

**TEACHERS ATTITUDE AND LEARNERS WITH HEARING  
IMPAIRMENT IN INCLUSIVE SETTING IN EASTLEGH  
ZONE NAIROBI PROVINCE**

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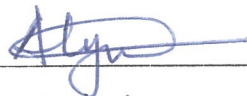


**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN  
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## DECLARATION

I Juma Ali Odongo Admission no **\_BED/10006/52/DF** hereby declare that this study is my own original work. It's not a duplication of similarly published work of any scholar for academic purpose nor less it submitted to any other institution of higher learning for the award of certificate, diploma or degree in special needs education. I also declare that all materials cited in this paper which is not my own, have been duly acknowledged.


Signature 

Date 19/08/2008

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## APPROVAL

This work has been done under the approval of the supervisor

Supervisor TINDI SSEJE   
Date 21<sup>st</sup> AUGUST 2008

Mr. TINDI SSEJE

## **DEDICATION**

This Study is dedicated to my beloved wife Yasmin and daughter Mariam for their support, Patience and understanding during the school holidays when I was away exploring the heights in pursuit of a degree course at Kampala international University, Uganda.

## **ACKNOWLEDGEMENT**

"Journey of a thousands miles begins with a single step": The truth of this statement is reflected in the preparation and presentation of this research work. The research would have been difficult if not of some people to whom I am grateful to. It is upon their knowledge, ideas, work, devoted effort and experience that anchor to write this research work. I envy them with serious indebtedness.

Many thanks go to my research supervisor Mr. Tindi Sseje whose guidance, suggestions, criticism, advice, mutual concern and encouragement at all stages of this research development were resourceful intellectually and emotionally supportive.

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## ACRONYMS

F.P.E	-	Free Primary Education
S.N.E	-	Special Needs Education
K.I.S.E	-	Kenya Institute of Special Education
U.N.I.S.E	-	Uganda National Institute of Special Education
U.P.E	-	Universal Primary Education
M.O.E.S.T	-	Ministry of Education, Science and Technology
T.S.C	-	Teachers Service Commission
UNESCO	-	United Nations Education Scientific and Cultural Nations
UN	-	United Nations
KIU	-	Kampala International University

## DEFINITION OF TERMS

For the purpose of this study, the following terms are defined operationally.

**Segregation:** Act of separating the special needs person from other members of the family or community.

**Impairment:** Body or sensory damage that may occur through accidents or disease.

**Inclusion:** Focuses on adjusting the home, the school and society so that all individuals can have the opportunity to interact, play, learn and experience the feeling of belonging and develop in accordance with their potentials and difficulties.

**Disability:** The impact of impairment upon the performance of activities commonly accepted as the basic element of everyday living.

**Special Schools:** Boarding schools that have been set up particularly to accommodate learners with different impairments away from regular schools.

**Regular settings:** Schools where non-handicapped or non impaired children learn.

### **Hearing impaired**

Category that cover the entire range of auditory impairment.

### **Inclusive education**

Schools, centers of learning and educational systems that is open to all children irrespective of their abilities and capabilities.

## **ABSTRACT**

The study is based on the teachers attitude and learners with hearing impairment in inclusive setting. Hearing impairment is a condition which makes it difficult for a parson to communicate using the audio parts of his/her body.

This condition covers a wide range from the mild degree to a severe degree where a parson is considered to be deaf.

The researcher used quantitative approach whereby the standardized tools and numerical data were used to explore the traits and situations. The data was collected and analyzed using statistical methods whereby the results were interpret to give the correct meaning of the study.

There were ten participants who were involved and the main target were the regular primary school teachers. The findings showed that most of the respondents have these learners with special needs in their regular classes but they are faced with problems of handling them.

Therefore, to improve and maintain the educational standards of learners with special needs, the government should train more teachers on Special Needs Education so as to be equipped with the knowledge on how to handle learners with special needs.

## **CHAPTER ONE**

### **1.0 Introduction**

In education, the goal for every student is to become an active participant and an asset to the society. In most countries including Kenya, the education of learners with hearing impairment was mostly provided in special schools like the school for the deaf.

During the Second World War institutions were set up to rehabilitate army officers who returned from war in 1945. However research has found out that placing learners with hearing impairment in special school especially boarding school is form of segregation from peers, parents, and the members of the community. This creates a negative attitude for these children from the members of the society hence becoming a barrier to socialize with other. From experience, many scholars think that these children should be included into regular school to assist them achieve their maximum potential in a more favorable educational environment.

In Kenya there have been minimal changes in the education of children with hearing impairment, as most of them are still being sent to special boarding school or taught in special classes. The success and effectiveness of inclusion of learners with disabilities in regular schools depend on several factors:-

- Attitudes of the regular teachers.

- Lack of teaching aids and equipments.
- Rigid methods and curriculum.
- Not involving parents

The main purpose of this study is to investigate the attitudes of regular primary school teacher towards inclusive of children with hearing impairment unto regular schools in Eastleigh Zone Nairobi Province.

### **1.1 Background information**

Globally nations are trying to take care of their learners with special needs. In Kenya the government is trying to cater for the needs of such learners. In 1964 a one year certificate training course was started at Kenya Institute of Education (K.I.E). The course was later extended to Kenya Institute of Special Education (KISE) in 1986.

The world conference an education for all (E.F.A) 1990 was concerned with guaranteeing every child including those with special needs access to quality education opportunities.

Due to inadequate facilities, not all children with hearing impairments have a place in these existing institutions. Therefore many children with hearing impairments were made to remain at home. This has led to consider an alternative education program "inclusion"

According to Kigotho et al (1990) out of 36,000 school going children with hearing impairment, only 3,000 were enrolled in the existing special schools and units by 1998.

The aim of this study is to help the researcher find out attitude of regular primary school teachers towards inclusive of children with hearing impairment into regular school. Some of this factors that influence teacher's attitude towards inclusive of such children are:-

- Lack of knowledge and understanding of hearing impairment.
- Lack of provision of resources like teaching aids and equipments.
- Lack of co-operation and support services to help the teachers cope with the additional responsibilities of children with hearing impairments(UNESCO,1994)

## **1.2 Statement of the problem**

For a long time, regular primary school teacher's attitude towards inclusive of children with hearing impairment has not been made clear, perhaps due to lack of education policy in this country.

So far, children with hearing impairment go to special boarding schools in other Districts away from Nairobi Province. Others whose parents are not able to take them to the special boarding schools remain at home.

It is therefore, imperative to carefully select the significant intervention measures that would lead to the realization of their potential. Teachers being the ones entrusted with the development and self-actualization of the children, therefore need a complete overhaul of attitude in the manner they approach educational issues of pupils with special needs. It issues of pupils with special needs. It calls for a change of attitude among teachers from "special education" which focuses on disability to "inclusive setting". Teachers will then appreciate the fact that when working with learners with special needs, their education is not special (Waruguru, 2000)

The researcher's view is that if teachers won't change their attitude, opportunities that would have otherwise been available for the hearing impairment to advance in the community, have equal opportunities, become useful and virtuous members of the society might become foreclosed. This will on the other hand shatter the Kenya's dream of achieving universal primary education, Education for all (E.F.A) and equality for all in national development.

### **1.3 The purpose of the study**

The purpose of this study is to determine the regular primary school teacher's attitude towards inclusion of learners with learning impairment into regular schools. It is also hoped that the study would provide information that would lead to a better interpretation of learner's behavior in order to improve his or her learning environment. Teachers will also appreciate the reality that motivation

and reinforcement have greater effects on the overall performance of pupils. This would be of great benefit to learners because teachers would start planning for learners according to their needs and ability and incorporate team work for effective education.

#### **1.4 Objective of the study**

- 1) To find out regular primary school teacher's attitude towards learners with hearing impairment in an inclusive setting.
- 2) To find out if regular primary school teachers have any basic knowledge on the disability of the hearing impaired child.
- 3) To find out how regular teachers would organize the teaching of hearing impaired learners within their regular classes.
- 4) To find out the opinion of the regular teachers if inclusive education can really be effective.
- 5) To determine the factors to be considered before implementing inclusive education in regular primary schools.

#### **1.5 Research question**

- 1) What attitude do regular teachers have towards learners with hearing impairment?
- 2) What knowledge do regular teachers have on hearing impairment?
- 3) How does the teacher organize the teaching of hearing impaired children found in regular classes?

- 4) What is the opinion of effectiveness of regular teachers in an inclusive setting?
- 5) What are factors to be considered before implementing inclusive education in regular primary school?

### **1.6 Significance of the study**

The findings of this study will benefit the following:-

**Teachers:** Teachers will become more aware of children eagerness to learn given the favorable environment and the autonomy to think and practice.

**Parents:** Parents, child care taker and anybody with the responsibility of bringing up a child.

**Every adult:** All adult shall see the need of being good role model to the growing children.

**Children:** Children will have their learning environment improver and realize their full growing children.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

All of us are different and have unique and individual qualities and capabilities. Subsequently learners in a large class have different learning styles and much process information at different rates. The result is that some learners who seem bright and enthusiastic fail to perform according to their abilities or potential in some specific areas of learning. This exhibits a discrepancy between what is expected (potential) and what is observed (actual performance). This condition is known as learning disability (Agonda 2000).

This is the learner the researcher aim at investigating to determine whether the teacher has any influence on this particular condition. The study concerns educational provision of learners with hearing impairment in regular settings.

#### **2.1 An overview of hearing impairment**

Hearing impairment is a broad term which consists of all hearing loss, from mild to profound. The degree of hearing loss ranges from mild, moderate, severe to profound. Deafness is also used interchangeably with hearing impairment. The profound who are totally unable to hear is what most people call deaf. The largest group of people with hearing impairment are those with mild imperilment. They have a certain level of residual hearing which can be stimulated by the uses of hearing and (Hallahan & Kauffriam 1997, Tucker and Nolar 1984). Degree of

hearing impairment places people with hearing impairment into district categories. The term "deaf" is specifically used to refer to persons who use sign language as a means of communication.

"Hearing impairment" is a genetic term indicating a hearing disability that may range from mild to profound. It includes the deaf and hard of hearing. (Hallan & Kauffman (1997).

The researcher chose the above definition because it categories all degree of hearing impairments from mild to profound instead of calling then "deaf". This definition also assist when it comes to the use of hearing aids because you simply asses the category and give or prescribe thee type of hearing aids suitable for the hearing impairment.

## **2.2 Causes of hearing impairment**

There are many causes of hearing impairment. These may be through environmental factors, before, during or after birth, or it may be genetic (Moore 1987). The causes of hearing impairment can be categorized in to three major groups:-

- i) Acquired
- ii) Heredity (genetics).
- iii) Unknown causes (UNESCO, 1987, Ndurumo, 1993)

### **2.3 Classification of hearing impairment**

Hearing impairment is classified according to the level of hearing loss, measured in decibels (db). These are the units of loudness of sound. Zero decibels (0 dB) is the point at which people with "normal" hearing can detect the faintest sound. Each succeeding number of decibels indicates certain degree of hearing loss. (Hallahan & Kauffman, 1997)

### **2.4 Benefits of inclusive education**

Inclusion refers to and focuses on adjustments at home, school and the society at large to accommodate all individuals who can have the opportunities to interact, play, learn and experience the feelings of belonging and develop in accordance with their potentials within the environment.

Kenya has had a number of educational commissions which came up with policies that;

- i) Every child has a fundamental right to education.
  - ii) Every child has unique characteristics, interests, abilities and learning needs.
  - iii) Education system should be designed and programmes implemented to take into account the wide diversity of characteristics and needs
- (KISE Bulletin 2002 by Kurt)

## **2.5 Principles of inclusive education**

In any setup, all the members should be treated equally and be appreciated in all aspects. Therefore;-

- i) Children with special needs in education should be made to that they belong to the same school system as others.
- ii) Inclusive must consider that some learners who are deaf or severely multi-handicapped would require more specialized training outside the classroom.
- iii) Inclusion should aim at overcoming barriers to learning and development. (Kurt Kristen sen, 2000)

## **2.6 Barrier to inclusive education**

The problems experienced by children with disabilities could be due to various factors such as social, cultural or individual such as;-

- i) Negative attitude in the school and the society
- ii) Lack of access to educational facilities
- iii) Locations in the school physical surroundings that may not be accessible.
- iv) Lack of teaching aids and equipments
- v) Teaching styles not meeting the learners needs.



## **2.7 How to overcome the barriers**

There are different ways of trying to eliminate barriers and try to create effective inclusive in schools.

- i) Sensitize the whole community on the importance of accepting a learner with hearing impairment in an inclusive setting.
- ii) Identify the barriers that can be tackled immediately like providing facilities.
- iii) Adoption of the curriculum to suit a hearing impaired learner, modification of the equipment and daily living skills for easy access to different parts of the environment.
- iv) Teacher training programmes should emphasize on a child centered approach about special needs education.
- v) Recognize that negative and harmful attitudes affect learning.
- vi) Include everybody in overcoming barriers that prevent learning and development (Kurt Kristensen 2002)

To achieve successful 'inclusion' it requires accepting and adjusting the environment to include an individual with special needs in education without completely changing the environment.

Inclusion is therefore based on the belief that people of different races, religious aspirations and abilities or disabilities can work together. It enables children of all ages to learn and grow in an environment that they will eventually work in.

## **2.8 Attitude**

This is a common word that is widely used. Different researchers have offered a variety of definition of attitude.

According to Allport (1954), an attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with what it is related.

Triandis (1971) defines attitudes as an idea charged with notion which speeds up some particular actions to a particular class of social situations.

This implies that an attitude refers to one's idea, knowledge or perceptions of a given object.

## **2.9 Components of attitude**

According to Trindis (1971) attitude has three components namely cognitive, affective and behavioral.

### **2.9.1 Cognitive Component**

Cognitive deals very much with mental ability of an individual. Cognitive component contains the idea, thought or belief. Ideas on thoughts are often seen in responses to different stimuli. For example people may have different beliefs about the causes of hearing impairment and may attribute the causes to different factors. These various attributions may lead them to develop either positive or negative attitudes towards the conditions of the hearing impairment

person. As a result, this may make them develop a negative knowledge or thought towards children with hearing impairment.

### **2.9.2 Effective component**

This is the way human beings feel about something on a situation. Affective components consist of feelings, moods and emotions that people experience in relation to an object. These affective response could range from extremely positive to extremely negative. People who experience positive attitude towards objects while people who experience negative reactions develop negative attitudes (Reverberg, 1960)

### **2.9.3 Behavioral components**

Behavioral components contain actions that people portray in relation to the attitudes or one's wish to act in a particular manner. (Triandis, 1971). Since this behavioral response range from extremely negative, they can then be evaluated meaningfully. So, attitude determines what we attend to in our environment, how we perceive the information about the object of our attention, and how we respond to that object. (Barns, 1991).

The above statement shows that attitude guide behavior. For example, if a teacher has an attitude that a child with hearing impairment can not be educated in a regular school, she/he may not accept to have such a child in his/her class.

From this, it can be concluded that the evaluation of people's attitudes can be seen through response of all three components (Triandis, 1971).

#### **2.9.4 An overview of attitude towards person with hearing impairment.**

There are numbers disabilities which include mentally, visually, physically and hearing impaired . They all refer to disability which means a loss of function due to impairment.

Historically, the belief regarding individuals with disabilities differs from society culturally. In ancient times, they w3ere not valued in regards to human rights. Many people with hearing impairment were being labeled as terrible, dump, idiots, mute or dangerous. (Ellywood, 1985). Some were killed, abandoned to die or condemned in asylum where they were hidden from society away from any education.

Most African society including communities in Kenya regards hearing impairment as a curse from God. People used to believe that associating with them will make one deaf.

According to the ancient Greeks, those born with hearing impairment, those born with hearing impairments were considered non-person. According to Moores (1987). Aristole equalized "deafness" with an incapability for reasoning. According to Alexander Grandham Bell, the famous scientist in the early 20<sup>th</sup> centaury, "deaf" was a defective variety of human race.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The method the researcher applied in the field in order to collect data on the title of the study are reflected as shown below:-

#### **3.1 Research design**

The research used survey method of educational research as a technique of gathering information on the research topic. The researcher used questionnaires from population of the study; random sampling method was used to arrive at the school that was selected.

#### **3.2 Population and sample**

The targeted population of this study was the regular teachers within Eastleigh Zone.

#### **3.3 Respondent**

Ten schools from the Zone were chosen. The researcher picked one teacher from each school, making a total of ten teachers.

#### **3.4 Sampling procedure**

The researcher used simple random method to select the study population giving each person a chance of being included in the sample.

### **3.5 Research instrument**

The researcher used questionnaire with close and open ended. The questionnaire were developed under four themes.

Teacher's influence on a learner with hearing impairment.

- 1) Provision of education to learners with hearing impairment.
- 2) Knowledge and understanding of the concept of inclusion.
- 3) Views concerning inclusion of learners with hearing impairments in to regular schools.

The researcher opted for a questionnaire because it upheld confidentiality, saved time and gave no opportunity for interview bias.

### **3.6 Procedure of the study**

An introduction letter was presented to the head teacher of the selected schools asking for permission to conduct the study in the school. After giving out the questionnaire, the researcher had to give some time for the respondent to fill in the required information.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

This chapter shows the presentation and analysis of data, tabular layouts are used. The results have been presented as per identified factor and those the researcher intended to discuss. The information which was obtained from the principal or the physical facilities will also be included.

#### 4.1 Profile of respondents.

**Table 1: Age of respondents**

Age	Frequency	Percentage
20 – 30	2	20%
31 – 40	5	50%
41 – 50	3	30%
Over 50	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

The table shows that most of the respondents lie between the age of 31 and 40 year –50%

**Table 2: Gender of respondents**

<u>Gender</u>	Frequency	Percentage
Male	3	30%
Female	7	70%
<b>Total</b>	<b>10</b>	<b>100%</b>

The majority of the respondents are female teachers which is 70%. This may imply that many male teachers opt to work in their rural areas away from the city of Nairobi.

**Table 3: Qualification of respondents**

Qualification	Frequency	Percentage
Diploma	0	0%
ATS	1	10%
P1	7	70%
P2	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

The most teachers have P1 as their qualification where by diploma teachers have opted to teach in secondary schools. The P1 grade was 70%.

**Table 4: Type of schools**

Type of Schools	Frequency	Percentage
Day schools	10	100%
Boarding	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

From the above table, the researcher found out that all the schools in the Zone are day schools and no boarding schools.

**Table 5: Marital Status**

Marital status		
Single	3	30%
Married	7	70%
<b>Total</b>	<b>10</b>	<b>100%</b>

70 % of the teachers interviewed through the questionnaire are married and this means they are family people.

From the information gathered, it shows that the teachers are qualified to handle learners with learning difficulties and are able to assist them where necessary.

#### **4.2 Knowledge about hearing impairment**

The respondents were asked whether they have ever come across a person with hearing impairment. Their response was as follows;

**Table 6: Knowledge about hearing impairment**

Response	Frequency	Percentage
Yes	8	80%
No	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

The table evidently indicates that 80% of the respondents have come across hearing impairment people and 20% had never.

**Table 7: Main Causes of Hearing impairment**

<b>Cause</b>	<b>Frequency</b>	<b>Percentage</b>
Witchcraft	6	60%
Accident	0	0%
Curse	2	20%
I don't know	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

The table above shows that the majority of the respondents thought that hearing impairment is caused by witchcraft that is 60%, 20% think that it is a curse within their community while the other 20% do not know the causes of Hearing Impairment.

#### **4.3 Knowledge on Education provision**

The respondents were asked whether they thought that children with hearing impairment should be educated. Respondents were of the view that all the people with hearing impairment should be provided with education.

**Table 8: Knowledge on Education provision**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	100%
No	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

The above table indicates that all the respondents agree that children with hearing impairment should be educated. This will make them use their potential skills and be able to acquire skills and knowledge on how to deal with their day to day life.

**Table 9: Whether they lower the class mean score**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	100%
No	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

A 100% of respondents said that learners with hearing impairment lower the class mean score. This is because their ability of perception is not the same as the other 'normal' learners. They need a lot of extra time to catch up with what the teacher is teaching.

#### **4.4 Factors to be considered before including learners with hearing impairment in regular schools**

The following factors were listed by the respondents;

1. The curriculum should be modified to cater for learners with hearing impairment
2. The teachers should be well equipped with skills and knowledge on how to handle these learners.
3. Hearing gadgets should be given to learners with mild hearing impairment.

## **CHAPTER FIVE**

### **SUMMARY AND RECOMMENDATIONS**

#### **5.1 Conclusion**

From the data analysis it can be concluded that the level of teachers towards inclusion of learners with hearing impairment is generally fair. Although the overall level of teachers' attitude on learners' development was interpreted as average, there is still room for improvement especially on the area of learners' self-worth and dignity as well as learners' motivation.

#### **5.2 Summary**

The study was guided by the main research question "What are the attitudes of regular primary school teachers towards inclusion of learners with hearing impairment into regular schools".

The study also focused on different themes based on the research questionnaire

- i) Knowledge and understanding of hearing impairment.
- ii) Provision of education for learners with hearing impairment.
- iii) The understanding and knowledge of 'inclusion'
- iv) View of regular teachers on inclusion of learners with hearing impairments.
- v) Factors to consider before including learners with hearing impairments into regular school.

The study shows that the majority of the teachers have had learners with learning disabilities in their various schools.

The World Conference on Education for all (E.F.A) 1990 stated that: "Education is a right" for every child regardless of social, cultural, economic status, ability or special needs. Majority of the respondent had the opinion that "all" learners with hearing imperilment should be educated just like the hearing children.

A big percentage of teachers have no idea on the meaning of inclusion. They feel that it is not possible to have these learners in an inclusive setting as they require special skills.

They also felt that the curriculum is too wide and overloaded, thus making it difficult for them to teach effectively. They have the opinion that the present curriculum requires some modifications so as to cater for both the "normal" and the hearing impaired learners.

### **5.3 Recommendation**

From the study the researcher made the following recommendations:

- i) Organization of seminars and courses for the regular teachers and public awareness by the few special education.
- ii) Enhancement of team work and cooperation among teachers, parents and other professionals.
- iii) The adaptation and modification of the curriculum to cater for individual needs.

- iv) More trained teachers should be employed so as to reduce the work load of teachers in regular primary schools.
- v) Teachers can be motivated by being promoted after attending short courses.

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## APPENDICES

### Appendix 1: Questionnaire.

Please answer the following questions by ticking the most appropriate response in each case or explain briefly. This will help the researcher to compile and give a comprehensive report on inclusion.

#### (A) PERSONAL INFORMATION

1. **School:** \_\_\_\_\_

2. **Gender:** Male Female ☐ Female ☐

3. **Age:** 20 – 30 years ☐

31 – 40 years ☐

41 – 50 years ☐

Over 50 years ☐

4. **Current Grade** Diploma ☐

ATS ☐

P1 ☐

P2 ☐

Any other specify \_\_\_\_\_

#### (B) KNOWLEDGE ABOUT HEARING IMPAIRMENT

1. Have you ever come across a person with hearing impairment?

Yes ☐ No ☐

If yes , what indicators led you to conclude he/she has hearing impairment? \_\_\_\_\_

2. In your own opinion what is the main cause hearing ipairement?

Witchcraft

Accident

Curse

I don't know

Any other Specify

**(C) KNOWLEDGE ON EDUCATION PROVISION**

1. In your own opinion, do you think that the children with hearing impairment should be educated?

Yes  No

If yes/no explain your response

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2. Where should they be educated?

Special schools

Regular schools

In units within regular schools

**(D) KNOWLEDGE ON INCLUSIVE EDUCATION**

1 In your current school do you have learners with special problems?

Yes  No

Do you think these children always lower the class mean score?

Yes  No

If yes /no, please explain your response.

**(E) FACTORS TO BE CONSIDERED BEFORE INCLUDING LEARNERS  
WITH HEARING IMPAIRMENT IN REGULAR SCHOOLS**

1. Can you list down two factors that may be considered so that learners with hearing impairment can learn in regular schools?

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