to communicate with the deaf people easily who might not know how to sign.

Table 17: Communication Difficulties

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	56%
NO	5	44%
Total	9	100%

Source: Primary data 2008

The table shows that even in the community 56% of the teachers have communication difficulties while 44% of the teachers do not have problems in communicating with the deaf people.

Q 8. What are the parents of the deaf attitude towards educating their children?

The researcher sought to find out the attitude of parents towards educating their children who are deaf.

Table 18: Attitudes towards Deaf

RESPONSE	FREQUENCY	PERCENTAGE
Good	6	67%
Bad	3	33%
Total	9	100%

Source: Primary data 2008

67% of the respondent teachers show that most parents have a positive attitude towards educating their deaf children, while 33% indicated that some parents have a negative attitude towards educating their deaf children.

Table 18: Attitudes towards Deaf

RESPONSE	FREQUENCY	PERCENTAGE
Good	6	67%
Bad	3	33%
Total	9	100%

Source: Primary data 2008

67% of the respondent teachers show that most parents have a positive attitude towards educating their deaf children, while 33% indicated that some parents have a negative attitude towards educating their deaf children.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter discusses the ideas the researcher gets from the findings, of the research on methods of communications used in educating hearing impaired children in an inclusive class. It gives an interpretation of findings in relation to literature review. The chapter also states whether the researcher agrees or disagrees with other scholars. The chapter also reports what the researcher says about the research study. The researcher gives the answers to the research questions. It gives a conclusion drawn directly from the data and findings. The chapter also presents recommendations.

5.1 DISCUSSION

The purpose of the study was to find out the impact of communication methods used to teach the hearing impaired children in Githunguri Division. The statement of the problem was to find out the communication methods used by teachers to teach the hearing impaired in order to perform in academic work. The hearing impaired children are frequently handicapped in varying degrees in educational achievements. The reading ability which is the most important aspect of academic achievements and relies on hearing language skills is the most affected.

The deaf people experience a lot of difficulties especially due to their communication barriers. Table 3 on respondents from the pupils shows that 90% of the hearing impaired

community, both in school and outside. Because of the failure of the deaf to use verbal means, they find themselves cut off from the experiences within their environment. This is mainly because the people living with the deaf are not able to interact with them effectively because, they are not able to use language of signs which is used commonly by the deaf.

Table 3 on teachers response showed that pupils who are integrated in regular schools have problems in communicating with their teachers. 56% of the teachers indicated that they have problems in communicating performs at the 3rd grade level. The majority of deaf adults do not exceed 4th and 5th grade level.

The hearing impaired children are frequently handicapped in varying degrees in educational achievements. The reading ability which is the most important aspect of academic achievement and which relies heavily on language skill is the most affected.

According to Trybus and Karchmer (1977), by age twenty, only about half of the students with hearing impairments are able to read at mid fourth grade level, that is barely at a newspaper literacy level. In arithmetic less than half of the hearing impaired students are able to work at an eight grade level by age twenty. This does not mean that students with hearing impairments are inherently incapable of achieving much higher levels than the ordinary do. What they need is much more intensive instruction, especially in academics, than they typically receive in order to make up for the disadvantage of their hearing loss. This is evidenced by moog and gears

(1985) when they says that a three year, programme of intensive and systematic instructions for profoundly hearing impaired children began when they were six to eighth years of age, resulted in the students being only one year behind their hearing peers in reading achievements.

Kamfe and Thercheck (1987) demonstrated that deaf children of deaf parents have higher reading achievements than do deaf children of ability deaf parents to communicate better with their children through the use of sign language.

5.1.1 SOCIAL ADJUSTMENT

Social and personality development depends heavily on communication. In the hearing population, language is the most common way of sending messages between people. Because of society's heavy dependence on language, it is why the hearing impaired individuals have personality and social characteristics different from those of people who have normal hearing ability.

According to Moores (1982) the hearing impaired child will develop behavioural problems depending on how well those in the child's environment accept the disability. Just as with other physical and sensory impairments, it is not the hearing impaired itself but how individuals in the child's environment respond that largely determines whether the child will show behavioral problems. Because the hearing

impaired are frequently cut off from communicating with the population, they can grow up in isolation. They sometimes have difficulties in making friends and are perceived by readers as excessively shy.

This tendency towards withdrawn behaviour can be even more pronounced if they do not have hearing impaired parents or peers with whom they can interact non-verbally. It could be the need for social interaction and acceptance that is most influential in leading many hearing impaired individuals to associate with other hearing impaired persons.

5.1.2 MANAGEMENT AND INTERVENTION

Management and intervention are the ways and means which can be applied to help the children with hearing impairment cope with the environment around them. These individuals need to be assisted in order to overcome and accept to live with the condition. The deaf people experience a lot of difficulties especially due to their communication barriers. They live in a society, which is hearing oriented, and whose major means of communication is by use of verbal means. Because of the failure of the deaf to use verbal means, they find themselves cut off from the experiences within their environment. This is mainly because the people living with the deaf are not able to interact with them effectively because they are not able to use the language of signs which is used commonly by the deaf.

The deaf children can be assisted most if proper means of instruction is used everywhere when they are at home and school. From the very beginning when parents realize that their child is deaf they should use a combined

method of instruction that uses all the possible ones to utilize the deaf person's strengths, his normal intelligence and vision. This is important because the child can develop his residual hearing when oral methods are used. This should be combined with sign language and any other usual gestures leading to total communication. By doing so the deaf child will have tremendous improvement educationally psychologically and socially. This should also apply to teachers when these deaf children join school.

Another area where hearing impaired children can be assisted is in language comprehension. As stated by Moores (1978) the hearing impaired children are able to understand information well when total communication is used. This means should include speech, speech reading, and finger spelling signs and printed words where necessary.

In developing speech and speech reading skills in deaf. Children simultaneous communication approached should be used where sign language and speech should be used at the same time. This should be done right from home by parents and siblings and should continue even when the child joins school. The Rochester method (speech, speech reading and finger spelling) should be used as a method of instruction in early childhood education of the deaf children. The method is quite beneficial to the oval method, which was emphasized in the olden days where ovalism was the sole method of instruction to the deaf children at school.

This is evidenced by Vernon and Koh (1970) who found that deaf children who had oral pre-school education did not differ from those who had no pre-school training as far as speech, speech reading general achievements and reading were concerned. On academic preparations, the hearing impaired children should be taught following regular school curriculum together with the use of various teaching strategies meant to develop language speech and learning skills. This will enable them sit or national examination's which are offered at the end of each educational level. Preparations for these examinations should begin as early as lower primary where foundation skills are laid. These will enable the hearing impaired individuals compete with the hearing persons in the world of work and survival.

Motor expression is an effective form of communication for the deaf children therefore facilities for such activities should be provided. Likewise music activities are a form of beneficial therapy for the deaf child and should be considered in curriculum planning.

5.2 CONCLUSION

The deaf children can be assisted most, if proper means of instruction is use everywhere they are, at home and school. From the very beginning when parents *realize* that their child is deaf they should use a combined method of instruction that uses all the possible ones to utilize the deaf person's strengths in his/her normal intelligence and vision. This is important

because the child can develop his residual hearing when oral method is used. This should be combined with sign language and any other visual gestures leading to total communication. By doing so the deaf child will have tremendous improvement educationally, psychological and socially. This method should also apply to teachers when these hearing impaired children join school.

5.3 RECOMMENDATIONS

(i) Due to communication barriers encountered by the hearing impaired children, the general public should be enlightened on how to handle the deaf. This is very important because much of those problems are not as a result of the impairment but they are created by the negative attitude of the society towards the hearing impaired. Therefore it is my recommendation that:-

The public should be made aware of the needs of the deaf so that they can interact with them freely and stop isolating them because of their disability.

The public should be made aware of the assessment centers so that they can take their children for proper assessment in case they suspect of some hearing problems. These assessment centers will also assist in the proper placement to schools and vocational rehabilitation centres and programmes. There should be community-based programmes for

those parents with deaf children to educate them on how to handle and live with their handicapped children to accept them with their condition.

(ii) **In the classroom situation:**

There should be enough lighting in the classroom for proper vision when speaking, singing or using any visual gesture so that everyone can see clearly.

There should be introduction of the simultaneous method of communication in all schools for the hearing impaired. The teacher should make children aware of who is communicating and be ready to repeat what the children say in class so that everyone can benefit from what goes on. The government should organize seminars and short courses like the 5 month courses for Key Resources Teachers to make the teachers aware of the communication difficulties encountered by the hearing impaired.

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APPENDIX A: TIME FRAME

MONTH	ACTIVITY
2007 December	Preparation and submission of research title for approval
January – march 2008	Proposal writing and preparation of instrument
April 2008	Submission of proposal and instrument for correction and approval
May 2008	Correction of proposal and instrument
June 2008	Data collection
July 2008	Data analysis and writing report
August 2008	Submission of the final report

APPENDIX B: BUDGET

ITEM	COST (KSH)
PROPOSAL WRITING	
1 ream of foolscaps @ Ksh 300	300.00
Printing 1 copy	1200.00
Binding 1 copy	100.00
Sub-total	1600.00
POLOTING OF INSTRUMENT	
Printing of research instruments	480.00
Lunch and transport	520.00
Sub-total	1000.00
DATA COLLECTION	
Printing of research instruments 2 copies	960.00
Lunch and transport for researchers	1040.00
Sub-total	2000.00
DATA ANALYSIS AND PRINTING OF THESIS	
Typing thesis	1500.00
Printing thesis	200.00
Photocopying thesis	100.00
Binding thesis (hard cover)	1000.00
Contingencies	500.00
Sub-total	3400.00
TOTAL EXPENDITURE	8000.00

APPENDIX C
TO BE FILLED BY HEARING IMPAIRED PUPILS

NAME : Daniel M Kanuki

COLLEGE : Kampala International University

TOPIC : methods of communication used in educating the hearing
impaired children in an inclusive class in Kambui primary Kiambu
District - Kenya

Answer the following questions as truthfully as you can. Information will be treated as confidential. Put a right tick where necessary. Do not write your name:

1. What is your Age..... Years
2. When did you become deaf?
(a) Since I was born (b) After I was born
3. (a). If after birth, did you have any problem in communicating with people at home?
YES..... NO.....
(b) If YES, What was the problem?.....
.....
4. Do you find it difficult to communicate with the hearing people?
YES.....NO.....
5. How do you communicate with hearing people?
(a) Using language (b) Using gestures.
6. How do you communicate at school?

- (a) With the other hearing impaired.....
.....
- (b) With the hearing teachers.....
7. Do you understand with ease all hearing people communicating with you?
YES.....
NO.....
8. Do you enjoy attending;
a) Church function YES..... NO.....
b) Social gathering YES..... NO.....
c) Demonstrations YES..... NO.....
9. If YES in the above No, do you get all the information?
YES..... NO.....
10. Do you have good interpreters?
YES.....NO.....
11. Do you use a hearing aid?
YES..... NO.....
12. Do all teachers communicate with you easily?
YES..... NO.....

THANK YOU VERY MUCH

**APPENDIX D:
TO BE FILLED BY TEACHERS**

NAME : Daniel M Kanuki
COLLEGE : Kampala International University
TOPIC : Methods communication used in educating the hearing impaired
children in an inclusive class in Kambui Primary Kiambu District –
Kenya

Answer the following questions as truthfully as you can information will be treated as
confidential

(Do not write your name)

Put a right –tick () where necessary

**THE RESPONSES WILL BE STRICTLY USED FOR THE PURPOSE OF THE
STUDY**

1. For how long have you worked with the deaf?..... years
2. What is your professional qualification/
P1.....
3months in-service in special needs..... diploma in
special education.....under training in
S.N.E.....others.....

3. Do you find it easy to communicate with deaf pupils?

YES..... NO.....

4. If no, what problems do you encounter?

(i).....

(ii).....

(iii).....

3. Which method do you find easier to use in communicating with deaf?

Oral..... manual (Gestures).....

Total communication.....

6. Do you interact with other deaf individuals outside the school?

YES..... NO.....

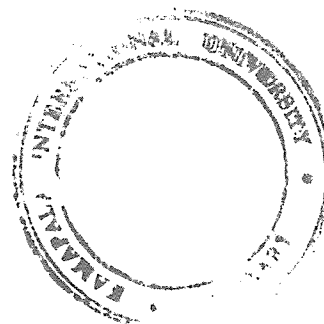
7. If YES do they have any communication problems with you and other hearing people in the society?

YES..... NO.....

8. What is the parent of the deaf attitude towards educating their children

Good..... Bad.....

THANK YOU VERY MUCH





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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR DANIEL MWEZI KARIUKI

REG. # RED/13367/16/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~ Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Method of Communication used in educating
the hearing impaired children.

The research is a requirement for the Award of a ~~Diploma~~ Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

