

**ATTITUDE OF PARENTS TOWARDS EDUCATION OF HEARING IMPAIRED  
CHILDREN IN AN INCLUSIVE SETTING OF SELECTED PRIMARY  
SCHOOL, A CASE STUDY OF SARWAT PRIMARY SCHOOL  
NANDI SOUTH DISTRICT  
KENYA**

**BY**

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### DECLARATION

I, Christine Jeruto Kiprono , do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed.....



Student

Date.....

15/8/2009

## **DEDICATION**

From the core of my being, I dedicate this work to my beloved mother Rebecca, beloved brother, Ruben, sisters; Lear and Lucy, child Michelle and In-law Agnes Kangogo

## **ACKNOWLEDGEMENT**

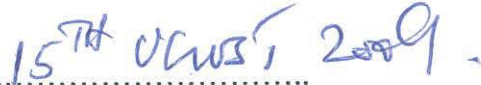
I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study. I extend my special thanks to all my lecturers and mostly my Supervisor Mr. Tindi seje who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

May God richly bless in you

## APPROVAL

I certify that Christine Jeruto Kiprono carried out this research under my supervision.





MR. TINDI SEJE

DATE

## TABLE OF CONTENTS

|                 |     |
|-----------------|-----|
| Title page      |     |
| Declaration     | i   |
| Dedication      | ii  |
| Acknowledgement | iii |
| List of table's | iv  |
| References      | v   |
| Abstract        | vi  |

### CHAPTER ONE

|     |                                 |   |
|-----|---------------------------------|---|
| 1.0 | Background .....                | 1 |
| 1.1 | Introduction .....              | 1 |
| 1.2 | Statement of problem .....      | 5 |
| 1.3 | Purpose of the study .....      | 5 |
| 1.4 | Research objectives .....       | 5 |
| 1.5 | Research questions .....        | 5 |
| 1.6 | Significance of the study ..... | 5 |

### CHAPTER TWO

|       |   |    |
|-------|---|----|
| 2.0   | Introduction .....  | 7  |
| 2.1   | Review of related literature.....                                 | 7  |
| 2.1.1 | Parents involvement in the education of handicapped children..... | 7  |
| 2.1.2 | Employment opportunities for the handicapped children.....        | 9  |
| 2.1.3 | The need for basic training for the handicapped children.....     | 10 |
| 2.1.4 | Discrimination of the handicapped children.....                   | 10 |

### CHAPTER THREE

|     |                       |    |
|-----|-----------------------|----|
| 3.0 | Introduction .....    | 14 |
| 3.1 | Research design ..... | 14 |

|       |                              |    |
|-------|------------------------------|----|
| 3.2   | Sampling procedure .....     | 14 |
| 3.3   | Sampling population .....    | 15 |
| 3.4   | Research instruments .....   | 16 |
| 3.4.1 | Questionnaire .....          | 16 |
| 3.4.2 | Structured interview .....   | 16 |
| 3.4.3 | Unstructured interviews..... | 17 |
| 3.5   | Research procedure.....      | 17 |
| 3.6   | Data analysis .....          | 17 |
| 3.7   | Limitation of the study..... | 18 |

## **CHAPTER FOUR**

|     |  |    |
|-----|--|----|
| 4.0 | Presentation, analysis and interpretation of data..... | 20 |
|-----|--|----|

## **LIST OF TABLES**

|                 |    |
|-----------------|----|
| Table 4.1.....  | 20 |
| Table 4.2 ..... | 22 |
| Table 4.3.....  | 23 |
| Table 4.4.....  | 23 |

## **CHAPTER FIVE**

|     |                      |    |
|-----|----------------------|----|
| 5.0 | Introduction .....   | 25 |
| 5.1 | Discussion.....      | 25 |
| 5.2 | Summary .....        | 26 |
| 5.3 | Conclusion .....     | 27 |
| 5.4 | Recommendations..... | 28 |

## REFERENCES

|                    |    |
|--------------------|----|
| APPENDIX- A.....   | 31 |
| APPENDIX - B.....  | 32 |
| APPENDIX - C.....  | 33 |
| APPENDIX – D.....  | 34 |
| APPENDIX – E ..... | 36 |
| APPENDIX – F ..... | 37 |
| APPENDIX – G ..... | 38 |
| APPENDIX – H ..... | 39 |
| APPENDIX – I ..... | 40 |
| APPENDIX – J ..... | 41 |



## ABSTRACT

Any society will have attained a condition of equal opportunity of the range of the distribution

Of benefits and their distributions within the range is approximately the same for each relevant social group within the student's population. On the surface it seems that denial of education a majority of people or its limitation beyond the elementary level has usually been justified in terms of their parent's inability to benefit from more education.

Nevertheless, this research report brings together small aspects of the problem affecting education of children with having impairment in Kenya. It mainly cites out the attitudes of parents towards education of children with hearing impairment in Nandi South District; a survey undertaken in sampled area of Tindiret Division.

Some of the terms used in this research work are defined in chapter one while the books that have been used in this survey are found in the reference section for those wishing to get more information. Discussion, suggestions and conclusion on the problem have all been made in chapter five.

# CHAPTER ONE

## 1.0 Introduction

This chapter will comprise of background statement of problem, purpose of the study, scope and the significance of the study, limitations and delimitations.

## 1.1 Background Of The Study

Nandi South District is located in the Rift Valley Province of Kenya. It is enclosed with both local boundaries and surrounded by importance's highways and areas with high economic potential areas.

To the North is Nandi North District, East is Koibatek, and south is Kericho District and West in Nyando District. Refer to Appendix [A] and [B].

The ethnic group, which occupies the region, is cosmopolitans. They are agriculturalist, pastorals and business-oriented people and they entirely rely on this. The fact cannot be refuted that beside the mention activity, they also grow crops that are a bit drought resistance such as sorghum. They are also semi-nomadic in that during the dry season, they pasture and water they cattle places far from they villages. Education review commission report, (1989), assessors the life style led by these group mentioned that as a result of these way of life. It has not been easily possible to offer the type of education characteristic of other areas of Kenya. Attempts to this effects have been frustrated by either very low enrolment or cases of these pupils who disappear or abandoned schooling in order to follow their parents wherever they go in the constant struggle against nature to make out a living.

Although formal education started as early in 1930s as reported by Pazzaglia (1982) compared to education review commission report latest findings, the kalenjins seem to be rigid with their attitudes towards formal education, provided a male and

female Kalenjin is given enough knowledge about rituals, wealth and initiation, there is nothing much outside this that matters.

Meanwhile, what is important to girls is purely domestic work. This prepares them for later in marriage. This leads to a conclusion that Kalenjins will for some time remain a special region in terms of developmental services. With the introduction of formal education, they did not understand its objectives, as they were already satisfied with their way of life. Nevertheless, attitudes are difficult to change. This can therefore be stated that any attitude change that occurs as a result may depend on one's theoretical orientation on a variety of interpersonal or situational factors. Individuals remain markedly fixed in their beliefs, regardless of persuasiveness of the approach used, attitudes may change very slowly.

A person may also become more or less accepting of an attitude. In the same way a few nandi's started taking their children to school but not whole heartily. Those taken to school were already regarded as lost and wasted. It is not surprise that in the period of allowing children to go to school, girls who had a chance were regarded as misfits in the society and they would earn any prize when it came to time of marriage.

As time advances, schools have continued with fewer enrollments. This because there are many schools dropouts in the formal education as such, parents attitudes coupled with unaffordable fees have got discouraged. Hence, those who have remained at school are for parents who have little achievement in formal education.

Bearing this in mind, it is obvious that many people in Kenya ask to what extend education of children with hearing impairment can be managed in an under developed society like that of nandi's, when many ordinary children of school going age cannot be

catered for. Beside this society like that of the nandi's is still under the influence of traditional beliefs about the disabled. While on the other hand, some Nandi will soon reason out. "Why should we attempt to educate children whose achievements will always be limited and who in any case be expensive to educate; and yet "normal' children are floating?"

When they try to reason out this way, it will be clear that they do not understand the importance of education. The field of education is important as it helps in developing Physical, intellectual, emotional and social aspects of handicapped child to enable him or her fit in the society. These children have a great deal to learn through their eyes. In these areas and just as it was believed in some other areas before, that hearing impaired is uneducable because they cannot hear anything. This could suggest that they believe knowledge can only be perceived through one sense (audition). However, in view of this point, no one is stone deaf although this description has been applied to some people. Every hearing-impaired person has some degree of hearing and still perceives knowledge using other senses.

It is not still a surprise that in the course of solving the attitude of the community there may be a big conflict between those who understand the idea behind educating children with hearing impairment. The opposition will be those on human rights with those advocating education for the so-called 'normal' children. This will in turn create a dilemma in society' attitude.

As such as we look at Nandi's with very high doubts for the care of hearing impaired children, this too happened in other parts of the world but with time they adjusted. For example in one of the schools in UK catering for a group of with hearing impairment as reported by hergart at al (1988). The dominant perception on the past of the main school staff was that they were left as were as staff. They had low expectation of

behavior and performance from them. This was a hearing-impaired pupil modeled good work in a mainstream lesson. No wonder with enough attention at school. These children are capable of developing at least near to normal hearing children. We should not forget that among the very children say are 'normal,' there are different categories that is genius, moderate and slow-learners. This too applies to the impaired children with heavy impairment cannot learnt.

Putting this in mind, there is nobody on earth who can fail to learn something. Hopefully, given an opportunity to educate these children, they are able to perform some activities to the standard of an average hearing class what is important in this matter is only language and fluency of communication.

In respect of the above circumstances the researcher is therefore undertaking an investigation on the attitude of the Nandi towards education of their children with hearing impairment.

## **1.2 Statement of the Problem**

The problem identified for the study is as to whether parents in Nandi think positively or negatively towards education of children with hearing impairment

## **1.3 The Purpose Of The Study**

The purpose of the study was to find out whether attitudes of Nandis towards education of the children with hearing impairment was positive or negative

## **1.4 Research Objectives**

The study is to examine education of hearing impaired on children academic performance in an inclusive setting in Kenya.

**The research will find: -**

- (i). Parents involvement in the education of handicapped children.
- (ii). Employment opportunities for the handicapped children.
- (iii). The need for basic training for the handicapped children.
- (iv). Discrimination of the handicapped children.

## **1.5 Research Questions**

- i. What is the involvement in the education of handicapped children?
- ii. What are employment opportunities for the handicapped children?
- iii. What is the need for basic training for the handicapped children?
- iv. Is there any discrimination of the handicapped children?

## **1.6 The Significance of the study**

- I. Educators and administrators to plan for education of children when hearing impairment Nandi.
- II. Give awareness to the community about the needs of children with hearing impairment.

III. Make hearing-impaired children enjoy the company of the community they live in.

IV. Make children with hearing impairment enjoy the same services as the hearing children.

## **CHAPTER – TWO**

### **2.0 Introduction**

So many researchers have many views at different times in categorizing and studying children with hearing impairment.

### **2.1 Review of Related Literature**

Although children with handicap began to be educated served years ago, the humanity of children with

the handicap reward submerged. This however didn't matter whatever handicap regardless of their nature and severity.

This distortion in social perception, influence even the most liberal and enlightened thinkers in seeing that children with handicap are so different from the non-handicapped.

Hence, as a result of this, the family of a handicapped person failed to accept that they have a member who is handicapped, who to be cowed and not pitied and who needs support and not smothered or overprotected.

#### **2.1.1 Parents involvement in the education of handicapped children.**

Horn (1985) states that

“Involving Parents in education of their handicapped child, primarily by teaching them how to use behavior management technique to modify their child's behavior have been increasingly advocated and may also contribute to an attitudinal change” (Pg. 213 – 214).

Indeed with awareness seminars just like any other place in the world attitudes are changing. The Nandi community can be able to accept the children with handicap, with seminars crowned with awareness workshops coupled with counseling and guidance from the professionals, or experts.



Laborde et al, (1983) states that: -

“Individual counseling process may consist of three components that is too say; Education counseling to explain the nature; prognosis and impact of handicap on the children and family members as well as legislated rights and right available facility counseling to support and assist parents in dealing with their thought and feeling about the child, including for example guilt, shame, rejection and happiness and personal advocacy counseling where the parents are helped to become advocates for obtaining support and service for their child, (Pg 210)

If foundation is carefully laid in special school units, there are ample reasons to expect that the person with handicapped may adopt successfully the work and everyday living demands made on him/her by the society. He not only becomes successful and productive member of the society, but also gains

self-acceptance, respect and acceptance by his non – fellow individual. This therefore may mean that with

well-planned seminars, the Nandi community will have to see the rights their children with the handicap deserve and they may demand for their education.

Attitudes towards children with hearing impairment may not be viewed from parent's side from schools these children should go.

Horn (1985), from his exploration of attitude discovered that, both experience and trainee teachers had less preference for having children with hearing impairment and maladjusted pupils in their classes. This can be true because teachers might have not been responding on the basis of stereotypes in general circulation or imagined reactions but rather comments should have based on their experience however limited. It should be also noted that teachers responses preferred primarily to those pupils placed at their school rather than pupils with special needs in general.

An American congress passed a law (p.l. 94-142), as acknowledged by Karugu, (1983) which stated

That; "All handicapped children are entitled to a free and appropriate education in the "least" restrictive environment " (p2)

The view of this law is that, children with the handicapped peers at the same rate, should be in a regular classroom.

In the same convection, (1993), when opening these disabled people International Eastern African leadership seminar cited the Kenyan profession Mcee Rashid who commented that.;

"If you deny a person education, then you can deny that person everything after that on the ground that he is not addicted, (p3). For a better future, disabled people would start with an early participation in all activities when contribute to the basic needs of the family and community at large. This is to assist the disabled persons most especially hearing impaired to become socially and vocational intergraded in their rural or urban community.

Nevertheless, what is to be taught to children has to be studied and covered within the contest of the needs and expectation of the society into when those children on reaching adulthood are to adjust.

### **2.1.2 Employment opportunities for the handicapped children.**

**Karugu** in (1983) further recommends that, jobs for handicapped population will be observed in market labor. This indeed includes children with hearing impairment although this recommendation could be viewed as faze. To a layman, it is not easy to understand what market labor means without sighting out some relevant examples.

It could be imagined in a way that it **Karugu** was given an opportunity to enumerate some examples; he would segregate them by listing non-brain coxing jobs. Moreover

children with hearing impairment can also help in white collar jobs such as copy typist, computer operators, filing clerks, overall supervisors in carpentry, mason, to name but a few. Only that they need directories just like any other person would.

### **2.1.3 The need for basic training for the handicapped children.**

Mwaipopo, (1983) report that;” In Tanzania, lack of individual attention has affected the development of potentials within the handicapped children in their own country to the extent that at some stages; for instance blind students graduate without mastering brains which the basic of any further learning. (p.19)

Mwesingye, (1994). Grave his view stating that: -

“ One of the major constraints faced by the deaf in Uganda is lack of adequate educational facilities for higher learning and shortage of trained teachers” (P.g. 4}

Looking at two sported examples, it could have been contributed by low opinion the public holds about education of the handicapped children. For education to have meaning it must seek to equip young people with skills and abilities, which will enable them to function adequately as useful members of the society and general to live a better life.

### **2.1.4 Discrimination of the handicapped children.**

Despouy, (1991), Reported that:-

“Education should, as far as possible be provided within the ordinary system, without discrimination against handicapped children or adults (p.g 45 – 46)

This condition is not always met because of the prejudices of authorities and teachers, parents of other churches or even parents with disabled churches.

Despite the above report, zotoric (1984) refers his views to quotes the united nation declarations.

“Every one has the right to Education Technology and Professional Education shall be generally accessible to all. Disabled persons, whatever the origin, nature and sever ness their handicaps and disabilities have the same fundamental rights as their fellow citizens of the same age” (p.2).

This extract clean refers to ultimate rights of educational opportunities of all persons including the disabled. The same declaration refers to other rights to rehabilitations, employment, productivity and meaningful life. Educational opportunity refers not only general education but also to vocational training, such equal rights should per provided to all disabled persons of their age and degree of handicaps.

Busingye, (1993) on the other hand issued assistance that a disabled had been bared from activities and discussions which directly affects their lives as well as those of the community in which they live and also he added the situation is now changing.

Indeed the government of Kenya is commendable for involving the handicapped people most especially children with hearing impairment in the constitution making process. This allows them to vote as a realization of their rights and their contributions to their community. This nevertheless should not matter though it may be a surprise to hearing community to see this group of handicapped quelled.

Monday, (1993) suggest that given the basis education skills, the disabled are equally useful in harnessing and taking nature as their able bodied counterparts. He personally believed that if people with common problems unite and define their targets, correctly, their dreams may become true so as to fit in the present dynamic society of the 90s.

Despouy, (1991) Reported a number of areas disabled persons are discriminated against. Among the many is education. In many countries, educational institution are not always accessible to persons and in many cases such persons are not admitted to the same school as other “normal” people.

Inaccessibility of educational institution to handicapped children could have emerged due to the community underrating the disabled achievements in most aspects of life including academics. Definitely, the disabled children need to be educated together with the “normal” children except where need be, a specialist teacher and special educational services may be required.

Matovu, (1977), further more pointed out those days when deaf people in Kenya were displayed, as clowns, idiots or conics were fast, giving way to the days opportunity and reliance.

Surely, these days on educated deaf children generated attention from the village contemporary’s adults and government officials alive. On there gatherings (Community) are always keep to spot a handicapped educated child and boast of what the government is doing to the masses.

Conclusively, Matovu continues to suggest that gone are the days when the schools used to appeal on radio to the parents with hearing impairment children to bring them to school. Nowadays, hardly a day passes without being accused by an eager parents looking for vacancy for his child. A parent only ends being told that the school cannot cope because of limited facilities.

This can be associated with the school visits Kapsabet school for the deaf. Many parents from the near and long distances rushed to the school for admission of their children. After almost a terms orientation among the children who are on the waiting list, very few were taken. This situation is most likely to persist for long time to come. All

these bring misery and despair to already discerning family. However, the fact that resistance to schooling is environmentally.

Induced cannot be parted with. Thus come to value education is mainly a matter of motivation. On this note, man is essentially a learning animal and if educational instruments frustrate learning, the fact is in them, not in the learner.

The remedy is not assume a wide range spread a version to life of the mind but to reform schools so that they work with national learning grain of mind.

Lastly, the education and life of the disabled people in Kenya is influenced by traditional attitudes, beliefs and customs of the many tribes grouping in the country. Human conduct has long been regulated by tradition and customs. All cultural groups have right ways of doing things. People tend to stick to their customs acquired early in life; these are therefore more need to provide guidance and counseling to the community.

## **CHAPTER THREE**

### **3.0 Introduction**

This chapters main concern in the methods and procedure of investigation used in the study. This chapter therefore concentrates on the area sampled, subject design and selection procedure of date collection and data analysis.

### **3.1 Research Design**

The researcher was carried out in Tinderet Division, Nandi South District, basing the study on parents' attitude towards education of children with hearing impairment.

The researcher decided to work with 88 subjects so as to get a large subject of comparison reactions. From the categories of subjects tabulated, a random sampling was used as an experimental group. The member per group varied in accordance to the group capacity.

### **3.2 Sampling Procedure**

However, the above-tabulated subjects were selected from one of the reasons below regardless of sex and ethnic groups;

- I. Concerned with guidance and realistic development and growth of the child.
- II. Concerned with the future of a new generation either morally, educationally or guidance for self-reliance.
- III. Concerned with the child's health.
- IV. Responsible for the child's security in order to get reliable information. The researcher had to be keen enough when collecting data from parents who could not readily understand the interior of the researcher.

### 3.3 Sample population

| TARGET POPULATION                       | NUMBER OF SUBJECTS | CODE |
|---|--------------------|------|
| <b>a) Name Of Schools</b>               |                    |      |
| Kosabei                                 | 5                  | A    |
| Chepkemel                               | 5                  | B    |
| St. Martin                              | 5                  | C    |
| Sarwat                                  | 5                  | D    |
| St. Mathews'                            | 5                  | E    |
| <b>b) Parents From</b>                  |                    |      |
| Sarwat Village                          | 10                 | F    |
| Chepkemel Village                       | 10                 | G    |
| Kipsiwo Village                         | 10                 | H    |
| <b>c) Administrators</b>                |                    |      |
| District education officer              | 1                  | I    |
| Assistant district education<br>Officer | 1                  | J    |
| District inspector of schools           | 1                  | K    |
| <b>d) Other Administrators</b><br>R.Cs  |                    |      |
| Labuywo village                         | 5                  | L    |
| Cherobon village                        | 5                  | M    |
| Toroton village                         | 5                  | N    |
| <b>e) Rehabilitation office</b>         |                    |      |
| Rehabilitation Officer Nandi            |                    | O    |



|                                  |           |          |
|----------------------------------|-----------|----------|
| <b>f) Heads of health center</b> |           |          |
| <b>Setek</b>                     | <b>1</b>  | <b>P</b> |
| <b>Meteitei</b>                  | <b>1</b>  | <b>Q</b> |
| <b>Soba</b>                      | <b>1</b>  | <b>R</b> |
| <b>Mbogo</b>                     | <b>1</b>  | <b>S</b> |
| <b>Tachasis</b>                  | <b>1</b>  | <b>T</b> |
| <b>g) Religious leaders</b>      |           |          |
| <b>Rev. kikwai</b>               | <b>3</b>  | <b>U</b> |
| <b>Ev. Chepkwony</b>             | <b>3</b>  | <b>V</b> |
| <b>Pst. Thomas</b>               | <b>3</b>  | <b>W</b> |
| <b>TOTAL</b>                     | <b>88</b> |          |

### 3.4 Research Instruments

In the collection of data for this research presentation, a variety of methods were applied so as to verify the hypothesis.

The following tools were used from the sampled villages and dignitaries, questionnaires, structured and unstructured interview.

#### 3.4.1 Questionnaire

The researcher had a set of (12 – 21) questions, which were either closed or open. Their samples had been attached in the appendix each group of despondence which was interviewed, and discussed within their places of work or residence.

#### 3.4.2 Structured Interviews

This was administered in the officer, assistant district education officer, religious leaders and rehabilitation officer.

The tool was felt suitable because it gave an opportunity to the interviewer to read the facial expressions of the subjects and also the way they responded to the questions. For details refer to the appendices (d) to (k).

### **3.4.3 Unstructured interviews**

It was carried out with parents who could not read and write. Hearing children in some of the sampled schools were interviewed.

### **3.5. Procedure Of Data Collection**

Prior the researcher left the work place which is Sarwat Primary School for data collection in the sampled area; questionnaires and sampled questions were presented to the supervisor of the researched project for verifications of their validity and reliability. The questionnaires and structured interviews were meant to find out answers to the attitudes of parent towards education of children with hearing imparement in Nandi South District.

The collection of data was done between Dec. 26<sup>th</sup> and Aug 2008 using the following procedures:

The researcher with the help of head of department wrote a letter to the district education officer, doctors and religious leaders to allow the research to be done in their respective places. For the sample see appendix (C)

### **3.6 Data Analysis**

The results of this researcher were analysis using qualitative method. View of the respondents were analyzed and presented using tables.

### 3.7 Limitations Of The Study

The researcher met the following obstacles during the time of carrying out the research:

- I. The researcher encountered a problem in getting finance to facilitate the movement in the selected areas of study.
- II. Besides finance limitations, the researcher ran short of stationery.
- III. Poor communications in the area delayed the researcher from completing the research in time. Poor communication included scarcity of means of transport and bad roads.
- IV. As the Nandi's are always suspicious of the government wanting to dissolve them, their cooperation on these contacts was very poor. But slowly the researcher gained their cooperation having learnt the motives.
- V. Since the time was for constituency assembly campaign nationwide, some old persons thought that the researcher was on a campaign for constituency assembly, so a demand for was made.
- VI. Being in institute of continuing distant studies, the researcher was put under pressure. Due to these abnormalities, the researcher was not able to carry out sufficient investigations on the problem so as to compile all the necessary information expected.
- VII. Lack of sufficient research procedures helped to retard the researcher.
- VIII. The researcher had transitional supervisor. This too, contributes to the delay of the research.
- IX. Generally the weather was harsh in the area of study as anticipated by the researcher.

X. The researcher had to walk certain long distance and thus often got tired and spent nights there. This resulted into poor accommodations and feeding.

## CHAPTER FOUR

### Presenting Analysis And Interpretation Of Data.

The main purpose of this study was to investigate into the parent's attitudes towards education of children with hearing impairment.

However, this chapter is intended to project the results of the finding of the study.

Tools used to collect the data were listed in chapter three, while the respondents involved were as represented I table 4.1 below.

**TABLE 4.1**

**Shows respondents in the area**

| NO. | TARGET<br>POPULATION        | RES<br>DED | NOT<br>RESPONDED | TOTAL |
|-----|-----------------------------|------------|------------------|-------|
|     | <b>SCHOOLS</b>              |            |                  |       |
| A   | Sarwat                      | 5          | 0                | 5     |
| B   | Kabolebo                    | 3          | 2                | 5     |
| C   | Chepkemel                   | 4          | 1                | 3     |
| D   | Chemamul                    | 3          | 2                | 5     |
| E   | Soin                        | 5          | 1                | 5     |
|     | <b>PARENTS FROM VILLAGE</b> |            |                  |       |
| F   | Kipsiwo                     | 9          | 1                | 10    |
| G   | Lelu                        | 8          | 2                | 10    |
| H   | Lela                        | 10         | 0                | 10    |
|     | <b>ADMINISTRATOR</b>        |            |                  |       |
| I   | Log. 9                      | 1          | 0                | 1     |
| J   | Log. 8                      | 1          | 0                | 1     |

|  |                                 |           |           |           |
|--|---------------------------------|-----------|-----------|-----------|
|  | <b>K Log 7</b>                  | <b>1</b>  | <b>0</b>  | <b>1</b>  |
|  | <b>RESISTANCE COUNSELORS</b>    |           |           |           |
|  | <b>M Noah</b>                   | <b>4</b>  | <b>1</b>  | <b>5</b>  |
|  | <b>N Isaac</b>                  | <b>4</b>  | <b>1</b>  | <b>5</b>  |
|  | <b>O Job</b>                    | <b>5</b>  | <b>0</b>  | <b>5</b>  |
|  | <b>REHABILITATION OFFICER N</b> |           |           |           |
|  | <b>SOUTH</b>                    | <b>1</b>  | <b>0</b>  | <b>1</b>  |
|  | <b>P Tarus</b>                  |           |           |           |
|  | <b>HEADS OF HEALTH CENTERS</b>  |           |           |           |
|  | <b>Q Rotich</b>                 | <b>0</b>  | <b>1</b>  | <b>1</b>  |
|  | <b>R Rop</b>                    | <b>1</b>  | <b>0</b>  | <b>1</b>  |
|  | <b>S Muyundi</b>                | <b>1</b>  | <b>0</b>  | <b>1</b>  |
|  | <b>T Kak</b>                    | <b>1</b>  | <b>0</b>  | <b>1</b>  |
|  | <b>U John</b>                   | <b>0</b>  | <b>1</b>  | <b>1</b>  |
|  | <b>RELIGIOUS LEADERS</b>        |           |           |           |
|  | <b>V Tom</b>                    | <b>2</b>  | <b>1</b>  | <b>3</b>  |
|  | <b>W Sang</b>                   | <b>2</b>  | <b>1</b>  | <b>3</b>  |
|  | <b>X Sam</b>                    | <b>3</b>  | <b>0</b>  | <b>3</b>  |
|  | <b>TOTAL</b>                    | <b>74</b> | <b>14</b> | <b>88</b> |

Table 4.1 above shows the total number of persons in the researchers sample area as being 88. This number represented a total of those who responded and those who did not respond.

The respondents in percentage are;

1. Those who responded  $74/88 \times 100 = 84.09\%$

**2. Those who did not respond:  $14/88 \times 100 = 15.91\%$**

Since the percentage of those who responded was more than 50% the researcher decided to analyse and interpreted the data from 84.08% of the people who responded.

**Table 4.2:** The Information Tries To Find Out The Possibility Of Teaching Children With Hearing Imparement

| RESPONDENTS                | No.RESPONENTS | POSSIBLE | IMPOSSIBLE |
|----------------------------|---------------|----------|------------|
| Reliabilitation officers   | 1             | 1        | 0          |
| Parents in village         | 27            | 10       | 17         |
| Resistance counselor       | 13            | 7        | 6          |
| TEACHERS                   | 20            | 13       | 7          |
| District Education Officer | 3             | 3        | 0          |
| Health workers             | 3             | 2        | 1          |
| Religious leaders          | 7             | 4        | 3          |
| TOTAL                      | 74            | 40       | 34         |

TABLE 4.2 above shows that out of 74 respondents, 40 of them accepted that it is possible to teach children with hearing impairment.

While 34 disagree with the statement, looking at it percentages.

**I. Those who agreed  $40 / 74 \times 100 = 54.05\%$**

**II. Those who disagreed  $34 / 74 \times 100 = 45.95\%$**

Company the percentages; those who felt that children with hearing impairment could be taught are more that 50%. Those who felt that these children could not be taught are about 46%. It was possible that those who agreed being teachers, health workers, district

education officers, and religious leaders would had prior knowledge about the education of the education of the hearing impaired. On the hand, those who felt that these children could not be taught parents lacked the experience of having seen the hearing impaired children being taught.

**Table 4.3 should children with hearing impairment be sent to school?**

| RESPONDENTS                 | YES       | NO        | UNSURE    | TOTAL     |
|-----------------------------|-----------|-----------|-----------|-----------|
| Rehabilitation officer      | 1         | 0         | 0         | 1         |
| Resistance counselors       | 6         | 5         | 2         | 13        |
| Parents in the villages     | 10        | 13        | 4         | 21        |
| Teachers                    | 5         | 11        | 4         | 20        |
| District education officers | 2         | 1         | 0         | 3         |
| Medical health workers      | 1         | 0         | 2         | 3         |
| Religious leaders           | 3         | 1         | 3         | 7         |
| <b>Total</b>                | <b>28</b> | <b>31</b> | <b>15</b> | <b>74</b> |

The statement in **Table 4.3** intended to find out the concept the respondents (community) holds about sending children with hearing impairment to school. As seen from the table above, 28 respondents said Yes, but 31 said no and 15 were unsure.

**Table 4.4 Children with hearing impairment benefit from education**

| RESPONDENTS                 | YES       | NO        | UNSURE    | TOTAL     |
|-----------------------------|-----------|-----------|-----------|-----------|
| Parents in the villages     | 6         | 12        | 9         | 27        |
| Resistance counselors       | 3         | 8         | 2         | 13        |
| Teachers                    | 5         | 11        | 4         | 20        |
| District education officers | 3         | 0         | 0         | 3         |
| <b>TOTAL</b>                | <b>17</b> | <b>31</b> | <b>15</b> | <b>63</b> |



The table 4.4 above represents a total of the categories of the respondents. It therefore shows that those who were in favor of children with hearing impairment beneficially from school were 31, those who did not believe a child with hearing impairment could not benefit from giving to school were 17, and those who were unsure of any achievement were 15.

**Expressed into percentages: -**

i). Those who accepted that the children with hearing impairment could benefit from education were 17 out of 63, thus

$$17/63 \times 100 = 26.98\%$$

ii). Those who did not accept that children with hearing impairment could benefit from education were 13 out of 63, thus

$$13/63 \times 100 = 49.21\%$$

iii). Those who were not sure were 15 out 63, thus

$$15/63 \times 100 = 23.81\%$$

Looking at the percentages of those who accepted that children with hearing impairment could benefit from education was lower than those who did not support the idea. It is not a wonder that even the education of the “normal” children in the district has never pick up well. Therefore it was not a surprise that they did not support the education of the children with hearing impairment.

Those who did not accept the statement several unaware and concerned of about the education of the hearing impairment in the society.

The respondents who remained unsure were parents who thought that probably sending these children to school meant passing time. Furthermore, they could have thought it was one of the best ways of keeping the burdens of such children away from home.

## CHAPTER FIVE

### Discussions, Summary, Conclusion, Suggestions And Recommendations

#### 5.0 Introduction

Following the data analysis and interpretations. It was passing to make a discussion; summary, suggestion and recommendations for the study basing on the findings reveled. This took into considerations the purpose of this study that was to establish whether or not the hypothesis is true.

#### 5.1 Discussion

The processing chapter has stated the results of the study. It this chapter therefore discussion of the hypothesis result s will be held.

The hypothesis states that, "Parents attitudes towards education of children with hearing impairment in Nandi South District is negative" According to discussions done with various respondents such as the District Education Officer, Resistance Counselors, teachers, head teachers, religious leaders, health workers, District rehabilitation officer and parents, the attitudes of parents towards education of children with hearing impairment is negative.

From the perspective of the main steam as observed by Education Review Report commission. It was found difference to establish the types of education suitable for the society. Furthermore, for long time the place has been ear, marked for in security.

Thus, with the handicap children with hearing impaired have got, the existence of insecurity in the area, may not appeal to the parents to send the so called indicated children to schools. The insecurity is caused by both differences in countries and within the countries.

Another finding during the research was that the community is not aware of what to do with children who have hearing impairment and as a result, they are thought to be normal

without education. Therefore, the absence of education for children with hearing impairment is not a bother.

In relation to non-awareness, a majority of people of Nandi South District feel that it is a miracle for children with hearing impingement to be taught and learn in same as the hearing children.

Perhaps with poor attitude people have shown towards education of children with hearing impairment, it could have resulted from no workshops conducted in Nandi South District. These findings concern with the view of Horne, (1985) who gave an idea that involving parents in education of their children with hearing impairment may contribute to an attitudinal change.

Whereas, **laborde (1983)**, advocate counseling to help and support parents in dealing with their thoughts and feeling this includes: - shame, guilt, rejection and happiness. No wonder, as sighted earlier in chapter two, the education and the life style of the disabled people in Kenya is influenced by traditional attitudes, beliefs and customs of the many tribal groupings in the country.

Human conduct has long been regulated by traditions and customs. All cultural groups have their right ways of performing things. People tend to stick to their conventions acquired early in life. There is more need to provide guidance and counseling to the community.

## **5.2 Summary**

Generally, education in Nandi south district is not a new event. It started long since 1948 by missionaries. But however, when missionaries introduced it, the purpose was to fasten and enhance the avenue for the spread of Christianity in the region. Of all the disabilities, there is no worse disability clearly identified as much as visual impairment and motor handicap that time.

This was mainly because they were much more pronounced than hearing impairment.

Obviously, the other disabilities were apparent to the observers on sight.

As revealed in chapter two, there are many people giving suggestions on how to deal with the situations of children with hearing impairment and how people view the children with hearing impairment in other countries.

Focusing back to Nandi South District, though children with hearing impairment are there, parents have not yet realized that apart from education they have been able to locally at home, they can further learn what other “normal” children learn at school.

Nevertheless, seminars and workshops like in other region in the country should be provided to combat the negative attitudes.

### **5.3 Conclusion**

Different issues have been discussed from chapter {1—4} of this study about attitudes of parents towards education of children with hearing Nandi South District.

This involved the use of various methods, from the findings of this study it shows that there is a significant negative attitudes of parents toward the education of children with hearing impairment.. Hence, the hypothesis that regarding he negative towards the education of children with hearing impairment remains unchanged.

### **Suggestions And Recommendations**

One of the major aims for educating children with hearing impairment is to see to it that they become self-reliant in future as they grow up. This therefore signifies that the study should benefit a number of enthusiastic people such as teachers, school administrators, parents and the future researcher.

## **Suggestions**

- I. There is a need for the ministry of education, science and technology to extend her workshops and seminars as far as Nandi South District is concerned. This is to give the community knowledge about children with hearing impairment.
- II. Resistance councilors and chiefs should be sensitized so they can help to identify children with hearing impairment in the villages just like any other hearing children, and send them to school.
- III. To improve on education system in Kenya, it is necessary for all teachers at different level to have some knowledge. On education of children with special needs and particular children with hearing impairment.
- IV. Nandi South District requires unit to cater for children with hearing impairment as this may help to transform these children into useful citizens.
- V. Since changes can occur moment ally for the future investigations there is still much room for further research I this area.

## **5.4 Recommendations**

According to the principle findings of this study, the research wishes to put forward the following recommendation.

- I. Apart from seminars and workshops, there is need to disseminate information to schools and community at large through pamphlets, radios, televisions, advocating positive education for children with hearing impairment.
- II. It is also a challenge to schools administrators and teachers to be on the look out for children with hearing impairment. Since it is not easy to tell the child who is with hearing impairment, they perhaps find out in collaboration with the medical personnel.

- III. Let literature in sign language be produced to reduce people always have with hearing impairment.
- IV. Medical personnel should treat and prevent the children with hearing impairment from further damages.

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## APPENDIX - A-

### Questionnaire For Parents In Sampled Villages Confidential.

Answer the following statements putting a tick against personalities of complete with short answers:

1. Name..... Village.....
2. I have seen a person with hearing impairment (deaf). Yes/No
3. There are no hearing impaired children in the village. Yes/No
4. I feel I know a lot about the children with the hearing impairment. (Deaf) Yes/No
5. Children with hearing impairment can only be found in poor families. Yes/No.
6. It is necessary to have a school for children with hearing impairment. Yes /No
7. Parents should take children with hearing impairment to a school. Yes/No.
8. It is possible to teach these children to read, write and count numbers. Yes/No.
9. Do have time to teach them something at home? Yes/No.
10. Children with hearing impairment remember things taught/Forget very fast.
11. Do you send them to some work? Yes/No.
12. What activities do they live doing most?.....  
.....  
.....  
.....
13. Do they cooperate with other children? Yes/No.
14. I fear for children with hearing impairment. Yes/No.
15. Children with hearing impairment should mix with the normal children. Yes/No.
16. There is no need to look after children with hearing impairment. Yes/No.



## APPENDIX -B-

### Questionnaire For Resistance Counselors.

**Confidential.**

**Tick or fill the blank spaces with the most suitable answers in the provided questions.**

1. What is your post in the location?
2. Do you have any other additional work apart from being area chief? Yes/No.
3. Is there a school in your area? Yes/No.
4. Is it mixed or single sex?
5. Does it gather for children with disabilities? Yes/No.
6. Do you have some of them in your area?
7. What do you think are the causes of hearing impairment (Deafness)
8. Might you know the deaf children in your area? Yes/No.
9. How will you feel if you have a deaf child?
10. Is it possible to teach these children how to read and write? Yes/No.
11. Do you have some deaf children who are interested in going to school in your area?  
Yes/No
12. Do you think these children can be educated at school?
13. Are deaf children important in your society? Yes/No. How?  
.....  
.....  
.....  
.....
14. Have you ever heard of a school caring for deaf children? Yes/No
15. Briefly write down what other people talk about the deaf children in your community.

## APPENDIX – C-

### Questionnaire For Teachers In Ordinary School.

#### Confidential

Answer the following questions giving the correct information

1. School.
2. Classes taught.
3. Do you have any area speciality? Yes/No.
4. What categories of pupils do you teach?
5. For how long have you been teaching in this school?
6. Do you have any children with hearing impairment (deaf) in your class? Yes/No.
7. If this give the it number.....male. ....female..... total
8. If yes have been helping them to get in with their lesson
9. What is you opinion about teaching children with hearing impairment
10. List down things you feel you can manage to do with children with hearing impairment
11. Have you ever heard of any school for the deaf on you district or country: yes /no  
(if possible name them)
12. What do you think could have caused some children or adults to become deaf?
13. In your opinion can deafness be cured?

## APPENDIX – D-

### Structured Questioned For District Educational Officers A.E.O

#### Confidential

**Please give response to following questions**

1. District
2. What responsibility do you hold?
3. For how long have you been on this office?
4. Do you have any school for children with disability in you district? Yes / no
5. What categories does it cater for?
6. When was the unit /school started in the district
7. Which body is the founder of the unit/ school
8. Do you have any voluntary services in assisting the children with hearing impairment and other categories in the district? Yes /no
9. How does the body assist the children with hearing impairment?
10. How does the body help the parents of the children with hearing impairments?
11. Hence ever inspected this unit/schools
12. What are some of the problems faced by the unit
13. What are your recommendation in as far as the unit/school is concerned
14. Hence ever organize a seminar on the education for the children with hearing impairment in the division
15. if you have ever organized a seminar on the education with hearing impairment.  
What was the report
16. Hence you ever attempt any organized by of education science and technology {special education} department. Yes/ no. Briefly write down your experience

17. What programmed do you have about implementing education for children with hearing impairment in your division? Give your suggestion.

## APPENDIX – E-

### Questionnaires For Heads Of Health Centers

#### Confidential

Fill in the blank with the most suitable answer

For how long have you served in this home?

1. Can you enumerate a few aims of the services in the zone
2. How far have you extended your services in the district?
3. What are your successes?
4. What are the failures you have noted?
5. Do you think that the community you are living is in a more of your services in the district/zone yes/no
6. Do you ever hold seminars or workshops pertaining your field? Yes/no.
7. Do you your services to persons with disabilities? Yes/no
8. Do you also deal with children with hearing impairment? Yes/no
9. What kind of assistance does you give them?
10. Is it possible to educate these children? Yes/no
11. As a director can you list down some possible ways you can be able to support an institution where these children are
12. Do you any specialists in your office who are responsible for this section or any person who is knowledgeable in field of children with hearing impairment?  
Yes/no

## APPENDIX – F-

### Questionnaire For Health Workers.

#### Confidential

Answer the following questions by filling in the blank given

1. How long have you served in this district
2. Do you receive individuals with hearing problems in your center/hospital/yes/no
3. Can you give approximate number of deaf who have attended to treatment in the past three years in your hospital/health center? Adults;;;;;children;;;;;total
4. How have noted the response of the parents when they realize they have a deaf child?
5. What are the possible accuses of deafness as explained by the patients
6. What are some of the cause medically
7. Do you find it easy to detect the deafness
8. How many types of deafness have you detected from you place of work
9. If the deaf people come for treatment in the health center how did you detected from your place of work/
10. Do you recommend of specialist in deaf peoples language in your centers? Yes/no
11. Do you think that turning these children to school will benefit them yes/no
12. What advice do you give to the parents of hearing impaired children?

## APPENDIX – G–

### Question For Religious Leaders

#### Confidential

Answer the following questions using brief responses: -

1. Address
2. For how have you served in this place?
3. Do you have deaf people in the area you serve? Yes/ No
4. Are they interested in religious affairs? How have you encourage them?
5. If they are interested, how have you encourage them?
6. If they have ever attended services, how have been able to communicate with them?
7. In our own view do you think deaf children can benefit if taken to school? Yes / No
8. Do you think that they are worthy giving responsibility? Yes/ No
9. Briefly how have you witnessed the relationship between the deaf and the normal children?
10. What about deaf adults, are they accepted by the community? Yes/ No
11. How have contributed to their relationships?
12. In your area of service, do you have any school near for children? Yes / No
13. Can you give your own suggestion on how your religion or government deals with these children?

## APPENDIX – I–

A map showing Nandi South District Tinderet Division

