

**TEACHERS ATTITUDE TOWARDS LEARNERS  
WITH HEARING IMPAIREMENT IN AN  
INCLUSIVE SETTING IN  
NYANGOMA DIVISION,  
BONDO DISTRICT.**

**BY**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF CONTINUING AND  
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## DECLARATION

I Lydia Atieno Rawago, ADM NO BED / 9115/51/ DF, hereby declare that this paper is my own original work, it is not a duplication of similarly published work of any scholar for academic purposes nor has it been submitted to any other institution of higher learning for the award of certificate, diploma or degree in special need education.


I also declare that, all material cited in this paper which are not my own, have been dully acknowledged.

SIGN.....

DATE.....23/8/07.....

## APPROVAL

This research has been produced under my supervision as university supervisor and is now ready for submission.

Signed-----

Date -----25/09/2007-----

**MR.Derrick Ssekajjugo**

Supervisor

## DEDICATION

This paper is dedicated to my husband for his continued support and encouragement. It also dedicated to my brother Moses who offered to pay my secondary school fees which has enabled me to see the gate of a university

I thank those who understood my situation during the time for my research and lent their hands whenever there was need.

I cannot forget the sacrifices of social time of my children had to bear with.

God bless you.

## ACKNOWLEDGEMENT

I wish to acknowledge the support rendered by several people that led to the successful completion of this study.

First I wish to thank Mr. Arthur who did not get tired of explaining the areas I did not understand well.

Secondly I wish to thank Madam Jane who found time in the midst of her busy schedule to guide and encourage me in the task that seemed a mountain

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I wish again to acknowledge support given to me by several teachers whom I conducted my research in their schools. They accorded me the necessary help I needed at that time and they made sure the responses were ready in time when I needed them.

Finally I wish to acknowledge and thank some of my staff members like Damianus Omollo who lifted my spirit whenever I felt low and discouraged, Nixon Amisi and Owiti who were ready to help me when I was stranded with my research report.

May the good lord bless and keep you all.

## **ABSTRACT**

On the findings of the study on teacher's attitude towards learners with hearing impairment, the research has found out those learners with hearing impairment needs to be catered for in order to perform. Teachers should look into the affairs of learners, as they are concerned with the affairs of the normal hearing learners

The researcher has also observed that learners with hearing impairment should be taught using the available teaching and learning resources. The researcher has also found out that there are no enough teachers who are equipped with knowledge and skills in handling learners with hearing impairment.

Some of the conclusions gathered were that, these learners with hearing impairment are draw back to the mean score which is the core of drilling in our primary schools and hence teachers develop negative attitude or hatred towards the hearing impaired learners

Also they make it difficult for the completion of the syllabus since they learn in a slow pace compared to the hearing learners.

Most teachers who filled in questionnaire, expressed that these learners are supposed to be in special schools and not to learn a alongside the hearing learners.

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# CHAPTER ONE

## 1.1 RATIONALE OF THE STUDY

### Background Information

Before the Seventeenth Century people with disability all over the world were considered socially and physically less human. They were not accepted as part and parcel of their families and communities.

As a result, the hearing impaired were neglected and rejected because of bad beliefs of their people.

Some beliefs were that, deafness, was a result of witchcraft or a curse or even a punishment from God

Some even thought that it was contagious. Most families having -impaired persons were discriminated against, it was hard even to marry from such families.

In some communities children with disabilities were not given a chance to live because they were considered to be a burden. They were thrown away, left in the bush to die or killed.

Some great philosophers like Plato and Socrates condemned people with disability as not being capable of reasoning

The first school for the deaf student was established in 1817 by Thomas Hopkins in the United States the institution was called Asylum for the education and instruction of the deaf and dumb

In 1818 the New York institution began. In the next 20 years four more were established, then in the next 20 years (1840-1860) 20 additional schools were established. In 1857, the Columbian Institution for the deaf and dumb was established in Washington DC. This school eventually developed and latter became university unit, which is known as Gallaudet University. It's the only Liberal Arts University in the world for the deaf.

In 1869 day classes began for students who were deaf in Boston. These were the very first special education for students with disabilities.

Today people with hearing impairments lead productive lives and are successful in general education.

They believe that the barriers to full access and acceptance by society are those directed by the attitudes of the people without disabilities, partnership and collaboration between hearing impairment are on the way towards overcoming those attitudinal obstacles.

In the view of the above background of the study there is an indication that a lot has been done to change the plight of the disabled children, especially those with hearing impairment from the time of neglect to date, very little though shows that those teachers who handle these children with hearing impairment have been trained enough to deal with the disability

This indicates that there is a need to find out the attitudes of the teachers towards learners with hearing impairment.

As a result the researcher intends to carry out a study whose results will lead to useful information on how to handle learners with the hearing impairment successfully.

## **1.2 Theory**

### **Patterning theory of neurological organization**

It states that the brain development takes place in an organized sequence. The sequence begins with the development of the lower parts of the brain beginning with parts bordering the spinal cord, and then proceeds to the upper parts of the brain.

The development is accomplished with the establishment of the Left and Right-handedness. Failure to establish handedness as occurs in the case of mixed dominance is an indication of

incomplete brain development incomplete development of the brain is believed to cause learning problems such as reading among other problems.

In order to eliminate incomplete brain development and learning difficulties, a motor training exercise may be used. The motor training exercise involves carrying out physical activities in a given style and pattern like crawling backwards and forwards.

In other words, this theory associates incomplete brain development, which is characterized by mixed dominance with learning difficulties.

The association of lack of dominance within the brain as a factor that causes reading problem in children is not supported by research. However, since mixed dominance is a common problem among learners with learning difficulties, we can assume that whatever factor leads to mixed dominance could also be responsible for learning difficulties in children. If learning is a cognitive ability and cognition is a function of the brain, then a number of barriers to learning are as a result of problems within the brain, they are neurological.

Accordingly, the main assumption as far as this theory is concerned is that cognitive and neurological barriers to learning arise from problem within the brain.

Consequently, this leads to a number of learning difficulties including specific learning difficulties. However, SLD will occur when there is only a mild neurological involvement. The mild neurological involvement is often referred to as dysfunction.

Therefore, a cognitive and neurological view of SLD explains it in terms of specific minor correctable (remediable) difficulties within the brain. These minor brain problems that cause learning difficulties may be physically observed in a child in the following forms.

- Inadequate or differences in the way the learners processes information from the environments so that it can be understood, used, stored and to be retrieved latter. This different cognitive style in learning, in which case, you may find in your class some learners who: -

- 1) Are very fast and accurate in their work because they process the information faster than the average learner i.e. the case of gifted and talented

2) Take time to think, complete assignments or understands new concepts but they still manage somehow, i.e. the case of slow learners

3) Impulsive respond, very quickly to questions without considering other alternatives and end up with wrong answers and yet they are bright, a case of impulsive learners

- Inadequate development of the brain due to

1) An improvised environment, which does not stimulate adequate brain development as, found in disadvantaged learners.

2) The learners' inability to take in new experiences from the environment unless supported by another person

### **1.3 Statement of the null hypothesis**

Just like any other child, children with special needs in education should go to school for the purpose of learning and getting education.

This may not be possible if there is no conducive environment under which appropriate learning takes place for the learners.

In Kenya, with NARC government policy of the free primary education many learners with hearing impairment are in school and are faced with problems in their education.

For this reason, the researcher aims at investigating problems facing education of hearing-impaired children in Nyangoma Division and attempt to enlighten the teachers, parents and the community at large, the need to solve the problem.

### **1.3 Objectives of the Study**

I. To determine whether teachers cater for children with the hearing impairment in the inclusive setting.

II. To determine whether teachers in the inclusive setting make use of the available teaching and learning resources while instructing learners with hearing impairment in an inclusive setting.

III. To determine whether teachers in an inclusive are knowledgeable and skilled enough to handle children with hearing impairment.

To determine whether teachers' create a barrier free environment for children with hearing impairment in the inclusive setting.

## **1.4 Significance of the Study**

The study is going to be useful to learners with hearing impairment, parents and educational officers in the Division and perhaps in the entire District. It is therefore important to reveal the attitude with the aim of improving the general education not only in the Nyangoma Division but also in the entire Republic of Kenya.

## CHAPTER TWO: RELATED LITERATURE

### 2.1 Review of Related Literature

Care for children with hearing impairment in an inclusive setting by teachers.

Yesseldyke and Algozzine (1995) stated that "our reaction to exceptionality- our own to that of others are influenced by 3 factors:-

The nature of individual tolerance, the cause of exceptionality and label assigned to it as stated above it has been learnt that all of us respond in different ways to the environment. For some a defeat in basketball match may just be a critical casualty, and certain things are more important to some of us. We react to the diversity much in the same way. Some of us are uncomfortable with people with hearing disabilities, others are put off by mental or emotional disability, and still others have difficulty in interacting with those whose disabilities are pronounced.

Some behaviour in the classroom can make different reactions; the extent to which disruptive behavior is tolerated by teachers varies widely, students who are outspoken in class may be encouraged, tolerated or punished.

Moreover teachers' response is likely to depend on the particular type of disruptive behavior under consideration.

Some teachers may permit student to speak out in class but they may have difficulty in coping with students who are withdrawn and uncomfortable while participating in class discussion.

Other teachers may prefer their students to behave quietly and listen attentively. Teachers may not be able to handle aggressive students.

Yessldyke and Algozzine (1995) stated that: -"it is useful to know the onset of the hearing impairments. Children born deaf or those seriously hard of hearing are at a significant disadvantage in learning language. Some possible sign of hearing impairment are presented in a table".

He provides a detailed potential signs for hearing impairments as follows:

- I. Students experience difficulties following oral presentation and directions
- II. Students watch the lips of teachers closely
- III. Students' turn heads and lean towards the speakers
- IV. Students speak limited vocabulary
- V. Students use speech sounds poorly

There are those tips for teachers of students with hearing impairments such as:

- I. Reduced distance between the students and the speakers
- II. Speak slowly and stress clear articulation rather than loudness when speaking
- III. Reduced background noise as much as possible
- IV. Students seat near the center of the desk arrangement away from distracting sounds
- V. Use face—to—face contact as much as possible I. Encourage independence activities and social skills
- VI. Be sure the hearing aid is turned on and functioning properly

Thomas. and Ann (1994) stated that: "To avoid recognition, they may not ask for clarification, request changes in the classroom setting such as better seat or discussion adjustment in requirement with the teacher"

As stated that some situation, social isolation occurs because other children may find the learner with a hearing impairments, communication attempts either difficult to understand or slightly embarrassing.

Fisher, et-al (1985) as cited by Thomas and Ann(1994) "A reverse mainstreaming approach to increase the social integration of children with and without hearing impairments

Three interventions were in place with hearing impairments students, singing class, novel play equipments and a buddy system.

This intervention significantly increased the interaction among children with and without hearing impairment Thomas (1994) stated that: "Interpreters should be positioned well so that the learner with hearing impairment can see both speaker and the interpreter.



In addition, teachers frequently provide education interpreters with vocabulary list, lesson outline, study guides and other materials to help them in explaining to the learner with hearing impairments.

To describe the impact of hearing impairment on participation, in larger social system, the school, community and society.

Andrew and Mason (1991) as cited by Thomas and Anne (1994) founded that when reading between lines, that understands the multiple meaning of words and idioms, learners with hearing impairment described ways of understanding reading materials from the context similar to those strategies used by their peers.

However learners with hearing impairment use some strategies such as rereading and background knowledge more frequently than students who could hear.

According to Lipsky and Gartner (1984) observed that full inclusion requires the development and implementation of the new school other re-conceptualization of the construct of schooling. Such re-conceptualization of schooling recognizes that to be successful, all students including those presently labeled as disable must be enabled "to become effective workers in the production of their own learning" the new school will: -

- I. Demonstrate respect for the students
- II. Actively engage students in learning
- III. Prepare students for a lifetime of learning
- IV. Recognize early in the learning process that the failure of students needs and effectively engage the student in the work of learning
- V. Develop an effective partnership with both the parents and the Community

Pugach and Johnson (1989), as cited y Thomas (1994) stated that:

"Preferral intervention typically classified as recognizing the absence of other assistance for teachers and adding credence to the nation that classroom teachers are likely to need problem solving strategies for many students for whom referral is not and will never be viable option. However, Garden (1989) argues that preferral is not a new thing it has been there, so it is just a form of consultation. .

## **Using the available teaching and learning resources instructed learners in an inclusive setting by learners.**

Yessldyke and Algozzine (1995) stated that:

"People in the country are interested in the education of the child with hearing impairment. Teachers are very much ready to support the education of the hearing impairment aid by making good use of the available learning resources"

Thomas and Anne (1994) stated that, it is recognized, however, the general education teachers might not be ready to meet the needs of the learning with the mild disabilities without some support such as hearing aids, sign language competence teachers.

According to Duffy (1982) as cited by Thomas (1994) stated that in his exploration of what really happens in classroom found out that the existing accepted structures of schools place incredible constraints on the actions of the teachers.

Beyond placing and grouping, few instructional decisions were in the hands of the teachers. Teachers contented with the limited amount of freedom and flexibility, as well as resources strategies.

The reality of the instructions include explicit mandate to use a particular basal textbooks in particular way, a professional evaluation based on how well individual teachers adhered to the prescribed procedures and accountability system based on how well individual teaches students did on standardized tests.

Roehler and Putman (1987) concurs with Duffy that teachers experience curricular restraints through following traditional based on reading instruction in which metalinguistic skills are presented as automatized procedures. Teachers reported instructions constraints arguing that the professional preparation did not assist them in their practice



## **The knowledge and skills teachers have in handling children with impairment in an inclusive setting.**

Northcott (1980) as cited by Thomas (1994) suggested that "less restrictive settings have the advantage of increased learning of coping skills, increased motivation, fewer unusual behaviours stemming from social isolation and an enhanced understanding on the part of the parents regarding the child's abilities.

Lieberman (1992), as cited by Thomas (1994) stated that: "In a discussion of learners with severe disabilities cautions against oversimplification of changes which must occur in the classroom, schools and community for effective integration"

Ganer-pinhas et-al (1989) as cited by Thomas (1994)

Reported significant differences among general education teachers, special education on administrators in attitudes towards mainstreaming.

The most striking differences among the groups occurred regarding the academics and administrative concerns, classroom teachers exhibit the least positive attitude regarding academic concern followed by special education teachers. Principal and special education administrators reported more positive attitude.

Distrust is apparent in the findings with special educators stating that they do not believe that the principal would give the support needed by learners with disabilities.

## **Teachers creating a barrier free environment for children with hearing impairment in an inclusive setting.**

Rose (1982) as cited by Thomas (1994) stated that: "Hearing loss and other demographic variable aside the more fully mainstreamed the average learner with hearing impairment, the better his or her academic achievements".

Wood (1984) as cited by Thomas (1994) investigated the relationship between teachers' control of conversations and children initiative and influence in communication.

It is stipulated that as teachers change their conversation style to increase personal contribution students respond with increased initiative and mean length of turn. When teachers refrain in questioning them, children had more opportunities for spontaneous contributions and were more willing to take advantage of them.

Using the available teaching and learning resources in instructing learners in all inclusive setting by teachers

Yesseldyke and Aglozzine (1995) stated that:

"People across the country want to improve lives of the students with sensory disability and they themselves continue to hope for healthy and productive lives much like those of their neighbors and peers without disability. Towards this goal students with hearing impairments. Can best be helped by teachers who can eliminate barriers, improve communication and foster independence"

As stated above we realize that the people are interested in the education of the child with the hearing impairment. Teachers are very much ready to support the education of such children by making good use of the available resources.

Many hearing-impaired people may rely on devices such as interpreters to help them communicate effectively.

Those are important in education settings whereby the teacher may not be versed with the sign language in conferences and workshops

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

In this particular study in order to find out the attitude of teachers in an inclusive setting towards learners with hearing impairment whether positive or negative, they bear some effects on learner's well-being as well as school performance.

The research employs qualitative approach to analyze data using suitable and appropriate data collection mechanism, organizing, interpreting and analyzing the data before finally presenting the same in descriptive, narrative and explanatory forms

### **3.2 Research design**

This research study intends to establish facts above single phenomenon or variable "attitude" which could only be possible through observation, interviews and questionnaires to attempt, to expose how teachers in the inclusive setting view the child with hearing impairment.

Whatever the case, severe or mild and also attribute the facts adduced thereby to the effect the learner maybe experiencing

### **3.3 Environment of the study**

The research was conducted in Nyangoma Division, Bondo District. The area is a dry land, which consists of bushes. It becomes bushy when it is raining.

The area is a long the shores of Lake Victoria and fishing is the main occupation of the people. A bit of farming is normally done, but the yield is very poor since it is a dry land.

The area do experience drought making fanning difficult hence, famine is a common phenomenon.

The environment is composed of all cadres of people but the majority are fishermen since it is the main occupation going on all around the place, meaning that the area consist of low-income people.

Be it not for the free primary education, introduced by the NARC Government of Kenya, most people would not afford school fees for their children.

The rate of immorality is very high since it is situated along the lake and this has prompted high rate of dropouts of the pupils. Boys become fishermen as girls are forced to early marriages in exchange of money

### **3.4 Respondent / subjects / participants**

The target population of the study will include: regular primary school teachers, special schools, units', parents of the hearing impaired learners from sample schools within Nyangoma Division. The size of the sampling population will be 3 Head Teachers from the 3 schools, 20 selected teachers from the 3 schools both from upper and lower chosen at random by their Head teachers

### **3.5 Research tool /Instrument**

The research will use questionnaire method to collect data from the respondents in sample population above. Both open ended and close-ended questionnaires will be used depending on their suitability.

In such open ended questionnaire, the respondent will be free to give their responses as they chose whereas in closed ended ones the responses are restricted to give specific responses whether affirmative or disagreeing.

Also pertinent to this study, a few interviews will be conducted with close response basing on the interview guide whose content reflects the same as in questionnaire.

### 3.6 Data collection

#### Procedure of the study

- The researcher developed the questionnaire in simple layman's terms.
- The researcher then visited all the institution to seek permission to conduct the study.
- The researcher sent out questions to the institutions and give 2 to 3 days for completion.
- The Researcher then made a quick follow-up to retrieve the questionnaires.
- The Researcher then began to organize, summarize and interpret raw data collected.
- Lastly, the Researcher then analyzed the raw data obtained from the respondents and occasionally consulting the secondary data incase of need, and then presented the data in table forms before discussing and drawing conclusions.

## CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

### 4.1 Statistical treatments of data

I used frequency distribution tables and percentages in the statistical treatment of collected data. They enabled easy interpretation of the data even at glance.

The following are tables showing teachers with skills and knowledge in handling learners with hearing impairment, teachers using available teaching and learning resources, the government offering learning resources to the learners with hearing impairment, problems encountered by teachers handling children with hearing impairment, creating a barrier free environment to learners with hearing impairment.

### 4.2 Presentation

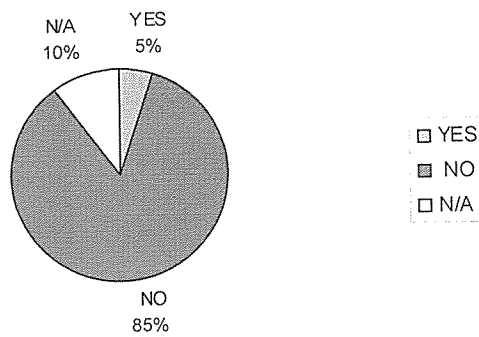
The researcher carried out this study to investigate teacher's attitude towards learners with hearing impairment in an inclusive setting in Nyangoma Division, Bondo District, Kenya.

Questionnaires were distributed to the three schools, the researcher managed to collect all the questionnaires back and the finding tabulated as follows:-

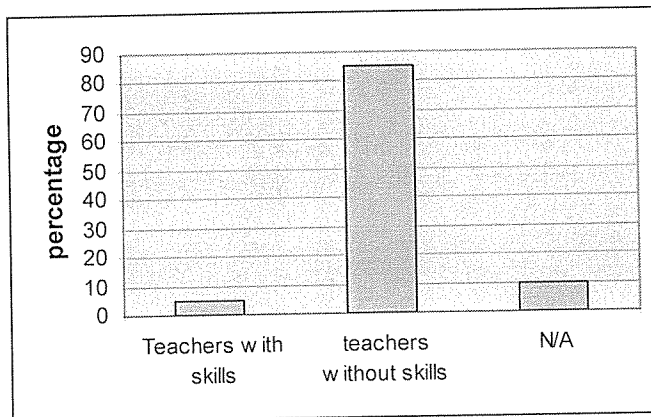
#### **Teachers equipped with skills and knowledge in handling learners with hearing impairment**

RESPONSE	FREQUENCY	PERCENTAGE
YES	1	5%
NO	17	85%
N/A	2	10%
TOTAL	20	100%





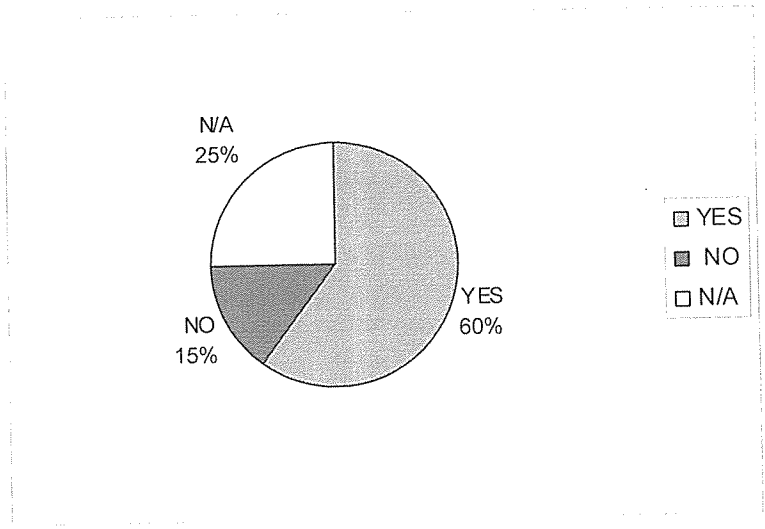
**Bar Graph 1: Showing Teachers with / without knowledge in handling the hearing impaired**



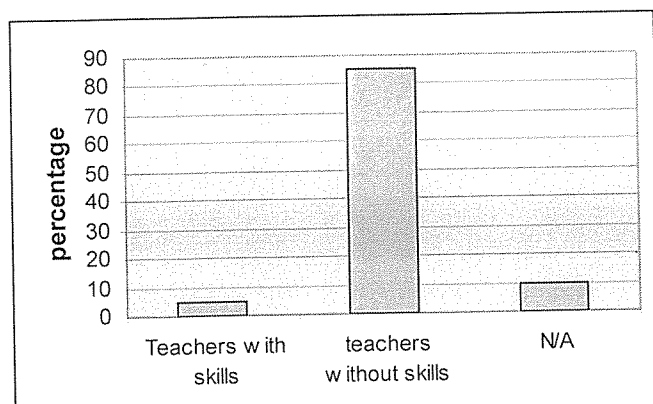
The data collected from teachers revealed that in the three schools in which the research was done only one teachers had the knowledge on how to handle children with hearing impairment in an inclusive setting which is 5% and 85% have no knowledge in handling learner with hearing impairment.

**Teachers making use of the available teaching and learning resources**

RESPONSE	FREQUENCY	PERCENTAGE
YES	12	60%
NO	3	15
N/A	5	25
TOTAL	20	100%



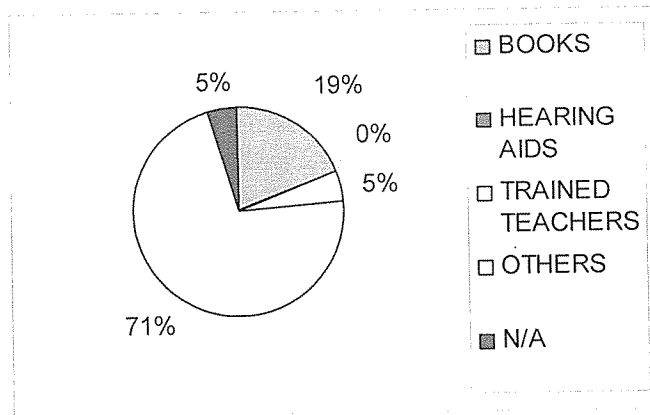
**Bar Graph 2: Showing Teacher with / without knowledge in handling the hearing impaired**



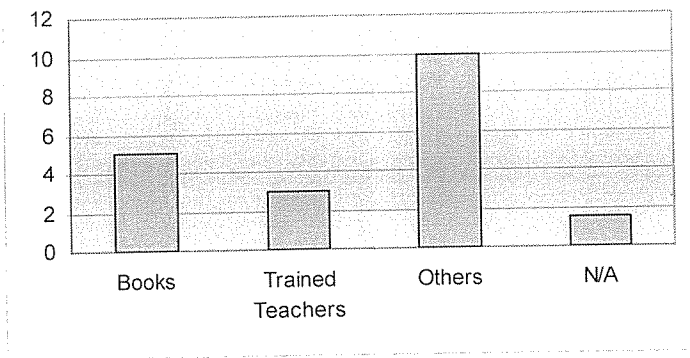
From the data collected it has been revealed that there are not enough teaching materials but there are some, which teachers can use. It is therefore evident from the table above that only 60% of the teachers use the available teaching materials, while 25% are not using the available teaching and learning resources and 15% failed to express their position.

### **Government offering learning resources to the learners with hearing impairment**

RESPONSE	FREQUENCY	PERCENTAGE
BOOKS	4	19%
HEARING AIDS	0	0%
TRAINED TEACHERS	1	5%
OTHERS	15	71%
N/A	1	5%
	20	100%



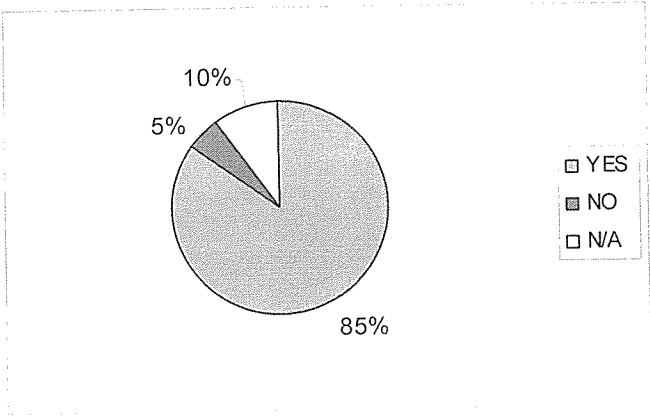
Bar Graph 3: Government assistance to the hearing impaired



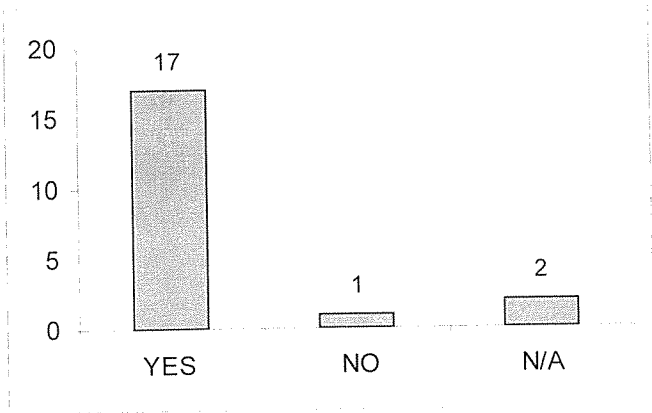
The data collected revealed that, the government does not offer learning resources for learners with hearing impairment. From the table above, only 19% of the books, are offered and 5% of the special trained teachers to handle hearing impaired learners are there but things like hearing aids, are nonexistent for these learners, others including classrooms playing field, desks are 71% available.

Problems encountered by teachers handling children with hearing impairment

RESPONSE	FREQUENCY	PERCENTAGES
YES	17	85%
NO	1	5%
N/A	2	10%
TOTAL	20	100%



Bar graph 4 showing problems encountered by teachers handling children with hearing impairment

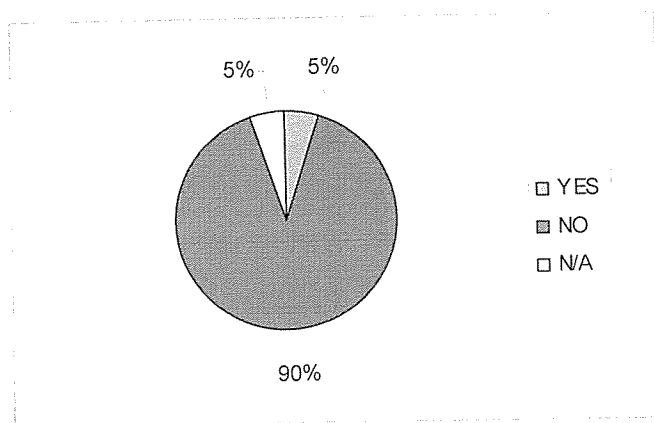


It was revealed that teachers face problems while handling these learners, about 85% encounter problem with these children such as they do not get teaching points and answer questions irrelevantly in class, this had made teachers to offer extra assistance such as talking aloud so as they can get the points, organizing remedial teaching, giving special attention planning for the individualized educational programme so that they can catch up with others.

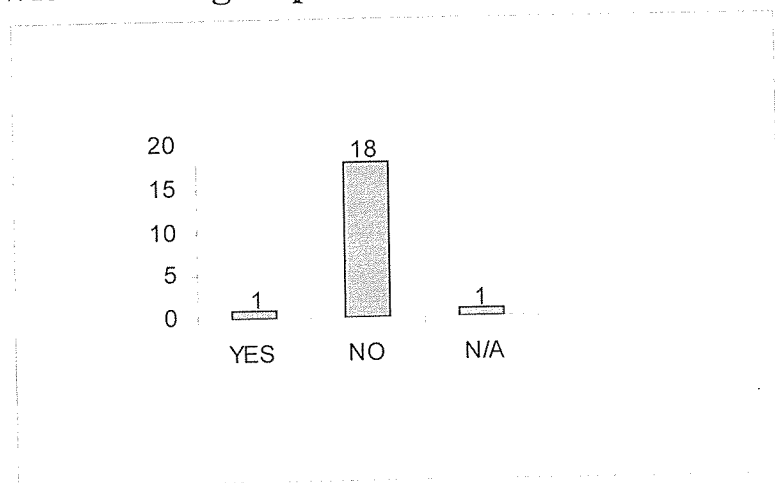
About 5% are not facing problems with these pupils in that they are not trained in helping these learners with hearing problems, the 10% are those teachers who do not care about these learners in that, they assume that they do not exist in an inclusive setting.

### Creating a barrier free environment to learners with hearing impairment

RESPONSE	FREQUENCY	PERCENTAGE
YES	1	5%
NO	18	90%
N/A	1	5%
TOTAL	20	100%



**Bar graph 5 showing creating barrier free environment to learners with hearing impairment**



From the data collected it is revealed that 90% is not barrier free and only 5% is barrier free.

From the data collected, teachers listed a number environmental barriers encountered by these children are shy, they are isolated, don't mix with others, withdrawn, don't participate in class discussion and their performance is below average.

Only one teacher out of twenty who responded to the questionnaire had been trained in special needs education.

The teacher stated that the training had helped her to identify the needy children and how to assist them, Response from the questionnaire concurred that the government has never offered learning resources to children with hearing impairment in their schools.

Monica Apiyo from Alara Primary School gave the following information, her class had 37 pupils and she was 14 years, she stated that the teacher she liked most was Mr.Ochome, because he was a good classroom teacher.

She disclosed that there was no any learning resource in her class and that she doesn't know any sign language.

Monica prefers sitting behind the class, she feels that her teacher have negative attitude towards sign language and she did accept that her attitude towards her teachers and the Head teachers is positive.

She relates very well with her peers and performs well in class.

Andrea Juma who is 14 years old, he is in a class of 51 pupils at Nyangoma mixed primary school, in response to the questionnaire, admitted that he has a liking for a teacher by the name Ngesa, because he teaches well and likes pupils.

He stated that the only learning resource in her class is only textbooks and charts; he has no knowledge of sign language and prefers sitting at the back of the class.

Andrea has a positive attitude towards the teacher and the Head teacher, he has difficulty in relating with others due to hearing difficulty, his performance is average due to difficulties in communication as result of hearing problems

Atieno Irene Monja is a pupil at Magak Primary School, she is 12 years old and is learning in a class of 25 pupils. Her most favorite teacher is Mrs. Bona Oriwa whom she says teaches well and does not cane pupils.

In her response to the questionnaires, she states that books are the only learning resources in her class, she does not know sign language and prefer to sit at the middle of the class. From her response, the teachers have negative attitude towards sign language, Irene is shy therefore keeps away from the teachers and the Head teachers. Her relationship with her peers is not good and she performs poorly in her class work.



## 4.3 Analysis

Research was meant to establish teachers' attitude towards learners with hearing impairment in an inclusive setting

The researcher involved a class from three different schools the three classes had a total of one hundred pupils.

Twenty pupils were identified as being hearing impaired. This is a clear indication that there were handicapped pupils learning alongside those without disabilities in our schools. In the analysis of the findings of the research, it was surely confirmed that in the division teachers' attitude towards the hearing impaired was poor.

There are various contributory factors to this situation Teachers in the division lacked specialized training in special needs education.

The data revealed that only one teacher had some training in special needs education in the three schools.

The three schools had a population of twenty teachers that puts the percentage of teachers with knowledge in special needs at approximately 5% of the general population of teachers.

If these statistics were to be taken as a representative sample of the situation, the population of teachers with knowledge with special needs education is so low that their impact could not be felt, the implication was that teachers hardly got positive results with their hearing pupils due to lack of skills in handling them and hence, they developed negative attitude towards hearing impaired children.

Due to shortage of teachers trained in special needs education, the hearing impaired pupil lacked proper guidance and counseling, the affected pupils were therefore not able to understand their social, physical and emotional development, this had the tendency of making them not relate appropriately with their environment and their peers. Since they are not able to come to terms with their conditions, they were withdrawn. This definitely hampered their performance in class, which impacts negatively on their teachers.

A school of thought which holds the view that the hearing impaired learners should learn in special schools was still opposed by most teachers. May be they don't understand

why such pupils should be allowed to learn alongside others without disabilities. They therefore feel that existence of the disabled in an inclusive setting is so demanding and a waste of time.

Remuneration is another factor that comes into place, teachers handling the hearing impaired in non specialized schools feels that they should be remunerated like those in special institutions failure of the government to offer the same is therefore demoralizing. The number of pupils in a class is class determines the quality of attention a teacher is likely to give to the learners' .the greater the population of pupils in a class the lesser the time and attention a teacher will provide to every child.

In an ideal situation the number of pupils in a class should be restricted to manageable level and more particularly, our main interest was the hearing impaired, but that did not rule out their existence of pupils with other forms of disabilities in the classes, this further complicates the situation because of the presence of other forms of disabilities such as visual impaired, physically handicapped would demand more attention from the teacher.

From the data the teacher-pupil ratio was one to forty, in a normal lesson of forty minutes in an inclusive setting where there are forty pupils in a class there is actually no time for provision of individual attention, without which no good result can be realized from the hearing impaired learners and that was the general situation in the division.

Lack of knowledge of sign language amongst the peers of hearing impaired pupils and their teachers made it difficult for effective communication between hearing impaired learners and the other teachers in that particular school, the rest of the 19 teachers cannot communicate with the hearing impaired pupil, in a situation where the teacher appear in class of the hearing impaired pupil in a rational manner, the pupil only grasp small percentage of the total communication he/ she engaged in with their teachers.

For the other pupils in other schools without a teacher with knowledge in sign language, it can be concluded that the teachers do not communicate, this explains why in the response of the teachers to the questionnaire they felt that, the pupils with hearing impairment did not get teaching points in class.

Like other forms of disabilities, the hearing impaired requires specialized equipments to support them in their normal daily activities in school and at home.

It is pathetic that, not even as hearing aid has been provided to the affected pupils in these schools where the data was collected, hearing loses that were not severe, hearing aids would have therefore greatly enhanced their communication in and outside class, making such pupils sit in front of class or speaking aloud to them may not help in most situations.

It is noted that in the government programmes for provision of free primary education funds are provided for educational resources, including hearing aids for the hearing impaired, however funds allocated for these aids are not used for that purpose, none of the heads was able to explain the reason behind it.

The hearing impaired needs these aids to enhance their understanding/communication; otherwise they are not able to grasp much. From the foregoing, teachers' attitude towards the hearing-impaired in an inclusive setting is low; this is due to lack of special needs training on the part of the teacher.

## CHAPTER FIVE:

### SUMMARY DISCUSSION, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Summary

Although a considerable number of teachers seem to be changing their attitude towards learners with hearing impairment there is a lot to be done to ensure full attitude change.

A large number still misunderstand hearing impairment learners. Only few are willing to help them. It is therefore evident that their attitudes towards learners with hearing impairment are negative.

The great challenge the research work has revealed to be facing teachers in dealing with hearing impaired learners is lack of relevant information / knowledge and skills on how to handle the child. This is why some still neglect them. A lot of appropriate intervention measures to manage hearing impediment mentioned by the teachers.

However doubts are still high as to whether they are in practice, a lot more needs to be done to equip the teachers with necessary skills to be able to offer effective services to the child with hearing impairment problem. Interview done revealed that learners with hearing impairment problems perform and compete poorly in a cadmic work.

This seems be adverse effect towards negative attitude towards the person with hearing impairment from the society up to the school

## 5.2 Discussion

In the process of research study, the teachers I expected to respond failed due to that I only used the few who accepted to help me. From the researcher's view. It is true that hearing impaired learners may not perform exceptionally well in this aspects but every thing rest on the severity and level of intervention accorded to them. If they received appropriate intervention at the right stage in life even severity reduces and they can perform wonders as others. Many famous personalities in Kenya; Dr Ndurumo with hearing impairment perform, therefore if our hearing impaired learners cannot perform averagely well, then our nature system is questionable and to a large extent our attitude is put to a failing test. Failure of the government to provide incentives to the teachers, physical facilities and poor teacher-pupil ratio that exist will continue to perform as expected.

## 5.3 Recommendation

For the teachers to change their attitude fully to accommodate and support hearing impaired learners to learn and grow well in an inclusive setting, there should be creation of a awareness, campaign by collaborative effort between ministries of education, Kenya National association for the deaf and ministry of health.

The district education assessment centers. Personnel should intensify seminars and workshops on learning difficulties faced by hearing impaired learners to reach every school in the division



The teacher education in the republic of Kenya should incorporate elements of special needs education into teaching curriculum of the teachers training colleges in order to prepare teachers for challenges of their work.

More research work should be carried out in this field in the division and even other parts of the country to reveal more facts on the ground and give more recommendation on how the trend can be reversed

## **5.4 Conclusion**

There are many children with hearing impairment in our regular schools within Nyangoma Division. Teachers were exposed that there are learners with hearing disabilities in their schools.

Many learners in the division with hearing impairment are not yet finding accommodative and supportive place in the schools. / It might be worse off in the general community as they might not get adequate assistance necessary for supporting them to learn and grow well.

The biggest challenge that they face teachers in dealing with hearing impairment is lack of relevant information/ knowledge and skills to manage their learning Teachers are aware of the appropriate intervention measures to manage these children with hearing impairment. However many affected children may not reach them because of fear that, the teacher may not be ready to assist him/ her. The performance of the hearing impaired learners in academics generally poor because they are not taken care of..

## OPERATIONAL DEFINATION OF TERMS OR KEY CONCEPTS

**Attitude** - the inward feeling of a person towards something

**Barrier Free Environment**- social and physical environment that is conducive for the development of the child with disability

**Handicap**- handicap is a disadvantage caused by disability that prevent or limits an individual fulfillment of a role that is normal

**Hard of Hearing**-a person who generally use learning aids and has residual hearing sufficient to enable successful processing of linguistic information through audition.

**Hearing Impairment**- these include all degree of hearing loss person who can utilize their residual hearing with or without hearing aid are considered hard of hearing while those who do not have any test are considered deaf.

**Inclusive** - this concept is parallel with integration and mainstreaming.

The idea refers to the wish to include persons with disabilities in all aspects of life in the community, it also means involving them in decisions making.

**Impairment**- refers to any loss or abnormality of physical or anatomical Function.

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# **CURRICULUM VITAE**

## **PERSONAL BACKGROUND**

Name : Lydia Atieno Rawago  
Registration No : Bed/9115/51/Df  
Gender : Female  
Civil Status : Teacher  
Address : P.O Box 125 Nango  
Date of Birth : 1969  
Contact Number : 0735220963

## **EDUCATIONAL BACKGROUND**

**College:** Migori Teachers College.  
Kenya Institute Of Special Education

**Secondary:** Majiwa Secondary School

**Elementary:** Agwara Primary School

## **RESEACH EXPERIENCE**

**Course:** Diploma In Special Needs Education

### **"RESEARCH TITLE"**

EFFECTS OF FREE PRIMARY EDUCATION IN PRIMARY SCHOOLS  
NYANGOMA DIVISION  
BONDO DISTRICT  
KENYA.

## APPENDICES

### Appendix a: Transmittal letter

LYDIA.A.RAWAGO  
NYANGOMA.M.SCHOOL  
P.O BOX 126,  
NANGO  
3/3/07 TO

THE HEADTEACHER ALARA  
PRIMARY SCHOOL P.O BOX 20  
NANGO BONDO Dear Sir

**RE: CONDUCTING RESEARCH IN YOUR SCHOOL** I hereby request for an opportunity to conduct my research in your institution, the research is on: - **The attitude of teachers towards learners with hearing impairment in an inclusive setting in Nyangoma Division.** The research will mainly involve, providing answers to questions in a questionnaire that will be provided, may I kindly know if my request is accepted.

Thanks

Yours Faithfully

Lydia

## **Appendix b: Sample size determination**

The size of the sampling population was three head teachers from the three schools both at the upper and lower classes chosen at random by their head teachers.

The sampling method used is purposive sampling procedure because the research was conducted for the purpose of helping the hearing impaired learners in the entire Nyangoma Division

## Appendix c: Research instrument: questionnaires

Do teachers cater for children with hearing impairment? Yes or No-----

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If yes, explain how-----

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Do teachers use the available teaching and learning resources in instructing learners with hearing impairments in an inclusive setting?. Yes or No-----

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If yes, can you explain how-----

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Do teachers have enough knowledge and skills in handling children with hearing impairment? Yes or No-----

If yes give details-----

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Do teachers create a barrier free environment for children with hearing impairment in an inclusive setting? Yes or No-----

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If yes, explain how-----

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## Appendix d

### Sample tables

#### Teachers caring for children with Hearing Impairment- H.I

RESPONSE	FREQUENCY	PERCENTAGE
Caring		
Not caring		
N/A ,		
TOTAL		

#### Teachers making use of the available teaching and learning resources

RESPONSE	FREQUENCY	PERCENTAGE
Yes		
No		
N/A		
TOTAL		

**Teachers equipped with skills and knowledge to handle  
learners with hearing impairment**

RESPONSE	FREQUENCY	PERCENTAGE
YES		
NO		
N/A		
TOTAL		

**Creating barrier free environment**

RESPONSE	FREQUENCY	PERCENTAGE
Yes		
No		
N/A		
TOTAL		

# APPENDIX E: MAP OF RESEARCH ENVIRONMENT

