

**THE IMPACT OF FREE PRIMARY EDUCATION ON THE QUALITY  
OF SPECIAL EDUCATION FOR THE DEAF LEARNERS  
IN SCHOOLS, A CASE STUDY OF  
CENTRAL PROVINCE  
KENYA**


**BY  
MUCHOMBA ANTHONY NDURU  
BED/13361/61/DF**

**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN  
AND DISTANCE LEARNING IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE AWARD OF  
A DEGREE IN EDUCATION OF  
KAMPALA INTERNATIONAL  
UNIVERSITY**

**AUGUST 2008**

**DECLARATION:**

I declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature.....

Date.....14/05/2008.....

MUCHOMBA ANTHONY NDURU.

### APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education(science) at Kampala International University.

Supervisor.....

Date.....

*Chapera*  
*Bahuti Fred*

*14/10/18*

### **ACKNOWLEDGMENTS**

My gratitude goes to my supervisor Mr. BAHATI for the advice and guidance while I was writing this project and also for providing useful references in order to improve the quality of this project.

## **DEFINITION OF TERMS AND ACRONYMS**

- Autonomy- A feeling of self control and self determination
- Cognitive- Thinking capacity
- Derogatory- Dehumanizing words
- Developmental delay- A lag in cognitive ,physical ,social-emotional aspects
- Discrepancy- A difference
- Dysfunction- Not working as required
- Inclusive- Learners both “normal” and “with special needs” learn together
- Intervention- Corrective measure
- Language deficit- Under developed language skills
- Learning deficit- Not able to grasp what is being taught
- Pathology- Medical term meaning diseases
- Perception- Ability to see, feel from an intellectual angle
- Prevalence- Dominant
- Strategy- A plan in relation to teaching method
- Therapy- Contextually means help
- Truancy- Deliberate absenteeism

## **ABSTRACT**

The impact of free primary education has been manifold and complex. The quality and magnitude of the programme has affected not only the normal physically fit pupil, but also the physically challenged learners in inclusive schools as well as the wider community and society.

The study adopted a Descriptive research design. This enhanced the researcher to obtain a better understanding of the problems and impact of free primary education on the quality of special education for the deaf learners in central province Kenya. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures.

This report provides suggestions for more effective approach to deaf education in the country. It is designed for policy makers, planners and practitioners who have responsibilities in the area of deaf education in Kenya.

## TABLE OF CONTENTS

DECLARATION:.....	ii
APPROVAL .....	iii
ACKNOWLEDGMENTS .....	iv
DEFINITION OF TERMS AND ACRONYMS .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
CHAPTER ONE .....	1
1.0 Introduction.....	1
1.1 Background to the study .....	1
1.3 Statement of the problem.....	3
1.3 Objectives of the study .....	3
1.3.1 General objective .....	3
1.3.2 Specific objectives .....	3
1.4 Research questions.....	4
1.5 Scope of the study.....	4
1.6 Significance of the study .....	4
1.7 Limitations.....	5
CHAPTER TWO .....	6
REVIEW OF RELATED LITERATURE.....	6
2.1 Conceptual framework using the classical liberal theory .....	6
2.2 Curriculum.....	7
2.3 Deaf/hearing impaired .....	7
2.4 What the Kenyan government is doing to support children with special needs .....	10
CHAPTER THREE.....	12
METHODOLOGY .....	12
3.1 Introduction.....	12
3.2 Research design .....	12
3.3 Population .....	12
3.4 Sample .....	12
3.5 research instruments .....	13
3.7 Data analysis .....	14
CHAPTER FOUR.....	15
PRESENTATION AND ANALYSIS OF DATA.....	15
4.1 Introduction.....	15
Observation and analysis .....	16
CHAPTER FIVE.....	25
DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	25
5.0 Introduction.....	25
5.1 Discussion.....	25
5.2 Conclusion .....	27
5.3 Recommendations.....	27
REFERENCES .....	29
APPENDIX A.....	32

TIME SCHEDULE.....	33
APPENDIX C.....	34
QUESTIONNAIRE 1FOR THE ADMINISTRATORS OF SPECIAL SCHOOLS.....	34
APPENDIX 2.....	38
INTERVIEW SCHEDULE FOR HEAD TEACHERS.....	38
APPENDIX 3: QUESTIONNAIRES FOR TEACHERS.....	39
APPENDIX 4.....	41
INTERVIEW GUIDES FOR TEACHERS .....	41
APPENDIX 5: .....	42
QUESTIONNAIRES FOR LEARNERS .....	42
APPENDIX 6.....	44
INTERVIEWS SCHEDULE FOR NGO MANAGERS .....	44





## **CHAPTER ONE**

### **BACKGROUND OF THE STUDY**

#### **1.0 Introduction**

This chapter presents the background of the study that was carried out by the researcher. It presents the statement of the problem, objectives of the study, research questions, significance of the study as well as the limitations.

#### **1.1 Background to the study**

In an inclusive mode of education, many learners seem to fall prey to a myriad of learning difficulties at one stage or the other in their course of learning. Children all over the world have varied abilities and learning needs. Some of them, according to Mwaura (2002) experience different levels of difficulties, which could be specific or general in nature. Where these difficulties are specific, these children experience problems in one or more of the content areas of the curriculum such as in reading, writing, spelling or in Mathematics. While viewed under the context of learning difficulties, Ndurumo (1993) categorizes some learners to be just slow in learning and with reduced abilities in concept formation as compared to the rest of class exposed to the same learning background. He explains the possibility of some learners having general and severe learning problems in most areas of learning as may be characterized by poor performance in almost all the areas of the curriculum.

The description therefore placed the different categories under one umbrella term, Learning Difficulties. Learners who experience learning difficulties have often been misunderstood in inclusive settings. Teachers in most schools when looking at their performance during normal teaching sessions, and also looking at their examination performance, have ended up branding and describing them derogatively with names and descriptions such as being lazy, not serious, inconsistent, underachievers and slow learners. Research carried out by Gearheart (1995) shows interestingly some observation worth of note that some learners in class seem bright and enthusiastic but fail to perform according to their abilities or expected potential in specific areas of learning, therefore exhibiting what is so often described as significant discrepancy between the actual performance and

provided with equipment such as textbooks and writing materials. This has apparently improved the quality of education in regular schools.(Assessment report,2004).

In central Province, there are about 10 special schools and several integrated programmes that cater for learners with handicaps. These special schools cater for the physically handicapped learners, visually impaired, hearing impaired and the mentally challenged learners. Among these learners, only the mentally challenged do not cover the same curriculum with the learners from regular schools. These schools are supposed to access funds from the Free Primary Education programme.This prompts the researchers to try and find out whether the quality of services delivered to special schools in Central Province have also improved due to the introduction of Free Primary Education. The researcher intends to research in selected special schools for the hearing impaired in Central Province.

### **1.3 Statement of the problem**

Notwithstanding the pressure and the teachers' attitudes towards teaching pupils who are mentally challenged in schools under Free Primary Education in Kenya, the number of teachers has not been significantly increased to match the number of disabled pupils. One wonders therefore, if parents and teachers are favorably disposed to this type of situation on physically challenged (blind, deaf cannot walk properly plus being handicapped) pupils. The study therefore intends to find out how free primary education in Kenya has impacted in quality of education for learners with special needs, specifically learning impairment.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The general objective to this study was;

To determine the impact of free primary education on the quality of education for children with hearing impairment in special education schools

#### **1.3.2 Specific objectives**

Specific objectives to the study were;

1. To determine the actual financial support that the government is extending towards educating each child with hearing impairment vis-à-vis other categories of learners in primary schools.

2. To establish whether more children with special educational needs are accessing special education services compared with period before the implementation of the FPE policy.

3. To establish the role of NGO'S in supporting implementation of free primary education for learners with hearing impairment.

#### **1.4 Research questions**

The study attempted to answer the following research questions

1. What is the actual financial support that the government is extending towards educating each child with hearing impairment vis-à-vis other categories of learners in primary schools?
2. Whether more children with special educational needs are accessing special education services compared with period before the implementation of the Free Primary Education policy?
3. What is the role of NGO'S in supporting implementation of free primary education for learners with hearing impairment?

#### **1.5 Scope of the study**

The research was carried out in Central province in Kenya.

The respondents to the research were teachers and pupils from six schools for the hearing impaired in Nyeri, Kiriinyaga, Murang'a, Kiambu and Nyandarua districts. The study was based on free primary education and its impact on the deaf impaired learners.

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

The findings of the study would be significant in the following ways:

1. From the recommendations, curriculum developers will know that the present curriculum in use in primary schools does not cater equitably for learners with special needs (such as those with learning difficulties) and requires overhauling, or modification of sections to include all kinds of learners.
2. From suggestions and recommendations, teachers would identify areas that need special attention, and use recommendations given for effective teaching or applications.

3. Learners who previously were ignored by teachers would benefit from efforts that teachers would put, to make them acquire knowledge; as teachers would use recommended teaching methods that benefit specific groups of learners.
4. The research could be used as reference material by future researchers on the subject.

### **1.7 Limitations**

There were some limitations and delimitations that affected the study progress both positively and negatively. These were as follows:

Time: Time factor was the greatest limitation, as the researcher had to perform her obligatory duties as a professional teacher, and only carry out research work when free or when the head of institution gives permission where the researcher teaches.

Lack of co-operation: At the place of work, some teachers did not co-operate for their own selfish ends, and didn't see how the study would help or benefit them or learners. Some learners also didn't want to co-operate and avoided interview by the researcher.

Referral literature: Local libraries in Thika such as the Kenya National Library and the British Council Library did not have relevant books on the subject. This forced researcher to travel to Kenya Institute of Education, Nairobi for relevant books on the subject.

Finance: That was a self sponsored project, and needed funds to complete. Purchases of stationary, testing, travelling expenses all bore hard on the researchers' financial capability.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

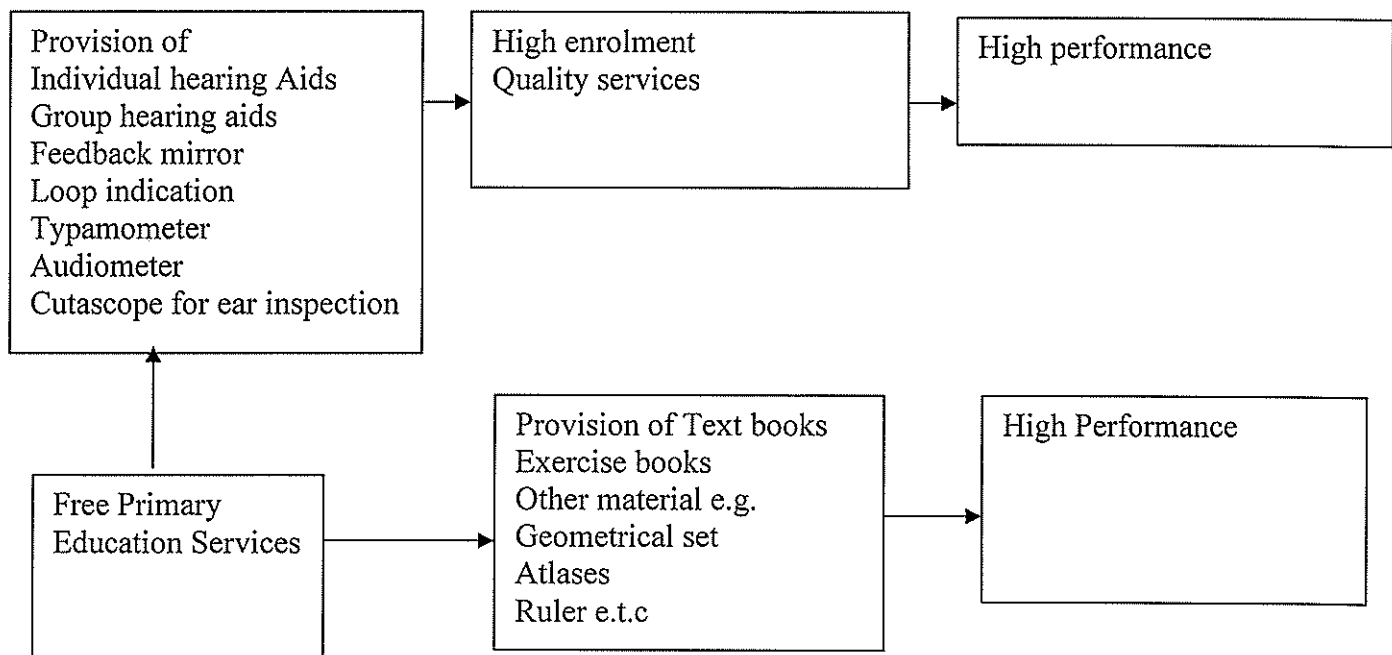
#### 2.0 Introduction

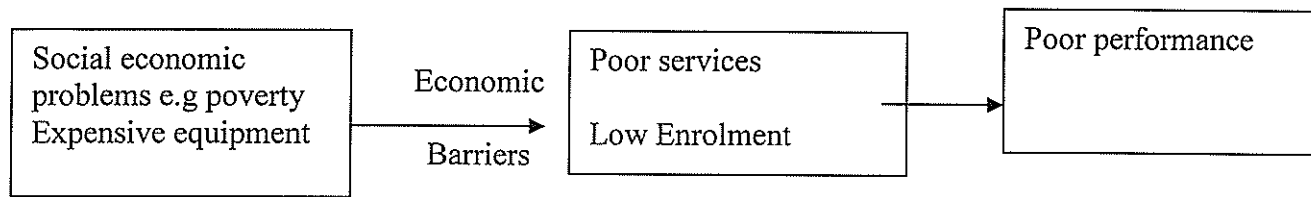
In this chapter, the researcher reviewed literature related to the study from books, journals, newspapers, bulletins, research reports, modules and from internet downloaded information. The literature review will be arranged in the following order; Explanation of learning difficulties, characteristics and identification both academic and behavioural.

#### 2.1 Conceptual framework using the classical liberal theory

In Orodho (2004), the classical liberal theory of equal opportunity & social Darwinism asserts that each person is born with a given amount of capacity, which to a large extent cannot be substantially changed. Therefore education systems should be designed so as to remove barriers of any nature, that is, economic, gender or geographic. By making primary education free by the NARC government, it is hoped that education is available to all children and economic barriers are removed.

Figure 1: A conceptual frame work on the impact of free education on hearing impaired learners & learners in regular schools





In figure 1, the provision of hearing impaired, equipments through FPE education would remove economic barriers. This would lead to high enrolment in the hearing impaired schools which would in turn lead to high performance. This has also led to high performance in regular schools. On the contrary high cost of the hearing impaired equipment and social-economic problems leads to low enrolment & poor services .This in turn causes poor performance in these schools.

## 2.2 Curriculum

According to Kilei (2003) any curriculum developed should consider the learners educational needs. It takes into account learner's developmental milestone for it to be effective. With the introduction of Free Primary Education, the aspect where the curriculum takes into account learner's developmental milestone no longer works towards that end. There are many cases where old children in terms of chronological age are found in classes one or two as old as 12 or 13 years of age, and even old men of 40 join lower classes. There are criticisms as to the amount of content in the primary school curriculum, The Kenya Teacher quarterly magazine, June 2003, made comments to the effect that not one class in the primary 1-8 ever finishes the teaching meant for learners for the 12 months of the year.

## 2.3 Deaf/hearing impaired

A deaf person is a person who is deprived of the power of hearing (Webster's Dictionary, 1998. However according to Helen Keller National Center For Deaf And Blind (2006), a deaf person is that who has a chronic hearing impairment so severe that most speech cannot be understood with optimum amplification, or a progressive hearing loss having a prognosis leading to this condition; and for whom the impairment causes extreme

difficulty in attaining independence in daily life activities, achieving psychosocial adjustment, or obtaining a vocation.

The Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (P.L. 94-142), includes "hearing impairment" and "deafness" as two of the categories under which children with disabilities may be eligible for special education and related service programming. While the term "hearing impairment" is often used generically to describe a wide range of hearing losses, including deafness, the regulations for IDEA define hearing loss and deafness separately.

Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."

Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."

Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.( NICCHY Fact Sheet Number 3 (FS3), January 2001)

Hearing loss or deafness does not affect a person's intellectual capacity or ability to learn. However, children who are either hard of hearing or deaf generally require some form of special education services in order to receive an adequate education. Such services may include:

- regular speech, language, and auditory training from a specialist;
- amplification systems;
- services of an interpreter for those students who use manual communication;
- favorable seating in the class to facilitate speech reading;
- captioned films/videos;
- assistance of a notetaker, who takes notes for the student with a hearing loss, so that the student can fully attend to instruction;



of ages 7-10 by the year 2005. PEDP has assisted in the implementation of UPE through enhancing access, improving the quality of teaching and learning processes and strengthening the institutional arrangement that support the planning and delivery of education service.

#### **2.4 What the Kenyan government is doing to support children with special needs**

According to project implementation plan by MOEST (2003) Policy attention in FPE came in the wake of Jomtien (1990) conference which resolutions reiterated the right of every child to education and emphasized the duty of every state government to provide education for all its citizens. It also drew attention on the government on the need to focus attention on the right of the disadvantaged and vulnerable groups such as girls, and children in difficulty circumstances.

A Nairobi UNESCO Newsletter on EFA new cites that not much had been achieved towards the attainment of Jomtien goals. Another global forum on education was convened in Dakar, Senegal in April 2000, under the slogan “maintain the vision, keep the commitment”. Countries including Kenya were asked to sign up to a new plan of action to ensure that at least some of the 1990 goals are accomplished by 2015. One of the key targets of the Dakar framework of action was to ensure that by 2015, all children have access to and complete good quality free and compulsory primary education.

The government measurements and investments in education were designed to produce sufficient findings to primary education in order to alleviate household costs burden, increase access, ensure adequate teaching and learning inputs and ensure internal efficiency. In order to manage the increase enrollment that has been caused by abolition of fees and other levies the government embarked on mobilizing resources to ensure the attainment of UPE and EFA goals. This would be done in partnership with stakeholders and development partner for immediate and continuing support. It was also imperative to provide learning and teaching materials physical facilities and accessories including sanitation, stationery and other inputs to ensure friendly learning environment. The government also stressed need for the optimal utilization is existing facilities.

According to Gachathi 1976, one of the basic concerns in special education is the cost of equipment that a handicapped child must have. A MOEST assessment report published by the Ministry of Education cites discipline as one of the challenges due to increased enrollment in schools through FPE. There is also lack of clear policy that clarifies the roles of various stakeholders, admission criteria, handling of discipline and ways of involving parents and communities in school activities. Parents argue that money given by the government is not enough to build new structures. Large numbers of pupils in classes make it difficult for teachers to give attention to all learners. Though there are challenges according to the assessment report by MOEST, parents and teachers consider FPE as eliminating illiteracy and creating an educated citizenry who can participate effectively in the social, economic and political development of the nation.

FPE aims at improving the living standards and fighting and eradicating poverty. It is a means of realizing the children's Act that provides compulsory education. FPE is a step towards Education for all (EFA) of which Kenya is a signatory. FPE aims at catering for children from poor families and orphans. It also reduces school drop outs, the number of street children, child labourers, boosts girls' education and provides quality education through the provision of learning materials in schools. In the assessment report (MOEST) has not addressed education of children with special needs which raises questions for the researcher.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures and techniques used in carrying out this study. The sections in this chapter included research design location of the study, target population, study sample and sampling procedures, data collection procedures research instruments, piloting and data analysis.

#### **3.2 Research design**

The researcher used a survey design method, where data was collected by use of questionnaires given to teachers. An interview schedule was also used to collect data from parents of learners. The data was collected in quantitative form using numerals.

#### **3.3 Population**

The population targeted were teachers in Central province numbering about two hundred spread in about twenty schools in both public and private schools. Parents of learners were also targeted; their number being about two hundred parents. The researcher then used simple random sampling to arrive at representational numbers in the province for both teachers and parents.

#### **3.4 Sample**

From the population of teachers and parents in the province, twenty teachers (10%) and twenty parents (10 %) were picked as respondents. Teachers were selected as they are the teachers of deaf learner's. Their parents were also selected as most of the complaints about the performance of their children originated from them. The selection from the two groups was gender balanced. This means ten female teachers and ten male teachers, ten female parents and ten male parents. Half the number of parents married, while the other half comprised of single parents with children, or divorced parents but taking care of their children. For teachers, some had taught for many years, while a few were new graduates from teacher training colleges. Most parents who were selected as respondents had no

relevant education, and were the reason why interview schedules were used rather than giving them questionnaires to complete.

### **3.5 Research instruments**

The researcher used questionnaires for teachers which had 10 questions, with choices of answers ranging from two to three choices where teachers had to pick one answer of their choice. The researcher also used an interview schedule for parents with 10 questions and choices for answers given. The interview schedule was preferred when interviewing as they could not understand questions in written form because most were illiterate. It was necessary at some point to ask parents questions using Kiswahili, translated from the interview schedule for them to understand better before responding. Parents were interviewed individually in their homes while teachers were given questionnaires to complete questions in the questionnaires, and the interview schedule answered the research objectives.

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

The researcher at the beginning reviewed literature related to the study from different sources. These sources included relevant books, encyclopaedias, newspapers, other research reports, journals and internet downloaded information. This was preceded by development of the research proposal based on the theme of the study. The researcher then prepared questionnaires for teachers and an interview schedule for parents. The researcher used introduction letter from the Institute of Open and Distance Learning and provided them to the interviewees. After preparing these tools, the researcher proceeded to test their effectiveness by carrying out a pilot study in two schools from the zone. Permission was then sought from heads of institutions allowing the researcher to select respondents from their institutions. The researcher then visited schools, and issued questionnaires to randomly selected teachers to be part of her respondents. The researcher also prepared and interviewed selected parents in their homes. The researcher finally organized and analyzed data from questionnaires and the interview schedule and proceeded to write the report.

### **3.7 Data analysis**

Various statistical methods to present the data were used. These included; tabulation table, and tables. The researcher, using completed questionnaires extracted data from them and placed them in tables which showed category, frequency and percentage calculation of frequencies of answers. Observation and description of numerical presentation, with detailed analysis. In some cases, graphs and pie charts used to present respondents responses following the A.P.A format.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.1 Introduction

In this chapter, the researcher analyzed the findings of the study. The findings were presented in tables which showed category, frequency and percentages from the tally of each response. They were also presented in graphs, and a few were translated in pie charts. They all reflected responses from teachers and parents.

**Table 4.1 Professional qualification**

Category	Frequency ]	Percentage
Primary	14	70%
S.N.E Diploma	4	20%
Untrained Teachers	2	10%
S.N.E Degree	-	0%
Total	20	100%

The study findings in table 4. 1(above shows that majority of teachers are of primary one (PL),as shown by 70 % response. Those with special needs Diploma qualification were represented by 20 %, while those without any training were by 10 % of teaching fraternity. There was no teacher with a degree in special needs education. These are disturbing analysis for a province that would like to be recognized in education circles. Primary I teachers are trained to teach ‘normal’ children but not learners with some special needs. The Diploma S.N.E trained teachers are few and their impact would be minimal compared to the number of special schools in the country. The province according to the analysis has some 10% untrained teachers One may wonder about their

input handling teaching jobs, let alone teaching learners with learning difficulties Still the province is dis-advantaged for having not a single S.N.E Degree holder.

**Table 4.2 which one among problems listed are most common in classes you teach?**

Category	Frequency	Percentage
Short attention span	10	50%
Lack of concentration	5	25 %
Memory and recall	3	15 %
Frequent absenteeism Total	2	10 %
20		100 %

### Observation and analysis

Result of the findings in table 4.2 show that short attention span problems are dominant in most classes with 50 % respondents citing it. This was followed by lack of concentration problems registering 25 % of respondents choices. Problem of learners with memory recall was cited by 15 % of respondents while problems of frequent absenteeism had a 10 % response from teachers. It is clear that most learners have one problem or the other which hinders them from progressive learning. This further translates in challenges for teachers as these are barriers to learning and development. To handle these problems would require the expertise of skilled teachers without which most learners would always lag behind.

**Table 4.3 Teachers choice for intervention on problems listed**

Category	Frequency	Percentage
Enforce lessons using Cain	6	30%
Use relevant resources	6	30%
Unit facts teaching	4	20%
Frequent lesson repeats	4	20%
Total	20	100%

#### Observation and analysis

The findings table 4.3 on teachers intervention choices show that enforcing lesson by use of the Cain and letting pupils learn at their own pace were preferred intervention measures. These were indicated by 30 % response for the former and 30 % for the latter. 20 % of respondents preferred unit facts teaching as a good intervention measure, while another 20 % of respondents preferred frequent repeat of lessons. It is seen in the above analysis, the researcher doesn't agree on use of Cain as an intervention measure, in fact the Cain is punitive rather than corrective. The choice where pupils are let to learn at own pace can only be effective under guidance of structured lessons, while frequent lesson repeats could be preferred, although it has the danger of tiring pupils. Unit facts teaching is usually most effective, as learners move forward after mastering given units.



**Table 4.4 Comments on teaching of Mathematics concepts in primary 7 and 8**

Category	Frequency	Percentage
Confusing	0	50%
Difficult	6	30%
Manageable	4	20 %
Total	20	100 %

**Observation and analysis**

Analysis of table 4.4 above shows that 50% of respondents find it confusing teaching mathematical concepts in primary 7 and 8. Another 30 % of respondents find it difficult while only 20 % indicated they can manage. This translates to a decision that because of the teaching being confusing or difficult, many learners specifically those with learning problems would find learning complications in Maths, as teachers who are supposed to teach them are themselves poor according to findings.

**Table 4.5 Teachers choice on correct description of the Kenyan Primary school curriculum**

Category	Frequency	Percentage
Discriminate S.N.E learners	10	50%
Well structured for all learners	10	50%
Total	20	100 %

The responses in table 4.5 show that 50% of teachers believe the curriculum discriminates Special Needs learners, while 50 % of teachers believe it is well structured for all learners, Experiences as a teacher confirms what the respondents have indicated, that it discriminates special needs learners. This is true as the no part of the primary school curriculum has any provision for special needs learners. It leaves out such important areas such as the I.E.P or mediated learning experience nor does it explain how to teach a hearing impaired or cerebral palsied learners, to mention only a few.

**Table 4.5 Learners in class having problems such as sigh, hearing, communication that interferes with their learning**

Category No	Frequency	Percentage
Yes	100%	100%
No	-	0%
Total	20	100%

Accordinging study findings in table 4.6, all respondents were in agreement that there were learners with special needs problems in their classes that hindered their learning and development. Since there are such learners, this is in par with challenges teachers face in teaching them. It has been found in this research that most teachers are not trained to handle learners with special needs, such as those with learning difficulties.

**Table 4.6 teacher's opinion on whether 35 min allocation per lesson is enough as per curriculum**

Category No	Frequency	Percentage
No	20	100%
Yes	-	0%
Total	20	100%

According to findings in table 4.7 above, all teachers were in agreement that the 35 min allocated per lesson in the present curriculum is not enough. This was shown by 100 % response for "No" it is true. This cannot be enough given the fact that some learners are slow in learning because of various learning problems they may be having.

**Table 4.7 opinion on the truth about few teachers being competent in teaching S.N.E learners**

Category No	Frequency	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

### **Observation and analysis**

The study finding in table 4.8 above had 80 % of respondents indicating it was true that few teachers were competent. But 20 % of teachers indicated that it wasn't true. The reality is that since most teachers were of primary I professional grades, they would not be competent enough since they didn't have special needs education training which provide for specialized training on S.N.E, The findings in the above table only

strengthened the truth, apart from the 20 % respondents who according to the findings elsewhere in the study had special needs education.

**Table 4.8 Co-operation from parents in matters of learning involving their children**

According the study findings in table 4.9 regarding parents co-operation in matters of their children learning, 50 % indicated that parents do co-operate while 50% indicated

Category	Frequency	Percentage
Yes	10	50%
No	10	50%
Total	20	100%

otherwise. For their children to gain from a good learning atmosphere with teachers love and respect, cooperation is vital, since it is a reciprocation of good relationship that set the best learning environment for children. Co-operation would involve discussion on child's needs and requirements that can be facilitated by the two sides.

**Table 4.9 intervention methods mostly used by teachers**

Category	Frequency	Percentage
Extended teaching hours	10	50%
Involving other teachers	5	25%
Use appropriate teaching methods	4	20%
Involving parents	1	5%
Total	20	100%

The study finding in table 4.10 came out with the following facts. As high as 50 % of teachers extend teaching hours to help learners. Still 25 % of teachers *involve* other teachers to help them. While 20% of respondents indicated use of appropriate teaching methods. Some teachers indicated that they involve parents to help in their finding solutions that can help learners (5 %).

The indications by the findings are that teachers try all methods to find solutions that help in intervention strategies. This is a good sign that efforts are made in all areas to h&p learners.

**Table 4.10 Whether children have enough homework to adequately occupy them**

Category	Frequency	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

Most parents according to the finding in table 4.12 indicated that their children do not have enough work for homework as represented by 80 % response, against 20 % response for parents who indicated otherwise. Challenges would not cease as long as children have little to carry home in terms of homework. Children are therefore idle at home and to improve would require a change in the trend. It pauses challenges to teachers as with an involved curriculum, teachers would find it difficult to cover it.

**Table 4.11 Most true reason why children perform poorly**

Category	Frequency	Percentage
Teachers not serious	14	70%
Children don't work hard	2	10%
Over enrolled classes	3	15%
Too many subjects	2	5%
Total	20	100%

Most respondents cited teachers as not being serious as a reason for children's poor performance as shown by 70 % parent's response. Some parents cited over enrolled classes as being reason for the same as shown by 15 % response, while others indicated that it is children who do not work hard, 10 %. A few indicated that it was because the primary school syllabus is crowded with many subjects. There could be a lot of truth on the probability of teachers not being serious with their teaching. It compromises learning especially for with learning difficulties. With over enrolled classes, the performance will always be poor, for obvious reasons such as teachers not being able to conduct I.E.P for poor or slow As for there being too many subjects in the curriculum, it would be helpful if subjects were amalgamated and most contents not directly helpful and useful struck out. This would improve the quality of remaining content and improve on their relevancy.

Category	Frequency	Percentage
Understand learners problem first	14	70%
Have specialized training	4	20%
Involve learners in practical work	2	10%
Total	20	100%

## Observation and analysis

According to the findings in table 4. 14, many parents suggested that teachers understand learners problems to enable them improve performance as shown by 70 % response from parents. Other parents (20%) suggested specialized training for teachers, while some (10%) preferred that teachers involve learners in practical work. Those are effective suggestions of concerned parents and backed by the researcher. Teaching alone without remedial plans aimed at improving performance would not help learners with learning difficulties.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, the researcher discusses the findings of the study by identifying major findings, and commenting on possible reasons why the results appear as they are. These are compared to results of previous research by other researchers. The researcher also drew conclusion and finally made recommendations from the study findings that were a long way in solving challenges that free primary education pose on deaf impaired learners.

#### **5.1 Discussion**

The major obstacle to helping learners with special needs such as those with learning difficulties is the shortage of teachers trained in special needs. The findings in this study found out that majority of teachers do not have the necessary professional qualifications useful in addressing problems of special needs, since majority of teachers are Primary trained. This category of teachers cannot effectively teach learners with special needs as their training in college did not have in their curriculum special needs. This fact is also detailed by Mwaura (2002) who suggests that Primary I teachers (and they are the majority) advance their training by joining such institutions as Kenya Institute of Special Education.

The study also found out that teachers have problems because learners themselves have serious problems of short attention span, lack of concentration, memory and recall and absenteeism. This puts into disarray major efforts by teachers in trying to make meaningful advancement in helping children. The learning problems by such learners makes it difficult also for teachers to carry out many programmes as they have to first correct the problems by putting in place corrective procedures such as dealing with memory recall, attention deficit,



Concentration abnormalities, before embarking on meaningful and progressive teaching. This is backed by Hack (1995) with suggestion that peripheral problems like memory or concentration problems be addressed first before meaningful teaching can be done. It was seen from the findings that some teachers as a method of intervention preferred use of the Cain to enforce lessons.

The researcher does not agree with this for obvious reasons, that it does not serve any purpose except as a punishment for not grasping facts taught. It is antisocial. The researcher agrees with other intervention strategies from the findings such as use of relevant resources and unit facts teaching. This is also recommended by Ndurumo (1993) who elaborates on task analysis method where a task is carried out in units till the whole task is completed.

The findings of the study also suggest that as a measure before planning intervention teachers should understand learner's problems first. This is backed by Erkwall (1989) who opinions that learners may have many problems such as those of understanding concepts, in languages exercises or Mathematics, hearing or sight, which may hinder efforts made by teachers in planned instructions.

The study findings indicated that most teachers were not competent. Mathematics teachers for upper primary classes (std 7 and 8 ) as majority admitted that some concepts were confusing while other concepts were difficult, only a few admitted that they were comfortable with the concepts. This is direct cause of poor performance by learners since their teachers could not therefore teach certain concepts. Wallace and McLoughlin (1975) who confirms that use of inappropriate teaching methods is usually attributed to lack of knowledge in the subject matter.

The curriculum for primary schools has been criticized for being punitive to both learners and teachers. The study finding came out with facts that the 35 minutes allocation for a lesson was not enough to carry out effective teaching and learning. This is confirmed by the Kenya Teacher (June 2003).The comments in the magazine is to the

effect that not one single / class in primary school ever finished the yearly work planned in the syllabus extracted from the curriculum.

## **5.2 Conclusion**

The study revealed that there is a big shortage of special needs trained teachers as majority of teachers in the zone are of Primary I professional grades and do not have enough skill, expertise or knowledge to teach learners with special needs such as those with learning difficulties.

The study was also able to establish that teachers face challenges because learners themselves have serious problems such as lack of concentration during instructions, short attention span, absenteeism and memory recall problems. It was established by the findings that use of relevant teaching resources, unit facts teaching and task analysis method of teachers are relevant in teaching learners with learning difficulties. It was also revealed that teachers to be effective and for learners to gain from instructions, teachers need to understand learners problems, individual needs and what effective methods to use when teaching after establishing learners needs. This applies specifically when facilitating language exercises. Most teachers according to the findings were not competent Mathematics teachers as they didn't have knowledge of Mathematics concepts for upper primary classes, forcing the use of inappropriate teaching methods devoid of required knowledge.

It was also established that the curriculum for primary schools was too congested, while time allocation of 35 per period was not sufficient as most classes in any given school ended a year without completing the syllabus derived from the curriculum.

## **5.3 Recommendations**

The researcher has the following recommendations to make, based on the study findings:

- 1 Because of the lack of trained special needs teachers and their shortage in schools, there is great need for the Government to train more teachers for special needs education. There is also need for District education offices to organize workshops and seminars for

special needs training. This would help to give teachers relevant skills and knowledge in handling all cases in children's learning.

2. There is greater need for teachers to have relevant skills and expertise in handling learners with distinctive special problems such as attention deficit problems, concentration, memory and recall problems. These need special attention to help learners move in par with the class, and minimize teaching challenges, skills and expertise should come from seminars and workshops for teaching improvement.

3. It is also recommended that the Government, N.G.O's, parents association should provide relevant resources to schools to make teaching easy and possible for all learners.

4. Teachers should also use and explore modern teaching techniques such as unit facts teaching, I.E.P and mediated learning experiences that have now proved successful. In order to reach all learners regardless of problems they may have.

5. The subject of curriculum should be looked into by Kenya Institute of Education; variations, correction, moderation, overhauling and having specialized curriculums for different categories of special needs learning. The content of the curriculum should be reduced to what teachers can manage to teach, while time allocation for a lesson should be increased through the curriculum from 35 minutes to 50 minutes. This should give more work time especially in subjects like Mathematics, which is usually slow and difficult to teach.

#### **5.4 Suggestions for further research**

Further research on the challenges faced with inclusion of physically challenged learners in regular schools should be undertaken

## REFERENCES

- Borg R.W. and M.D. Gall (1989) Education research : An introduction New York Longman Inc.
- Brubacher J.S. & Banard H (1931) History of problems of education New York Megraw Hill Book Company.
- Gachathi (1976) Report on education and manpower training. Republic of Kenya Nairobi Kenya Government printers
- Gay, L.R. (1992) Education research competence for analysis and application 4<sup>th</sup> edition New York Charles E Merrill publishing company.
- Kamunge, J.M. (1988) Report on the presidential working party on education and manpower training for the next decade and beyond. Republic of Kenya Nairobi Kenya government Kenya National development plan /1997 – 2000 Nairobi. Government printers Kenya
- KEPIM (2002) Kenya participatory poverty monitoring perspective of the poor on antipoverty policies in selected districts. Ministry of Finance and planning Nairobi-Kenya.
- Konditi J.A.O. (1989) Competency needs of administrators in teachers training colleges in Kenya as perceived by administrators and faculty (Doctoral) dissertation University of North Texas, 1989) Dissertation Abstracts (International) 50 (6) 1508 A.
- Mugenda O.M. and Mugenda A.G. (1999) Research methods quantitative and qualitative approaches Nairobi-Kenya.

Mulwa F.W. (1993) Participatory evaluation in social development programme. Triton publishers Ltd Kenya.

Ogalla N. (1994) The contribution of primary schooling in the promotion of social abilities self esteem and self reliable among the learning impaired pupils in Kenya. A case study of KUJA school for the deaf unpublished M.E.D thesis Kenyatta University. Nairobi Kenya.

Orodho A.J. (2004) Techniques of writing research proposal and reports education and social sciences Reata printers Nairobi Kenya.

Orodho A.J. (2002) Essential of education and social science research methods Mosola publisher.

Universal primary education in Uganda <http://www.eenet.org.uk/newsletters/news4/p7.shtml> United Nations (1984) Convention of the Rights of the child Centre of Human Rights UN Office, Geneva Switzerland.

World Bank (2003) in the United Kingdom unpublished paper – accessed on 23/11/2007.

Assessment Report (1999) Strategies for the attainment of universal primary education unpublished paper.

Government correspondent July 4 (2003) “Free primary education fund “Daily Nation Nairobi –Kenya.

MOEST (2002) Assessment of children with disabilities unpublished paper

MOEST (2003-2007) Education sector strategic plan unpublished paper

MOEST (2004) Challenges of implementing free primary education in Kenya assessment report. Government Printers Kenya.

MOEST (2003) Free primary education every child in school government printers Nairobi.

MOEST (2003) Kenya free primary education support project implementation plan unpublished paper.

MOEST (2003) Implementation of Universal primary education in Tanzania unpublished paper.

MOEST (2003) Report of the taskforce on implementation of free primary education. The Jomo Kenyatta Foundation Nairobi- Kenya.

Mumo M. (1999) "Report says 60 million are disabled in Africa" Daily nation Col. 1-2.

Salamanca Spain (1994) World conference on special needs unpublished paper

The education Bill (2003) Zero draft a proposal unpublished paper

UNESCO (1991) World Education Report Paris.

UNESCO (1993) World Wide Action in Action Education Paris

UNESCO (2003) Education for all Newsletter Nairobi office, Nairobi- Kenya

Universal primary education in Uganda <http://www.eenet.org.uk/newsletters/news4/p7.shtml> United Nations (1984) Convention of the Rights of the child Centre of Human Rights UN Office, Geneva Switzerland.

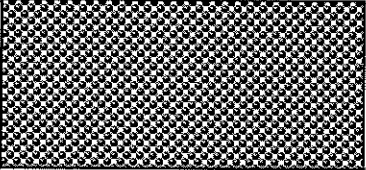
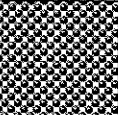
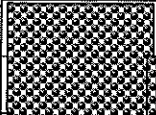


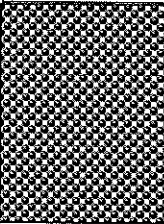
**APPENDIX A**  
**BUDGET**

<b>Item</b>	<b>Amount (Ushs)</b>
Stationery-Papers - Pens	50,000/=
Transport	100,000/=
Researcher assistants	200,000/=
Typing and printing	50,000/=
Miscellaneous	100,000/=
Total	500,000/=

## APPENDIX B TIMEFRAME

### TIME SCHEDULE

YEAR 2008

	FEB/MARCH	APRIL	MAY	JUNE	JULY	AUGUST
Writing, typing and submitting research proposal						
Piloting and making necessary collection						
Actual data collection						
Data analysis						
Report writing and binding the research work. Submission of research outcome						



## **APPENDIX C**

### **RESEARCH INSTRUMENTS**

#### **QUESTIONNAIRE 1 FOR THE ADMINISTRATORS OF SPECIAL SCHOOLS**

Introduction: My name is Muchomba Anthony a student from Kampala International University, Institute of Open and Distance Learning.

I am collecting data in relation to the impact of free primary education on quality of special education for the deaf learners in central province Kenya, I request for your cooperation and I promise not to take much of your time.

Please note that we do not mention people's names to ensure privacy and confidentiality.

This questionnaire is in two sections you will be required to answer both section A and B.

#### **SECTION A**

Working area

School \_\_\_\_\_

Division \_\_\_\_\_

District \_\_\_\_\_

Province \_\_\_\_\_

#### **SECTION B (Part one)**

1. What financial assistance of your school given through free primary policy?
2. What educational problems did children with special needs face before the FPE policy?
3. What financial and material assistance did the:-
  - a) Schools give these children before receiving educational assistance from FPE policy?

- b) Parents give their children before receiving assistance from FPE program
- c) The community gave these children before receiving educational assistance from FPE policy.
- d) Other sources (name them) that gave support before receiving educational assistance from FPE policy.

4. Is this financial support from FPE program adequate to meet these children's educational needs?

Yes \_\_\_\_\_ No. \_\_\_\_\_

Briefly explain \_\_\_\_\_

5. What else would you want the FPE program to do for the children with special needs in your school?

---



---



---

6. How has introduction of FPE policy affected the financial contribution the school used to get from other sources?

---



---



---

7. Does your school experience any shortages of teachers and in which areas?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what are the reasons for this shortage?

---



---



---

8. What is the total enrolment of pupils in your institution at the moment?  
Boys \_\_\_\_\_ Girls \_\_\_\_\_
9. What was the enrolment before the introduction of free primary education policy?  
Boys \_\_\_\_\_ Girls \_\_\_\_\_
10. Do you have pupils who have dropped out of school due to economic reasons?  
Yes \_\_\_\_\_ No \_\_\_\_\_
11. Do you experience any problem with parent when it comes to raising funds for the schools?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If so what problems do they experience in education their children with special needs.
12. Do raising these funds in anyway affects pupil's enrolment and dropout in your school? If yes, explain how briefly  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION B (PART TWO)

There are many factors that influence the empowerment of persons with disabilities. One of them is the quality of services that these persons are given. Please circle the response that is closet to your level of agreement for each of the following statements.

Use the following key for your responses

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
SA	A	N	D	SD

Empowering children with disabilities through improving educational services will have positive effects on their academic growth

SA                      A                      N                      D                      SD

Parents should partly financially support their children with disabilities

SA                      A                      N                      D                      SD

The government should wholly financially support the education of children with disabilities

SA                      A                      N                      D                      SD

Empowering the disabled will be financially expensive for the government for the government to afford.

SA                      A                      N                      D                      SD

Free primary education policy should fully financially support both children with disabilities and non disabled children's primary education

SA                      A                      N                      D                      SD

Children with disabilities should have a right to education

SA                      A                      N                      D                      SD

Education is the most empowering financial factor for children with disabilities

SA                      A                      N                      D                      SD

Empowering children with disabilities does not mean removing financial support from the able bodied persons.

SA                      A                      N                      D                      SD

## **APPENDIX 2**

### **INTERVIEW SCHEDULE FOR HEAD TEACHERS**

1. What equipments is the school lacking even after the introduction of FPE?
2. What support is the NGO's continuing to give?
3. Are there any challenges you are facing with the introduction of FPE?
4. Do you think that all children who are hearing impaired have access to special schools?
5. What can you recommend to the Ministry of education about learners with hearing impairment?

### APPENDIX 3: QUESTIONNAIRES FOR TEACHERS

**Introduction:** This questionnaire is in two sections

**Answer both section A &B**

#### Section A

1. Gender      Male \_\_\_\_\_ Female \_\_\_\_\_

Age in years \_\_\_\_\_

2. Highest level of academic qualification:

K.C.P.E \_\_\_\_\_

K.C.S.E \_\_\_\_\_

Diploma \_\_\_\_\_

Diploma in special education \_\_\_\_\_

Bed \_\_\_\_\_

#### Section B (PART ONE)

3. What category of persons with disabilities have you trained for?

Visually impaired \_\_\_\_\_

Hearing impaired \_\_\_\_\_

Physically handicapped \_\_\_\_\_

Mentally retarded \_\_\_\_\_

Learning disabled \_\_\_\_\_

Others (specify) \_\_\_\_\_

#### PART TWO

There are many factors that influence the empowerment of persons with disabilities.

One of them is the quality of educational services that these persons are given. Please

circle the response that is closest to your level of agreement for each of the following statements. Use the following key for your responses.

Strongly agree	Agree	Neutral	Disagree	strongly disagree
SA	A	N	D	SD

Empowering the disabled through improving educational services will have positive effects on their academic growth

SA	A	N	D	SD
----	---	---	---	----

Parents should partly financially support their children with disabilities education

SA	A	N	D	SD
----	---	---	---	----

The government should wholly financially support education for children with disabilities

SA	A	N	D	SD
----	---	---	---	----

Empowering children with disabilities through education will be too expensive for the government

SA	A	N	D	SD
----	---	---	---	----

Free primary education policy fully financially supports both the disabled and non disabled children

SA	A	N	D	SD
----	---	---	---	----

Children with disabilities should have a right to education just like all others

SA	A	N	D	SD
----	---	---	---	----

Education is the most empowering factor for children with disabilities.

Empowering children with disabilities does not mean removing power from the able bodied persons

SA	A	N	D	SD
----	---	---	---	----

## **APPENDIX 4**

### **INTERVIEW GUIDES FOR TEACHERS**

1. What challenges do you face as you handle learners with hearing impairment in classroom situation?
2. Is there any difference before and after the introduction of FPE?
3. What problems do the learners have?
4. What equipments do learners lack most?
5. Has the introduction of free primary education made any difference in your school to the learners with hearing impairment?



## APPENDIX 5:

### QUESTIONNAIRES FOR LEARNERS

The questionnaires has only one section

1. Gender                      Male                      Female

1. Class \_\_\_\_\_

2. Have you lacked any learning materials in class?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. What have the school provided after the introduction of FPE?

4. Who have been providing the learning materials that you use tick one

a) Individual hearing aids

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

b) Writing material

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

c) Group hearing aid

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

d) Audiometer

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

e) Feed back mirror

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

f) Loop induction

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

g) Typenometer

Parents \_\_\_\_\_

School \_\_\_\_\_

I don't know \_\_\_\_\_

## APPENDIX 6

### INTERVIEWS SCHEDULE FOR NGO MANAGERS

1. Name of NGO \_\_\_\_\_
2. What are the objectives of your NGO?  
\_\_\_\_\_  
\_\_\_\_\_
3. What type of disability does your NGO address or financially support?  
\_\_\_\_\_  
\_\_\_\_\_
4. What have been the achievements of your NGO?  
\_\_\_\_\_  
\_\_\_\_\_
5. What challenges has the NGO faced in addressing the issues of the disabled?  
\_\_\_\_\_  
\_\_\_\_\_
6. How would you describe the relationship between the NGO and the central government?  
Other NGO's \_\_\_\_\_  
Local government \_\_\_\_\_  
Sponsored programs \_\_\_\_\_
7. What are the reasons for the existing types of relationships?  
\_\_\_\_\_  
\_\_\_\_\_
8. In your opinion, what steps should be taken by the Kenya Government to equalize opportunities for the disabled?  
\_\_\_\_\_  
\_\_\_\_\_
9. Comment on any other issue that concerns the disabled in Kenya  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_