

**LEARNING INFLUENCE ON THE ACADEMIC PERFORMANCE OF
LEARNERS WITH HEARING IMPAIRMENT OF
OCHII INTEGRATED PROGRAMME
IN BARINGO DISTRICT
KENYA**

**A Research Final Report
Presented to the
Institute of Continuing and Distance Studies
Kampala International University**

**In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Education in Special Needs Education**

**by
CHESANG EUNIECE J.
BED/7131/51/DF**

AUGUST 2007

DECLARATION

I Chesang Eunice J., hereby declare that this dissertation has not been submitted either in the same or in different form to this institution for academic qualification.

Name: **CHESANG EUNICE J.**

Signature:

_____

Date

5TH SEPTEMBER 2007

APPROVAL

This is to certify that this research has been submitted for examination with my approval as university supervisor.

Name: **Mr. KULE JULIUS WARREN**

Signature: _____

Date

DEDICATION

Dedicated to my beloved husband Cheromo and my children Justus, Vincent, Sharon and Ian for their tolerance, encouragement and more so patience during my absence from home while pursuing this degree course on special needs education at Kampala International University.

ACKNOWLEDGEMENT

Special thanks go to Dr. Summil for introducing the research study and to select suitable titles for a study. I also thank Cybelle for her tireless efforts and guidance in going through this script. Special thanks go to Mr. Kule for having supervised the whole study to the end.

I also acknowledge teachers of Ochii Integrated programme for their cooperation during this study. To my family, God bless you for your endurance during the entire period of my studies.

Finally, I thank my colleagues for their moral support they accorded me during my studies.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
DEFINITIONS OF TERMS.....	viii
ABSTRACT	ix
 CHAPTER ONE	 1
1.0 Introduction	1
1.1 Background of the Study.....	1
1.2 Problem Statement.....	3
1.3 Objectives	4
1.3.1 General Objectives.....	4
1.3.2 Specific Objectives	4
1.4 Research Questions	4
1.5 Scope of the Study	5
1.6 Significance of the Study	6
 CHAPTER TWO	 8
REVIEW OF THE RELATED LITERATURE	8
2.0 Introduction	8
2.1 Literature Review.....	8
2.2 Theoretical Framework.....	18
 CHAPTER THREE.....	 20
RESEARCH METHODOLOGY	20
3.0 Introduction	20
3.1 Design	20
3.2 Population	20
3.3 Sample and selection methods	21
3.4 Data collection procedure.....	21
3.4.1 Instruments	21
3.5 Statistical Treatment of Data	22
 CHAPTER FOUR	 24
PRESENTATION OF RESULTS AND DISCUSSION	24
4.0 Introduction	24

4.1	Profile of Respondents	24
4.2	Data Presentation	26
4.3.0	Impact of the factors on learning capacity of the hearing impaired	31
4.3.1	Formal Curriculum	31
4.3.2	Classroom Management	31
4.3.3	Learning Resources.....	32
4.3.4	Attitudes	32
4.3.5	Trained Personnel.....	33
CHAPTER FIVE.....		34
SUMMARY, CONCLUSION AND RECOMMENDATION.....		34
5.0	Introduction	34
5.1	Summary	34
5.2	Conclusion.....	37
5.3	Recommendations	39
5.4	Areas for further research	40
APPENDICES		43
Appendix A: Transmittal Letter for the Head Teacher of Ochii Integrated Programme		43
Appendix B: Questionnaire		44
Appendix C: Map of the Research Environment.....		48
CURRICULUM VITAE		49

LIST OF TABLES

Table 1: Profile of Respondents	24
Table 2: The degree of the problem according to the respondents.....	26
Table 3: Summary of the Degree of Problems faced by Teachers	28

DEFINITIONS OF TERMS

For the purpose of the study the following terms will be defined operationally.

Assessment- it is the overall process of evaluating a child to ascertain the nature and degree of his handicap or disability.

Deafness – this refers to hearing loss that prevents successful processing of language information that is received through hearing with or without a hearing device.

Disability – refers to loss of a function due to impairment.

Education – it is the movement of a learner from a level of dependency to some level of dependent function.

Handicap – refers to problems which result from a combination of impairment and disability on one hand and socio-psychological factors on the other.

Hearing impairment – it is a term that describes individual with a hearing loss ranging from mild to profound.

Hearing loss - it is a term used to describe any deviation from normal hearing regardless of its severity.

Identification – is the procedure of pin pointing children who can be considered exceptional or special for the purpose of special education programmes and intervention procedures institute for them.

Impairment – refers to the bodily or sensory damage that may occur through accidents or diseases.

ABSTRACT

This study investigated the problems affecting the performance of learners with hearing impairment of Ochii Integrated programme, Baringo District, Kenya. Problems were whether they are high, moderate, low or very low in the following aspects: suitability of the curriculum, Learning resources, attitudes and trained personnel and the profile of teachers in terms of their ages, sex, academic and professional training and experiences.

This study employed the descriptive survey method to investigate the problems. Purposive sampling technique was used to identify the sample area. The subjects of the study were the teachers of Ochii Integrated Programme, 10 teachers were interviewed during the study. The teachers were useful in the study because of the role they play key role in teaching and implementation of the curriculum.

This study utilized a researcher devised instrument in form of a structured questionnaire that was pre-tested before the actual fieldwork; it contained questions about profile of the respondents and problems facing learners with hearing impairment.

The researcher sought for permission from the headteacher to conduct the research in the school. Upon being granted permission, the researcher prepared a schedule for filling and submitting the questionnaires with the respondents. Data collected was then analyzed; frequencies and percentages

were employed to describe the profile of the respondents where as weighted mean was used to determine the extent to which the above factors were favourable to learners with hearing impairment.

The study found that classrooms in Ochii Integrated Programme were not properly managed to suit learners with hearing impairment. It was also realized that poor attitude by teachers and regular learners towards the hearing impaired learners was prevalent in the school thus impacting negatively on the academic performance of these learners.

The findings of this study should be utilized by the policy makers in the Ministry of Education in order to implement policies and programmes that will dress problems affecting learners with hearing impairment in Integrated Programmes. Future research should focus on the performance of children with hearing impairment in integrated programmes.

CHAPTER ONE

1.0 Introduction

1.1 Background of the Study

The deaf community is a minority linguistic group and therefore they are marginalized. Thus, there has been perpetual controversy about the method of teaching in their education. The general performance of the deaf has not been to the standards compared to hearing learners. This is quite true, having in mind that in Kenya we have never had any deaf learner leading in the national examinations for both primary and secondary levels.

Many deaf people still learn in various Institutions without sufficient staff and educational qualified personnel, where formal curriculum is not adopted. They don't have the same opportunities for accommodation, education and vocational training that other young persons have. As a result of these their education level is not to the expected standards.

Generally, hearing give little thought to the hearing impaired, unless they are a member of their own family. In Kenya today there is a debate about how those who are hearing impaired can be integrated into the community. The deaf need understanding from the hearing people, appreciation of their disability and respect for their individual qualities which are not impaired except the imagination of others. Just because one has hearing impairment does not mean that their mental faculties are also impaired, KSDC Newsletter Vol. (1993).

According to the statistics carried out in Kenya in 1992 there are about 110,000 men, women, and children who are going about their everyday lives unable to hear the noise in the street, people talking, or birds singing for they are deaf, KSDC Newsletter Vol. (1992).

Africa is a vast continent with enormous political, geographical economic and cultural diversities all of which influence education directly. As such, no uniform set of development can be expected at any point in time. The education of handicapped children is far satisfactory; this may be blamed on the deteriorating World economic order which has seriously affected the provision of basic social amenities for our fast growing population. Water, housing, health and food crisis in particular are commanding unprecedented attention in the national planning. As such education is receiving inadequate budgetary allocations in order to accommodate these essential services.

In the academic realm, hearing impaired students perform woefully below hearing children. In spite of the specialized strategies and method of teaching, certain things remain a miss. Many researchers have carried out many studies to investigate why learners with impairments have not been able to perform well in education just like hearing children but still much has not been achieved. The researcher who is a graduating student in the faculty of education is optimistic of carrying out the study and coming up with possible solutions to the challenges. In the past the researcher had carried out successful research in a Diploma level that has added her lot of experience.

1.2 Problem Statement

Deafness is one of the most serious disabilities on earth. One can recognize a blind person; it is not easy to recognize a deaf person. This leads to misunderstanding and sometimes unnecessary suffering. Deaf people are likely any other person in the world except for the hearing senses. Some people were born deaf and others became deaf through sickness.

Education in Kenya advocates for inclusion of learners into one mainstream. They are expected to learn together irrespective of their special needs. This leads to the deaf learners learning alongside their counterparts who have no disability. Most learners may not benefit from integration because of their diverse needs. This is because most teachers are not trained on how to teach learners with special needs. Secondly, the curriculum used is rigid and does not allow room for flexibility and hence may not be suitable for such learners.

As a result, the general performance of the deaf has not been to the standards compared to the hearing learners. At the same time when the hearing impaired learners are on their own classes, they still perform poorly in their academics and the trend is not on the decline. These are some of the problems which are faced in the education of the hearing impaired hence their educational standards has not been fully achieved. It has made most learners with hearing impairments to drop out of school. There was thus need to investigate the causes of the poor performance in academics of the hearing impaired.

1.3 Objectives

1.3.1 General Objectives

To determine the learning influence on the academic performance of learners with hearing impairment of Ochii Integrated programme in Baringo District, Kenya.

1.3.2 Specific Objectives

1. To determine the profile of the respondents in terms of
2. Determine the level of learning influence as to:
 - 2.1.1 Suitability of the curriculum
 - 2.1.2 Classroom management
 - 2.1.3 Availability of learning resources
 - 2.1.4 Attitudes of teachers towards children with hearing impairment.
 - 2.1.5 Trained personnel
3. Determine the level of academic performance.
4. Determine if there is significant relationship between level of learning influence and academic performance.

1.4 Research Questions

1. What is the profile of the respondents in terms of
 - 1.1.1 Age
 - 1.1.2 Gender
 - 1.1.3 Academic qualification
2. What is the level of learning influence as to:

2.1.1 Suitability of the curriculum

2.1.2 Classroom management

2.1.3 Availability of learning resources

2.1.4 Attitudes of teachers towards children with hearing impairment.

2.1.5 Trained personnel

3. What is the level of academic performance?

4. Is there a significant relationship between level of learning influence and academic performance?

1.5 Scope of the Study

This study was conducted in Ochii integrated programme for the hearing impaired children. It is a boarding school whereby children with hearing impairment share facilities with the hearing. The school is situated in the Southern part of Baringo District. It is a lowland area whereby in the past there have been outbreaks such as meningitis and yellow fever. This disease resulted in too many children being affected. At the end of the outbreak many children were left deaf.

Then hearing impaired children learn alongside hearing children, when they have mastered most skills. Sometime, the hearing impaired learners are taught in their own classroom whereby special attention and supervision is given to them. Such times are also used to teach such skills as; sign language and other necessary learning skills. Some of the school structures are permanent and

most of them are temporary. These resources were put in place by the community and non – governmental organization (NGO) Danida.

1.6 Significance of the Study

This study will benefit the following persons or organization:-

The ministry of education, it is hoped that the findings of this study will provide useful information towards efforts directed at improving the process of teaching children with hearing impairments in Kenya hence resolving the perennial problems inherent in their education as reflected by their poor performance in national examinations.

In addition, the result will also assist the provincial and district education officers to get vital information which may be necessary in improving the educational standards of the learners with hearing impairments. The results will also help the school administration so as to evaluate their administrative styles and give better modification to the teaching and learning process.

The findings of this study will provide teachers with the opportunity to evaluate their methods of teaching, teaching and learning resources in order to change and improve their performance. Moreover, the results will be beneficial to teacher trainers in training on appropriate ways of handling children with hearing impairments.

The Kenya Institute of Education may use the results to improve the curriculum through innovations such as in service courses for teachers, seminars and workshops for teachers teaching children with hearing impairments in general. At the same time the curriculum designer may use it to recommend appropriate curriculum designs while publishers may use it to develop appropriate reference resources.

The school at large including the parents and the entire community in general will be influenced by the findings. It is hoped that their attitudes towards the hearing impaired learners will change to a better view and they will give a lot of regard and appreciation.

Finally the findings are anticipated to stimulate further research on the appropriate methodologies to be used in teaching the deaf.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter dealt with a review of previous works on similar subjects by other authors.

2.1 Literature Review

According to Northern and Downs, (1998), it states that for years the approach to deaf education was to start all children in an oral type programme in their early years of school. At some point in time second or third grade or age 7 or 8 the child would be elevated with regard to his educational progress and the oral method. If he was doing well he would be transferred to a manually oriented class. For most children this timing of selecting their educational method takes so long after the critical years of language and speech development makes education prognosis very poor. Total communication in the early years seems to be important new concept on the behalf of the deaf child and should add years of head start towards his formal education.

Children with learning and physical disabilities were traditionally evaluated using standardized academic achievement and intelligence tests. The children were then labeled and identified for educational placement or referred for further testing. To a great extent they were misdiagnosed and mislabeled, Klein et al (1990).

It is important to note that the curriculum has to be child centered in order to meet the child's needs as much as possible. The curriculum is not geared towards the needs of children with disabilities. For the beginners, children are taught number work and a form of sign language to enable them tackle daily living. This goes hand in hand with skills on self-care and toilet training. It sometimes becomes impossible for children with hearing impairment to follow the formal curriculum. Apart from the formal curriculum, the schools are forced to offer other additional subjects such as speech readiness, articulation readiness and speech reading. These subjects are taking considerable time and teachers concerned will require more time to enable them cover the syllabus. (KISE Bulletin / Oct 1990 Vol 4 NO.2).

A deaf person makes maximum use of his visual senses to compensate for loss of hearing thus the obvious is to make him understand and also express himself in body language especially the application of manual sign language. In the case of deaf people the hearing sense is incapacitated thus locking the acquisition of any spoken language it is wrong to attempt to "normalize" a deaf person by making him try to talk especially if he has never heard of a single sound. Children who are deaf and have signing parents who are deaf also tend to fare better socially later on. Probably because of their increased self esteem, ease with communication and availability of appropriate role models for them, Caselli and Voltera (1994).

Individualized education programme (IEP) has received the most support and at the same time the most concern. The section gets support primarily because

it puts the interest of the child above those educational agencies. It requires that the educational needs of the child are systematically planned. The section also requires that annual objectives including short term objectives, be clearly stated in order to ensure that the child's learning is not haphazard, but well defined, Haring (1978).

The central aim of IEP is effective teaching of exceptional children. The term Individualized Education Programme itself conveys important concepts that need to be specified. First "**Individualized**" means that the IEP must be addressed to the educational needs of a single child rather than a class or group of children. Secondly, "**Education**" means that IEP is limited to those elements of the child's education and related services as defined by the act. Thirdly "**Programme**" means that the IEP is a statement of what will actually be provided to the child, Guidelines from which a programme must subsequently be developed.

There is need for every hearing impaired learners to have an IEP. Not all learners learn at same pace and the same time the mode of teaching may also vary. Therefore, an IEP has to be designed for each individual's current state of development. The necessary selection of teaching contends is made with practical considerations in mind as to its importance in life, Weinstraub (1990).

Hearing impaired children's language development is more frequently assessed through written language because of the problems encountered with the spoken form. As a result the written language often assesses their written

language capability instead of language as a whole. Another problem is that there exist only a few researchers competent in assessing the child's linguistics efficiency by observing the child's use of sign language. Furthermore, sign language has a grammatical structure of its own which does not follow written or spoken English. As a result when the deaf child's sign language is compared with spoken language he is penalized because of differences of grammar in the order of presentation, Moore (1992).

Academic education is important in the education of the hearing impaired because it assists in preparing the children to secure employment which hearing impaired children are expected to compete with hearing children. Use of various teaching strategies and the effectiveness in enabling hearing impaired children to developed language, speech and learning skills are required. These skills are considered specialist and within the broader meaning of special education. However, special education cannot be divorced from regular education. And its importance in preparing hearing impaired children for the competitive World of work and survival, Ndurumo (1993).

In principle hearing impaired children develop communication as hearing children. However, the bodily approach that is needed in this case requires that the persons who are interacting with them have specific knowledge as to how this can happen. Furthermore, teachers need to master different communication modes and to have detailed knowledge as to how communication is developed in children in general. The reason for this is that

development of communication with hearing impaired children has to be facilitated by families, teachers and house parent (Andreessen et al 1998).

A sighted or hearing child gets most of his language through the sense of hearing and vision. First before the child utters his first words, he will have heard very many words in situations where spoken words are connected to what is happening. The child tries to imitate the spoken words, and his family members try to make sense of his vocalizations. A hearing impaired child does not have this opportunity because of his auditory sensory loss. Therefore, he has to rely on his remaining senses: taste, smell, vision, touch and movement.

The teachers should make the hearing impaired students comfortable for class participation. They should especially tend to build rapport and trust. The successful teachers helps the students gain confidence and is willing to acknowledge their hearing problems. The students need special help which requires a great deal of the teacher's attention and time (KISE Bulletin 1990 pg. 4).

The hearing impaired persons need closer information networks within countries on the availability of hearing aids and procurement procedures. Low level use of hearing aids among the community is as a result of financial constraints, lack of appropriate technologies for local manufacturing, limited training programmes and services. Most countries including Kenya, do not produce hearing aids and has to rely on imported standard aids that are not

made for the individual user. Audiological equipment are not adequately placed in many schools (KISE Bulletin 1990 Vol. 4, No.2).

The equipment required for the education and training of the hearing impaired includes individual hearing aids, radio receivers, audiometers and speech trainers. There are problems in the repair and maintenance of these equipment since some are imported and have no spare parts. The researcher concurs with the above statement since hearing aid is essential for learners with hearing impairment. Giving lessons to them without sound amplification equipment often produces less satisfactory spoken language development. Due to poverty level, most of them have not had the opportunity to own and use them.

Nowadays, most teachers are reluctant in preparing and using teaching aids. This becomes more worse when its not used to teach the deaf. They require real objects if not abstract for their learning. The resource such as the textbooks needs to be designed in a way that it contains simple terms which are well elaborated. Osimo, 1993.

Labeled children are often victimized by stigma associated with the label this is manifested by isolation from usual school opportunities and taunting and rejection by both children and school personnel. In the later instance it may overt or unconscious. Assigning labels to children often suggests to those working with them that the children's behaviour should conform to stereotyped behavioural expectations associated with the labels. Children who are placed in Educational programmes on the basis of that label may often not need special

education programmes this is obviously true for children who are incorrectly labeled, it also applies to children with certain handicaps, often a physical nature, Abeson et al (1992).

Classification can profoundly affect what happens to a child. It can open doors to services and expenses the child needs to grow in competence and on the other hand misclassification. Or inappropriate classification can blight the life of a child, reduce opportunity diminish his competence and self esteem, alienate him from others and make him less a person than he would become, Hobbs (1991).

For the integration to succeed the teacher should be able to prepare the class for integration by informing the children about the entry of the handicapped pupils and what behaviour will be expected of the group once they arrive. The school administrations have to be informed about the integration activity and if possible, be asked to indicate specific steps they will take to encourage and support these principles. These can only be done through training and creating awareness about the needs of handicapped learners, KISE Bulletin, (1991).

Hearing impaired have the right to access information, vocational training, career advice and job training to the right of access to literacy programmes, job promotion, trade union activities and government support. Underpinning these, is the right of the deaf children to full time basic education and the right to sign language interpreting services, KISE Newsletter Vol.7 (1992).

To make hearing-impaired students comfortable for class participation, the teacher should especially tend to build a relationship of rapport and trust. The successful teacher helps the students gain confidence and is willing to acknowledge their hearing problems. The students need special help which requires a great deal of the teacher's attention and time. The learner should be seated in a position where they can see the chalkboard, charts and the signed speech.

Basic communication and human interaction are foundation of human development in all areas: social intellectual and personal. When children do not learn to speak or communicate in a understandable way by pointing or looking at things because of the impairment, parents, teachers and others often believe that those children do not understand and may not care. Therefore, they do not communicate or interact very much with the children and often leave them alone. The hearing impaired children in turn become so frustrated by not being understood, that they give up trying to interact and as a result become very passive, often to a degree that it sometimes seems doubtful, whether they can even see or hear (Meadow, K. P. 1990).

Unfortunately, many hearing impaired children are wrongly looked upon as uneducable and are therefore, not given full access to educational system. Parents, children and professionals would like to see such children given the same chance of education and treatment as other children. But if they are helped through legislation, attitudes cannot be changed so easily. All children can develop, if given the opportunity. There is need for a dynamic attitude or

dynamic view of man based on the idea that all individuals have potential for development if possibilities for interaction are created (Preisier, G. 1990).

It must be noted that to assist a handicapped person to reach independence requires great coordination of efforts by all the people that come into contact with such a person. It is not pity that will solve the problem but the positive approach and the right attitude. Some handicapped persons are the way they are because of people's prejudice and the treatment given to them. The greatest gift that one bestows on a handicapped person is to assist him or her in acquiring skills for the independent living. Therefore, there is need for massive public education which will bring about a change of attitude towards handicapped persons (Berc Bulletin, 1994).

There is however one area where the outlook for Africa is more positive and that is in the training of teachers. An efficient service for hearing impaired children requires adequate numbers of trained staff. Considerable progress has been made over the past couple of decades in a number of countries with international support. The programmes, no doubt are more suited to national objectives and have reduced dependence on overseas training. However, there is serious loss of trained staff due to lack of job satisfaction which results from poor remuneration, limited positions of responsibility (e.g. school headship) delayed promotion and sometimes the need to change one's working environment (Devy, SE, 1994). Education authorities therefore need to institute incentives of either a financial nature or short study tours for dedicated staff to improve their morale and skills.

The educational needs of deaf children all over the world are changing drastically. The cochlear implants and computer aided learning is now in progress. These developments will have a lot of implications on the present teacher training programmes. The training will require considerable modification and new emphasis so as to meet these challenges with a measure of confidence. The programmes should train high level professionals in such areas as audiology, psychology, research methods, speech pathology and curriculum design from the child's perspective (Devy, S. E 1991).

2.2 Theoretical Framework

The study based its findings mostly on Piaget's theory of cognitive development which is the most popular of the theories on the child mental maturation process. It has also become the cornerstone in understanding the child's reasoning. The theory is divided into stages which aid education researchers and other professionals in determining the necessary instructional materials according to the Childs intellectual levels. However, these age levels are flexible and not definite. They are approximations; Piaget believes that all children follow this stages. Therefore when the child significantly deviates from the pattern of intellectual development, professionals become concerned.

In Order to assist people to understand the theory proceeds it by introducing two terms, namely, organization and adaptation, which are part and parcel of cognitive development because without them, learning would be absent. Organization and adaptation are also a part of the survival of man. Consider the age old story of the frog in a frying pan. Had the frog organized its functional mental processes and learned that the environment had become hostile; it could have adapted to the new situation and survived.

Piaget's concept of adaptation is the most widely discussed. It is broken down into assimilation and accommodation because of their concern with adaptive functions of assimilation and accusation because of their concern with adaptive function of an organism. The functions of assimilation and accommodation changes with the enlargement of what Piaget calls schema, or what an

individual already knows about an object. When a child has no knowledge of an existing object and is presented with one, or comes to know of one through exploration, he is said to have assimilated the object. If the child is presented with another object which is different from the one assimilated, he accommodates the characteristics of the object by way of modifying the existing schema or knowledge.

Grasping an object is an example of assimilation and accommodation since the child modifies the schema when grasping the object. The modification of the schema is determined by the size of the object. Since, learning is continuous; the process of cognitive adaptation is continuous, R.M. Piaget (1976) provides the following continuous process: assimilation, accommodation which results in Equilibrium, reproductive assimilation then occurs the results in disequilibrium which necessitates a return to step 2 and a repetition of the sequence. The stages of cognitive development consist of sensory motor period, which is between 0 – 24 months, the pre-operational period which is between 2 – 7 years, period of concrete operations which is 7 – 11 years and period of formal operations which is 11 years and above. Under each stage are the activities that take place in the mental processes of the child.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter laid out the methodology that was used for the study. It included the study design, population and selection methods.

3.1 Design

The study used a descriptive case study design employing both qualitative and quantitative techniques for data collection and analyzing. Qualitative approach was used because it gave a detailed description of the collected and observed data in words. This approach gives room for more information to be collected.

3.2 Population

The target population for this study was the teachers. The targeted group provided concrete information which gave meaningful results. They provided essential information since they had experiences on the learners' challenges. They were the ones who play a key role in the education of the learners as implementers of the curriculum. The school administrators also gave vital information about the state of school in general. The information collected enabled the researcher to find out possible solutions towards solving the problems faced by the teachers at Ochii Integration programme.

3.3 Sample and selection methods

The sample for the study was selected using simple random sampling technique.

3.4 Data collection procedure

A letter was sent to the head teacher of the school seeking for permission to allow the researcher collect data from teachers.

The researcher then delivered the twelve questionnaires to the school for the teachers to fill in. The questionnaires were then distributed randomly to the teachers present and were filled out individually. The questionnaires were then collected and counted to confirm the number.

3.4.1 Instruments

The questionnaires were made and used by the researcher. The researcher formulated the questions of which were then pre-tested to evaluate their effectiveness in the study.

The questionnaire was chosen as a major tool because it can cover a wider population within a shorter time. It can be sent to the area of the study and can be filled even without the presence of the researcher. It takes the shortest time unlike when the interview is used. Data collected from the questionnaire are easy to analyze unlike in interviews. The respondents also answer questions courageously without fear since their names are not exposed. The researcher prepared twelve questionnaires which were to be delivered to the school for the teachers to fill.

The researcher also made technical observations in the school the main objective was to get more information about the programmes of the learning impaired children.

3.5 Statistical Treatment of Data

The frequencies and percentages were then used to describe the profile of the teachers as to age, gender, and number of years in service, educational qualification, and training in special education.

Formula:

$$\frac{f}{n} \times 100$$

Where: f = frequency
 n = total number
 100 = constant

The weighted mean was used to determine the degree of problems encountered by teachers in terms of; suitability of the curriculum, classroom management, learning resources, attitudes of teachers and trained personnel.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where: \bar{x} = mean score
 $\sum x$ = summation of the individual scores of the respondents
 n = total number of respondents

The obtained data was expressed in the following numerical values:

$2.51 - 3.00 = \text{high}$

$2.00 - 2.50 = \text{moderate}$

$1.51 - 2.00 = \text{low}$

$1.00 - 1.50 = \text{very low}$

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter presented the data which was collected and analyzed statistically. The data has been presented using frequencies and percentages. The chapter also employed the use of weighted mean to determine the learning influence on the academic performance of learners with hearing impairment at Ochii Integrated programme.

4.1 Profile of Respondents

Table 1: Profile of Respondents

Category	Frequency	Percentage (%)
Age		
21 – 30yrs	2	20
31 – 40yrs	6	60
41 – 50yrs	10	20
above – 51yrs	0	0
Total	10	100
Gender		
Male	4	40
Female	6	60
Total	10	100
Number of Years in Service		
1 – 5	4	40

6 – 10	2	20
11 – 15	3	30
16 – 20	1	10
20 and above	0	0
Total	10	100
Educational Qualification		
Masters degree	0	0
Bachelors degree	0	0
Diploma	3	30
Certificate	7	70
Total	10	100

From table 1 above, it is apparent that majority of the teaching staff are in their middle ages (80%) as compared to those in young teachers of ages less than 30 years old. The ratio of male of male to female teachers is almost 1:1, thus a near balance of the gender.

The results also indicate that there is even distribution of the number of years the teachers have been in service. For instance, 60% of teachers have served as teachers for not more than 10 years, more than half (40%) serving for between 10 -20 years. None of the teachers have been in service for more than 20 years.

Generally, the above results support the ranking of problems facing teachers of hearing impaired. The results show that none of the staff had attained Masters

Degree or undergraduate qualification in the entire school. Only 30% of the staff had attained Diploma qualification. The rest, 70% are certificate holders.

4.2 Data Presentation

Table 2: The degree of the problem according to the respondents

Responden	Formal Curriculu	Classroom Management	Learning Resource	Attitud	Trained Personn
1	1.45	2.33	1.88	2.80	1.88
2	1.45	2.00	2.00	2.70	2.90
3	2.63	3.22	2.75	3.70	2.50
4	1.55	3.22	2.13	1.60	1.60
5	1.64	3.44	3.13	2.40	1.83
6	1.45	3.00	2.25	2.8	2.71
7	2.64	3.22	2.75	3.70	2.21
8	1.45	2.11	2.00	2.70	1.48
9	1.95	2.45	2.60	2.90	1.98
10	2.24	2.91	2.85	2.90	2.80
11	1.85	2.55	2.50	2.70	2.30
12	2.21	3.12	2.70	2.33	1.91
Mean	1.88	2.80	2.46	2.77	2.17
Interpretat	Low	Moderate	Low	Modera	Low

The findings of the study revealed that there was generally a low ranking of the curriculum by the respondents. This is shown by the 1.88 mean results from the results in table 2 above. The findings revealed that the curriculum used for both hearing impaired and non hearing impaired students was the cause of the problem of poor results.

When queried about the classroom management on the other hand, it was discovered that the classes were generally suitably modified to cater to the students needs. This was confirmed by the generally moderate ranking by the respondents of 2.8.

The learning resources were found to be ranked low with a mean of 2.46. This was observed to be because of the sufficient resources that were available to both the hearing impaired and non-hearing impaired students.

It was seen that the attitude of the instructors was generally found to be moderate with a mean ranking of 2.77. However, on further observation of the study area, it was found that this ranking by the instructor respondents was misleading. There were cases of instructors not taking the time to discipline non-hearing impaired students for discriminating the hearing impaired counterparts. This was contrary to the results of the questionnaire.

The degree of the problem of lacking trained personnel at the programme was very poor. The results showed that there was a low level of suitably trained personnel with a mean ranking of only 2.17. It was also noted that the highest qualification was that of diploma (held by only 30%) whilst certificate holders were the majority of the respondents (70%).

Table 3: Summary of the Degree of Problems faced by Teachers

Category	Mean	Interpretation	Rank
Formal Curriculum	1.88	Low	5
Classroom Management	2.80	Moderate	1
Learning Resources	2.46	Low	3
Attitudes	2.77	Moderate	2
Trained Personnel	2.17	Low	4
Total	2.42	Moderate	

The Table 3. Above shows degree of problems facing learners with hearing impairment with respect to the following aspects: Formal curriculum, classroom management, learning resources, attitudes and trained personnel at Ochii Integrated Programme in Baringo District. Generally, the findings shown above reveal that problems associated with classroom management and attitude of teachers towards the hearing impaired learners are ranked higher, with 2.80 and 2.77 respectively, while those associated with learning resources, trained teaching staff and curriculum are ranked lower with 2.46, 2.17 and 1.88 respectively.

The findings indicate that respondents disagree to the fact that there is a proper and well organized seating arrangement in the classroom thus learners with hearing impairment are not inconvenienced as noted with a ranking of 2.8. Learners with behavioural problems have not been identified thus interventions have not been provided, this impacts negatively on learners with hearing impairment as their comfort is not guaranteed in the classroom. The results

further shows that the timetable for learning is not well controlled with a ranking of 1.88 to suit the needs of the hearing impaired learners. Moreover, learners have not been grouped according to their abilities, thus learners with hearing impairment who are slow in learning are not given the chance to catch up with the rest of the pupils.

The results of the study reveal that poor attitudes on learners with hearing impairment are prevalent in the Integrated Programme. This is particularly highlighted by the ranking of 2.77 amongst the instructors themselves. This means that the programme does not have organized programmes for teaching daily living skills for the hearing impaired learners. Furthermore, learners are not taken for excursions, field trips and home visits. Counseling programmes have not been arranged for the hearing impaired learners to cope up with their impairment. Also, learners with hearing impairment are not assisted to use and care for their hearing aids. Results also indicate that discrimination against learners with hearing impairment is not avoided and they are not accorded both moral and verbal support. This can be attributed to the low ranking in the attitude toward the hearing impaired of 2.77. Talking positively with learners during auditory training is least encouraged. It was also observed that Learners are rarely encouraged to be aware of their limitations and their parents are seldom invited to the school to share experiences.

The ranking of the learning resources of 2.46 corresponds to observations made that show that learning resources though available, were not modified or adequate to suit learners with hearing impairment. These resources are well

fitted in the resource room for learning. It also indicates that the government has provided enough resources for the purchase of materials and equipment for learning in an Integrated Programme, parents also do contribute towards the acquisition of necessary learning facilities and equipment. Sign language materials are revised regularly in order to cope with changing trends in teaching hearing impaired children.

The findings of the study revealed that respondents that the Integrated Programme does not have sufficient trained staff to handle hearing impairment as most teachers (70%) in the school are only certificate holders, though have experience in teaching in an integrated programme. The highest qualification though was diploma holders and these were only 30%. The training that they underwent was both adequate and appropriate. The Teachers attend workshops and refreshers regularly thus are able to acquaint themselves with newer methods and experiences. Lastly, it was observed that the teaching staff are well remunerated thus were motivated to do their work.

Respondents agreed to the fact that there is a formal curriculum in use for the teaching of learners with hearing impairment in an integrated programme. Though this was low with a mean ranking of 1.88. It is appropriately designed and time allocation for lessons is adequate. Individualized education programme has been adopted thus suiting the hearing impaired. It is important to note that the results indicate that physical education facilities have been well modified for use the respondents feel that the curriculum used is suitable and appropriate for the integrated programme.

4.3.0 Impact of the factors on learning capacity of the hearing impaired

4.3.1 Formal Curriculum

The findings of the study revealed that there was generally a low ranking of the curriculum by the respondents. Such a low ranking of the curriculum by the respondents meant that the suitability to the hearing impaired was very low resulting in poor or below average performance in comparison to the non-hearing impaired. These findings agreed with Klein et al (1990) who noted that it was important for the curriculum to be child centered in order to meet the child's needs as much as possible. Haring (1978) also proposed an Individualized Education Programme (IEP) which is not prevalent in the Kenyan curriculum, which is not geared towards the needs of children with disabilities and this undoubtedly leads to the hearing impaired learners performing poorly.

4.3.2 Classroom Management

Though the learning environment is very essential in the learning process, it was observed that the classroom management was generally not suitably modified to cater to the students with special needs. This presented a discouraging challenge toward their learning endeavor as it made it further more difficult to grasp new concepts in the classes. It was further observed that everybody was treated equally when it came to sitting arrangement in the classroom. The hearing impaired was not accorded any different treatment from the rest of the class.

4.3.3 Learning Resources

It was discovered that many teachers were visibly reluctant in preparing and using teaching aids. This was because of the large class burden the teachers shoulder as a result of insufficient teacher numbers. The disability of hearing impairment and the regression in academics becomes worse when these teaching aids are not used to teach the deaf. Other reason includes problems in the repair and maintenance of these equipment since some are imported and have no spare parts. As a result of little support and enthusiasm from the teachers as well as funding to support the resources utilization, the academic progress of the hearing impaired has been very slow. This has resulted in the poor standards of performance.

4.3.4 Attitudes

It was seen that the attitude of the instructors was generally found to be moderate with a mean ranking of 2.77. From the literature reviewed, it was noted that to assist a handicapped person to reach independence required great coordination of efforts by all the people that come into contact with such a person (Berc Bulletin, 1994). It was observed, though, that many hearing impaired children were wrongly looked upon as uneducable by the teachers themselves. This resulted in the hearing impaired learners becoming very passive to the degree that it good quality academic achievement was made impossible, thereby confirming previous misconceptions of the teachers.

4.3.5 Trained Personnel

When children do not learn to speak or communicate in a understandable way by pointing or looking at things, as is the case with the hearing impaired, because of the impairment, parents, teachers and others often believe that those children do not understand and choose not to care. The results showed that there was a low level of suitably trained personnel with a mean ranking of only 2.17. It is for this reason that suitably trained teachers should be sought to teach the hearing impaired. However, the degree of the problem of lacking trained personnel at the programme is a big disservice to the hearing impaired children. This has not been helped much as, there is serious loss of trained staff due to lack of job satisfaction resulting from poor remuneration, limited positions of responsibility (for example school headship) delayed promotion and sometimes the need to change one's working environment. This has had a significant impact on the academic performance of the hearing impaired. The lack of the trained personnel has led to poor performance of the hearing impaired students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter dealt with the conclusions of the study findings and presented the recommendations.

5.1 Summary

The general objective of the study was to determine the learning influence on the academic performance of learners with hearing impairment of Ochii Integrated programme in Baringo District, Kenya. The author discovered that the education in Kenya advocates for inclusion of learners into one mainstream. This leads to the deaf learners learning alongside their counterparts with no disability. As a result, the general performance of the deaf has not been to the standards compared to the unhampered learners. At the same time when the hearing impaired learners are on their own classes, they still perform poorly in their academics and the trend is not in decline. There is thus need to investigate the causes of the poor performance in academics of the hearing impaired.

The objectives of the study were; to determine the profile of the respondents, determine the level of learning influence of teachers towards children with hearing impairment, determine the level of academic performance, determine if there is significant relationship between level of learning influence and academic performance.

Generally, the results supported the ranking of problems facing teachers of the hearing impaired. The results showed only 30% of the staff had attained the highest education qualification of Diploma. The rest, 70% are certificate holders.

The findings indicated that respondents disagreed to the fact that there was a proper and well organized seating arrangement in the classroom thus learners with hearing impairment were inconvenienced. Learners with behavioral problems have not been identified thus interventions were not been provided, this impacts negatively on learners with hearing impairment as their comfort is not guaranteed in the classroom. The most distressing reason highlighted as a

This study employed both qualitative and quantitative approach in order to collect and analyze data. The target populations for this study were the teachers who provided concrete information and meaningful results. They are also the ones who play a key role in the education of the learners as implementers of the curriculum. The sample for the study was selected using simple random sampling technique and the data from the respondents was collected using questionnaires and technical observations.

The study findings revealed that the majority of the teaching staff were in their middle ages (80%) with few of the teaching staff being less than 30 years old. The ratio of male of male to female teachers is almost 1:1, thus a near balance of the gender with 60% of teachers having served as teachers for not more than 10 years and 40% having served for between 10 - 20 years. None of the teachers have been in service for more than 20 years.

cause of the poor performance was the discrimination against learners with hearing impairment with little to no moral and verbal support accorded to them. Talking positively with learners during auditory training is least encouraged.

Other major findings were the timetable for learning is not well controlled to suit the needs of the hearing impaired learners, poor attitudes on learners with hearing impairment are prevalent in the Integrated Programme, learners are not taken for excursions, field trips and home visits, counseling programmes have not been arranged for the hearing impaired learners to cope up with their impairment and learners with hearing impairment are not assisted to use and care for their hearing aids.

The findings however revealed that learning resources are available, modified, and adequate to suit learners with hearing impairment. These resources are well fitted in the resource room for learning. It also indicates that the government has provided enough resources for the purchase of materials and equipment for learning in an Integrated Programme, parents also do contribute towards the acquisition of necessary learning facilities and equipment. Sign language materials are revised regularly in order to cope with changing trends in teaching hearing impaired children.

The impact of the factors that hinder the learning progress of the hearing impaired were class into those relating to curriculum, the learning environment, teaching resources and attitude of the teachers toward the hearing impaired.

The findings showed lacking a suitable curriculum particular to the needs of the hearing impaired had a significant impact on the learning of the hearing impaired and this lack of a suitable curriculum affected the academic progress negatively. The poor learning environment, i.e. the classrooms and their arrangement also presented a discouraging challenge toward the learning endeavor and it made it further more difficult to grasp new concepts in the classes. This resulted in poor performance of the hearing impaired. Insufficient trained teachers also presented a major problem to the learning progress of the hearing impaired. As a result of little support and enthusiasm from the teachers as well as funding to support the learning resources utilization, the academic progress of the hearing impaired has been very slow. This has resulted in the poor standards of performance.

The attitude of the instructors was generally found to be moderate though it was observed that many hearing impaired children were wrongly looked upon as uneducable by the teachers. This resulted in the hearing impaired learners becoming very passive and led to their poor performance.

5.2 Conclusion

The findings of this study are consistent with its objectives. The researcher sought to investigate problems that impact on the academic performance of learners with hearing impairment at Ochii Integrated Programme. The problems which dwelt on the following aspects: classroom management, learning curriculum, learning resources, classroom management and training among the teaching staff. The research objective was realized during the study as the weighted mean of the above problems associated with the above factors showed

that the problem was moderate, meaning that there are inadequacies facing learners at the Integrated Programme.

Learners in integrated programmes encounter serious challenges with the way classrooms have been managed. Measures need to be undertaken in order to transform classrooms in integrated programmes to be more accommodative to learners with hearing impairment. Negative attitude towards the hearing impaired learners in integrated programme is prevalent. This is detrimental to the performance of hearing impaired learners as they are prejudiced thus morally and psychologically affected. Teachers, parents and other pupils should promote friendly, accommodative and emphatic relationships with hearing impaired learners.

Learning resources in integrated schools are available, suitable and well modified for teaching. Most schools have enough resources to equip their schools with modern, easy to use, modified and adaptable for use by hearing impaired children. Teachers are well trained to handle learners at the integrated programme. They are adequately trained and remunerated and thus are able to productively carryout their duties.

Academic education is important in the education of the hearing impaired because it assists in preparing the children to secure employment which hearing impaired children are expected to compete with hearing children. Use of various teaching strategies and the effectiveness in enabling hearing impaired children to developed language, speech and learning skills are required.

5.3 Recommendations

The study findings and conclusions have thus led the author to make the following recommendations.

- Policy makers especially the ministry of education should enforce clear cut policies targeting the education of the hearing impaired child. More resources should be channeled towards improving the efficiency and practicality of teaching the hearing impaired.
- There is need for every hearing impaired learner to have an individualized education programme. Not all learners learn at same pace or time. The mode of teaching may also vary. Therefore, an IEP has to be designed for each individual's current state of development.
- A suitable and appropriate formal curriculum for hearing impaired learners should be developed; it should emphasize the principle of maximum independence in many areas such as use of mechanical aids, self-help skills, social interaction and communication skills.
- Individualized education programme for every learner should be adopted in all integrated programmes.
- Specialized training for teachers should be accorded to all teachers teaching hearing impaired children. Regular refresher courses should be undertaken to acquaint teachers with new skills and teaching methods.
- Well equipped resource rooms with modern facilities should be constructed in all schools for hearing impaired children.
- The study focused only on problems that impacting on learners only, future research should focus on the performance of the hearing impaired

learners vis a vis those without hearing problems.

- Future research should be carried out to understand the complexity in the diversity of hearing impairment and also the number of educational initiatives and institutions that address the hearing impaired education.

5.4 Areas for further research

- Psychological Impact of Discrimination Due to Physical Disability on Learners
- Impact of Long Term Negligence of Children with Disability by Instructors
- The Social Challenges faced by Learners with Special Needs

REFERENCES

Books

- Abeson et al (1992), *Public Policy and Education of Exceptional Children Reston Va*; Council of Exceptional Children.
- Adressen et al (1998) *Psychiatric considerations in the adult deaf*. American annuals of the deaf.
- Caselli and Voltera (1994), *Making special education inclusive; from research to practice*. David Folton Publishers, high.
- Dery, S.E (1991) "*Childhood deafness and pre-school education in Ghana*" Educafrica special.
- Dery,S.E (1994); *The education of hearing impaired children in developing countries; problems and priorities*, M.A thesis, university of London.
- Dery, S.E (1988), "*Training teachers of the deaf in Africa; a situational analysis*," report of commonwealth society for the deaf seminar, Sussex England.
- Haring, N.G (1978), *Behaviour of Exceptional Children*, Columbus, OH; Charles E. Merrill.
- Hobbs (1991), *Issues in the Classification of Children*, Vol II, Sanfransisco; Josey Bass.
- Klein et al (1990), *Curriculum Analysis and Design for Retarded Learners*, Columbus, OH; Charles E. Merrill.
- Meadow, K.P.(1990), *Deafness and Child Development*, University of California Press.
- Moore (1992), *Educating the Deaf; Psychology, Principles and Practices*, Boston Houghton Mifflin.

Ndurumo (1993), *Severity and Hearing; Loss Among Patients Examined at Kenyatta National Hospital.*

Northern and Downs (1998) – *The Hearing Impaired Child in a Regular Class Room.* Washington Dc; Alexander Graham Bell Association for the Deaf.

Osimo (1993), *New social and psychological problems of deaf people*, New York University, deafness and research training centre.

Preisler, G. (1990) "*Development of Communication in Deaf Infants*".

Paper Presented at the Fourth Biennial International Isaac Conference on *Augmentative and Alternative Communication*, August 13 – 16.

Weintraub, (1990), *Understanding the individualized education programme (IEP)* Amicus, liege Belgium.

Articles

BERC Bulletin, *Basic education resource centre*, First quarter 1994.

KISE Bulletin, *Deaf-blind people*, Vol. 5 NO.2 October, 1991.

KISE Bulletin, *The multi handicapped*, Vol.4 No. 3 1990.

KISE Newsletter, *Special Education General* Vol.4 No.3 March, 1992.

KNAD Newsletter (1991), *Kenya National Association for the Deaf.*

KSDC Newsletter, *our deaf children need your help.* Vol.1 January, (1992), *Kenya Society for the Deaf Children.*

KSDC Newsletter Vol.1, *Our deaf children need your help* Vol. 1 March,(1993) *Kenya Society for the Deaf Children.*

APPENDICES

Appendix A: Transmittal Letter for the Head Teacher of Ochii Integrated Programme

28th May, 2007.

Ben Kiplagat.

The Principle,
Ochii Integrated Programme for the Hearing Impaired Children.
186 – 30400 Sacho, Baringo – Kenya.

Dear Sir,

I am continuing student pursuing Bachelor in Special Needs Education in Kampala International University, in partial fulfillment of Degree program. I am to carry out a study in form of a written dissertation.

I am seeking for your permission to carry out this study in your school. Please allow me to distribute the relevant questionnaire to the relevant staff in your school. The information provided will only be used for academic purpose and will be treated with utmost confidence.

Sincerely yours,

Chesang Eunice J.

Noted By:

Warren Kule.
Supervisor

Appendix B:

Questionnaire

A research is being conducted to ascertain the problems affecting the academic performance of learners at Ochii Integrated Programme. The questionnaire is divided into two parts. Part I is the profile of the respondent and Part II has restricted items on problems hearing impaired learners. Please answer items as it applies to you. The information provided will be used for research purposes only and will be treated with utmost confidentiality.

Thank you in advance for your co-operation.

Part I. Profile of the Respondents

Please, respond to each question by ticking (✓) against appropriate information given that applies to you in the boxes provided.

Age

21 – 30yrs	<input type="checkbox"/>
31 – 40yrs	<input type="checkbox"/>
41 – 50yrs	<input type="checkbox"/>
51yrs - above	<input type="checkbox"/>

Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Number of years in service

20yrs - above	<input type="checkbox"/>
15 – 19yrs	<input type="checkbox"/>
10 -14yrs	<input type="checkbox"/>
5 – 9yrs	<input type="checkbox"/>
1 – 4yrs	<input type="checkbox"/>

Academic qualification

Masters degree	<input type="checkbox"/>
Bachelor's degree	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Certificate	<input type="checkbox"/>

Part II: Degree of Problems Encountered by the Teachers

Direction: Please read the instructions carefully.

Answer the given questionnaires by choosing one number from the following:-

- 1: Strongly agree (you agree with no doubt at all)
- 2: Agree (you agree with some doubts)
- 3: Disagree (you agree with some doubt)
- 4: Strongly disagree (you agree with no doubt at all)

I. Suitability of the curriculum

- ___ 1. Appropriately designed
- ___ 2. Time allocation for lessons is adequate
- ___ 3. Time allocation for national examination is adjusted to longer than for regular learners.
- ___ 4. Individualized education programme has been designed for every learner.

- ___ 5. Remedial work is normally done.
- ___ 6. Physical education facilities are modified to meet the needs of learners with hearing impairment.
- ___ 7. Physical education activities have been modified.
- ___ 8. National examination is designed to meet the needs and interests of the learners.
- ___ 9. Teachers are comfortable with the number of lessons they are teaching.
- ___ 10. Its often reviewed.

II. Classroom management

- ___ 1. Discipline among the learners is good.
- ___ 2. Seating arrangement in the classroom is well organized.
- ___ 3. Learning materials in the classroom are safe.
- ___ 4. Learners with behavioural problems have been identified and intervention given.
- ___ 5. Timetable is well controlled.
- ___ 6. Learners are grouped according to their abilities.
- ___ 7. Sign language as a medium of instruction is effectively used.
- ___ 8. Class rules and regulations are formulated by the teachers and learners.
- ___ 9. Rules and regulations are strictly adhered to.

II. Learning resources

- ___ 1. Have been modified.
- ___ 2. Easily available
- ___ 3. Are adequate
- ___ 4. Government has provided enough funds for the purchase of resources.
- ___ 5. Parents are able to purchase the resources.

- ___ 6. Learners are able to maintain and care for their learning resources.
- ___ 7. Sign language materials are revised regularly.
- ___ 8. The school has a resource room.
- ___ 9. They are durable.

iv. Attitudes

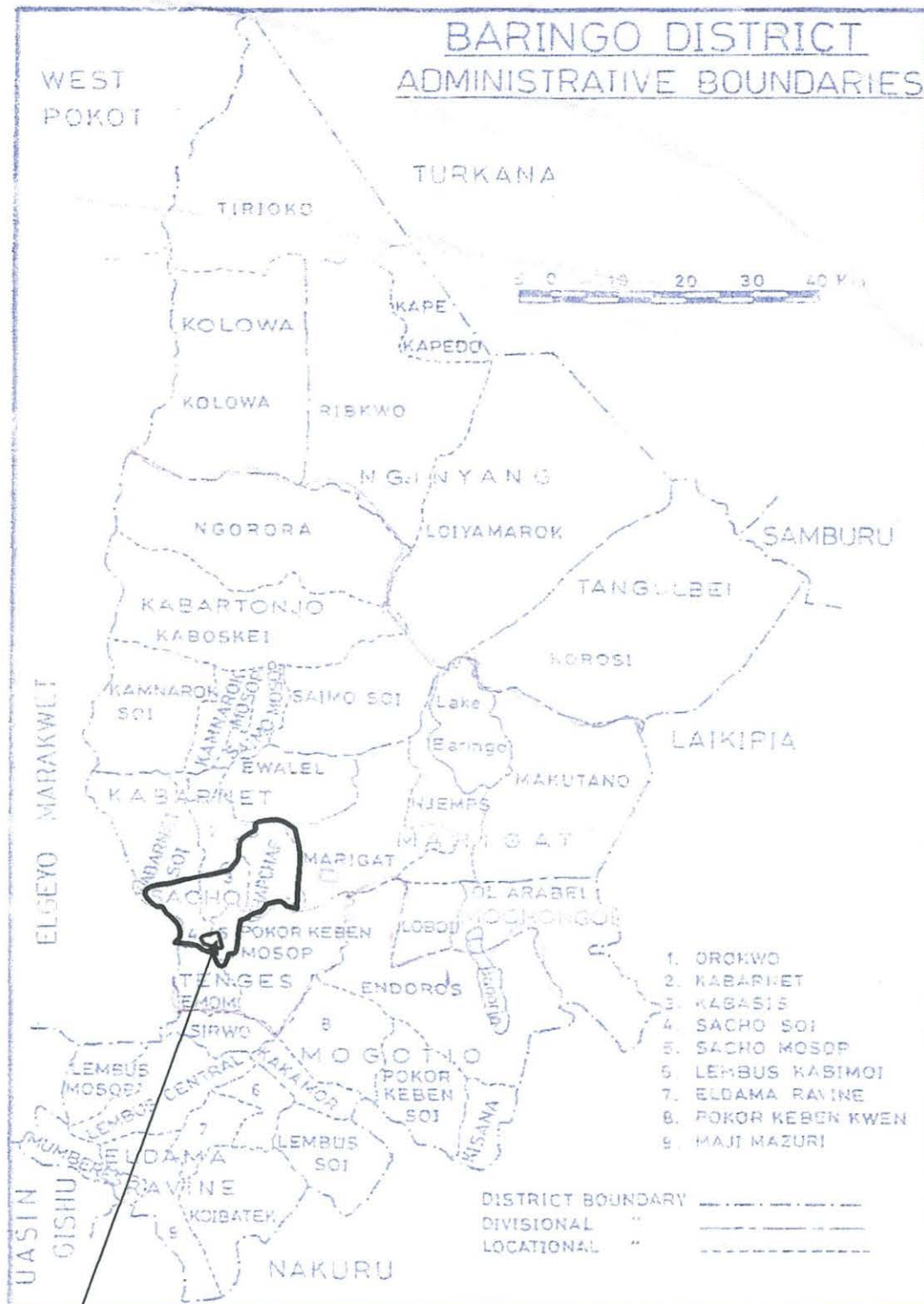
- ___ 1. Organize programmes which teach daily living skills.
- ___ 2. Take learners for excursion and field trips
- ___ 3. Visit homes of the children and allows them to visit his/hers.
- ___ 4. Arrange counseling programmes.
- ___ 5. Assist learners to use and care for their hearing aids.
- ___ 6. Avoid discrimination of learners.
- ___ 7. Give moral and verbal support.
- ___ 8. Talk positively with learners during auditory training.
- ___ 9. Make the learners aware of their limitation.
- ___ 10. Invites the parents to school to share their experiences.

V. Trained Personnel

- ___ 1. Acquired a lot of teaching experience
- ___ 2. Undergone training on how to teach children with hearing impairment
- ___ 3. Training was adequate
- ___ 4. Training was appropriate
- ___ 5. Undergone exchange programme
- ___ 6. Attended seminars and workshops
- ___ 7. Training opportunities easily available
- ___ 8. There is a frequent refresher course.
- ___ 9. There is good remuneration.

Appendix C:

Map of the Research Environment



**Ochii Integrated
Programme**

CURRICULUM VITAE

PERSONAL BACKGROUND

NAME: Chesang, Eunice J.
DATE OF BIRTH: 1972
MARITAL STATUS: Married
NATIONALITY: Kenyan
RELIGION: Christian
ID NO.: 11378164
LANGUAGE: English, Kiswahili and Kalenjin
CONTACT: +254720407802
CURRENT ADDRESS: Kabarnet School for Deaf-Blind,
P.O. Box 128 – 30400, Kabarnet.

EDUCATIONAL BACKGROUND

COLLEGE:

2005-2007: Kampala International University
2001-2004: Kenya Institute of Special Education
1991-1993: Meru Teachers Training College

SECONDARY

1987-1990: Talai Secondary School

PRIMARY:

1979-1986: Kapropita Primary School

DIPLOMA:

2004: Diploma in Special Needs Education

CERTIFICATE:

2002: Certificate in special needs education.

1993: Certificate in Teachers training (PTE).

1990: Kenya Certificate of Secondary Education (KCSE).

1986: Kenya Certificate of Primary Education (KCPE).