

**CHALLENGES FACED BY REGULAR SCHOOL TEACHERS IN
HANDLING HARD-OF-HEARING LEARNERS IN INOI
ZONE: KIRINYAGA DISTRICT: KENYA.**

**JANE MUTHONI MURIITHI
BED/13608/61/DF**



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DECLARATION

I **JANE MUTHONI MURIITHI**, do hereby declare that “*Challenges faced by regular school teachers in handling Hard-of-hearing learners in Inoi zone: Kirinyaga district: Kenya*” is entirely my own original work except where acknowledged. And that it has not been submitted before to any other university or institution of higher learning for the award of degree.

Signed.....

Date.....28.08.2008.....

ACKNOWLEDGEMENT

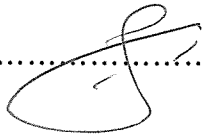
I wish to acknowledge the entire community of the Kampala International University for enabling me to carry out the research study.

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APPROVAL

This work has been under the tautology of Mr. Moses Womuzumbu

Name WOMUZUMBU MOSES

Signature 

Date 10/08/2008:

TABLE OF CONTENTS

| | |
|--|-------|
| TITLE PAGE..... | i |
| DECLARATION | ii |
| ACKNOWLEDGEMENT | iii |
| APPROVAL..... | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES..... | vii |
| ABSTRACT..... | viii |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.0 Overview | 1 |
| 1.1 Background Information | 1 |
| 1.2 Statement of the problem | 3 |
| 1.3 Purpose of the Study..... | 4 |
| 1.4 Research objectives | 4 |
| 1.5 Research questions..... | 4 |
| 1.6 The Scope | 5 |
| 1.7. Significance of the study. | 5 |
| 1.8 Review | 7 |
| CHAPTER TWO | 8 |
| REVIEW OF RELATED LITERATURE..... | 8 |
| 2.0 Overview | 8 |
| 2.1 Historical development of learners who are hard of hearing. | 8 |
| 2.2 Enrolment of hard of hearing learners..... | 9 |
| 2.3 Problems facing teachers in regular schools in handling learners who are hard of hearing | 12 |
| 2.4.Educational Resources for learner who are hard Of Hearing..... | 13 |

| | |
|---|----|
| 2.6 Intervention/Support measures for hard-of-hearing learners..... | 15 |
| 2.6. Causes of hard-of- hearing..... | 17 |
| 2.7 Reviews..... | 18 |
| CHAPTER THREE | 20 |
| METHODOLOGY..... | 20 |
| 3.0 Overview..... | 20 |
| 3.1 Research Design..... | 20 |
| 3.2 Sampling Procedure..... | 20 |
| 3.3 Sample..... | 21 |
| 3.4 Instruments..... | 22 |
| 3.5 Procedure..... | 24 |
| 3.6 Data Analysis..... | 25 |
| 3.7 Review..... | 26 |
| CHAPTER FOUR | 27 |
| FINDINGS..... | 27 |
| 4.0 Overview..... | 27 |
| 4.1 Answers to research questions..... | 27 |
| 4.2 Review..... | 32 |
| CHAPTER FIVE | 33 |
| DISCUSSION, CONCLUSION, AND RECOMMENDATION..... | 33 |
| 5.0 Overview..... | 33 |
| 5.1 Discussion..... | 33 |
| 5.2 Conclusion..... | 37 |
| 5.3 Recommendations..... | 38 |
| 5.4 Review..... | 39 |
| REFERENCES..... | 40 |
| APPENDIX A..... | 42 |

LIST OF TABLES

| | |
|---|----|
| Table 3:1 The number of teachers selected as per school..... | 21 |
| Table 3:2 causes of the hard – of- hearing | 25 |
| Table 4:1 Enrollment of hard of hearing learners..... | 27 |
| Table: 4:2 Approximate percentage of hard-of-hearing learners | 28 |
| Table 4.3 Problems experienced by teachers..... | 28 |
| Table 4.4 Major problems experienced by teachers..... | 28 |
| Table 4.5 Resources for teaching hard-of-hearing learners..... | 29 |
| Table 4:6 Support measures for hard of hearing learners | 29 |
| Table 4:7 Modifications/adjustment class rooms..... | 30 |
| Table 4:8 Assessment of hard of hearing learners..... | 30 |
| Table 4:9 Assessment recommendation on placement | 31 |
| Table 4: 10 Causes of hard-of-hearing..... | 31 |
| Table 4:11 Community advice to the government | 32 |

ABSTRACT

The study begun by giving the historical development of hard of hearing where by just like other disabilities, it is known to exist from time immemorial. Traditionally, the disabled people were rejected, isolated and given derogative names like cripple, death, imbecile, idiot and others but later the negative attitude changed and they were put in institutions where support services are provided

The study was interested at finding out the challenge that face regular school teachers in handling the hard-of- hearing learners in inclusive setting

The study came up with literature reviewed from previous authors on the following

- Enrollment of hard – of – hearing learner s
- Problems facing teachers in handling hard of hearing learners
- Educational resources the hard of hearing learners
- Intervention / support measures for hard of hearing

The researcher used questionnaires to collect information. The researchers subject were teaching hers in Inoi zone; Kirinyaga who were selected through convenience sample

After collection and data analysis, the researcher found that the major problems faced by teacher in handling these learners are as follows;

- Lack of environment modifications to suit the needs of the hard of hearing learners
- Over loaded curriculum
- Lack of enough trained personnel in special needs education

- High teacher pupil ratio
- Negative attitudes towards hard of hearing learners
- Lack of support services
- Lack of knowledge on causes of hard- of-hearing
- Insufficient intervention and support measures

Due to the above problems the researcher made some recommendations that if put in place would ease the problem. These include:

The government should in-service the teacher so as to enquire them with skills and knowledge in special needs education, employ more teachers to balance the teacher- pupil ratio and also provide relevant and adequate resources to support the learners

The parents, teachers and the community at large should be sensitized on the causes and prevention of hearing impairment so as to eliminate the negative attitudes

The curriculum developers should make adjustments so as to suit the needs of hearing learners.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter has discussed the background of the study; it has also presented the purpose of the study, the statement of the problem. It has further outlined the research study objective together with the research questions.

The scope of the study is also defined in terms of geographical and content Boundaries.

The chapter finally discussed the significance of the study in stating' who might benefit and how they will benefit.

1.1 Background information

Just like any other special need, hard of hearing is as old as the history of mankind according to okwaro and ogutu (2002) elementary sign language part 1.

According to Randiki (2002) historical development of special need was believed to be as a result of a curse, witchcraft or punishment from God, People with disabilities were considered socially and physically less capable and could not be accepted in the Community. In some African communities, children with disability were killed, thrown away, isolated and rejected. According to Kandiki (2002) historical development of special needs in education these children were taken as object and given abusive Dehumanizing and derogative terms and so on cripple idiot, imbecille etc this was due to the negative attitude held by the community towards children with disabilities.

As the world evolved and became more civilized, the need of educating learner with special needs was realized. According to Randiki (2002) historical development of special needs education St. John of Beverly taught a hearing impaired person how to articulate and talk also Joan Martin Pablo Bonet of German developed a one hand manual alphabet.

In 19th century, Europe and U.S.A practiced institutionalization whereby a residential facility was put in place to house children with varied disabilities. The aim of the institution was to provide care and rehabilitation and then return home after improvement. This did not succeed and children were put into special institutions which according to Warugunt(2002) had the following disadvantages. Have lowered academic expectations. Learner lives an artificial life learners are separated from their community and siblings.

In Kenya special needs education was started during the 2nd world war in 1945 with an aim of rehabilitating army officers who were injured .Education in the institutes was managed by churches e.g. salvation army and Rutheran church. There were also voluntary Non-governmental organization e.g. Rotary club, Kenya Red Cross and other individuals. The institutes were later neglected and turned to special schools that catered for the four categories of impairment .Those who were hearing impaired were taken -:

Agakhan unit for the deaf (Mombasa)

Dagoret unit for the deaf

Later, other organization of persons with disabilities and other support group's e g. Kenya society for the deaf Kenya national association of the blind were formed to support the education

The Kenya government has also played a major role in considering education for those with special needs in administration, inspectorate, curriculum development, evaluation and EARS programmer. The government is also training teachers on how to handle learners with special needs through distance learning under Kenya institute of special education that they may become useful members in the Community. Currently the Kenya government is making every effort to introduce inclusive education.

However, this effort is faced by many challenges e.g. negative attitudes by teachers and parents who still feel that these learners cannot benefit from inclusive education and still lack of facilities and skilled man power. The researcher's area of study is not exclusive hence this triggers the researcher to study on this area so as to come up with solutions and recommendations that may be of benefit to learners who are hard of learning in future in Inoi zone.

1.2 Statement of the problem

For a long period of time, learners with severe hearing impairments are put in special schools where-as those with mild and moderate hearing loss(the hard-of-hearing)are sometimes put in inclusive setting with no supports offered to meet their needs.

When the hard of hearing learners are placed in the mainstream with no modification or adjustment made to the environment take many problems: for example:-

- Negative attitude of teachers since these learners are taken to be slow learners and underachievers.

Lack of skilled labour since most of the teachers did not have the necessary skills to handle them.

- Lack of facilities to support these learners.
- The teacher pupil ratio is too high hence the teachers cannot give individual attention to the hard of hearing learners.

The above difficult have made parents to take their children to special schools where their needs are collectively catered for.

The researcher has found the problems faced by teachers in regular schools in handling Learners who are hard of hearing. Researcher will come up with recommendations that will give solutions to these Problems so as to help hard of hearing learners become useful members of the community.

1.3 Purpose of the Study

The purpose of this study is to investigate on the challenges faced by regular in handling learners who are hard of hearing in order to suggest on ways in which these problems can be solved or eased.

1.4 Research objectives

This study aimed at achieving the following objectives.

- To find out the number of hard of hearing learners in regular schools in Inoi zone.
- To find out the challenges faced by regular teachers in handling learners of hearing.
- To investigate on the educational resources used to support learners who are hard of hearing.
- To examine the intervention/support strategies taken to enhance the learning of the hard of hearing learners.
- To find out the causes of hard of hearing in Inoi zone,

1.5 Research questions

1. Are there hard-of-hearing learners in regular schools in Inoi zone?

2. What are the challenges faced by regular school teachers in handling hard-of-hearing?
3. What are the educational resources used while teaching these learners?
4. What are the educational resources used while teaching these learners?
5. What interventions/support measures are taken to enhance teaching/learning of hearing in Inoi zone.

1.6 The Scope

The researcher will cover the five public primary schools in Inoi zone in Kirinyaga district in Kenya.

The researcher will focus her study on the following issues.

The enrollment of hard of hearing learners in regular schools.

The causes of hard of hearing.

The resources used to support learners who are hard of hearing.

The intervention or support measures undertaken to support the hard of hearing. The researcher will also investigate on the challenges faced by the regular school teacher in handling hard-of-hearing learners.

The intervention or support measures undertaken to support the hard of hearing.

The researcher will also investigate on the challenges faced by the regular school teacher in handling hard-of-hearing learners.

1.7. Significance of the study.

The research study is going to help or assist the following people in different ways.

Teachers; The study will help teachers to understand the causes of hard-of-hearing and also the preventive measures that can be taken.

they also learn the appropriate teaching methods to employ while handling the learners. It will help in changing the teacher's negative attitudes towards the hard-of hearing Learner hence accept and give them the necessary support.

They will learn the intervention measures to take in assisting the learners. Acquire knowledge and skill of guiding and both the learner and the nurture of the hard-of-hearing.

Parent; The study will help the parents to understand the causes and prevention measures of hard-of-hearing.

Help parent to develop positive attitudes towards the hard-of-hearing.

Community, the study will create awareness on the causes of hard-of hearing. Help the community to accept hard-of hearing children and support them positively.

Curriculum developers; to identify areas in the current curriculum that needs adjustment and modification in order to suit the needs of the hard-of- the ring learners.

Government; To formulate policies to support inclusive education and Make it a success and see the need of employing more teachers in to balance the teacher pupil Ratio this in turns will benefit the unemployed trained teachers who get jobs.

Government will also see the need of vocational training which will make the Learners self-reliable.

School Committee; the study enable the school committee to make Adjustments in the school structures by making necessary modification That will suit the needs of all the learners.

Learners; the “normal” learners will accept and support the hard-of-hearing

Other Researchers; it will assist other researchers to carry forward with a similar research study.

1.8 Review

Chapter one has covered the background of the study that outlined why the study was taken. It also clearly explained the statement of the problem. The chapter also gave the purpose of the study and Cleaiy outlined the research questions/hypothesis. The study objectives are also clearly stated and the scope of the study which has specified the geographical, theoretical and content boundaries.

The next chapter will cover the literature reviewed from other writers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

In order to have a successful study, a researcher is required to read the findings of previous researchers in the same area of study. This assists the researcher to gather more relevant information since the previous reports act as a base for the new study.

In this chapter the researcher has reviewed literature on various issues like enrollment of hard-of-hearing learners; Historical development of hard of hearing. It also highlights the problems faced by regular school teachers in handling these learners.

The chapter also talks about the educational resources for the hard of hearing

Finally, the researcher reviews literature on the causes of hard of hearing.

2.1 Historical development of learners who are hard of hearing.

According to Mwaura (2002) introduction to children with special needs, hard of hearing learners are those whose hearing loss is mild and moderate with some residual hearing.

Children who are hard of hearing are known to exist from time immemorial. According to Randiki (2002) these children were rejected, neglected and even killed since they were associated with curses and witchcraft. I agree with him because up to date, home parents still hide their disabled children at home and fail to enroll them in schools since they fear being associated with disability.

These children were left in isolation until during the 2nd world war where by according to Randiki (2002) historical development of special needs education; they were meant for the rehabilitation of army officers who returned from war with injuries. Conditions in these homes later deteriorate and these children were taken to special schools. The hearing impaired children were taken to Agakhan unit for the deaf and Dagoreti unit for the deaf. These schools were sponsored by N.G.O.S and churches.

The Kenya government realized the need to educate disabled persons and a committee on care and rehabilitation of disabled which was chaired by Ngala Mwendwa discussed their welfare and made positive recommendation) which included formula of a wide programmed for training, education ,settlement and employment of the disabled

These efforts have not been successful due to some hindrances like lack of facilities, lack of skilled manpower and negative attitudes. Despite the listed hindrances ,the government is still trying to see to it that these children are included by interviewing/training more teachers through the KISE distance learning programmes so as to equip them with skills and necessary knowledge. The government has also set some funds for supporting special needs education.

4.2 Enrolment of hard of hearing learners

Enrollment of learners who are hard of hearing in inclusive setting is

Very low compared to that of the “normal” children. This is because most of the impaired learners are taken to special schools where specialized attention of similar nature is offered. This may be brought about by the fact that impaired learners may be faced with many problems in an inclusive setting negative attitude by teachers and other learners, rejection and negligence by teachers since they are taken to be slow

learners or non performers since some may have delayed speech and language development

Other problems that may threaten their enrollment are:-

Teachers are not skilled to handle their needs.

No modification /adjustment are made in schools in order to accommodate their needs:-

For example, classes in regular schools are not acoustic treated hence cannot facilitate the use of hearing aids.

Negative attitudes by the teachers and other learners who feel that hard of hearing are not "normal" learner. In special schools, these learners undertake a segregated education which according to Waruguru (2002) introduction to education psychology has the following negative effects.'

They are far from homes hence separate learners from family and siblings.

Learners' interaction is limited with the world as most of their time is spent in schools.

The cost of provision is very high.

They are seen as incomplete beings and viewed with a lot of sympathy because of the charitable outlook due to the facts that most of special schools are sponsored by charitable organizations. I agree with Waruguru (2002) because there are very few schools for the deaf and all of them are sponsored.

Enrolment of learners with special needs in regular schools is recommended due to the fact that in regular schools, learners who have special needs will receive a better education than in special schools. According to Waruguru education psychology inclusive education would be the better method suitable for all learners and this can be made possible by modifying the education system to suit the needs of the child as



normally and inclusively as possible. This can be done by doing some of the following-:

Having adequately trained teachers and other support staff with skills and knowledge in special needs education.

Introducing a flexible and differentiated curriculum that will cater for the needs of all learners.

Providing funds to buy devices and other facilities required in education of learners with special needs.

The government is trying to overcome these problems by setting aside funds to all regular schools to cater for special needs. There is also training of teachers through KISE and Kenyatta University so as to be able to handle these learners. The national committee on educational objectives and policies (1976) Recommended the integration of children with special needs in education by transferring them from special schools.

According to Kimani (2003) anatomy physiology and pathology of the sensory system, educating a child with hearing impairment in an inclusive setting has the following advantages-:

- Regular schools are near home.
- A conventional school is more natural environment for the hearing impaired child.,
- Regular curriculum is more competitive than that of hearing impaired.
- It promotes acceptance of each other among learners.
- It is cheaper compared to special schools,

4.3 Problems facing teachers in regular schools in handling learners who are hard of hearing.

A teacher is a very important factor in the learning process. It's therefore for the teacher to be well equipped with skills and knowledge that will enable him to handle all the learners. According to Abby Otiato (2002) teaching and learning strategies in an inclusive setting good teacher should possess the following characteristics.

- A good communicator.
- Knowledgeable and skilled.
- Positive towards all learners.

According to Waruguru (2002) there are many barriers to inclusive education e.g. negative attitude, teachers' expectation from learner, curriculum barriers, rigid education approaches, mean score criteria, lack of community involvement etc.

Teachers in regular schools face many problems in their effort to support the learners because:-

The curriculum is not modified to cater for the diversity needs of the learners. The teacher-pupil ratio is so high that a teacher cannot be able to give individual attention to learners.

Teachers not trained to handle learners with special needs hence they find them a problem.

There are no facilities required by these learners.

Negative attitudes towards the learners by the community who feels that these children cannot benefit from regular schools.

Language barrier making it difficult for learners to follow the teacher's instruction. Mean score criteria; the teachers' production judged by the

class mean score. This! Does not consider the needs of the hard of hearing learners who may not learn at the same pace with the other.

The class is not acoustic treated hence there is a lot of reverberation which disadvantages the learners who are using hearing aids.

According to Ngugi (2002) the problem can be overcome by training more teachers to equip them with the necessary skills and knowledge . There is also the need to create awareness in the community so as to eradicate the negative attitude of the community towards since learners.

A differentiated curriculum should also be put in place so that it caters for the needs of all learners

According to Kimani (2003) anatomy physiology and pathology of the sensory system; the curriculum, teaching methods, materials and the learning envy should be adapted to suit the needs of the I agree with him because, of all adaptations are put in place, it would be easier for the teacher s to handle the hearing children in a less restrictive environment and be able to facilitate well, bearing in mind the needs of the learners that requires to be met

24.Educational Resources for learner who are hard Of hearing

According to Hiuhu (2002) educational resources in an inclusive setting; an educational resources is any factor outside or within the classroom that makes teaching and learning more effective in an inclusive setting.

Resources in an inclusive setting may include:

Human resources e.g teacher aid.

Activities for example games, music

Equipments eg TV, radio

Materials like books, toys, charts,

Hiuhu (2002) educational resources in inclusive setting; emphasizes that educational resources for learners with hearing impairment in an inclusive setting should emphasize on the use of vision rather than hearing as their primary avenue for communication.

The following are recommended resources for learners with hearing impairment;

- Philosophy of total communication
- Use of body language
- Use of visual aids
- Eye contact
- Hearing aids
- Bone conduction hearing

According to mwireria and kathanya (2002) Educational Assessment audiology and intervention measures for special needs; the recourses to be used by learners depends on the extent of the difficulty .It is there-fore advisable that children be assessed before they are fitted with any device I agree with this statement since a device serves a particular purpose and if wrongly used it can cause more harm.

According to hiuhu(2002).Educational resources in inclusive setting ;hearing devises are made and provided at the Kenya Institute of Special Education

The government is also putting effort by setting aside funds for regular schools to cater for special needs. This money can also be used to buy hearing aids and modify resources like classrooms to make them conducive in order to accommodate hard of hearing learners.

2.6 Intervention/Support measures for hard-of-hearing learners

According to kathenya and Stephen (2002) Education intervention refers to any support services that is used to assist learners with special needs .he further explains that support services can be used to support learners in the following areas;

- Interaction and communication
- Academic
- Pre-academic

Waruguru (2002) Introduction to education psychology; states that learners with special needs in education requires basic support if their learning will be effective inclusive settings .She argues that it is better for learners to be segregated in special schools with appropriate facilities rather than be “damped” in regular classrooms with no support .This is true because most learners with special needs in education are not supported in regular schools and as a result they perform very poorly and may end up dropping out of school.

According to kathenya and mwireria (2002) Education assessment and intervention measures of children with special needs; learners with hearing impairment should be provided with the following support measures;

- Referrals
- Auditory training
- Sound amplification by use of hearing aids
- Acoustic treatment of rooms

In regular schools, these support measures have not been put in place

Hence learners' needs are not met. Most learners have not undergone Assessment for identification of special needs .This makes it difficult for Any intervention measures to be put in place.

Waruguru (2002) recommends the following support services to be Made available to learners in regular classes.

These are :-

- **RESOUCCE ROOM**; which should be well equipped with specialized and materials to stimulate and facilitate the learning e.g. hearing aids
- **INTENERLANT SERVICES**; an itinerant teacher should be available to learners with special needs in education.
- **EDUCATIONAL RESOURCES**; These are both human and material resources like hearing aids and also placing the hearing impaired at the front.

Abby otiato (2002) Teaching and learning strategies in an inclusive setting; recommends that children with special needs require support services like -:

- Teacher support
- Parental support
- Guidance and counseling
- Technical support
- Community support

According to ugutu (2002) introduction to communication difficulty; a deaf Kenyan :-Dr. Michael Ndurumo advocated for use sign language, sign English and sign exact English in all schools for the deaf in 1988,This was a positive move towards supporting the education of the deaf .The government has also mandated institutions like K,LS.E. and Kenyatta University to train more teachers in special needs education.

According to Kimani (2003) Anatomy, physiology and pathology of the sensory system; some modifications in the intervention of education of learners with hearing impairment must be put in place. He listed them as follows:-)

- Curriculum
- Teaching methods
- Material development and presentation
- Environmental modifications

The curriculum should be modified and adopted to suit the need of hearing impaired learners .The teaching methods should ensure good communication .The materials and environment should also be modified in order for hearing impaired learner to benefit from an inclusive setting. For example making walls and floors of the classes sound proof to reduce reverberation and also J increase the rate of sound absorption.

2.6. Causes of hard-of- hearing

A cause is a situation or object or something that triggers the beginning of a prevent, problem or another situation.

According to Randiki (2002) Historical development of special needs in education Disabilities were believed to come as a result of curses, witch craft or punishment from God. This is why disabled people were rejected and isolated.

Events/disabilities. The hard-of—hearing difficulty can be acquired before, during birth or even after birth.

According to Mwaura and Wanyera (2002) Introduction to children with special needs in education; these causes are

- Heredity

- Poor nutrition
- Diseases and infections e.g. German measles
- Accidents
- Brain tumor
- Neonatal jaundice
- Old age (presbycusis)
- Drug abuse during pregnancy

According to a survey conducted by world health organization ,about 10 of children are handicapped and among them in regular schools and 1 o of a thousand have learning difficulties.

According to Kimani (2003) most of these problems that causes hearing impairment can be prevented since some are environmental e.g. blockage of the external auditory canal, drug abuse, nutrition and accident.

Kimani (2003) anatomy, psychology and pathologies of the sensory system; explains that if intervention measures are taken early enough some of these problems can be cured or prevented from becoming worse. I agree with him because if assessment is done early enough his problems are identified and appropriate measures are taken before the problem becomes worse.

According to Mwireria and Kathenya (2002) these learners should be taken for pediatric and educational audio logy early enough so that intervention measures are also taken early enough.

2.7 Reviews

The chapter has covered a lot of literature reviewed from previous resources/ Researchers .It has given a historical development of the hard -of-hearing persons and how the government has currently intervened.

It also covers the enrollment of hard - of - hearing learners in regular schools and the faced by teachers in handling the learners.

Educational recourses and intervention strategies are also discussed chapter finally discussed the causes of hard -of-hearing before, during and after birth; the next chapter discusses the methodology that was employed in the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter explains the procedure and methods taken by the researcher in carrying out the study .It describes the research design used, the sampling procedure and the samples. It also covers the instruments used, the procedure of the study and finally the data analysis used.

3.1 Research Design

The researcher used survey method since it allows the researcher to investigate the feelings, believes, values and get to know the future plans of the people, The researcher also used qualitative approach because it enables the researcher to go physically to the people ,sites or schools to observe and talk hence it facilitates the researcher to4n get first hand information on how people feel or say about situations.

The qualitative approach is also time saving since collection and analysis of data can be done simultaneously. The approach also allows the researcher to use standardized tools like a questionnaire in data collection.

3.2 Sampling Procedure

The researcher used convenience sampling so as to use the near and most convenient teachers who can be easily reached and approachable. The researcher used five schools in Inoi zone .The names of the schools are Kiranja primary, Mutuma primary, Karaini primary Thaita primary and Kangaita primary school. The researcher choose those schools since they are near the researcher working station whereby the sample/respondents are familiar and the distances are short and convenient.

Table 3:1 The number of teachers selected as per school

| School | No of teacher |
|---------------|----------------------|
| Mutuma | 6 |
| Kiranja | 4 |
| Thaita | 5 |
| Karani | 8 |
| Kangaita | 7 |
| Total | 30 |

Source: primary data

3.3 Sample

The researcher selected a sample of thirty teachers from the five schools in the zone whom the researcher gave questionnaires through convince sampling. Since the researcher selected the teachers who are known to her and who can easily be reached. Among the thirty teacher issue with questionnaire, 24 teachers responded while six teachers did not respond. Three of these who did not respond have been transferred from the zone during the study time. The other two could not respond since they were seriously affected by the famous post election violence between O.D.M and PNU supports whereby they had their homes burnt down the last one could not respond since he lost his life after a short mysterious illness. The researcher selected teachers who had a teaching experiences of eights years and above since she felt they could give a more consolidate information.

Among the subjects who participated, eighteen were woman while six were men. The researcher held selected more women since the number of men teachers in the zone is very minimal.

The subject chosen were aged between thirty years and forty eight years since those above 50 years are very dormant and they concentrate on business which they focus to Undertake after retire and therefore would not be convenient.

Twenty of the Subjects are married while four of them are divorced with children to bring up. The teachers used as respondents or subjects had different qualifications no graduate teachers. One has a diploma in special needs education while twenty teachers a primary certificate teachers grade (P1) and the other two have a primary teacher's certificate grade P2.

All the five schools are situated in one zone called Inoi in Kirinyaga district in central province, Kenya. All the five school are government public school which offers inclusive learning but two of them have special units attached of them.

All the subjects are government employees working under the teachers' service commission.

All the five schools are big school with larger numbers of learners ranging between nine hundred and one thousand learners with single streams and about twelve teachers per school. This means the teacher learner ratio is very high.

3.4 Instruments

The researchers used a questionnaire as a convenient tool/Instrument for data collection.

A questionnaire was chosen due to its advantages for example the respondents have the freedom to say what they want or feel since their identities are not revealed and also the questionnaire can be sent by post

or through other people, it is time saving since the does not need to spend time with each subjects to ask questions and get answers like the interview and observation methods.

The purpose of the questionnaire was to answer the questions in the questionnaire without revealing their identities so that they could be free to express their feelings.

The questionnaire used by the researcher has three sections. The first section contained a written by the researcher to the subjects explaining how to go about the questionnaire

The second section has some provision for the subjects to fill some personal information like gender and professional qualifications.

The third section is the main body containing the questions to be answered by the subjects so as to answer the research questions

The response format of the instruments is a combination of Yes/No response and likert types

The researcher piloted the instruments by first using the instrument in her working station by issuing three teachers who answered the questions in the questionnaire after piloting the researcher found the instrument to valid and reliable since it gave the information that it was intended to give.

The researcher issued the questionnaire to the selected subjects by taking the questionnaires to them in their respective working stations (schools). After three months the researcher went round collecting. The completed questionnaires from with the subjects by phone calls so that they could agree on the data and time when the researcher would collect back the questionnaire.

3.5 Procedure

The researcher started by writing a researcher proposal whereby she started by giving the background of the study and identified the purpose of the study so as to come up with research questions which in turn help the researcher to come up with research objectives.

The researcher identified the scope of the study by choosing five schools in the zone. Which are near the researchers working station and the issues to be covered in the study. The researcher also identified some factor to consider for example the age of the subjects, gender of subjects and working experience and gender of the subjects.

The researcher also read many books from different authors which had information related to the researchers area of study. So as to gather information from others previous researchers which was used to review related literature an different issues like the causes of heard of hearing, resources for the hard-of- hearing learners and also the placement option for such learners aid also the intervention measures and support services required by the learners.

The researcher visited the sites and started by introducing herself by producing the introduction letter to the school administration so as to be allowed to carry out the research in the school. The researcher did not encounter any problem since she was already familiar with the study sites and the selected subjects and the administration gave After that the researcher prepared questionnaires and piloted them in her working station using three teachers After the piloting the researcher distributed questions to her subjects in their respective to her.

Three months later the researcher went back to the subjects and collected the completed questionnaires. The researcher the organizes the information from the questionnaires in tables and analyzed the data and presented the data in tables. The research complied a research report with all the requirements and submitted it to the supervisor for the award of marks

3.6 Data Analysis

The researcher analyzed her data by compiling the answers of the research questions in table and explain the answers in for example A question. What do you think could be the causes of hard- of- hearing?

The researcher organized the frequency of given answers in a table and then analyzed by explaining why such a response was given.

Table 3:2 causes of the hard – of- hearing

| option | Frequency | Percentage |
|----------------------|-----------|------------|
| Traditional believes | 20 | 84% |
| Diseases | 4 | 16% |
| Total | 24 | 100% |

The researcher analyzed the information for example; the above table indicated that 84% of the teachers think that hard — of- hearing is caused by traditional believes; this shows that the teachers are not enlightened on the causes and prevention of hard — of- hearing.

On the other hand, 16% of the subjects think that is caused by diseases, these may be Christians who do not believe in superstitions together with the on me teacher where is trained in special needs education

3.7 Review.

This chapter has covered the methodology used in data collection organization and analysis of the data; it has also covered the sampling procedure, the tools used in data collection, the sample and how they are selected and also the procedure explaining how the study was conducted. The next chapter presents the findings of the study.

CHAPTER FOUR

FINDINGS

4.0 Overview

In this chapter, the researcher presents the answers of the research questions derived from the completed questioners. The research questioners are well outlined and then the answers given. A table showing the number of subjects who gave specific response is given. For example how many said yes and how many gave no response. The research questions had been broken into sample questions so as to give more clearer information.

4.1 Answers to research questions

Questions; Are there hard — hearing learners in your school

Table 4:1 Enrollment of hard of hearing learners

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 19 | 79% |
| No | 5 | 21% |
| Total | 24 | 100% |

Answers: 19 subjects said their are hard- of- hearing learners in ~~their~~ schools while five subjects said there were no hard- of- hearing learners.

Question 2: If yes to question one, what is their approximate parentage of the total populations?

Table: 4:2 Approximate percentage of hard-of-hearing learners

| Option | Frequency | Percentage |
|------------------|-----------|------------|
| Below 10% | 19 | 100% |
| Below 10% 50% | 0 | 0% |
| Above 50% | 0 | 0% |
| Total | 19 | 100% |

All the subjects who had head- of- hearing learners in their schools confessed that the enrollment was below 10%

Table 4.3 Problems experienced by teachers

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 24 | 100% |
| No | 0 | 0% |
| Total | 24 | 100% |

Answer: All the teachers confessed that teachers experience problems while handling the hard- of - hearing learners.

Question 4: If yes to question 3, which is the major problem experienced?

Table 4.4 Major problems experienced by teachers

| Option | Frequency | Percentage |
|-------------------|-----------|------------|
| Lack of resources | 4 | 17% |
| Resources | 15 | 62% |
| Total | 5 | 21% |

Answers: out of the 24 respondents, four teachers confessed on the problem of lack of resources to support the learners, fifteen said the major problem was large classes while five respondents confessed of Negative attitudes towards hard-of- hearing

Table 4.5 Resources for teaching hard-of-hearing learners

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 0 | 0% |
| No | 24 | 100% |
| Total | 24 | 100% |

Source: primary data

Answers: All the respondents confessed of not having adequate and relevant resources for supporting the learning of- hard- of-hearing learners

Questions 6: If there are no adequate and relevant resources, what do you do to support these learners so as to make them learn effectively?

Table 4:6 Support measures for hard of hearing learners

| Option | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Ask parent to provide resources | 3 | 12% |
| Ignore the learners | 5 | 21% |
| Send them to special schools | 16 | 67% |
| Total | 24 | 100% |

Source: Primary data

Answer: three respondent said that they ask parent to provide resources that are required by the hard- of- hearing learners, five responded



confessed that they simply ignore the learners while sixteen respondents admitted that they send the hard of hearing learners to special schools.

Question7: what modification adjustment have been made in the classes to ensure that the hard – of hearing learners are catered for ?

Table 4:7 Modifications/adjustment class rooms

| Option | Frequency | Percentage |
|------------------------------|-----------|------------|
| Placing | 10 | 14% |
| Making walls sound absorbent | 01 | 1% |
| Non | 13 | 55% |
| Total | 24 | 100% |

Answer: ten respondents confessed that they place the heard of hearing learners at the front, one respondents said that they have made walls sound absorbed while thirteen respondents admitted to have made no adjustments.

Question 8: Has any of the hard — of- hearing learners been assessed?

Table 4:8 Assessment of hard of hearing learners

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 5 | 21% |
| No | 14 | 79% |
| Total | 19 | 100% |

Source: Primary data

Answer: among the nineteen respondents who had admitted to having hard- of- hearing learners in their school, five of them had their learners

assessed while fourteen respondents had not yet had their learners assessed.

Question 9: If yes to question 8, what were the recommendations of the Assessor on placement.

Table 4:9 Assessment recommendation on placement

| Option | Frequency | Percentage |
|-----------------|-----------|------------|
| Regular schools | 5 | 100% |
| Special schools | - | 0% |
| Home setting | - | 0% |
| Totaling | 5 | 100% |

Source: Primary data

Answer: All the assessed learners were recommended to be placed in regular school and under go inclusive setting

Question 10. What do you think could be the causes of hard- of-hearing?

Table 4: 10 Causes of hard-of-hearing

| Option | Frequency | Percentage |
|----------------------|-----------|------------|
| Traditional Believes | 20 | 84% |
| Diseases | 4 | 16% |
| Do not know | 0 | 0% |
| Total | 24 | 100% |

Source: Primary data

Answer: On the causes of hard of hearing, twenty respondents felt that it is caused by traditional believes like curses while four respondents admitted that it is caused by disease.

Question 11: what would you advice the government in order to enlighten the community about the causes and prevention of hard-of-hearing

Table 4:11 Community advice to the government

| Option | Frequency | Percentage |
|--|-----------|------------|
| Ignore | 3 | 84% |
| Sensitize the community Through public Baraza | 18 | 16% |
| Leave the community alone | | 0% |
| Total | 24 | 100% |

Source: Primary data

Answer: three respondents felt that the government should ignore, eighteen felt that the government should sensitize the community through public barazas while the rest three felt that the government should leave the community alone.

4.2 Review

Chapter four has presented the findings by giving the answers to the research questions. According to the answers given by the respondents on the causes, intervention/support services and the problems experienced by the teachers in handling the hard-of-hearing learners.

The next chapter discusses the findings, draw conclusions and make recommendations from the study.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATION

5.0 Overview

This chapter discusses the findings of the study by analyzing the results and also drawing conclusions and finally giving the recommendations according to the findings of the study.

5.1 Discussion

Summary: According to the findings of the study, there are hard-of-hearing learners enrolled in the public schools in Inoi zone Kirinyaga district Kenya. Some of the hard-of-hearing learners have been assessed and the assessor recommended them to have education in inclusive setting rather than in special schools.

The major problem experienced by teachers while teaching these learners are lack of adequate resources to support the learners and also large classes whereby one teacher is assigned a large number of learners to teach.

On the other hand, most people believe that hard-of-hearing, like other disabilities is caused by traditional beliefs but a few have realized that diseases also caused hard-of hearing.

However most subjects feel that the government should sensitize the community through public gatherings so as to enlighten the community on causes and preventive measures.

INTERPRETATION OF RESEARCH FINDINGS.

Out of the 24 subjects who responded, 19 said there were hard-of-hearing learners in their schools while the rest had not noticed them.

This could have resulted since it is very difficult to identify hard-of — hearing learners and since most teachers are not trained in special needs education they have no skill and knowledge of identifying them hence they had no recorded cases.

The enrollment of the hard of-hearing learners is recorded below 10% of the whole school population. This clearly shows that there are very few hard-of -hearing learners in regular schools. This could be due to the fact that most disabled children are taken to special schools while others could be there and not identified since the disability is not physically visible.

All the respondents confessed that teachers experience problems in handling the hard-of- hearing learners. This is a clear indication that these learners do not benefit maximumly in the inclusive setting.

The major problems experienced by teachers are lack of resources, large classes and negative attitudes. This shows that there are no resources to facilitate or enhance the learning. Due to the negative attitude towards the learners the teachers do not give to not offer the necessary support service to the learners since they are taken as low achievers. The large number of learners per class makes it difficult for the teachers to give Individual attention to the learners, Remedial work, marking and giving feed back is also made very difficult.

It is also very clear that there are no adequate and relevant resources to support the education of the hard-of-hearing learners. This indicates that these learners cannot fit in regular schools since without compensatory devices and other resources they cannot fully benefit “normal” instructions used in an inclusive setting. Since their potentials cannot be utilized and their talent cannot be fully developed.

For these learners to learn effectively, most subjects stated that they should be taken to special school. This is a clear indication that the idea of inclusive education is still way back as far as the zone is concerned, it also show lack of skill and knowledge -on special needs education which would help them to see the need of having these ;learners in an inclusive setting as long as the necessary resources are provides.

On environmental modification and adjustment 41% of the subjects have hard-of-hearing learners placed at the front; this shows that the identified learners are placed in-front to hear the teacher better. On the other hand, only one subject has the walls made to be sound absorbent. This could be the only teacher who is trained in special needs education who is aware of the intervention strategies of learners with special needs in education. 55% of the respondents said that these learners should be ignored. This show that they still have a negative attitude towards the learners and so they still feel that these learners do not fit in inclusive setting.

Among the 24 respondents, only five had their learners assessed, but the rest have not had their learners assessed. This indicates that most teachers do not have the knowledge of education assessment resource centre and may be they think the EARC are for learners and teachers in special schools. For these learners who are assessed, the assessor recommended the learners to be put in inclusive setting. This clearly indicates that the hard-of-hearing learners can fully benefit from inclusive setting if only the correct intervention measures and support services are adequately provided.

On the causes of hard-of-hearing, most subjects felt that it is caused by traditional believes like curses and witchcraft. This shows that they have no knowledge on causes of disabilities-they still hold to traditional

beliefs. The few subjects who said that it is caused by disease may have experienced hearing impairments setting in after birth, while one of them could 'be the teacher trained in special needs education since he/she understands the causes of hard-of-hearing.

However, most subjects feel that the government should sensitize the community on causes and prevention of hard-of-hearing. This indicates that many teachers would wish that the learners' problems are cased so that they would lead "normal" life. However, some subjects felt that the government should ignore the community about hard-of hearing which shows how ignorant some teachers are hence the negative attitude towards learners with disabilities in general.

Studying the literature because of hard-of-hearing learners are recommended to be placed in inclusive setting with support services provided since inclusive setting has a less Restrictive environment.

It is also similar to other studies in that people have had negative attitudes toward disability whereby hard-of-hearing is not excluded.

Therefore this finding matches and confirms the finding of previous researchers as in the literature reviewed.

5.2 Conclusion.

The number, of hard-of-hearing learners enrolled in the zone are very few but if the necessary resources are provided in schools to support them, their enrollment would be increased.

The community needs to be enlightened on the causes and prevention of hard-of-hearing and other forms of disabilities so that they know how to prevent the occurrences and also how to support the hard-of-hearing persons.

The teachers in the regular schools are not trained to handle special needs education learners and that is why they have difficulties in handling the learners.

If the government employed more teachers to balance the teacher-pupil ratio, the teachers would give more attention to the hard-of-hearing learners.

Resources to support the learning are very important and these learners to benefit in regular schools, resources must be provided.

The regular schools need to have environment modification and adjustment so as to suit the needs of all the learners.

The community should also be made aware of the education assessment centers and the services provided in the centers so that they can utilize those services.

If all these are put in place hard of hearing learners can comfortably fit in regular schools.

5.3 Recommendations.

According to the findings of the study, the researcher has the following recommendations to make.

- The government should in-service the regular teachers to equip them with skills and knowledge required to handle learners with special needs e.g. the hard of hearing.
- The government should also ensure that all schools are provided with relevant and adequate resources to support these learners.
- Parent, teachers and the community at large should be sensitized on the causes and prevention of hard of hearing in order to change their negative attitude and encourage inclusive setting.
- The government should employ more teachers so as to reduce the high teacher pupil ratio to enable teachers to give individual attention to learners.
- Government to enrich the education assessment centers with the necessary equipment and funds so that they visit all schools and assess learners for early identification and intervention.
- The curriculum should be adjusted to suit the needs of the hard of hearing learners.
- The classroom in the regular schools should be modified to suit the needs of the hard of hearing learners
- The government should create job opportunities that would favor the hard of hearing learners.

I suggest that other researchers who come later should research on the following topics]

- Intervention measures for heard of hearing learners
- Language of communication for example sign language or total communication.
- Placement options for learners who are hard of hearing.

5.4 Review

The chapter analyzed the findings of the study made conclusion and also gave recommendations.

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APPENDIX A

NAME: Jane M Muriithi

INSTITUTION: Kampala International University

TITLE: Challenges Faced by regular teachers in handling learners who are hard- of- hearing.

QUESTIONNAIRE FOR REGULAR PRIMARY SCHOOL TEACHERS

SECTION A

Dear Teachers,

I am kindly requesting you to answer the following questions by putting a tick against your answer in the spaces provided.

Do not indicate your name in this questionnaire your information will be treated with a lot of confidentiality hence feel free to answer since your contribution will be of great assistance to the researcher and the nation at large.

Thanks in advance for your anticipated co-operation

SECTION B

Personal information

A Gender Male ☐ Female ☐

B professional qualification

a) Graduate ☐

b) SI ☐

c) Diploma in special education ☐

d) Technical teacher ☐

e) P1 ☐

f) P2 ☐

g) Any other specify ☐

SECTION C

1. Are there hard of hearing learners in your school?

Yes ☐

No ☐

2. If Yes in the above question what is their approximate percentage of the total population?

a) Below 10% ☐

b) Between 10-50% ☐

c) Above 50% ☐

3. Do teachers experience problems in handling these learners?

Yes ☐

No ☐

4. If yes to No.3, Which is the major problem that they experience?

a) Lack of resources ☐

b) Negative attitudes ☐

c) Large classes ☐

5. Are there enough and relevant resources for teaching learners who are hard of hearing?

Yes ☐

No ☐

6. If no to question 5, what do you do to help these learners learn effectively?

a) Ask parents to provide resources ☐

b) Ignore the learners ☐

c) Send learners to special school ☐

7. What modifications! Adjustments have you made in class to ensure that the hard of hearing learners are effectively catered for?

- a) Place the learners at the front ☐
- b) Making walls sound observe ☐
- c) None. ☐

8. Has any of the hard-of-hearing learner's been assessed?

- a) Yes ☐
- b) No ☐

9. If yes to the above question what were the recommendations of the assessor on the placement?

- a) Regular school ☐
- b) Special school ☐
- c) Home ☐

10. What do you think could be the causes of hard of hearing

- a) Traditional believes e.g. curses ☐
- b) Diseases ☐
- c) Do not know ☐

11. What would you advice the government in order to enlighten the community about the causes and prevention of hard of hearing?

- a) Ignore ☐
- b) Sensitizes the community through public baraza ☐
- c) leave the matter as it is ☐

