

**KAMPALA INTERNATIONAL UNIVERSITY**

TITLE:

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**CHALLENGES OF IMPAIRED CHILDREN AND THEIR  
PERFORMANCE AT SCHOOL:  
CASE STUDY OF ISIOLO SCHOOL FOR THE DEAF,  
ISIOLO DISTRICT, KENYA**

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
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## DECLARATION

I, MERCY N. CHEGE: BED/ 13679/61/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education

Signature:.....



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## APPROVAL

This is to certify that MERCY N. CHEGE: BED/ 13679/61/DF has successfully completed her / his research report and now is ready for submission with my approval.

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KIU SUPERVISOR

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## DEDICATION

To my beloved FATHER, David Chege and my Children, nancy Wanjiru and Melvyn Chege for their enormous support while I studied far from home.

## ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report because without Him I would not be able to accomplish anything.

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work. Particular thanks go to my colleague, Irene W. Kimani

May the Good Lord reward you abundantly.

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## ABSTRACT

Learners with hearing impairment are greatly disadvantaged in our society due to their handicaps. Most of them do not perform well academically and socially.

The study revealed that learners at Isiolo School for the deaf do not use hearing aids despite them being deaf .this may have an effect on their learning.

The community have negative attitude towards children with deafness .this makes the children not to get heir rights unlike their peers without disabilities.

Isiolo School for the deaf is understaffed as the teachers forced to teach more than twenty five lessons per week. despite them being few, only three teachers out of eleven are trained on diploma in special education; this is a great challenge as it has impact on the education o these learners .the study shows that teachers experience problems in teaching different subject to the hearing impaired learners .this is due to the curriculum set up which was meant for the hearing learners.

Learners at Isiolo school for the deaf experience problems while communicating with hearing community .this is due to communication breakdown between them.

The respondents of this study are the head teacher, teachers and learners of the school. questionnaires were used to all the subjects

together with interview guide .qualitative and quantitative methods were used in analyzing the results .one of the recommendations is for the government to post more trained teachers to the school stake holders ,government and non governmental organization to help learners acquire hearing aids .Also teachers to sensitize the community on the causes of hearing impairment and guide counsel them to have positive attitude to the persons with hearing impairment.

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Isiolo School for the Deaf children is situated in Ngaramara location on the great North road to Ethiopia. It's opposite the Isiolo sewage plant and neighbors Isiolo District Hospital on the Isiolo Wajir road, the school is in Eastern Province in Isiolo District. It is in East zone and was founded way back in 1992 with five deaf pupils and one teacher. It's the only special school for both North and North – Eastern Provinces.

Currently the school has a population of 50 pupils mainly from Isiolo, Meru, Marsabit, Moyale, Samburu and Wajir Districts. The school has a staff of eleven teachers including the head teacher being sponsored by Anglican Church of Kenya (A.C.K) Diocese of Kirinyaga. The school compound has an average of ten acres of land. About 2<sup>1</sup>/<sub>2</sub> acres of the land is developed.

The school accommodates learners both who are day scholars and boarders. The school has dormitories for both boys and girls, and houses for support staffs. It lacks facility workshop, vocational classroom, home science room, library and teachers quarters. Every parent/guardian would be happy if their child performs well at school. This is so to all children both in regular or special school.

Due to poor performance in the National examinations exhibited by the hearing impaired children at Isiolo school for the deaf, the researcher is interested in finding out the reasons behind – The researcher tends to think that this has been due to several factors including lack of trained teachers, lack of adequate teaching and

learning resources and negative attitude towards the education of hearing impaired children by the community.

In one of the opening days of the school, a parent was asked to take his hearing impaired child to school the answer he gave was that he has to take his "normal" children to school first and later the disabled child.

In order for the learners to perform better socially and academically, teachers handling the learners with hearing impairment should be trained in special Needs Education. The educational resources should be availed so that the learners make use of their remaining senses to the maximum in order to interact with the environment as they learn.

Positive attitude should be cultivated by both teachers and students in order to enhance the education of learners with hearing impairment. Parents normally expect better performance from their children. Yet this is not usually achieved. It is out of this observation that the researcher wishes to find out the challenges faced by learners with hearing impairment at Isiolo School for the deaf children and get possible solutions for it.

## **1.2 STATEMENT OF THE PROBLEM**

Any hearing impaired student when compared with a normal student falls in a class of his/her own. The poor performance in National examinations in Isiolo District has been noted among normal pupils. This phenomenon should not be used as an escape gate for the poor performance by the hearing impaired. This is because the normal students career is widened by the wider use of his/her senses while the hearing impaired is severely limited. Thus, the underrating or the less emphasis put on the learning of the hearing impaired only worsens their situation. The researcher is interested in finding out those unique factors to the special learners responsible for their poor performance in national examinations at the Isiolo school for the deaf children.

### **1.3 THE PURPOSE OF THE STUDY**

The purpose of the study was to investigate the challenges experienced by the learners with hearing impairment in learning at Isiolo school for the Deaf children and get possible solutions for the problems.

### **1.4 OBJECTIVES OF THE STUDY**

#### **1.4.1 General objective**

The general objective of the study was to find out the challenges encountered by the hearing impaired children at school: a case study of Isiolo School for the Deaf children in Isiolo District.

#### **1.4.2 Specific objectives**

This study intended to;

- (i) Investigate the causes of poor performance in learning by the learners with hearing impairment at Isiolo school for the Deaf.
- (ii) Determine the attitude of teachers towards the education of learners with hearing impairment.
- (iii) Identity the approaches used by teachers in teaching learners with hearing impairment.

### **1.5 RESEARCH QUESTIONS**

In order to achieve the objectives of the study, the following research questions were employed.

- I. Why do learners with hearing impairment perform poorly in academics at Isiolo School for the deaf children?
- II. What the attitude of teachers towards the education of learners with hearing impairment?
- III. What approaches teachers in teaching learners with hearing impairment are using?

## **1.6 SIGNIFICANCE OF THE STUDY**

- I. The data generated from the study is thought to help the researcher to identify the causes of poor performance at Isiolo school for the Deaf children and give possible solutions.
- II. Impaired learners to the Donors and well-wishes who may sponsor them in purchasing Educational resources for them.
- III. The research will also help create awareness in the community, especially by inculcating positive attitudes towards the education of learners with hearing impairment.
- IV. The result from the study when applied will assist the student to be self-reliant as they will be able to apply the skills and knowledge gained in their lives experience.
- V. Learners with hearing impairment are very much disadvantaged as they could not benefit from their auditory senses. These learners are expected to compete with the hearing learners as the curriculum is the same. Based on this, the research findings will provoke the curriculum developers to see the need of redesigning a curriculum for children with hearing impairment so as to cater for their needs.
- VI. The study will assist the school and the ministry of education to provide more trained special needs teachers in the school to cater for hearing impaired children.

## **1.7 THE SCOPE OF THE STUDY**

The study was carried out in Isiolo District central Division in East Zone. It was specifically carried out at Isiolo school for the deaf children. The communities around the school will be included. The researcher chose this school because she is a teacher there and understands some of the problems encountered by hearing impaired learners. The school is also the only special school in the Northern Frontier Districts. The study covers a period from 2004 – 2007 because, 2004 was the year when the first lot completed the Kenya



certificate of primary Education (K.C.P.E).Isiolo School for the Deaf is 3 km from Isiolo Town, its Neighbors are Loreto primary school on the East, to the south there is Isiolo sewage plant, Isiolo General Hospital to the South and Kambi Garba primary to the North.

## **CHAPTER TWO**

### **2.0 LITERATURE VIEW**

Persons with hearing impairment may be either prelingually or postlingually deaf, Williams and Sussman (1971) cited in Ndurumo. (1993) observes that the chronology of onset of deafness is important. Deafness occurring from birth or before speech and language patterns are established experience almost all adjustment problems. Persons with an experience of this kind are called prelingual deaf. They are greatly disadvantaged compared to those post-lingually deafened at four or later years.

Hearing aids are used to amplify sound for those with hearing problem. Since the degree of hearing loss varies from individual to individual, it is worth noting that learners with hearing impairment may have some residual hearing which when using hearing aid can assist to hear or be aware of environmental sounds. Failure to do this can cause communication breakdown or learner losing interest in learning.

#### **2.1 DEFINITION OF HEARING IMPAIRMENT**

The word hearing impairment has been defined in many versions by different scholars. Ndurumo (1993) defines hearing impairment as "A hearing loss that ranges from mild to profound and includes with hard of hearing and deaf." Mwaura and Wanyera (2002) have defined hearing impairment as "a general term indicating a hearing disability that may vary in severity from mild to profound."

## **2.2 CAUSES OF HEARING IMPAIRMENT**

Hearing impairment occurs in three stages.

### **2.2.1 Pre -natal stage (before birth)**

Hearing impairment can occur to a child before birth. Factors that contribute to this are hereditary, venereal diseases, accidents that affect the expectant mother and poor nutrition by the mother.

Bomford et al (1974) observes that:

“Hereditary deafness usually recessive but sometimes dominant or sex linked is commonly the cause of hearing defects dating from birth”.

### **2.2.2 Pre-natal stage (during birth)**

At the time of delivery some factors may contribute to the unborn child's hearing impairment. This includes anoxia, neo-natal, jaundice, lack of oxygen during birth, accident affecting the baby and low birth weight.

### **2.2.3 Postnatal stage**

This is the condition that brings about hearing impairment after the birth of a child and through out his/her life. This is caused by tumors, trauma, old age infections diseases and excessive noise.

According to Atkinson et al (1953) Hair cells once destroyed, do not regenerate sensory –neural loss occurs in many older people and in young people who are exposed to excessively loud sound”

Persons with hearing impairment may be either pre-lingually deaf or postlingually deaf .Williams and Sussman (1971) cited in Ndurumo (1993) observes that the chronology of onset of deafness is important. Deafness occurring from birth or before language and speech patterns are established, experience of this kind are called prelingual deaf. They are greatly disadvantaged compared to these post lingually deafened at four or later years

The researcher does not agree with Williams and Sussman since those learners who are post –lingual deaf also experience similar difficulties as those who are pre - lingual deaf.

### **2.3 USE OF HEARING AIDS**

Hearing aids are used to amplify sound for those with hearing problems, since the degree of hearing loss varies from individual to individual. It is worthy noting that learners with hearing impairment may have some residual hearing which when using hearing aid can assist to hear or be aware of environmental sounds. Failure to this can cause communication break down or learner losing interest in learning. According to mwaura and Wanyera (2002)

Those children who are hard of hearing are the ones who despite the hearing loss have enough useful hearing left. This hearing ability can enable them to hear speech and acquire spoken language normally .however for them to hear well, sound must be made loud for them

Bomford et al (1974) a child at school may lapse into inattention or become discouraged and irritable if it has to "listen" actively under strain for long periods, instead of hearing easily and naturally .A child may be partially deaf in only one ear and have difficulty in focusing on sound and yet his problem may escape casual notice.

Lack of hearing aids to persons with hearing impairment means that a lot of information (environmental sounds) which are very useful to learners with hearing impairment, passes them without their notices .This could be a great challenge to their learning as they may not interact well with their environment hearing impairment of whatever degree has a distressing experience to the individuals .Most of them are ushered to a new world of silence or their first world if born with the impairment.

#### **2.4 ATTITUDE OF PARENTS TOWARDS THE EDUCATION OF THEIR HEARING IMPAIRED CHILDREN**

Parents are the people who interact with a child. The attitude of a parent toward their hearing impaired child will have a great influence in the life of the child. Most parents receive the news of their disabled child with shock, anger, depression, denial and very few with

acceptance. Family climate has significant effect on the child with hearing impairments learning Meadow (1980) observes that children with hearing impairments born to hearing parents have an environment that is predominantly oriented towards restoring hearing to make the child fit in the hearing society.

This shows that the child is not accepted as long as he cannot hear and this may lead the child to withdraw from others according to

Freeman et al (1981) argues that lack of conducive environment at home may be a great barrier to the child with hearing impairment in developing the communication skills thus proper hearing is barred:

Hearing impaired learners are not accepted in their families.

Freeman et al (1981) observes that many parents wish their children had never been born. Their children are more frustrating especially to hearing parents than hearing children because hopes and goals seem less clear and feeling of guilt are more likely

## **2.5 TRAINING OF TEACHERS**

Any instructed procedure to be followed revolves around three major factors, the teachers, the learners and the subject. However the teacher is the most crucial factor among the three as he/she is the medium of communication between the other two. Therefore the teacher is the chief agent of desired development without whom the required teaching and learning cannot be realized.

According to Harris (1971) the child with hearing impairment needs more specific training under the best of environment conditions if he/she is to develop towards a worth while human achievement .Teachers trained in special needs education can be able to assist the hearing impaired learners learn as they interact with their environment ,The research agrees with Harris that learners with hearing impairment need special training especially in communication skills which will help them function effectively in the environment . It should be noted that learners with hearing impairment cannot use their sense of hearing due to the damages to the affected parts and so the learner will not be aware of sounds in the environment Kangethe (1993)

A child with severe to profound hearing loss is unable to follow normal conversation however quiet the room is. He may not benefit even when sound is made loud for him .Due to this the child is unable to develop language and speech in a natural way.

Sign language is the language used by the deaf community teachers of children with deafness are supposed to be trained on how to communicate and interact with them for effective teaching, learning and interact with them for effective teaching learning and effective functioning in the environment.

According to Kinanga (1987) cited in Ndurumo (1993) the educational occupation and any other differences occur as a result of society's inability to adequately help deaf people develop and use their abilities. The problem of hearing impaired child can be created by the environment or those who are charged with his care rather than the child.

## **2.6 ACADEMIC PERFORMANCE OF HEARING IMPAIRED LEARNERS**

Due to their handicap these learners do not perform well in their academic work. Moors (1978) observes that children with hearing impairment have always performed at a lower level in understanding printed English words as compared to hearing children of same age.

Ndurumo (1993) argues that whatever problem the individual with hearing impairment encounters revolve around language, speech, intelligence and educational achievement, social and psychological development “.

A majority of people in our society are hearing people. People with disability find it difficult to cope with those without disability. This is due to communication problem especially to the community of deaf. Academically these learners do not perform well due to communication break down, according to Ndurumo (1993) argues that



in the academic realm, hearing – impaired students perform woefully below hearing children. In spite of the specialized strategies and methods of teaching certain things remains a miss”.

The researcher agrees with Ndurumo that hearing impairment is a disability that affects communication. This makes it difficult for an individual to interact well with others and hence learn from them.

## **2.7 ATTITUDE OF TEACHERS TOWARDS LEARNERS WITH HEARING IMPAIRMENT.**

Teacher's attitude may greatly affect learners both in regular and special school. This is because teachers are the people who are trained to impart knowledge and skills to pupils. Unlike teachers of regular children, teachers of learners with hearing impairment are trained in special skills and knowledge that will assist those with special needs to function effectively in their environment.

According to Ndurumo (1986), teachers graduating from college should be proficient in the use of different sign language systems such as bilingualism, signed English, natural sign language etc. Merely awarding graduation certificates without ensuring that teachers are proficient in the method they will use to teach hearing impaired children only perpetuates academic and learning deficits in the hearing impaired”

Ndurumo (1993) further observes that “self fulfilling prophecy has permeated the area of deafness causing many schools not to emphasize academic subjects”.

The teacher disagrees with Ndurumo that many schools do not emphasize academic subjects. She believes that when the attitude of teachers towards learners is positive, it means that the teachers have these learners at heart and they will do anything possible to see that they benefit,

## **2.8 USE OF EDUCATIONAL RESOURCES**

Educational resources are materials and equipment that are used for effective teaching and learning. Children learn using their senses. Learners with hearing impairment have deficit in their sense of hearing. For these learners to learn effectively they need to use their remaining senses to the maximum teachers of hearing impaired learners need to avail to them the educational resources for them to manipulate, smell, see and even taste. The use of educational resources is very vital in the education of learners with hearing impairment.

Sylvia (1984), argues that poor students motivation also contributes to the poor performance. There's no meaningful learning which can take place in the absence of motivation and hence poor performance".

## **2.9 COMMUNICATING WITH HEARING IMPAIRED LEARNERS**

Due to their hearing impairment, learners with deafness do not communicate verbally as both their recessive and expressive Deafness is rather indefinite term but is usually taken to mean defective hearing of such a degree that ordinary conversation cannot be heard distinctly and without difficult .it varies great in degree from dullness of hearing, the subject being unable to recognize words spoken by another in his usual voice to complete loss of hearing.

People with deafness use sign language, body language, gesture bliss symbols and other modes to communicate with others .Teachers of

hearing impaired learners use sign English, sign exact English, oral language or total communication which is a philosophy that advocates for the use of all models of communication.

Total communication has been agreed by many researchers to be effective in imparting information to learners with hearing impairment

Mba as cited in Ndurumo (1993) argues that there is indisputable research evidence pointing to the fact that the deaf children gain greater socially when total; communication is used with them”

Total communication is proffered by many teachers though they are others using other modes.

Ndurumo (1993) state that the bottom line in teaching and in treatment of psychosocial problems of hearing impaired children is no doubt now in the use of a combination of Ural/aural techniques and sign language methods. This is because children of combined method are the most effective in imparting information to children. It is also least frustrating for both teachers and children.

Ndurumo (1993) further states that total communication in the early years seems to be important new concept on behalf of the deaf child and should add years of head start towards his formal education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter includes various sections that portray how the study was carried out. It presents the methods, techniques and procedures that were used in order to gather the required data for the study. It comprises of several sub sections such as: - research design, research population, sampling methods, data, collection methods, data collection instruments.

#### **3.1 RESEARCH DESIGN**

This describes the nature and Pattern the researcher used. Non-experimental design was used i.e. descriptive design combined with explanatory based on success designs. The researcher used explanatory combined with descriptive cross sectional which was analytical in nature.

#### **3.3 AREA OF THE STUDY**

The study was carried out at Isiolo school for the deaf children which is in Eastern Province, Isiolo District central Division in West Zone. The researcher chose the school because she is a teacher there and is aware of the learners poor performance in the academic realm. In addition, Isiolo school for the Deaf children is also the only special school in the Northern frontier Districts which is composed of 10 Districts.

#### **3.4 STUDY POPULATION AND SAMPLE SIZE**

The study population consisted of pupils of Isiolo school for the deaf who are in classes six, seven and eight. Both boys and girls of the said classes were included. All teachers including the head teacher of the school as part of the study population. The sample included

pupils and teachers from lower and upper classes including the head teacher.

### **3.5 RESEARCH INSTRUMENTS**

Questionnaires were used for teachers while interview guides were meant for learners with the assistance of sign language.

### **3.6 STUDY SAMPLING PROCEDURE**

The study employed a simple random sampling where a sample was selected without bias from accessible population and this was due to the fact that each member of the target population had an equal and independent chance of being included and stratified sampling was used for management and staff for proper representation of sub groups which ensured equitable representation of the population in the sample. This ensured that correct and reliable information is got from the relevant people.

#### **3.6.1 Sample Size**

This was composed of respondents and these were broadly divided into two categories i.e. students and staff or management

#### **3.6.2 Sample Selection**

Due to the nature of this study which is heterogeneous, the sampling frame included management and students.

The sample size was determined using simple random selection and solven's Formula

### **3.7 DATA COLLECTION METHODS AND INSTRUMENTS**

The researcher used structured questionnaire and documentary analysis in the process of collecting primary and secondary data;

the selection of these tools was guided by the nature of data that was required, as well as the objectives of the study.

### **3.7.1 Questionnaires**

Questionnaires used were structured and these aimed at getting all the necessary data from respondents. Such instruments were used because they are helpful in obtaining specified qualitative information with accuracy and completeness. They are cheap to administer and are convenient for collecting data from such a large population within a short period of time.

### **3.8 ETHICAL CONSIDERATION**

The study primarily engaged all sorts of targeted people in the area of study who had been viewed necessary for data collection. Accordingly, extreme confidentiality had to be promised and this was to be effected only, by promising secrecy to the selected respondent's information provided.

### **3.9 CHALLENGES**

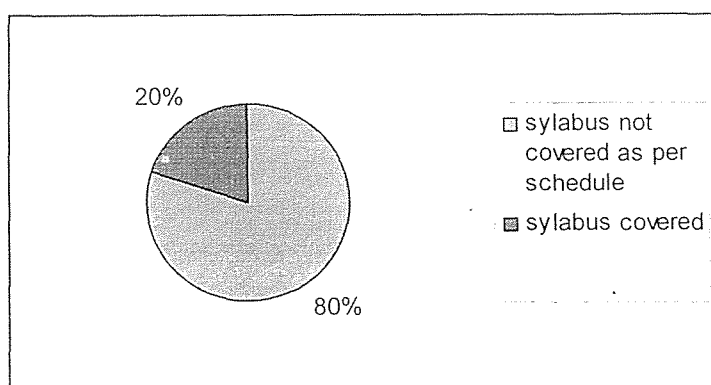
- Respondents are some times not forthright in answering questions this was overcome by giving them reasonable assurance that the responses were strictly for academic purposes.
- Difficulty in accessing the respondents due to their busy schedules however the researcher used multiple skills like call back, re-arranging appointments, and extensively mapping.

## CHAPTER FOUR

### INTERPRETATIONS AND PRESENTATION OF DATA

The data collected was analyzed and presented using, formatted tables and in text forms as modes of data presentation. Significant tests were also employed to process and analyze the data. Tables were used to arrange data in a more presentable form.

Figure 1: syllabus



The data in the pie chart shows that very few teachers 20% cover the syllabus at required time, while majority (80%) of them do not cover the syllabus as required. It should be noted that coverage of syllabus is a pre-requisite for good performance of the school.

#### 4.0 ADHERENCE TO TERM DATES BY LEARNERS AT ISIOLO SCHOOL FOR THE DEAF CHILDREN.

The observance of school term dates especially opening is important as far as syllabus coverage is concerned. Findings from the head teacher indicate that the school does not strictly adhere to the school term



dates especially opening, due to poor means of communication and negative attitudes of parents.

**TABLE 1: COMMUNICATION BETWEEN THE LEARNERS WITH THEIR TEACHERS AND COMMUNITY.**

Response	Frequency	Percentage
Experience difficulties in communication	14	100%
Do not experience difficulties in communication	Nil	Nil
Total	14	100

The table above shows that all (100%) of learners experience problems in communicating with the hearing community. The poor performance in Isiolo school for the deaf may be partly attributed by communication breakdown between the hearing impaired learners and the hearing community. Thus hindering effective teaching and learning.

#### **4.1 Teachers teaching work load**

**Table 2: Number of Lessons taught per week.**

Response	Frequency	Percentage
More than twenty five (25) lessons per week	10	100
Less than twenty five (25) lessons per week	Nil	Nil
Total	10	100

Results from the teachers of Isiolo school for the deaf indicate that all (100%) of them teach more than twenty five lessons per week. None of them both in upper and lower teach less than twenty five lessons per week. Thus the poor performance may be partly attributed to the teaching work of the teachers. Therefore there is need for more trained teachers to be posted in these schools for effective teaching to reduce teaching workload.

#### **4.2 ATTITUDE OF TEACHERS TOWARDS LEARNERS WITH HEARING IMPAIRMENT.**

Table 3: Attitude of teachers towards learning of learners with hearing impairment at Isiolo School for the deaf.

Response	Frequency	Percentage
Positive	9	90%
Negative	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

From the table above it shows that majority (90%) of the respondents have positive attitude towards learning of hearing impaired learners. While a few (10%) of them have negative attitudes.

#### **4.3 ATTITUDE OF THE COMMUNITY TOWARDS THE EDUCATION OF LEARNERS WITH HEARING IMPAIRMENT.**

Table 4: Attitude of the community towards learners with hearing Impairment.

Response	Frequency	Percentage
Negative	10	9
Positive	NIL	NIL
<b>Total</b>	<b>10</b>	<b>100</b>

The above shows that the community has negative attitude towards the education to children with deafness. The researcher agrees with Freeman et al (1981) where it was observed that children with hearing impairment are frustrating especially to hearing parents because goals and hopes seem less clear and due to these the feeling of guilt occupies them.

#### 4.4 PROBLEMS ENCOUNTERED BY TEACHERS IN TEACHING.

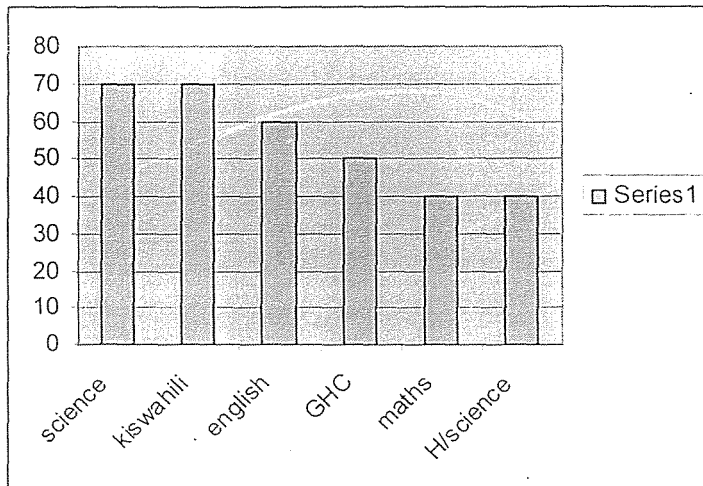
Table 5: Are teachers experiencing problems in teaching?

Response	Frequency	Percentage
Yes	10	100%
No	Nil	Nil
<b>Total</b>	<b>10</b>	<b>100</b>

All teachers (100%) experience difficulties in teaching children with hearing impairment according to the above table.

4.3.1 If yes which subjects in particular?

Figure 2: Shows Subjects



From the above figure most teachers (70%) experience problems in teaching Kiswahili and science. They also experience problems while handling other subjects like English, GHC and Math. Due to this factor learners with hearing impairment may not perform well in their learning especially academic aspects. This could have been contributed by communication breakdown between teachers and learners.

#### 4.5 WAYS IN WHICH TEACHERS COMMUNICATE WITH LEARNERS WITH HEARING IMPAIRMENTS.

Table 6: Mode of communication used

Response	Frequency	Percentage
Total communication	10	100%
Sign exact English	Nil	Nil
Oral	Nil	Nil
<b>Total</b>	<b>10</b>	<b>100</b>

The table above shows that all teachers (100%) use total communication which is a philosophy that advocates for the use of all modes of communication to communicate with persons with hearing impairment.

#### 4.6 TEACHERS HANDLING CHILDREN IMPAIRMENT AT ISIOLO SCHOOL FOR THE DEAF.

Table 7: How many teachers are trained to handle hearing impairment learners.

Response	P.1 trained	3 months	Diploma	Degree	Total
No. of teachers	4	4	3	Nil	11
Percentage	36.4	27.3	36.4	Nil	100%

The above table shows that 36.4% of teachers are trained for both P1 and 3 months course. Only 27.3% of them are trained for Diploma. None of them is trained in degree course.

#### 4.7 USE OF HEARING AIDS

Table 8: Do learners at Isiolo School for the deaf use hearing aids?

Response	Frequency	Percentage
No	14	100%
Yes	Nil	Nil
<b>Total</b>	<b>10</b>	<b>100</b>

According to the above table all learners at Isiolo School for the deaf do not use hearing aids. This may be a contributing factor to their poor performance in learning.

#### 4.8 LEARNERS WHO JOINED SECONDARY SCHOOLS FOR THE LAST THREE YEAR?

Table 9: Form one intake

Years	No. joined form one	No. of candidates	percentage
2005	3	6	50
2006	4	6	66.7
2007	2	4	50

According to the above table half (50%) of learners joined secondary school the year 2003 and 2001, while in the year 2002 66.7% joined secondary schools. The rest of the learners joined vocational institutions and others just stayed at homes. In the vocational institutions they are taught masonry tailoring, carpentry and other

courses that will equip them with knowledge and skills to be self employed. This will help develop the country as a whole.

#### **4.9 CAUSES OF HEARING IMPAIRMENT IN LEARNERS AT ISIOLO SCHOOL FOR THE DEAF.**

Table 10: Causes of hearing impairments in Learners.

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Sickness	8	57
During birth	6	43
Accidents	Nil	Nil
<b>Total</b>	<b>10</b>	<b>100</b>

According to the table sickness is the major cause of hearing impairment in learners at Isiolo School for the deaf. Problems encountered during birth that caused hearing impairment?

Table 11: Use of educational resources in teaching and learning.

Response	Frequency	Percentage
Teachers using education resources in teaching	5	50%
Teachers not using educational resources in teaching.	5	50%
<b>Total</b>	<b>10</b>	<b>100</b>

### Results and discussions of table No. 11

The above data shows that a half (50%) of teachers use educational resources while teaching and also a half (50%) of them do not use the educational resources. It should be noted that for better results teachers of hearing impaired learners should use educational resources while teaching.



## CHAPTER FIVE:

### SUMMARY, RECOMMENDATIONS AND CONCLUSION

#### 5.1 SUMMARY

The researcher found out that the hearing impaired learners at Isiolo School for the deaf have various educational problems. These learners experience problems while communicating with hearing people including their teachers and parents. As we know, language is a medium of communication between the sender and the recipient and if there is a communication break down, then it means the two (sender and the recipient) will not be able to communicate well. Many hearing people are not conversant with sign language, similarly the hearing impaired person cannot benefit from speech. This problem had affected these learners academically, socially and emotionally.

The research study revealed that most teachers at Isiolo school for the deaf do not qualify to handle the hearing impaired learners. Out of eleven teachers, only three are trained in diploma in special education. It should be noted that teachers' knowledge and skills are essential to all learners as they are entitled to impart the same to them.

According to the study all teachers in the school complain of experiencing problems in teaching various subjects to the hearing impaired learners. This is due to the inappropriate curriculum which does not favor learners with deafness. The curriculum developers did

not put into consideration the needs of children with deafness when implementing the current curriculum, which is meant for the normal hearing children.

The researchers' findings show that the community in which these children live in, have negative attitudes towards them. This is because some believe that deafness is caused by bad omen to the family. Due to these believers, the children with deafness are neglected, abused and even known away. Their rights are not taken into consideration.

According to the study carried out, it also shows that these learners do not use hearing aids. Despite their being deaf, hearing aids assist in amplifying sounds. Lack of it will mean that those learners with residual hearing may not hear sounds from the environment unlike when using the devices.

## **5.2 CONCLUSIONS**

From the results and discussion, conclusions about possible challenges encountered by hearing impaired learners at Isiolo school for the deaf can be drawn;

1. There is under of coverage of syllabus in the school.
2. lack of hearing aids by hearing impaired learners is a contributory factor to their challenges in learning.

3. Community's negative attitude towards education of learners with hearing impairment is a contributory factor in the education of the learners.
4. There is communication barrier between learners with hearing impairment and the hearing community.
5. there is non-adherence to the set school term dates especially opening by learners in the school due to poor means of communication and negative attitudes of parents.
6. There is shortage of trained special needs teachers in the school.

### **5.3 RECOMMENDATIONS**

In view of the above conclusion, the research suggests the following recommendation

1. Teachers should try to cover the syllabus at the required time.
2. Head teachers, teachers, parents, educational administrators, government and non-government organization should look for ways of helping the learners acquire hearing aids for effective learning.
3. Teachers should sensitize the community on the causes of hearing impairment and advice them to learn and understand their sign language.
4. Teachers should guide and counsel parents of children with hearing impairment so that they may see potentials in them and so eliminate negative attitudes.
5. The government to post more trained special needs teachers in the school to curb the shortage of teachers.

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## APPENDICES

### APPENDIX A

#### Interview Guide

THE HEARING OF IMPAIRED CHILDREN AND THEIR  
PERFORMANCE AT SCHOOL; A CASE STUDY OF ISIOLO  
SCHOOL FOR THE DEAF CHILDREN IN ISIOLO DISTRICT KENYA.

INTERVIEW GUIDE FOR LEARNERS WITH HEARING  
IMPAIRMENT WITH ASSISTANCE OF SIGN LANGUAGE.

Please tick the correct answers it is meant for the study only.

1. In which class are you?

Upper ☐

Lower ☐

Pre school ☐

2. What caused your hearing loss?

Accident ☐

During birth ☐

Sickness ☐

3. What is your attitude toward your hearing impairment?

Positive ☐

Negative ☐

4. a) Do you find that disability is inability?

Yes ☐

No ☐

b) If yes why?

5. How do you find communicating with the hearing people?

Difficul ☐ Not difficult ☐

6. How do you find communicating with your hearing impaired friends?

Difficul ☐ Not difficult ☐

7. At what age were you admitted to school?

Before 5 years ☐ After 5 years ☐ After 10 ☐  
years

8. Did you start schooling from Nursery class?

Yes ☐ No ☐

9. Have you been using adequate learning aids in pre-school class?

Yes ☐ No ☐

10. a) Do your have hearing aids?

Yes ☐ No ☐

b) If yes is it serviced regularly?

Yes ☐ No ☐

11. Who provided you with the hearing aid?

Parent ☐ School ☐ Well wishers ☐ None ☐

12. Are you a day scholar or a boarder?

Boarder ☐ Day Scholar ☐

13. Which subjects do you find most difficult?

Sciences ☐ Languages ☐ Humanities ☐ All ☐

14. Which mode of communications do your teachers use?

Total communication ☐ Oral ☐ Sign exact English ☐

15. Do you have enough teaching/learning materials in your class  
e.g. T.V, charts, textbooks, wall maps?

Yes ☐ No ☐

16. Do you have enough teaching/learning materials in your class  
e.g TV, charts text books, wall maps?

Yes ☐ No ☐

17. Do you play/participate in activities with other regular schools  
doing games?

Yes ☐ No ☐

18. Are the community & parent supportive in your day-to-day  
activities & learning?

Yes ☐

No ☐

**19.** Who provides you with food, shelter, health and clothing (basic needs)?

Parents ☐

Well wishers ☐

Government ☐

**20.** How do you find formal education in general?

Difficult ☐

No difficult ☐



## APPENDIX B

### QUESTIONNAIRE

**THE HEARING OF IMPAIRED CHILDREN AND THEIR  
PERFORMANCE AT SCHOOL. A CASE STUDY OF ISIOLO  
SCHOOL FOR THE DEAF CHILDREN IN ISIOLO DISTRICT KENYA.**

**3.9 QUESTIONNAIRE FOR THE HEADTEACHER OF ISIOLO  
SCHOOL FOR THE DEAF CHILDREN.**

Please complete this questionnaire accurately. It is meant for the study only.

1. For how long have you been the Head teacher of this school?

Less than 5 years ☐ More than 5 years. ☐

2. How many teachers are in your school?

Less than 10 ☐ More than 10 ☐

3. What is the number of streams (school size)?

One ☐ Two ☐ Three ☐

4. How many teachers are trained? Indicate the teachers trained and untrained.

TRAINING COURSES	NO. OF TEACHERS TRAINED
P1	
Three months	
Diploma	
Degree	
Others	

5. How many learners joined secondary schools every year?

YEARS	NO. JOINED FORM ONE	NO. OF CANDIDATES
2004		
2005		
2006		
2007		

6. Are there any sponsors, charitable organizations or well-wishers who supports your school?

Yes ☐

No ☐

b) If yes name them

1)

2)

3)

4)

7. How often does your school reward pupils with excellence award for a good academic performance?

a) Monthly ☐

b) Termly ☐

Yearly ☐

☐

Not at all

8. Does your school strictly adhere to the school term dates especially opening, teaching from day one?

Yes ☐

No ☐

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

#### THE HEARING OF IMPAIRED CHILDREN AND THEIR PERFORMANCE AT SCHOOL. A CASE STUDY OF ISIOLO SCHOOL FOR THE DEAF CHILDREN IN ISIOLO DISTRICT KENYA.

#### QUESTIONNAIRE FOR THE TEACHERS OF HEARING IMPAIRED LEARNERS IN ISIOLO DISTRICT.

Please complete this questionnaire accurately. It is meant for the study only.

1. What is the name of your school?

2. For how long have you been teaching the hearing impaired learners?

Less than one year ☐ Less than 5 years ☐ More ☐  
than 5 years

3. Which classes do you teach?

Upper ☐ Lower ☐

4. How many subjects do you teach?

More than six subjects ☐ Less than 6 subjects ☐

5. How many lessons do you have in one week?

Less than 25 lessons per week ☐

More than 25 lessons per week ☐

6. Which mode of communication do you use in teaching the hearing impaired children?

Total communication ☐ Sign exact English ☐ Oral ☐

7. Do all your learners use hearing aids?

Yes ☐ No ☐

8. Are there teaching/learning materials provided by the ministry of education to facilitate learning for the learners?

Yes ☐ No ☐

## APPENDIX D

### RESEARCH STUDY TIME SCHEDULE

ACTIVITY	PERIOD	OUTCOME
Writing of the research proposal	Jan - Feb	Research proposal written
Typesetting, editing & printing of the research proposal.	March	
Binding of the proposal	March	Proposal bounded
Submission of the research proposal	April	Proposal submitted
Organization of data gathered from the field	May	Data organized
Typesetting, editing and printing the research report	June	Research report printed
Binding the research report (dissertation)	June	Research report bounded
Submission of the research report (dissertation)	June	Research report submitted