

**TEACHER'S ATTITUDE TOWARDS INCLUSION OF THE HEARING  
IMPAIRED INTO MAINSTREAM SCHOOLS  
IN BARINGO DISTRICT KENYA**

**(ACASE STUDY OF KABUTIEI PRIMARY SCHOOL)**

**BY**

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## DECLARATION

I declare that this work is as a result of my own research report and has never been submitted to any other institution for any academic award

.....

**KONG'A S.K.PAUL**

**DATE:.....**

## APPROVAL

This project has been submitted for examination by my approval as a University Supervisor.

Sign.....

Date.....

**LAAKI SAMSON**

## **DEDICATION**

My dedication goes to my wife Irene Jerono, my sons Kibet Yatov, Kipruto Yator, my daughter Japchumba, Japchirichir Jainutai, Jalagat, Yambo and Dotsi for their encouragement including their spiritual, mutual, emotion support in pursuing the course in Kampala International university.

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## ACRONYMS

SNE	Special Needs Education
KISE	Kenya Institute of Special Education
ADL	Activities of Daily Living
UN	United Nations
LRE	Least Restrictive Environment
SLP	Speech Language Pathologist
AS	Audiologists



## ABSTRACT

Provision of special needs education is a great milestone in addressing the challenges found in learners with special needs.

This research has been initiated to investigate how attitudes of regular primary school teachers have helped in inclusion of learners with hearing impairment in a regular primary school. The investigation was centered in finding out attitudes towards people with hearing impairment, Salamanca statement and framework for the action and intervention of the hearing impaired and the hearing pupils and teachers in regular primary school.

The findings indicated that most of the teachers in regular primary schools had not had any training in special needs education and most of them did not know the difference between inclusion and integration among others.

The researcher suggests that teachers, parents, educational administrators, inspectors and community at large be made aware of the plight of the hearing impaired in terms of including them in regular schools instead of the current practice where the hearing impaired are isolated in segregated sectors.

## **CHAPTER ONE**

### **INTRODUCTION**

One of the most important controversial issues in special needs education at present is the extent to which children with special needs can and should be included in ordinary regular classes. In Kenya, special needs education (SNE) refers to education and training programs formally organized for children who are either physically challenged and/or mentally challenged with disability. Special education programs cater for the children with the following disabilities:

- i. Hearing impairment (HI)
- ii. Visual Impairment (VI)
- iii. Mentally Handicapped (MH)
- iv. Physically Handicapped (PH)
- v. Multiple Handicapped (Deaf/dumb)
- vi. Cerebral Palsy

Inclusion has become the most effective to address the learning needs of all learners in regular schools. International initiatives from the United Nations, the World Bank and the Non governmental organizations jointly contributed to a growing consensus that all children have the right to education alongside their peers regardless of their physical disability or learning difficulty and that inclusive education is a human right.

#### **1.1 Background Information**

It is apparent that the greatest obstacle in the education of the hearing impaired is the language barrier. Total communication has not been availed to the society. The community views them as misfits in the society. Gathering from comments made by teachers from Embakasi Division over different situations concerning learners with special needs, one would not state whether they support inclusion or not. This is because whereas some seem to be positive about it, others are totally against it, while others do not know what inclusion is all about.

The main purpose of this study therefore, is to investigate the attitude of primary school teachers towards inclusion of children with hearing impairment in regular schools .

Embakasi Division, Nairobi, Kenya.

## **1.2 Statement of the Problem**

In Embakasi division, the population of pupils in regular primary schools has been found to have increased in recent times. The number of pupils with hearing impairment has shot up. Special institutions to cater for these pupils are hardly in existence in the area, leaving the regular schools to cater for them single handedly. It is for this reason that the researcher would like to investigate the attitude of the teachers towards inclusion of the hearing impaired.

## **1.3 Purpose of the Study**

The purpose of the study is to investigate the teachers' attitude towards inclusion of the hearing impaired into mainstream schools. The study examines the teachers' attitude at the classroom level and at the program level.

## **1.4 Objectives of the Study**

- i) To find out the teachers attitudes towards children with hearing impairment.
- ii) To assess the teachers' knowledge about inclusive learning.
- iii) To establish whether teachers use teaching methods that accommodate learners with hearing impairments.

## **1.5 Research Questions**

- i) What are the barriers of inclusion of learners with hearing impairments?
- ii) What do teachers think and feel about children with hearing impairment?
- iii) What is the understanding of the concept, Inclusive Learning by teachers?
- iv) What do the hearing learners feel about the inclusion of the learners with hearing impairments?

## **1.6. SCOPE OF THE STUDY**

### **1.6.1 GEOGRAPHICAL SCOPE**

The study area was limited to- 10 selected schools within Baring District. These includes; Ochii primary school Sere Mwai Academic Kaiso primary , Emoni primary , Sigono primary school, Leight primary school Cheplongon Sere Mwai –Ochii Academy , Sangara primary.

### **1.6.2. Content scope**

The study sought to examine the effect of the regular teachers' attitudes towards inclusion of learners with hearing impairment. It brought out the challenges and possible solutions so that learners with hearing impairments can get opportunities to learn in regular school. This will help such learners to become better members of society economic ally, academically and psychologically, now and beyond.

The study limited itself to:

1. The thoughts and feelings of regular primary school teachers toward hearing impaired learners.
2. Skills and activities of daily living which could be offered to learners with hearing impairment.
3. Thoughts and feeling regular primary school teachers towards hearing impaired learners.

### **1.6.3 Time scope**

The study took months, July and August 2010

## **1.7 Significance of study**

The study is expected to be significance in changing the attitude of the regular primary schools' teachers and learners towards the hearing impaired and desire to help them.

The study is expected to be of significance to the ministry in planning; for instance, to train and employ specialist teachers and social workers in regular primary schools.

The study is also expected to motivate the hearing learners and encourage socialization between them and the impaired.

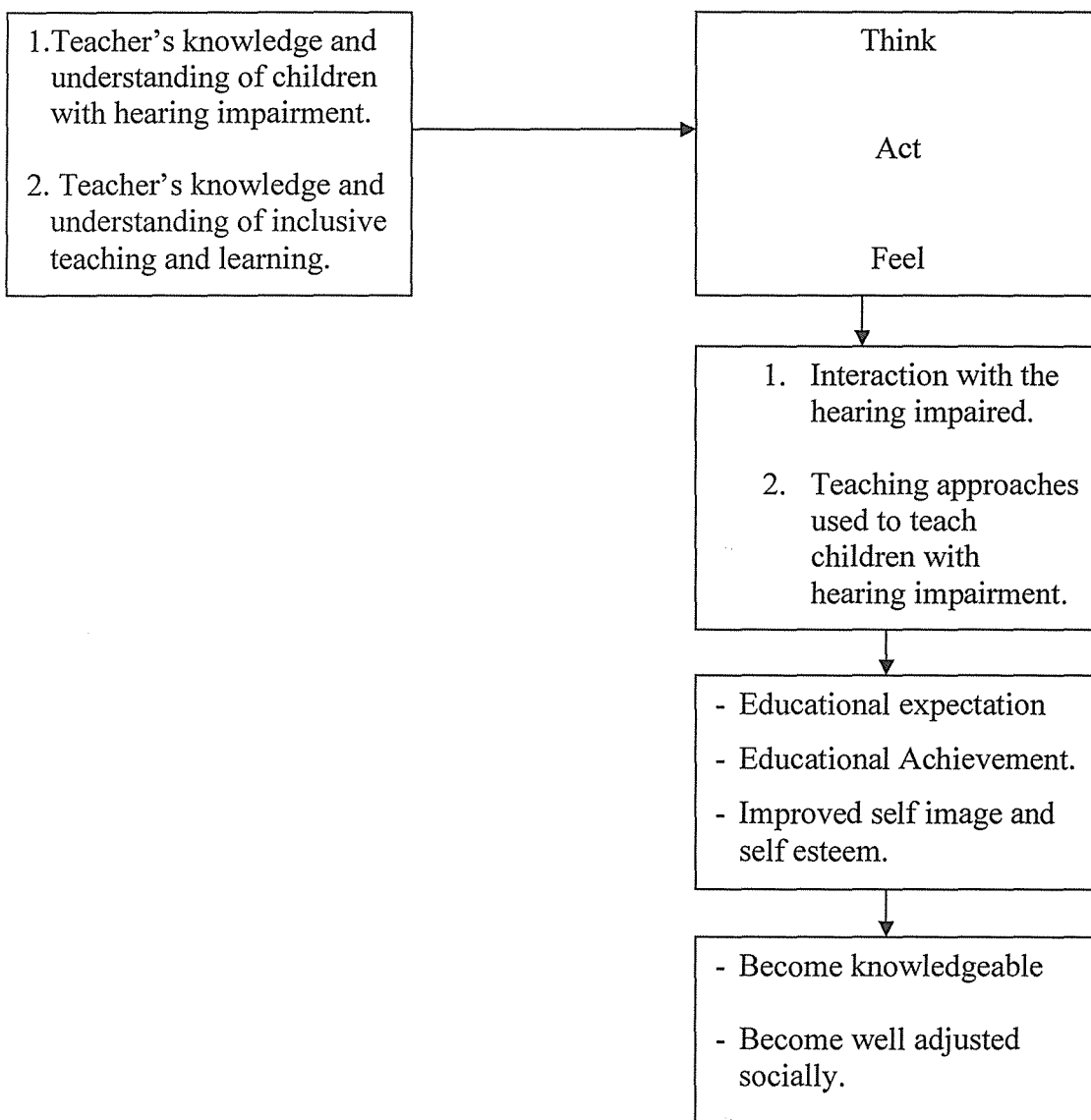
## 1.8 Definition of Terms

**Disability;** A condition which makes an individual unable to function normally.

**Inclusion:** Opportunities for persons with disabilities to participate fully in education, employment, recreation, community and domestic activities. (Inclusion International 1995).

**Integration or mainstreaming:** The process of educating children both with and without handicaps or disabilities in the same setting.

## 1.9 Conceptual Framework for the Hearing Impaired



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In Kenya Special Needs Education (SNE) refers to education and training programs formally organized for children who are either physically challenged and /or mentally challenged with disabilities. Special education programs cater for the children with the following disabilities.

- i) Hearing Impairment (HI)
- ii) Visual Impairment (VI)
- iii) Mentally Handicapped (MH).
- iv) Physically Handicapped (PH)
- v.) Multiple handicapped (deaf / dumb)
- vi.) Cerebral Palsy.

Children with severe disabilities access education from special schools whereas those with mild handicaps, particularly the HI and VI are integrated in regular schools.

Historically, the belief and expectations regarding persons with disabilities reflected their image in the society. In the past, they were not valued in regard to human rights.

World wide history is filled with examples of people with disabilities being marginalized, prejudiced, ridiculed, killed or just hidden from the society (Stratford, 1991). According to New Oxford Dictionary, attitude is a settled way of thinking or feeling about something or someone, typically one that is reflected in a person's behavior. It is a way of thinking, acting or feeling.

#### **2.1 Historical Background**

According to Randiki (2002), the evolution of special needs education has taken a number of years and in different periods. The periods which is the neglect period was before the 17<sup>th</sup> century. He stated that persons with disabilities were considered useless and were rejected by the society. They were looked upon as a curse or punishment from

God. He stated that the second period was the private tuition period. This was where some rich families and individuals who saw some potential in children with disability started to give them education. Some of the examples he has quoted are Didymus (685 AD) who was reported to have been the first person to devise touch reading material for the visually impaired in Alexandria, Juan Martin Pablo.

Inclusion is not a new concept in education. Related terms with longer history include mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization, and regular education initiative. Some use several of these terms interchangeably; others make distinctions. Admittedly, much of the confusion over the issue of inclusion stems from the lax usage of several of these related terms when important differences in meaning exist especially among the most common which includes, mainstreaming, integration, inclusion and full inclusion.

Mainstreaming and other, older terms are sometimes associated primarily with the physical assimilation of students with disabilities with their non – disabled peers. This may be more a matter of “connotative baggage” rather than intent. Nevertheless, mainstreaming assumes that students with disabilities may share the same physical space (classroom, playground, etc) with those who have no disabilities only when they are able to do the same activities as everyone else with minimal modifications. Further, the primary responsibility for these students’ education remains with their special education teacher.

According to Rogers (1993), mainstreaming has generally been used to refer to the selective placement of special education students in one or more “regular” education classes.....[Mainstreaming generally assumes] that a student must ‘earn” his or her opportunity to be mainstreamed through the ability to “keep up” with the work assigned by the teacher to the other students in the class. (P.1).

For some students with more severe disabilities, this has meant that their opportunities to be around non – disabled peers have been limited to (at most) lunch and recess; others may also have been integrated into physical education, music, art and /or vocational

programs. Typically, however, only students with mild disabilities have been allowed to participate in the traditional core academic content areas (mathematics, language arts, science, history among others.).

Integration is a carry over from the civil rights/racial desegregation legislation of the 1960s and before. Consequently, integration is primarily a legal term. It brings a greater implication than simply the physical blending of different ethnicities on a bus, at a workplace, or in a classroom. For schools this has meant not only busing children for appropriate ethnic balance demographically, but also seeking ways of fostering social and academic interactions. Just as in racial desegregation, the term 'integration' as used by special educators, conveys the idea that students with disabilities ought to be desegregated from pull – out programs, self contained classrooms. Further, this change is meant to be not only in terms of physical proximity, but of academic and social integration as well. Sailor (1989) also suggests that special education integration, parallel to racial desegregation, should incorporate the option that classrooms reflect naturally occurring percentages of those with disabilities (approximately 10%) in relation to those without disabilities. This position, however, is not universally held.

Inclusion is a somewhat more values – oriented term than integration, its legal counterpart. 'The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighbourhood peers, siblings and friends' (Erwin, 1993. p.1). Supporters of inclusive education use the term to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child and requires only that the child will benefit from being in the class (rather than having to keep up with the other students) (Rogers, 1993, P.1).

Note than both Erwin and Rogers stress the idea, held by many inclusion advocates that students with disabilities should not just be educated with non – disabled peers, but that these educational efforts should be accomplished in the child's neighbourhood school. In



the school and classroom he/she would otherwise attend.’ This means a commitment to more needed services and resources to the child with disability rather than to place the child in more removed or segregated setting where services and resources are located. An inclusive program allows daily and/or weekly time in the school schedule for regular and special educators to collaborate. It seeks to expand the capacity of regular educators to be able to teach a wider array of children, including those with various disabilities, and to expand the roles of special educators as consultants as well as teachers. Also, in contrast to mainstreaming, the primary responsibility for the education of students with disabilities in an inclusive environment rests with the regular classroom teacher rather than the special education teacher.

This does not, however mean that special educators have no direct involvement in the education of these students. It simply means that the ultimate responsibility for the education of all students in a classroom resides with the classroom teacher in charge. For inclusion work, educational practices must be child centered. This means that teachers must discover where each of their students are academically, socially and culturally to determine how best to facilitate learning. Indeed, child – centered teachers view their roles more as being facilitators of learning rather than simply transmitters of knowledge. Therefore, skills in curriculum – based – assessment, team teaching, mastery learning, assessing learning styles (and modifying instruction to adapt to students’ learning strategies, facilitation peer tutoring and “peer buddies” or social skills training are important for teachers to develop and use in inclusive classrooms. Soffer (1994) emphasizes that these are not just good special education practices, but are good practices for all teachers.

The remaining term needing definition is full inclusion. Though many use inclusion and full inclusion interchangeably, others make distinctions. Those who advocate for full inclusion believe “that instructional practices and technological supports are presently available to accommodate all students in the schools and classrooms they would otherwise attend if not disabled.” (Rogers, 1933, p.1). Consequently, according to full inclusion advocates, it is very seldom, if ever, appropriate for a special education student

to be outside the mainstreaming classroom setting. On the other hand, there are inclusion supporters who believe that numerous intervening variables make such an “absolutionist” stand to be dangerous and irresponsible. According to the, the unique nature of individual disabilities, the school context, the capacity of teachers in terms of training and experience, and the availability of resources should all be taken into consideration before determining appropriate placement. However, they believe that all schools should be moving toward the greater inclusion of students with disabilities into mainstream classroom settings.

To summarize these terms as used in reference to special education, mainstreaming generally refers to the physical placement of students with disabilities with their non disabled peers. The assumption is that their disabilities are able to be accommodated with relatively minimal modifications. Integration is primarily a legal term connoting the actual assimilation of different groups together (disabled and non – disabled), rather than just the facilitation of physical proximity. This may require more than minor modifications. Inclusion is the more popular educational term referring to the move to educate all children, to the greatest possible extent, together in a regular classroom setting. It differs from the term full inclusion in that it also allows for alternatives other than the regular classroom when more restrictive alternatives are deemed to be more appropriate.

## **2.2 Attitudes towards People with Hearing Impairments**

Some societies perceive hearing impairment as a mental disability, while others portray the same as dumb, idiots, and mute and violent (Webster and Ellyne Wood, 1985). For many years, deafness has been associated with dumbness or lack of intelligence. This stigma of inferior intelligence has been so powerfully attached to them that it continues to persist to this day in many societies, especially in developing countries.

## **2.3 Inclusion of Learners with Special Education Needs into Regular Schools**

There seems to be a growing international agreement that inclusive education should be understood as a strategic approach or process of addressing and responding to the diverse needs of learners, and reducing exclusion from education in order to give all learners the

basic human right to equal opportunities and social participation (Dyssegard and Nielsen, 2002).

Aainscow (1995), has underscored that for inclusive education to be a success and to respond to the needs of all learners, the whole education system must be structured accordingly. It is when education fails to provide for and accommodate the evident diversity that learners are excluded or drop out.

The stakeholders should move away from focusing on individual learners only, to supporting educators and the system. This will ensure the recognition of and appropriate action to the needs of all learners, and thereby promote effective learning. It is crucial that the education or support system can provide continuous and competent advice to both teachers and learners in order to ensure that quality education takes place (Kristensen, 2000).

The teachers' attitude towards an understanding of inclusive education is important. They should have up – to – date training which gives them the tools to teach all learners in the same class, while understanding their diverse needs.

## **2.4 Policy on Inclusion**

A draft policy of inclusion has been developed by the government of Kenya and Cambridge University. This document addresses the following issues:

### **a) Early Intervention and Assessment**

- Develop appropriate framework for early identification, intervention, placement and monitoring of all children with special needs in mainstream schools.
- Appropriate screening process assessment tools and manuals shall be developed for all children with special needs.

### **b) Access**

- Children with special educational needs shall have access to any regular school where their learning needs are met appropriately.
- Increase the role of enrollment retention and completion which is encouraging.

- Priority be given to children with special needs with regard to bursaries, loans, scholarships and other resources.

#### **c) Planning and Finance**

- Collaboration between D.E.Bs, NGOs, religious organizations, local authorities and community leaders in the provision of special needs services wherever needed.
- Ensure that people with disabilities and their families are directly represented on the governing bodies of special and mainstream schools.
- To harmonize the funding of special needs institutions.
- Ensure that international bodies provide support for inclusion.

#### **d) Community Participation**

- Enhance participation and involvement of disability organizations, local authorities, NGOs, religious bodies, business corporations, neighbourhoods and parents associations in the provision of inclusive education.

#### **e) Effective Management and Administration**

- Upgrade special needs education section to a division.
- Involve people with disabilities in education management.
- Increase funding for special and inclusive education.
- Undertake research into the development and impact of inclusive education in the long term.

#### **f) Curriculum**

- Curriculum review with an aim of making more flexible and adopted/adapted to the needs of children with disabilities.
- Ensure flexibility in testing and examination procedures.
- Special needs education will be a component of the teachers' training course.

#### **g) Personnel and Training**

- Intensify training of personnel handling children with disabilities.

- Harmonize education provision.
- Developing counseling and guidance capacity in all schools.
- The role of special schools to be redefined.
- B.ED/M.ED to be revised to cater for inclusive education.

#### **h) Monitoring, Reviewing and Inspection**

- Guidelines of school inspection to include inclusive education.
- Enhance inspection of special needs education programs.
- Systems of school review for inclusion.

#### **i) Curriculum in SNE**

- Curriculum for teacher training in SNE has been developed using distance learning mode.
- The process of developing curricula for other levels of education in SNE is ongoing.

#### **J) Implementation of Free Primary Education**

In January 2003, the Government of Kenya recognized the rights of the child; that every child is entitled to free primary education which shall be compulsory in accordance with Article 28 of the United Nations Convention on the rights of the children by introducing free primary education.

This opened doors for many disabled persons who had been closed out of education due to poverty. However, the ground had not been prepared for them leading to a task force that was set up by the GOK in July 2003. The task force carried out an appraisal exercise on special education to enable it to plan and provide education to special needs learners. The terms of reference for this task force were;

- Establish the number of children with special needs in Kenya.
- Identify the gaps and barriers that affect the provision of special needs education.
- Identify institutional needs and support services required by children with special needs.

- Establish the unit cost for a learner with special needs in education in the school system.
- Ascertain the effectiveness of the various bodies involved in the provision of special needs and recommend necessary reorganization among the various stakeholders.
- The recommendations that were made by the above task force are however, yet to be approved and implemented. Some of the recommendations are:
  - i) There should be a massive training and in –servicing of teachers in SNE.
  - ii) That school with public utilities be made disability friendly.
  - iii) That learner with special needs is supplied with relevant resources to enable them access education.
  - iv) That SNE be included in all the activities of the Ministry of Education.
  - v) That ministry of education creates awareness and sensitizes the public on special education.
  - vi) That the various stakeholders be sensitized on SNE.

## **2.5 Intervention of Hearing Impaired and the Hearing Pupils and Teachers in Regular Schools**

Cameroon's (1979) found out that hearing impaired children are happy at school and have better relations with others. Hegarty et al (1981) looked specifically at the problem of teasing and victimization.

This is a feature of handicapped and non – handicapped pupil's interaction which causes great concern to many people. Both parents and teachers fear that the abnormal child will be the object of teasing, ridicule or even bullying at school. To improve the attitude of non – handicapped peers and increase their preparedness to offer positive support. (Lynas 1986) postulates that positive support should be taught about differences, similarities, dependence and interdependence and respect for one another and that all children are unique individuals. Giving lectures and group discussions about different handicaps and their implications would be necessary.

In a recent study by Reezigi and Pul (1999), in the Netherlands, it was found that many pupils who had been included in a regular class went back to their special school after suffering isolation and stigmatization in the regular class. This negatively affected their learning and development. Thus if teachers and non –handicapped pupils do not change their attitudes towards disabilities, inclusion may lead to many handicapped learners opting to stay out of schools or insisting on going to the special schools.

According to Mushorima (1998), cited in *African Journal of Special Needs Education*, 2001, research findings suggested that while the blind child may be included physically he/she remains socially and academically excluded due to teachers' and pupils' attitudes.

## **2.6 Education of the Hearing Impaired Children**

In Kenya, education of children with hearing impairments was initially provided in segregated institutions, mainly special boarding schools. However, research has shown that placing children with hearing impairment in special boarding schools leads to segregation from their hearing counterparts. This in turn isolates them from day to day experiences with the hearing/entire community where they would live as adults (Webster, 1985).

This segregation could also create a negative acceptance of these children in the society and may be a barrier to socialization (Lynas 1986). Research further reveals that integration would give them an opportunity to interact with other children without impairment and hence achieve their maximum potential.

Though there has been rapid growth in the education sector since independence (1963), there has been little change in the education of hearing impaired. Majority are still sent to special schools or taught in special classes (Koech, 1999). This explains the need for a total inclusive education system (Hegarty, 1997).

Most studies done in Kenya, have recommended integration of the hearing impaired child. Mwangiri (1989) found out that integration of the hearing impaired child was possible and should be encouraged all the more. Would it really be possible to have

harmonious teaching and learning in an inclusive setting? He recommended that more teachers be trained to support and guide the teachers in the ordinary schools. This has been realized by the launching of the Distance Learning Program at the Kenya Institute of Special Education (KISE). It is currently training teachers from all over Kenya in both parallel and full time programs.

Kithogo et al (1998) found that there were about 40,000 children between 4 and 15 years of age with hearing impairment assessed by 1997. Of these, only 8.5% were enrolled in the existing special schools and units in 1998. This shows that most children with hearing impairment are not going to school. The existing special schools cannot accommodate the large numbers whereas the neighbourhood schools can and hence require inclusive education.

Mwaura (2001), conducted a study of teachers' attitude on teaching hearing impaired children together with the hearing. He found that the teachers who participated more were in agreement that the hearing impaired should be educated together with the hearing. However, he asserted that attitudes could be the greatest barriers or the greatest asset to the development of integrated schools. If education for all is to be achieved, it has to start with a change of attitude.

Inclusive education is being advocated globally though the impact of inclusion in African countries is yet to be felt. In theory, many countries have shown interest.

## **2.7 Inclusion Practices in other Countries**

South Africa has been isolated for close to three centuries, Randiki (2002). He states that when independence was won in 1994, the spirit of the nation disentangled itself and thought was that it would not disfranchise any section of her people was very strong. The practices of inclusive education emerged as a very forceful new trend for learners with special needs. The desire to have a unitary education system where all forms of discrimination and isolation would be condemned made the concept inclusive education



fit quite neatly. Inclusive education availed to the ANC government a perfect opportunity to transform its society from an exclusive perspective to a more inclusive one.

Other countries like Lesotho, Britain, Norway, Denmark, USA, Argentina and Canada have also succeeded in implementing inclusive education.

## **2.8 Summary of Literature Review**

Throughout the literature review, the importance of inclusion has been stressed. It is the core to developing learners with special needs to full healthy personalities that would make them feel included and not segregated. Mutual understanding is developed whereby differences are accommodated and not used to discriminate against fellow human beings. Self understanding is developed and helps him/her to adjust appropriately. The individual accepts oneself with his/her strengths to build on weaknesses. Inclusive education is the

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

In this chapter, the researcher discussed the methodology which was used in the study, namely, research design, sample population, sample size sampling instruments and data analysis. The study focused on the research questions in chapter one.

- Knowledge and understanding of children with hearing impairments.
- Knowledge and understanding of inclusive and integration education system.
- Knowledge and understanding of the appropriate teaching / learning methods for learners with hearing impairment.
- Knowledge and understanding of teachers' feeling towards learners with special needs.

#### ➤ **3.1. Research Design**

The researcher used the survey design. This is where the researcher collected information in a standardized form from groups of people. This was mainly done by selection of samples of individuals from a known population and by using questionnaires to collect data.

#### **3.2 Sample population**

This study was carried out in Baringo district and Kabutiei primary school.

#### **3.3 Sample size**

The sample size selected covered the population. The researcher used ten schools selected from Baringo district. Two teachers were selected in every school representing upper and lower primary respectively. In total, the researcher expected twenty to participate in the study. Two selected pupils were class seven and eight.

- That the regular teachers visit integrated schools with hearing impaired pupils such as Ochii primary schools in Baringo Emoni primary school
- That the community be educated on the need to raise funds to purchase hearing devices and other special equipment needed by hearing impaired children.
- Examples of such equipments are hearing aids, group hearing aids and audiometers. The community should also hire the services of speech trainers or therapists if none are provided by the government.

selection of pupils was done by their teachers. It is the researcher's expectation that these two pupils will be able to read and understand the questionnaires.

### **3.4 Sampling Technique**

The researcher used the multi –stage sampling which involved selecting the sample in stages. That was taking samples from samples.

### **3.5 Data Collection**

The researcher presented questionnaires to the teachers selected from the sampled schools and to the two pupils in the same school. The questionnaire gave information which directly gave the researcher ideas of positive or negative attitudes.

### **3.6 Types of Data Collected**

Data was collected in numerical form. This data was sourced from regular teachers and two hearing pupils from sampled schools.

### **3.7 Instruments**

The researcher used questionnaires. This is because they were reliable and served as data collection tools as very specific questions were asked. They were also suitable because the language used by the researcher was simple and direct and answers given were simple.

### **3.8 Reliability of Instruments**

The researcher started by pre-testing the instruments using two teachers from her teaching station. That was piloting, the purpose was to assist the researcher in making any adjustments in the instruments.

### **3.9 Data Analysis**

The data was analyzed in form of tables, frequencies and percentages. This made it easy for interpretations and conclusions.

### **3.10 Library Research**

The researcher did a lot of reading from books of different authors concerning education of learners with special needs especially on inclusion. These books were from K.I.S.E and Kenya National Library Services (Nairobi) other magazines on special needs education (S.N.E) and inclusion and K.I.S.E distance learners modules.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS OF FINDINGS AND INTERPRETATION

#### 4.0 Introduction

The research has discussed the background information of the teachers and pupils respondents which include gender, academic qualification, type of training, teaching experience, type of school among others in the whole of this chapter.

The information included in this chapter has been on the research questions in chapter one. Most of the information has also been derived from Field Data 2009.

- To assess the feelings of hearing pupils towards inclusion of hearing impaired peers in the regular classroom.
- To establish barriers to inclusion of hearing impaired in the regular classroom.
- To find out what teachers think about inclusion and integration of children with learning impairments.
- To assess how knowledgeable the teachers are as far as inclusive education is concerned.

#### 4.1 Background Information

##### 4.1.1 Gender of Teachers

Table 4.1: Showing gender of teachers.

Gender	Frequency	Percentage (%)
Male	6	30
Female	14	70
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field Data (2009)

The table shows that only 6(30%) out of 20 teachers were male. The bigger percentage (70%) was representing female teachers.

It is the frequent summary of the teacher's respondents.

#### 4.1.2 Academic Qualifications of the Teachers

**Table 4.1.2:** Showing Teachers' Academic Qualifications

Academic	Frequency	Percentage (%)
Graduates	2	10
Diploma	3	15
P1	12	60
P2	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field Data (2009)

Out of 20 teachers only 2 (10%) were graduates. The majority were Primary Certificate Holders (P1 and P2) which is 75%. There were only 3 (15%) Diploma holders. The primary certificate holders had a negative attitude maybe because they didn't have enough knowledge of learners with special needs and inclusive education. In recent study by Reezigi and Pul (1999) Netherlands, it was found out that many pupils who had been included in regular classes had to go back to their special schools after suffering isolation and stigmatization in regular classes. This negatively affected their learning and development. Thus, if teachers and non – handicapped pupils do not change their attitude towards disabilities, inclusion may lead to many handicapped learners choosing to stay out of school or insisting on going to their special schools.

#### 4.1.3 Teachers Training

**Table 4.1.3:** Showing Type of Training

Type of training	Frequency	Percentage
Regular with special education	4	20
Regular without special education	16	80
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field Data (2009)

This table shows that only 4 (20%) out of 20 teachers had training on special education 16 (80%) did not have adequate knowledge on how to deal with children with special needs in education. This could have been a major contributor to the negative attitude of

teachers towards inclusion of learners with learning impairments. Survey carried out by James Ward (1987) indicates that teachers' attitudes to the integration of individual disabled children reflect lack of confidence both in their own instructional skills and in their quality of support personnel; currently provided to them. They are positive about integrating only those children whose disabling characteristics are not likely to require extra instructional or management skills on the part of the teacher. However, teachers' attitudes may be significantly modified by their preservice training and nature of their subsequent professional experience.

#### 4.1.4 Teachers' Experience

**Table 4.4:** Showing Teacher's Experience

Teacher's experience	Frequency	Percentage (%)
1 – 5 years	2	10
6 – 10 years	6	30
Over 10 years	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field Data (2009)

The majority of the teachers (60%) had an experience of over 10 years. 30% had an experience of between 6 – 10 years. While only 2 (10%) were newly employed. It seemed the long experience was affecting the attitude of regular towards inclusion of impaired learners into regular classes since they were not used to the system.

#### 4.1.5 Types of Schools

**Table 4.5:** Showing types of Schools

Type of school	Frequency	Percentage
Regular	8	80
Integrated	2	20
<b>Total</b>	<b>10</b>	<b>100</b>

**Source:** Field Data (2009)

Out of the 10 schools the researcher used, only 2 (20%) were integrated while the majority 8 (80%) were regular schools. Teachers in integrated schools had in one way or

another interacted with learners with special needs in education. Probably this integration would have made them to be positive about learners with special needs in education. Probably also, the larger percentage (80%) represent regular schools are rather new, with no great exposure of their learners with special educational needs, the regular teachers might find it a little bit difficult to accept inclusive education. Though there has been rapid growth in the education sector since independence (1963) there has been little change in the education of hearing impaired. Majority are still sent to special schools or taught in special classes. (Koech, 1999).

#### 4.1.6 Gender of Pupils

**Table 4.6:** Showing Gender of Pupils

<b>Pupils gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	8	40
Female	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field Data (2009)

As presented in the table, 12 (60%) are girls and 8 (40%) boys filled and completed the questionnaire. Question 2 in the pupils questionnaire demanded that one pupil was supposed to be from STD seven and the other one from STD 8 regardless of gender. Thus there is equal representation from STD 7 and 8 from each school making a total of 20 who happened to be 12 girls and 8 boys.

#### 4.2 Teachers Knowledge and Understanding of Inclusion of Hearing Impaired Learners

**Table 4.7:** Showing teachers opinions about inclusion of hearing impaired learners

<b>Type of response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	35
No	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field data (2009)

13(65%) out of 20 teachers stated that inclusion of hearing impaired is not practicable while only 7(35%) teachers said that it could be done. According to Keith K, Ross E



(1998) research has clearly demonstrated a link between the regular education teachers and the success of inclusion of learners with special needs. Greater exposure to disability in terms of training and experience was related to more positive attitudes. Many of the respondents expressed concern regarding lack of training knowledge and skills.

#### 4.2.1 Rating of teachers understanding of the terms inclusion and integration

**Table 4.8:** Showing ratings of teachers understanding of the terms of inclusion and integration

Rating	Frequency	Percentage
Good	4	20
Average	7	35
Poor	9	45
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Field data 2009

45% of the teachers did not know the meaning of the terms inclusion and integration, 35% were not very sure about the terms and only 20% said something related to the terms.

#### 4.2.2 Teachers understanding of terms inclusion and integration

**Table 4.9:** Shows teachers understanding of the term's inclusion and integration

INCLUSION	INTEGRATION
Include the hearing impaired in every activity being done by the hearing	Teach both the hearing and the hearing impaired together
Include the hearing impaired in class	Put the hearing impaired in a separate classroom in the school to be taught separately
Get somebody who knows sign language to interpret what the teacher says	Social integration outside the classroom
The hearing impaired socializing with the hearing peers	Involve the parent in the education of their child
Include the hearing impaired child in school in a special class	Educate them together

According to Roger (1993) integration is primarily a legal term. It brings a greater implication than simply the physical blending of different on a bus at a work place or in a classroom. For schools, this has meant only abusing children for appropriate ethnic

demographically, and also seeking ways of fostering social and academic interactions. The term ‘integration’ is used by special educators to convey the idea that students with disabilities ought to be desegregated from “pulls out” programs, self contained class rooms, special schools or institutions and integrated into the realm of regular classrooms. Further, this change is meant to be not only in terms of physical proximity but of academic and social interaction as well.

Inclusion is a somewhat more values-oriented term than integration, its legal counterpart, “The time essence of inclusion is based on the premise that all, individuals with disabilities have a right to be included in natural occurring setting and activities with their neighbourhood peers, siblings and friends” (Erwin 1993 page 1).

Supporters of inclusive education use the term to refer to the commitment to educate each child to the maximum extent appropriate in the school and class he or she would support services to the child.

#### 4.2.3 Barriers to Inclusion of the Hearing Impaired in Regular Classrooms as Stated by Teachers

**Table 4.10:** Barriers to inclusion as stated by teachers

Statement	Frequency	Percentage
1. Teachers negative attitude towards the inclusion of the hearing impaired	17	85%
2. Lack of trained teachers	15	75%
3. Large number of pupils in the class	14	70%
4. Understaffing in schools	14	70%
5. Parents ignorance about the need of education for the hearing impaired children	12	60%
6. Community’s negative attitude towards hearing impaired	12	60%
7. Lack of special equipments for use by the hearing impaired	9	45%
8. Education administrators and inspectors, lack of knowledge in special education	8	40%
9. Inabilities to purchase the hearing devices	7	35%
10. Lack of policy guidelines on implementation	4	20%

### **Attitudes of pupils towards the learners with learning impairment**

**Table 4.11** Showing preference of hearing pupils

<b>Preference</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	14	70%
No	6	30%
Total	20	100

**Source:** Field Data (2009)

As presented in the table above, most pupils preferred to learn alongside their hearing impaired peers in the same class.

It was only 6 out of 20(30%) who preferred not interact at the classroom level. Inclusive education involves all children learning together with peers in the same physical environment. After all, the community is an inclusive society of the people of varying abilities, races etc so that the children could be prepared to this kind of life.

## CHAPTER FIVE

### Summary, Recommendations and Conclusions

#### 5.0 Introduction

Presented in this chapter is the summary of the research findings and conclusion drawn from them. Summary of the respondents is given first. Recommendations were also given. Focusing on the research results to each of the research questions, which were as follows;

- To assess the teachers knowledge about inclusive education
- To find out what teachers think and feel about inclusion and integration of children with hearing impairment
- To establish barriers to inclusion of learners with hearing impairment into regular classrooms.
- To establish feelings of hearing pupils towards inclusion of hearing impaired peers in the regular classroom.
- To establish feelings of hearing pupils towards inclusion of hearing impaired peers in the regular classroom.

Finally the research has given a few recommendations for further research.

#### 5.1 Summary

The research was conducted in Embakasi Division in Nairobi East District and information was by ten (10) school, twenty (20) hearing pupils. In summary the research result showed that most of the teachers in regular primary schools had not had training in special needs education. Out of twenty (20) teachers from ten (10) different schools, only 4 (four ) were trained.

#### **Research question one: what are the barriers of inclusion of learners with hearing impairment?**

The first research question sought to identify different barriers to inclusion according to regular primary school teachers. The teachers cited and identified many barriers to

inclusion, which were summarized in order from highest in frequency to the lowest. The teacher's negative attitude towards inclusion of impaired children in the regular classroom was identified as the greatest barrier 17 out (85%). The second highest barrier was as mentioned by the teachers as lack of trained teachers with 15 out of 20 (75%).

Third highest was understaffing and large number of pupils per class with 14 out of 20 (70%). Next barrier was community negative attitude and the parents' ignorance with 12 out of 20 (60%). Next barrier was lack of special equipment for use by the hearing impaired with 9 out 20 (45%). Followed by inability to purchase the hearing devices with 7 out of 20 (35%).

The lowest was lack of policy guidelines on implementation with 4 out of 20 (20%).

All the last two were low compare to other; they also appeared to be contributing to the barrier as to inclusion of hearing impaired.

From the information collected from this research question of barriers to inclusion. It was clear that inclusion has many challenges and may take quite some time to overcome the challenges. It is regrettable that most teachers are untrained in special needs education and have negative attitudes toward special education.

The research felt that there was need for regular teachers to be inducted in the education for hearing impaired. The parents, education administrators, inspectors and the community at large needed awareness about the plight of hearing impaired and what inclusion is all about so that they could support it. These groups are stakeholders and directly or indirectly hindered inclusion. Educating them on the needs of the hearing impaired would go a long way in changing the negative attitude of the teachers, parents and community at large. The education administrators would be able to offer appropriate guidance, advice and support to the regular teachers in the field.

## **Research question 2**

### **What do teachers think and feel about inclusion and segregation of children with hearing impairment?**

The second research question sought the regular primary schools teachers understanding of the terms inclusion and integration. Looking at the research results, it was clear the

majority of the teachers didn't know the difference between the two terms. Some teachers repeated statement such as;

- involves parent in the education of their child
- having the hearing and hearing impaired learners in the same class.
- Socialization of the hearing impaired children
- Having the hearing impaired in schools but in a separate room or unit.
- Educating hearing with the hearing impaired.
- Including the hearing impaired in the same class to mean the same for inclusion and integration.

The researcher concluded that the majority of regular teachers in Embakasi Division did not have necessary education in special needs and specifically the area of hearing impaired to handle an inclusion class. It is no wonder they prefer confinement or segregation of hearing impaired in special schools to inclusion in main stream.

### **Research question 3**

#### **What is the understanding of the concept, inclusive learning by teachers?**

The third research question sought information on the regular primary school teachers' attitudes towards inclusion of the hearing impaired children in the mainstream school. From the data collected from the ten (10) schools, there was strong indication that the regular teachers were not in favour of inclusion of the hearing impaired. They preferred that the hearing impaired be confined to special schools of the hearing impaired to be taught by trained teachers.

Thirteen (13) teachers said 'NO' to inclusion while only seven (7) said YES . Based on these research findings, the researcher concluded that there were not enough trained teachers in special needs education particularly in the area of hearing impaired. As such was no enough manpower to handle hearing impaired in an inclusive in Embakasi Division.

#### **Research question 4**

##### **What do the hearing learners feel about inclusion of learners with hearing impairment?**

This research question was the only one directly put to the hearing pupils. The question sought information on the hearing pupils' preference regarding learning alongside their hearing impaired peers.

According to the research findings, the hearing pupils from class 7 and 8 who answered the questionnaire 14 out of 20 (70%) preferred to learn in the same class with the hearing impaired. Only 6 out of 20 (30%) preferred not to interact with the hearing impaired at the classroom level.

From the forgoing research findings and information's on research question four, it was clear that majority of pupils seem to be in favour of learning in the same class with the learning impaired and that was very commendable. Unlike the teachers 80% negative response towards inclusion mentioned earlier in the discussion, the pupils' preference was highly positive.

#### **5.2 Recommendation**

The following are recommendations based on the research questions and recommendation for further research.

- The regular teachers to be inducted on the children's rights to education including the hearing impaired
- The regular teachers to be motivated by reducing the enrolment per class to include a few hearing impaired and to create time to give individual attention to them.
- The regular teachers should be taken to special schools and units for the hearing impaired to familiarize themselves with the children and how they are handled.
- To be motivated by reducing the enrolment per class to include a few hearing impaired and to create him to give individual attention to them
- That the regular teachers be educated on the difference between the two terms, inclusion and integration and the advantages of inclusion.

- Those regular teachers handling classes with hearing impaired pupils learn sign language.
- That hearing pupils be taught sign language if these are hearing impaired pupils in their class in order to be able to communicate with them.
- That the hearing be paired as comrades with the hearing pupils.
- That the parents of the hearing pupils be taught sign language.
- The research also recommends that the implementers of inclusion conduct further research to understand the causes of teachers' negative attitude towards inclusion of hearing impaired.

### **5.3. Conclusion**

In conclusion the researcher suggest that teachers, parents, education administrators, inspectors and the community at large be made aware of the plight of the hearing impaired in terms of community at large be made aware of plight of the hearing impaired in terms of including them in the regular schools instead of the current practice where the hearing impaired are isolated in segregated schools.

The above suggestions can be carried out through public Baraza organized by the local administration or seminars with facilitators from special schools for the hearing impaired and institutions like K.I.S.E., Kenyatta University and Maseno University.



The implementation of inclusion requires planning and colossal sums of money. But where there is a will there is a way. The researcher strongly believed that sooner than later all challenges of inclusion would be overcome and that inclusion of hearing impaired become a reality.

#### **5.4 Future Research Areas**

The findings of this research show that the success of inclusive education programme to a large extent depend on teacher's awareness, attitude and competences to deal with children who have different abilities in the classroom. It is natural that awareness leads to information of better attitudes and in turn transform into better competences. There is a dire need for curriculum developers to come up with activities that will affect the teachers' attitudes positively towards general inclusion of the disabled children into the regular classroom.

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## APPENDIX (I)

### QUESTIONNAIRE FOR HEARING CHILDREN

Name of School \_\_\_\_\_

Tick in the space provided the correct response or supply the required information.

#### Section A

1. Gender                      Male                      ☐ Female                      ☐
2. Class                      Seven                      ☐ Eight                      ☐
3. Do you share learning aids with the hearing impaired?  
Yes ☐                      No ☐
4. Do your teachers encourage you to assist the hearing impaired in class?  
Yes ☐                      No ☐
5. Do your teachers ask the hearing impaired pupils questions during the lessons?  
Yes ☐                      No ☐
6.                      Would you prefer to learn in the same class with the hearing impaired?  
Yes ☐                      No ☐
7. Do you like participating in extra-curricular activities together with the hearing impaired for example in club games?  
Yes ☐                      No ☐
8. Give reasons for your answers in question 7
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
  - v. \_\_\_\_\_
9. In your opinion, do you think the hearing impaired pupil should be educated in the ordinary schools like you or in special schools for hearing impaired?  
In regular schools ☐                      In special schools ☐

10. Would you agree to pair up with a hearing impaired if asked to do so, for instance in games?

YES

NO

11. Do you have a friend who is hearing impaired?

YES

NO

12. Would you want to share a table with the hearing impaired at a meal time?

YES

NO

13. Give reasons for your answer in Q. 12

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14. Does your teacher encourage you to discuss some, issues together with the hearing impaired?

---

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15. Would you be happy if the hearing impaired were transferred from your class?

---

---

16. Do you enjoy to converse with hearing impaired?

YES

NO

17. Do you allow the hearing impaired to answer questions in class?

YES

NO

18. According to you, would it be appropriate for the hearing impaired to remain at home or come to learn with you in the regular class?

YES

NO

**APPENDIX (II)**  
**QUESTIONNAIRE FOR TEACHERS**

Name of School \_\_\_\_\_

Tick in the space provided the correct response or supply the required information.

**Section A**

1. Gender            Male            ☐ Female            ☐

2. Professional qualifications

P1    ☐    P2    ☐    ATS    ☐    Others

3. Type of school?

Regular school            ☐

Regular with special units ☐

Integrated            ☐

4. Teaching experiences?

One to five years            ☐

Six to ten years            ☐

More than ten years            ☐

5. Are you trained in special needs education?

Yes    ☐            No    ☐

6. According to your experience, how do the hearing impaired in your regular school perceive themselves?

Valued and cared for            ☐

Useless and isolated            ☐

Inferior because of defect            ☐

☐

7. According to your experience, what are the main problems facing the hearing impaired in your regular schools?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

8. How can the problems you have mentioned in item 7 be solved?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

9. What challenges do you face in teaching the hearing impaired in the same class as the hearing pupils?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

10. Do the local education administrators help you to solve problems of the hearing impaired in your school?

Yes ☐ No ☐

11. What is the attitude of the parents and the school community about the education of the hearing impaired?

Positive and supportive ☐

Negative and un-supportive ☐

12. In your opinion, should the hearing impaired be educated in regular schools or confined in a special school for the hearing impaired?

Educated in regular schools ☐

Confined in special schools ☐

13. How do you feel as a teacher in a class where some of the learners are impaired?

i. Privileged and happy

ii. Tired and frustrated

iii. Lonely and stressed

14. Does the school administration help you in dealing with the hearing impaired learners by purchasing the required materials for learning?

YES

NO

15. If an opportunity arose, would you want to leave your present school for another where there is no inclusion?

YES

NO

16. Do you encounter problems when instructing then hearing impaired

YES

NO

17. What would you want the ministry of education to do or improve for the betterment of hearing impaired learner?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

18. What methods do you apply in your inclusive class setting ?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

19. What kind of instructional materials do you use to teach?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_



20. Do you sensitize parents, teachers and the community on how to accommodate learners who are hearing impaired?

YES

NO

21. Should inclusive education continue or be abolished?

Should be  
abolished

Should  
continue