

**ATTITUDE OF REGULAR LEARNERS TOWARDS
INTEGRATION OF THE HEARING IMPAIRED
LEARNERS IN REGULAR SCHOOLS IN
STAREHE DIVISION
NAIROBI, KENYA.**

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DECLARATION


I LUCY NDITA MWANGI, I hereby declare that this is my original work and it has never been presented for any ward.

Signature.....

Lucy Nduta M wangi

APPROVAL

This work has been submitted with my approval as a university supervisor.

Signature.....

Mr. Muhammad Kibuuka

Date.....

DEDICATION

This study is dedicated to my loving husband Frank and my two children James and Susan, for their continued support, patience and perseverance during my absence when pursuing the course.

To James my beloved son, for typing and proofreading this document, my love for you will never end.

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LIST OF ABBREVIATIONS

- K.I.S.E - Kenya Institute of Special Education
B.C - Before Christ
K.I.U - Kampala International University

DEFINITION OF TERMS

For the purpose of the study, the following terms are defined operationally.

- ***Attitudes***

The way the regular learners view, treat, handle or see the hearing impaired.

- ***Disabilities***

Hindrances to perform activities commonly accepted as the norms of life for example hearing impaired is a disability.

- ***Hearing impaired.***

This is lack of difficulty in hearing due to part of the auditory system being affected, thus not functioning effectively.

- ***Inclusive***

Addressing every learners needs within the regular class that is within the mainstream of Education.

- ***Integration***

Provision of Educational Services to children with special needs within the regular school system.

- ***Regular classes.***

These are classes for hearing children without any child with a disability.

ABSTRACT

This study investigated the attitudes of regular learners towards integration of the hearing impaired learners in regular schools in Starehe Division, Nairobi.

The study was based on the three schools in Starehe Division that have units for the deaf children.

The subjects of the study were all learners from class five to class eight in the three schools namely Racecourse, Juja Road and Pangani Primary schools. These three schools represented the twenty five schools in Starehe Division.

The researcher devised questionnaires that contained the profile of the respondents in respect to class, gender and age, the learners' knowledge and understanding about integration, opinions towards learning of hearing impaired children and ways for a positive attitude towards integration of the deaf. The questionnaires were pretested by fellow teachers.

The questionnaires were given out to the sampled learners and filled together, a question at a time with the researchers' guidance. After collecting all the questionnaires, data presentation analysis and discussion are done. The researcher has commented own findings and views of the outcome of every question.

This study shows that learners in the whole Starehe Division exhibit positive attitudes towards the deaf learners but they lack knowledge of how to socialize, communicate or help them. Most learners are positive with integration deaf learners into regular schools; so a lot of sensitizing needs to be done and also programmes for teaching sign language should be organized.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter shows the Rationale of the study, theory, the purpose of the study, the objectives of the study, research questions and significance of the study.

1.1 Rationale of the Study

Every child has a fundamental right to Education so as to function as a citizen, worker, family member and a fulfilled individual in an emerging global society. This includes those children with disabilities irrespective of the severity of that disability. Negative attitudes from the society towards persons with disabilities have persisted throughout history of Special Needs Education.

Hearing impaired children have been segregated and put in boarding schools or in their own institutions here in Kenya and in many other countries in the world. This has been very negative in that they are isolated from their parents, siblings, hearing peers and other members of the society.

Globally, this trend has positively moved from worse to better with those learners being educated near schools that are in their environment but still, many are in units. One advantage is that these children are integrated socially with their hearing peers in that they play together, eat together and live together in the same community.

Kenya has made tremendous effort in establishing total inclusion of these learners into mainstream schools and classes. Research has proved that positive attitudes can be achieved everywhere, the world over through integration programs be it locational integration, social integration or functional integration, thus the statement “There’s nothing more unequal than the equal treatment of un-equals” Koech report (1999).

Education of the deaf was established in 1958 in Kenya by the Kenya Society for the deaf persons. Presently, there are twenty four schools and many units that are affiliated to regular schools. Kenya, being one of the countries that are advocating “Education for All”, has opened

doors for inclusion of learners with hearing impairment into regular schools, however there are some factors that have brought about failure or little success. These factors are teachers' attitudes, learners' attitudes, teaching/learning materials not being sufficient, lack of flexible teaching methods, parental support and also lack of a flexible curriculum.

The researcher looked into the early Education of children with disabilities and found out that approaches to those people has undergone an evolutionary process, increased scientific understanding and adoption of principles of human rights. This has helped to change practices from those regarding them as outcasts and inhuman to people with positive attitudes. The international year of the child (I T.C) 1979 stimulated many projects for disabled persons around the world.

The international year of the Disabled Persons (1981) focused attention on the three main Goals for improving the quality of life for Disabled people. These are full participation and equality, social integration and solidarity. The fundamental difficulties and barriers that disabled persons have to face in trying to achieve these goals are not technological but attitudinal – Attitudes about rights and misconception about services.

The researcher who is a graduate student is being aware that children who learn within their community more often have high self esteem and some achieve to their maximum potential. This is due to the conduciveness of the environment which makes it easier to achieve Educational and Social goals. She's also aware that inclusive Education gears to effective means of combating discriminatory attitudes, creating welcoming communities and achieving Education for All. It becomes compelling to study attitudes of regular learners towards inclusion of hearing impaired learners because many Educational programs have found failure due to many reasons this included.

In order to investigate learners' attitudes we have first to find out their knowledge and understanding of inclusion, hearing impairment and factors affecting their attitudes.

1.2 Theory

This theory is based on the theory of Durumo (1993) which states that researchers tend to find negative characteristics associated by hearing loss. He suggests that the hearing impaired subjects are ego-centric, impulsive, emotionally immature and lacking in thoughtful introspection and empathy. He noted that several negative psychological characteristics have been attributed to deaf persons due to the paternalistic position held by hearing people.

These characteristics are that deaf people are dependent, isolated, submissive, suggestible, aggressive, impulsive, rigid, emotionally immature, disturbed and lacking in self confidence and initiative. Other characteristics are that they are easily irritated, neurotic, paranoid, impatient, have temper outbursts, poor tolerance, poor social awareness, weak conscience and undeveloped personality.

He observed that there are contradictions with the way hearing impaired persons are perceived. He further observes that on one hand they are perceived as aggressive, while on the other hand as submissive, suspicious as well as trusting. The underlying problems with these conflicting findings according to Durumo (1993), is lack of good Research. He says that learners who are hearing impaired will always encounter attitudes that sadden or make one angry. Some people patronize, patronize or make concessions because the child is deaf.

Durumo (1993) further states that these learners are best taught in integrated classes.

Objectives

1 General Objective

The general objective of this study is to determine attitudes of regular learners towards their hearing impaired peers in Starehe Division, Nairobi Province, Kenya, East Africa.

2 Specific Objectives

The researcher seeks to:

Determine the profile of the respondents in respect to:

- i. Gender

ii. Age

iii. Class

2. Establish whether regular learners have any knowledge and understanding about integration.
3. Find out regular learners opinions towards the learning of hearing impaired learners.
4. Determine ways for a positive regular learner's attitude towards integration of the deaf.

1.4 Significance of the Study

This study will be of benefit to all learners, teachers and administration of all the schools in the three divisions of Nairobi province.

- It will enhance a better cooperation between learners, teachers and the country at large.
- It will bring about a positive attitude towards integration be it at parade, in the field or even in the class. The study will create a good learning atmosphere for the hearing impaired child, enabling good performance academically.
- It will also bring about regular learners support towards their hearing impaired peers thus creating a more understanding atmosphere.
- This study will help the hearing impaired learners to participate more in class and to have a high self esteem.
- It will also help tackle the various barriers of success towards integration of the hearing impaired children.
- It's to enlighten the school administration on where to come in and also it will pave way for full inclusion even for other disabilities.
- The study will help fight illiteracy and show the ministry of Education as well as the government of Kenya that inclusive can work, with further research.
- It will be an eye opener for other types of research in the schools, zones, divisions as well as districts.
- This study will help the researcher to plan ahead for further research on issues related to inclusion.
- It can be used by other researchers to compare or relate with own work with the aim of solving a similar or different problems.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The main goal of Educating deaf children in the society is to give them the same possibility of participating in the society in adult life as other people have. Integration is a key word in all work with not only deaf people but all handicapped individuals. However, because of the special communicative consequences of deafness, deaf children seriously risk being isolated if they are integrated with normally hearing children, without any contact with other deaf peers.

In order to investigate the attitudes portrayed during integration of hearing impaired learners into regular classes, the researcher has quoted different related literature that has given an overview of hearing impairment and its Education, based on the research objectives.

2.1 Review

Birch and Reynolds (1977) stated that the whole history of Education for exceptional children can be told in terms of one steady trend that can be described as progressive inclusion, professionals of the normalization principle helped to propel the integration movement, especially for persons with hearing impairment.

Nirje (1966) phrased the principle as making available to hearing impaired (handicapped) persons, patterns and conditions of everyday life which are as close as possible to the norms and patterns of mainstream of society. Hallaham et al (1991) in their book "Exceptional Children," mentioned Samuel Gridley Howe (1801-1876) as one of those concerned with the Education of handicapped students. He was instrumental in the founding of Perkins School for the blind students.

According to research carried in Britain (1960), suggested that hearing impaired pupils achieve better academic and speech attainments in regular classes rather than in special classes, but that the standards are nevertheless low when compared to hearing pupil's attainments. There was Edouard Seguth (1812-1880) who became famous as an Educator of retarded children even

though most thinkers by then were convinced that such children could not be taught anything of significance.

According to Hallahan and Kauffman (1991), Jean Gaspard Itard (1815-1835), a French physician who was an authority on diseases of the ear and on the Education of deaf students, is the person to whom most historians trace the beginning of Special Education in the early years of the nineteenth century, he began to educate a boy of about twelve years who had been found roaming naked and wild in the forests of France.

Kauffman states that as the idea of democracy, individual freedom, and egalitarianism swept across America and France, there was a change in attitude. Leaders in medicine and education began to champion the cause of handicapped children and adults, urging that these "imperfect" or incomplete individuals be taught skills that would allow them become independent productive citizens.

Johnston's (1962) study, cited earlier with respect to academic achievements, indicated that hearing impaired children do suffer emotionally in a regular school. The findings of many studies confirm the view of Mathias and Merrill (1974) who noted that hearing impaired children do not necessarily feel more "normal" in normal setting. They suffer experience in a public school which emphasizes their disability and constant remind them of it.

History of education of the deaf in Kenya goes back to 1955. Mwangiri D in K.I.S.E Bulletin (1988) says that hearing impaired children with speech problems were first diagnosed by then ear, nose and throat (ENT) specialist at the then King George IV Hospital (present day Kenyatta National Hospital). In 1955 Dr. Peter Clifford who was then the Government ear, nose and throat specialist became concerned and asked a Legislature, Mrs. Dorothy Hughes to help in funding a society for the deaf and dumb. The committee was formed which held several meetings in various parts of the country. In 1958 the Kenya society for the deaf and dumb was registered as a charitable organization. Other services clubs for instance Round Tables, Rotary, Lions, Aga Khan Education Board, Church Organizations and County council developed interest in Education of the hearing impaired children.

These services started to provide hearing aids and opened units in schools. Kenya society for Deaf and dumb children policy was to set up multi-range units whose main objective was to try and give deaf children a tool with which to communicate in order to facilitate rehabilitation of these children back into their talking world. In the same year 1958, a few units like Aga Khan in Nairobi and Mombasa were started, but it was not until 1961 that the first schools for hearing impaired children were opened. These schools were started by the Catholic Churches at Mumias and Lwak (later moved to Nyangoma) in western and Nyanza provinces.

By 1962, Dagoreti Children's centre had enrolled a few pre-schools hearing impaired children. Between 1965 and 1966 more schools and units were established. These were Kambui, Kaaga, Tumutumu, Kapsabet, Ngala Special Education centre, Muranga and Racecourse unit for the deaf.

During the period between 1966 and 1970 more schools and units were opened. These included Kwale, Kibarani, Kitui, Nyandarua, Kerugoya, Kujira, Lisa Hola, Ziwayi School for the deaf, Mumias Secondary Vocational for the deaf girls and St. Joseph Technical School Nyangoma for deaf boys. Most of the schools have been built with assistance from church organizations, the Christoffe Blinded Mission, Kenya Society for the deaf children and other services clubs.

Until 1972 mother tongue was the medium of instruction in rural schools for the hearing impaired save for the coast region where Swahili is the language of the catchments area.

From 1980 to 1981 public awareness got presidential encouragement when the Kenyan Government declared these two years as National years of the disabled. However a joint effort is still needed towards creating more public awareness as regard to people with different handicaps. There's still lack of enough literature on education programs for the hearing impaired in many regular schools in Nairobi district.

There are many beliefs and feelings towards the handicapped. Studies have shown that people have different attitudes towards members of their families and their community. These attitudes may vary from country to country and from tribe to tribe.

To the ancient Hebrew, illness and physical defects often marked a person as a sinner. In ancient Greece disease was seen as a terrible thing vindictive of inferiority, Edmond (1929). To Yoruba in Nigeria, disability is either a punishment from God and for sins of commission or commission by the affected person in the previous life or by his family or it is the hard work of witches and wizards. In general it is vindictive of inferiority.

Mosaic Law, c. 600 BC stated that deafness was an act of God. It could not be cured; the deafness was presumably the will of the lord. Roman law classified the deaf with the mentally incompetent.

All these shows that there have been negative attitudes and prejudice towards the deaf in particular and the disabled in general,

Gellman (1959) attributes prejudice towards the handicapped by the non-handicapped in our society to:

- A belief that a disabled person has been unjustly punished and he is therefore under compulsion to do evil acts to balance the injustice and hence that is dangerous.
- Social customs and norms for example, some people believe that interacting with the able person and the disabled can result into disability to the able person (if a pregnant woman interacts with disabled, the baby will be born with a disability).
- Provoking behaviors by the disabled e.g. it's generally believed that deaf people are aggressive. Most often you will find them displaying aggressive behaviors even though this behavior usually results from frustration and self defense.

Attitudes regarding illness in general and disabilities in particular manifest prejudice towards handicapped persons in any given society. This prejudice is prevalent at all social-economic level.

The implementation of homes of the handicapped is sometimes affected by societal prejudice against them. It's hoped that an understanding and awareness of the presence of their situation will help minimize the negative effects.

Some people believed that disability was contagious; hence children with hearing impairment were not allowed to associate with their learning peers. According to Kizito (1994) Education for children with hearing impairment in Uganda was affected by negative attitudes and traditional

beliefs held by some members of the society. For a long period of time hearing impairment was associated with evil spirits and/or with witchcraft within interfamily disputes. Although these practices have reduced, it is noted that some members of the society still hold negative attitudes towards persons with hearing impairment.

On the social integration and relationship with normally hearing pupils, the deaf learners seem to have achieved little. The major principle reason for educating hearing impaired pupils in ordinary classes is to accustom them to the hearing speaking world and at the same time it gives at least some of those with "normal" hearing the chance to come to terms with others who have a hearing handicap.

Using evidence from my research, therefore, the nature and quality of interaction between hearing impaired and normally hearing pupils will be examined from the viewpoint of the hearing pupils. From the observations and interviews with hearing impaired and their hearing peers in the classrooms, it led to a conclusion that, on the whole deaf pupils had satisfactory relationship with their hearing peers.

Generally, people with the greatest hearing loss and little intelligible speech would be more likely to avoid contact with normally hearing people. This is because of awkward and possibly embarrassing communication problems. On some occasions they had communication difficulties causing them shame and frustration.

There's need for hearing impaired pupils in ordinary schools to be helped to come to terms with their handicap and appreciate their limitations and understand their strengths.

Realistic views and attitudes should be clearly conducive to the integration of deaf pupils into ordinary class and the environment at large that is, physically, socially and instructionally.

Attitudes are such an important area of study because they influence so much of our personal lives Rajeki (1982). They are useful because they provide a simplified and practical guide to appropriate behavior. Positive self esteem is one attitude that helps learners to function effectively in a number of situations, while fear of failure interferes with effective functioning Johnson D (1979).

The study of attitudes is thus important because there's a general belief that human behavior and actions are influenced by attitudes, whereby attitudes are seen as the cause and behavior as the consequence (Mushoriwa 1998).

In this study it is assumed that learners have attitudes which affect the way they perceive the deaf, interact with them, value and judge them in their integrated class.

Feeling of resentment underlies hostile and negative attitudes in the hearing peers towards accommodating a hearing impaired pupil in the class for a substantial part of the day.

A study done by Pull and Reezigi (1998) in Netherlands, found out that many pupils who had been included in regular classes wanted to go back to their special schools after suffering isolation and stigmatization in regular class. This negativity affected their learning and development.

A research study done by Birch (1974) analyzed mainstreaming program and found that teachers were generally willing to try mainstreaming even if they had not had direct experience with it and after experience majority of them volunteered to continue. He also found that regular teachers without mainstreaming experience were apprehensive about having exceptional children in their classroom, a finding that indicate negative attitude.

Birch suggested that what is needed to ensure that handicapped children are not greeted with initial rejection is to give in-service Education to build up confidence and competence to the teachers and all the care givers at large.

Lynas W (1986) in her book Integrating the Handicapped into Ordinary Schools, pointed out that, what seems important in influencing teachers and learner's attitude in the knowledge of children with a particular handicap is to Educate them. She suggested that the spoken language of the hearing impaired is defective and for the profound class, speech is unintelligible to the experienced listener. This causes anxiety and difficulties in understanding the spoken language of the deaf pupil and may result in a negative attitude to integrating such a child.

Shotel el al (1972) carried a study to examine teachers attitudes towards different categories of handicapped children and the result indicated that those teachers who participated in mainstreaming programs became more negative in their perception of Educating retarded children in the mainstream classes.



A research carried in U.S by Guskin (1978) cited that regular teachers may hold unfavorable attitudes towards hearing impaired due to lack of skills and techniques to handle them. He further noted that teachers may devote their teachings more to either the handicapped or the "normal" learners.

There are many difficulties experienced by hearing impaired learners in ordinary classes. Most of these learners are very conscious of their disability and they look scared and unsettled. They complain of noise disturbances and also lack of understanding due to methods of teaching and also medium of communication. Some teaching styles and teaching situations like discussion, question and answer are a problem to the hearing impaired in that it's hard to select sounds and also to locate them. It's difficult for a deaf child to locate each speaker in time to focus on his face and gain clues to meaning from lip movements and facial expression.

When a teacher is teaching in the regular class, relating answers to questions and inviting comments and ideas from his class, the learners speak from different positions in the classroom. Hearing impaired learners find this situation hard to handle or to cope with. Hearing impaired learners experience problems when they are required not only to listen to the teacher but also pay attention to something else as well, such as a map diagram on their desks or on the wall.

These learners can't take dictated notes because it requires them to look, listen, and write more or less at the same time and at the same pace with the hearing learners.

A further difficulty for hearing impaired pupils in a classroom where teachers give explanation of ideas reading from a book or speaking spontaneously, without inviting comments from pupils. Here the hearing impaired learners might switch off and stare outside, look up on the ceiling or look down at the floor. Another situation is the manner in which the teacher speaks. Teachers vary from in terms of clarity and loudness of their speech, their accent and lip readability.

Finally, on this issue of difficulties, its clear that hearing impaired learners are likely to experience several kinds of problems in ordinary classes and as a consequence are often unable to follow or only able to follow partly.

Lewis (1987) cited that many children with hearing impairment experience difficulty in acquiring oral language because of hearing loss and is likely to limit the amount of auditory stimuli perceived by individual in normal classes. It's also noted that children with hearing

impairment who experience difficulties with oral language have a possibility of using visual form of communication, sign language, gestures and lip reading in class.

Levin (1981) noted that most of the hearing impaired children integrated into regular schools exhibit social and emotional adjustment difficulties due to hearing and communication disorders. Gresham (1982) pointed that some are rejected and excluded from interaction with their regular peers because of their anti-social behavior and lack of social interaction skills.

Saylor and Alexander (1974) noted that curriculum development of the hearing impaired children should put in place subjects like speech, language and gestures so as to prepare them for integration. Academic Education is important in the Education of hearing impaired children in ordinary classes because it assists in preparing pupils to secure employment for which such children are expected to compete with the hearing peers. Ndurumo (1986) suggests that hearing impaired children should be allowed to follow this curriculum and in addition they should be expected to sit for the national examinations which are offered at the end of each Educational level. This preparation should begin as early as lower Primary one to upper primary eight, then to secondary and vocational training institutions within the country. He further suggested that teachers graduating from colleges should be proficient in the use of several sign languages systems such as bilingualism, natural sign language, signed English and total communication.

The integration of hearing impaired pupils into ordinary classes attempts to avail the wider curriculum of the normal schools to the deaf pupils. In the process, they also experience the hidden curriculum available in the normal school setting.

Okello (1996) cited the concept of learning experiences; argue that learners may be in the same class, attending the same lesson, but experience very different learning experiences. This is because of their social-emotional backgrounds, interaction with the teacher and other learners.

It can also be argued that the arrival of a solitary hearing impaired learner into a class of normally hearing pupils under the charge of a non-specialist teacher in terms of special Education needs may confuse the learners in the class. It may mean much more preparation to the teacher, divided attention and indeed, confusion in some cases. Some teachers may decide to

ignore the impaired learners in their normal operations especially when there is no visiting observer.

On the other hand, the regular learners may fear the deaf learners or even molest them. They may withdraw from them since there's a language barrier. The deaf may also bulldoze the hearing or withdraw, for fear of being negatively looked at. The two always view each other with suspicion and envy. With this in view, the researcher wants to find out their peers attitude towards the hearing impaired, be it their learning, their socializing, and the class integration at large.

The argument above suggests merits in keeping hearing-impaired pupils into their special needs schools with specialist teachers who can more adequately address their individual needs and where the learners will appreciate each other.

Lynas et al (1997) points out that deaf children need support for the acquisition of language as well as for continuing development of spoken or sign-language and support for literacy. Evidence suggests that students with hearing loss have the same range of cognitive ability as their normally hearing peers. Consequently if they have access to some information like other students, the hard of hearing among them who could benefit from the use of hearing aids could be successfully educated in integrated setting with minimal assistance. Some of them with severe or profound hearing losses could also be successfully educated in integrated schools if sign language interpreter and some other supports such as note takers are provided. It's clear, then that the primary challenge in educating deaf children lies in helping them to develop effective means of communication with others.

Psychological studies have shown that the cognitive and social development of the deaf children suffer if they are not given access to visually mediated forms of communication (Marschark, 1985). Educational Research has shown that oral methods do not enable most deaf pupils to keep up with their peers in basic aspects of school curriculum, Conrad (1979). A major challenge is to ensure that a deaf child in a mainstream class is a full and active participant without the many problems they encounter socially, academically and also in communication.

Integration of hearing impaired learners is of different forms. Several writers have offered models, structures and schemes of integration designed to assist educators of handicapped pupils in deciding on the most suitable form of placement for handicapped children. Hegarty S. and

Rose (1984) suggest that it's difficult to conceal an ideal way of grouping pupils and organize their learning which will meet their requirements of all who have special needs. Much depends on school size, enrolment of children with special needs, the nature and variety of those needs and the problems they present in terms of Educational needs.

Handicapped children have minimum association with the ordinary school and minimum protection and special support. The Warnock Report (1978) points out that there are three main forms of school integration. These are:

- **Location integration** – which exists where special units or classes are set up in the ordinary school or where a special school and an ordinary school share the same site.
- **Social integration** – where children attending a special class or unit eat, play and consult with other children and possibly share organized out of classroom activities. This entails the social distance between the hearing impaired and normally hearing peers to be reduced. Social distance includes both distance in the form of absence of interaction and being cut off.
- **Functional integration** – this is the fullest form of integration and it's achieved when location and social integration leads to a joint participation of Educational activities.

This is when children with special needs join, part time or full time, the regular classes of the school and make a full contribution to the activity of the school.

Functional integration is therefore a question of joint utilization of resources in a wider sense. Warnock mode of placement is considered to be rather simple and it has a problem of not taking into account the many different types of provision for handicapped children. Hegarty S and Rose (1984) in their book "Learning Together" exposed their feelings that the diversity of organizational patterns can be described in terms of a loose continuum for mainstreaming to suggest provision.

Ndurumo (1991) says that placement in regular classrooms with related services has been found to have several advantages; one of them being that it assists non handicapped to come to appreciate the strengths and limitations of the handicapped. It also provides them with a significant learning experience that enables them to choose their careers in regard to helping handicapped children and adults.

Ndurumo feels that all these can be achieved if one checks on the attitudes “Every behavior is caused” and how those deaf people are viewed.

It's in this line that the researcher feels that there's need to seek out the attitudes of the hearing towards the deaf and how these attitudes can be changed or strengthened, so as to enable real integration to take place. The researcher wants to find out what could be the cause of drop outs among the deaf and why there seem to be little or no progress in terms of mainstreaming.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section deals with the design environment, subjects, sampling procedures, instruments used in the research, data collection procedure and method of data analysis.

3.1 Design

The researcher embarked on the process of conducting the research by employing descriptive survey method since it's the best when seeking information on attitudes of a certain group of people. It's also the best placed method when dealing with an Educational research.

3.2 Environment

This study was conducted at Racecourse Primary school, Juja Road Primary school and Pangani Primary school all in Starehe Division, Nairobi, Kenya. The schools have 50 teachers and 1500 students in total.

3.3 Subjects

This study targeted all learners in the three schools mentioned above, which have an estimation of 1500 pupils' altogether. Racecourse and Juja road are three streamed schools with an estimation of 1200 learners while Pangani primary is one streamed with 300 learners. This population starts from Nursery to class eight.

3.4 Sampling Procedure

- The researcher sampled eight learners from class five to eight in both Racecourse Primary and Juja road Primary and four learners from Pangani Primary. In every class two learners were sampled but in Pangani, only one learner was sampled per class.
- The total number of respondents was twenty, who represented the whole population.
- Sampling method was simple random where the researcher took advantage of schools parades and requested the concerned classes to remain behind.
- The researcher had papers written "yes", others "no". Only two papers had "yes" in both Racecourse and Juja road schools. In Pangani, only one paper had "yes."

- Learners were asked to pick papers, a class at a time then open to see what's written on them.
- The researcher remained remain with only those learners who picked "yes."
- This exercise was simple because the researcher used the same papers for all the classes adding some "no's" if the learners were more and subtracting where learners were less, but the papers with "yes" would remain as they were.
- The researcher congratulated those with "no's" and thanked them for participating, and then she remained with the ones with "yes" for further briefing.

3.5 Instruments

A researcher revised instrument through a questionnaire was utilized to collect the data. The questionnaire contained eighteen questions most of them quantified into, agree, disagree, strongly agree and strongly disagree.

The questionnaires were twenty in number and were developed from the research objectives.

3.6 Data Collection Procedure

The researcher sampled the learners, then put them together in one room and explained what was expected. The purpose of the questionnaire was explained and learners reminded not to write their names.

The researcher let them know that this is not a test and that no one will blame or victimize them.

Hard terms were explained and the questionnaires distributed.

The researcher read a question at time giving the respondents' time to tick their correct response independently.

The researcher made the necessary observation as they wrote, then collected all questions thanking the respondents for work well done.

This exercise was repeated in the three schools mentioned above.

3.7 Method of Data Analysis

The data was analyzed using tables, where each question had its own table. The tables have three columns, of question, frequency and percentage.

After analysis the researcher has commented briefly on the outcome, basing on the percentage.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The main purpose of this study was to investigate attitudes of regular learners towards integration of hearing impaired children in Starehe Division, Nairobi, Kenya.

The study focused on laid down objectives namely:- Profile of respondents in respect to class, gender, and age, Knowledge and understanding about integration, Opinions towards learning of hearing impaired children, Ways for a positive regular learner's attitude towards integration of the deaf.

The researcher gave out twenty questionnaires that were filled by the learners together in one room thus a hundred percent return of all questionnaires. There was none designed for the head-teacher or other teachers but they had a chance of reading them before, when pre-testing. After collecting all the questionnaires the researcher embarked on data analysis. She used tables for every question asked and has briefly explained after every table the outcome of every question or statement.

4.1 Profile of the Respondents

This was to show the classes used and also the percentages in both female and male respondents as shown in the two tables below;

Table 1: Class of respondents

Class	Questionnaires given out	Questionnaires returned	Percentage
5	5	5	25%
6	5	5	25%
7	5	5	25%
8	5	5	25%
	20	20	100%

Source: Field Data

The researcher managed to collect all the questionnaires thus a hundred percent return, this is due to procedure of filling that was used, that is, all learners sitting together with the researcher and filling them step by step, then collecting all of them.

Table 2: Gender of respondents

Gender	Frequency	Percentage
Female	12	60%
Male	8	40%
Total	20	100%

Source: Field Data

Table 2 above shows that 60% of the respondents were female and 40% were male. The results show that girls were luckier to pick a “yes” paper or they might be more in those classes.

Table 3: Age

This table dealt with the age brackets of learners in classes five, six, seven, and eight

Age	Frequency	%
Between 8-10	5	25%
Between 10-12	5	25%
Between 12-14	5	25%
Between 14-16	5	25%
Total	20	100%

Source: Field Data

Learners in class five lie under the age bracket 8-10, those in six under 10-12, seven 12-14 and those in class 8, lie under 14-16. So each class has its own age bracket thus giving 25% in every age bracket.

4.2 Knowledge and Understanding of Integration

The tables below mainly deals with the way the learners integrate as friends, what they know about hearing impairment and their feelings on learning together in the same class.

Table 4: Do you have a deaf friend?

	Frequency	Percentage
Yes	11	55%
No	9	45%
Total	20	100%

Most of the regular learners have friends in the unit but still a larger percent (45%) do not have friends. This may be they haven't made an initiative to socialize with them or may be the deaf children are negative to them in that they isolate themselves. Also it may be the regular learners withdraw from them due to communication barriers but the 55% shows a lot of positive attitude.

Table 5: What do you think is the cause of Hearing Impairment?

Cause	Frequency	Percentage
Sickness	13	65%
Curse	1	5%
Don't know	5	25%
Devil	1	5%
Total	20	100%

This table shows that most learners 75% have an idea of some cause of hearing impairment, whereas 25% have no idea at all. This may be as a result of lack of awareness or attitudes.

Table 6: How do you communicate with the hearing impaired?

	Frequency	Percentage
Sign language	10	50%
Lip reading	3	15%
Gestures	6	30%
Don't communicate	1	5%
Total	20	100%

Source: Field data

The table shows that the regular learners are well aware of the sign language though not familiar or sure of the name. That's why 95% call this language gestures, lip reading, hand sign and pointing. Even the 5% that don't communicate might have seen them signing but feared to try.

Table 7: Children who are deaf can learn in the same class with the hearing impaired?

	Frequency	Percentage
Agree	10	50%
Disagree	1	5%
Strongly agree	6	30%
Strongly disagree	3	15%
Total	20	100%

Source: Field Data

A good number (50%) agree reluctantly that the deaf can learn in the same class with the hearing but 30% strongly agree that its possible 20% still needs awareness so as to understand. May be it's an issue of attitudes or biasness, since they disagree that deaf learners are able to learn in the integrated class.

Table 8: Hearing impaired children are able to socialize the same way as the regular children.

	Frequency	Percentage
Agree	3	15%
Disagree	5	25%
Strongly agree	2	10%
Strongly disagree	10	50%
Total	20	100%

Source: Field data

75% says that the deaf are not able to socialize. This may be due to fear, isolation, communication barriers, discrimination or may be the deaf learners are not sure of the rules of the games they play thus, withdrawal. The 25% that agree with the views above may have tried to be social to them or have been playing or sharing items together.

4.3 Learners opinion towards learning of hearing impaired children

These table below gives learner’s opinions on what they feel or observe during integration of the deaf learners.

Table 9: Children with hearing impairment can be independent in life.

	Frequency	Percentage
Agree	4	20%
Disagree	8	40%
Strongly agree	3	15%
Strongly disagree	5	25%
Total	20	100%

Source: Field data

Most learners disagree that these learners can be independent. There’s need for awareness and positive attitudes because 35% to the positive is too low compared to 65% negative. May be they have seen deaf learners being helped or pitied a lot.

Table 10: The hearing impaired learners encounter problems in the school.

	Frequency	Percentage
Agree	6	30%
Disagree	3	15%
Strongly agree	8	40%
Strongly disagree	3	15%
Total	20	100%

Source: Field data

According to the results there seems to be awareness of some problems, so there must be a sense of socialization or working together so as to note this. 70% feel there are problems may be due to communication barriers or even emotional problems. May be the 30% that disagreed haven't socialized enough to observe these problems.

Table 11: The hearing impaired need their own separate class.

	Frequency	Percentage
Agree	6	30%
Disagree	2	10%
Strongly agree	9	45%
Strongly disagree	3	15%
Total	20	100%

Source: Field data

It seems that due to the problems they find, the deaf learners experiencing, they feel the solution is having their own class. It also seems that proper integration has not taken place. 75% suggest the deaf learn in their own classes but then 25% disagreed with them.

Table 12: In your opinion do you think hearing impaired learners can achieve to their maximum when integrated.

	Frequency	Percentage
Yes	0	50%
Not sure	5	25%
No	4	20%
They achieve little	1	5%
Total	20	100%

Source: Field data

When we compare those on the negative to the positive respondents, the percentage is the same and so there's need for seeking more answers as to why such a number think integration can't bare fruits to the maximum. This is because 50% have positive opinions that the deaf can achieve their maximum if they learn in the integrated classes, but 50% are either not sure or negative.

Table 13: Every learner in our school should learn sign language.

	Frequency	Percentage
Agree	11	55%
Disagree	1	5%
Strongly agree	7	35%
Strongly disagree	1	5%
Total	20	100%

Source: Field data

55% simply agree that sign language is crucial but 35% are really serious on learning sign language. The 10% who disagreed needs to be sensitized on how to communicate well and also to be encouraged to learn sign language.

4.4 Ways for a positive attitude towards integration of the deaf.

These questions stipulated in the tables below suggest positive ways and deeds that will create a positive atmosphere for integration

Table 14: All children should share materials in and out of class.

	Frequency	Percentage
Agree	10	50%
Disagree	3	15%
Strongly agree	5	25%
Strongly disagree	2	10%
Total	20	100%

Source: Field data

This shows positive attitude since only a small percent disagrees with the material sharing. 75% believe in sharing materials in class while only 25% don't agree. Those who disagreed need to be encouraged and counseled so as to accommodate the deaf learners socially, psychologically and materially.

Table 15: It's normal to have a deaf learner as your best friend.

	Frequency	Percentage
Agree	2	10%
Disagree	10	50%
Strongly agree	1	5%
Strongly disagree	7	35%
Total	20	100%

Source: Field data

Though there's agreement in socialization and material sharing, when it comes to one's best friend the hearing learners seem to shy off. 85% disagreement shows that those learners harbor some negative attitudes where inner / chosen relationship is involved 15% who agreed should be used to sensitize the others.

Table 16: Hearing impaired learners should be involved in games and sports.

	Frequency	Percentage
Agree	10	50%
Disagree	4	20%
Strongly agree	5	25%
Strongly disagree	1	5%
Total	20	100%

Source: Field Data

There seems to be good interaction in the outdoor activities thus integration going in the right direction. 75% agree to socialize in the field while 25% disagree.

Table 17: For the hearing impaired children to perform well in our school, I recommend:-

	Frequency	Percentage
Teach everybody sign language	6	30%
Integrate more learners	6	30%
Give special attention and equipments	4	20%
Love, care, help	2	10%
Teach them in their own schools	2	10%

30% of the regular learners suggest that everybody should learn sign language. The results here shows that if all learners are sensitized on the Education of the deaf and their integration, even the one's who suggest that they be taught in own schools would think otherwise. The 60% on integration, special attention and care is on the positive since only 10% insist on separate classes of the deaf.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study was to find out the attitudes of Regular learners towards integration of their hearing impaired peers. After conducting the research and stipulating it in data analysis tables, several findings came up. In this chapter the major findings, conclusion and recommendations are laid down based on the objectives of the study.

5.1 Major Findings

The major of collecting data enabled the researcher to collect back all the questionnaires given out and also made it easy because there wasn't much movement.

The population of girls in the upper classes seemed higher than the boys since they were the most respondents and this also may have contributed to the results of the study in that girls are more positive to needs of others than boys.

5.1.1 Knowledge and Understanding of Integration

Though quite a number socialize by making friends with the deaf, there seems to be factors that hinder a big number not to socialize. Most learners understand the causes of hearing impairment but others have no idea.

Not many learners strongly agree that deaf children can learn in the same class with them, or even socialize with them.

5.1.2 Opinions towards learning of hearing impaired children.

Most learners are negatively biased here because they believe deaf children cannot be independent in life. Just a small percent (35%) believe positively that they can be independent but still acknowledge that the deaf encounter problems in the process of learning. This shows that they do observe each other as they socialize. Most suggest or feel that the deaf should have separate classes. Maybe this is in line with the feeling that the deaf cant achieve to their maximum when integrated or may be due to language barrier. Most learners are for the idea of sign language being taught in every school. This shows a lot of positive attitudes and may be a way of improving integration in all schools.

5.1.3 Ways for positive attitudes towards integration of the deaf.

Most learners are for the idea of sharing materials of learning and also of involving all deaf children in sports and games though not many would like a deaf child as his/her best friend. The learners are for the idea of integration though a lot of sensitizing needs to be done.

5.2 Conclusion

The study shows that most learners in Starehe Division, Nairobi District have positive attitudes towards their peers, but they lack enough knowledge of what integration entails. They also have little knowledge of hearing impairment. Most of them know the barriers that hinder successful integration but are not aware of how to minimize them. Most learners have very clear opinions towards their peers with just a small percent ignorant of what should be done.

5.3 Recommendation

The researcher recommends that:-

- All teachers embark on creating awareness on integration, that is, its meaning, how's it's supposed to work and the areas where learners are supposed to come in.
- The learners, both hearing and the hearing impaired should be encouraged to intermingle freely and have similar activities together all the time.
- Basic sign language to be taught in the regular classes to enable free communication between the regular learners and their peers.
- All the stakeholders to be involved in the integration plan so that these deaf learners get full support.
- Teachers should help the hearing impaired to create a positive high self esteem such that they don't fear their hearing peers.

5.4 Area of further research

Finally, a further research should be carried out in all schools so as to find out ways and means of improving the performance of the deaf learners.



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APPENDICES

Appendix A: Transmittal letter

LUCY N. MWANGI
KAMPALA INTERNATIONAL
UNIVERSITY
BOX 20000, KAMPALA
UGANDA.

Dear Sir / Madam:

RE PERMISSION TO CARRY OUT RESEARCH.

I am a teacher at Racecourse Primary School in Starehe Division Nairobi. I am also an in-service student at Kampala International University (K.I.U) in Kampala, Uganda. I am carrying out a research on attitudes of Regular learners towards integration of hearing impaired learners into regular schools.

I humbly request your permission to collect information from your school. All information given to me will be treated with total confidentiality.

Thank you,
Yours faithfully,
LUCY N. MWANGI.

Appendix B: Questionnaire

A STUDY OF REGULAR LEARNERS ATTITUDES TO INTEGRATION OF HEARING IMPAIRED LEARNERS IN STAREHE DIVISION, NAIROBI PROVINCE:

Dear Respondents,

I kindly request you to answer this question by ticking the most appropriate response and explain precisely where necessary. The questionnaire is not a test and its results will be held confidentially, so feel free as you answer.

Your information will help the researcher to compile and give a comprehensive Educational report on integration.

PROFILE OF RESPONDENTS

Class 5 6 7 8

Age Be ween 8 – 10

Be ween 10 – 12

Be ween 12 – 14

Be ween 14 – 16

Gender Male Female

KNOWLEDGE AND UNDERSTANDING OF INTEGRATION

Do you have a deaf friend?

Yes No

What do you think is the cause of Hearing Impairment?

Sickness Don't know Devil Curse

How do you communicate with the hearing impaired?

Sign language Lip reading Gestures

Don't communicate

Children who are deaf can learn in the same class with the hearing ones.

Agree Disagree strongly agree

Strongly disagree

Hearing impaired children are able to socialize the same way as the regular children.

Agree Disagree strongly agree

Strongly disagree

OPINIONS TOWARDS LEARNING OF HEARING IMPAIRED CHILDREN

Children with hearing impairment can be independent in life.

Agree Disagree strongly agree
Strongly disagree

The hearing impaired learners encounter problems in the school.

Agree Disagree strongly agree
Strongly disagree

The hearing impaired learners need their own separate class.

Agree Disagree strongly agree
Strongly disagree

In your opinion do you think hearing impaired children can achieve to their maximum when integrated.

Yes Not sure No They achieve little

Every learner in our school should learn sign language.

Agree Disagree strongly agree
Strongly disagree

Ways for a positive attitude towards integration of the deaf.

All children should share materials in and out of class.

Agree Disagree strongly agree

Strongly disagree

It's normal to have a deaf learner as your best friend.

Agree Disagree strongly agree

Strongly disagree

Hearing impaired learners should be involved in games and sports.

Agree Disagree strongly agree

Strongly disagree

For the hearing impaired children to perform well in our school, I recommend:-

Teach everybody sign language

Integrate more learners

Give special attention and equipment

Love, can help

Teach them in their own schools

Appendix C: Curriculum Vitae

PERSONAL BACKGROUND

Name : LUCY NDUTA MWANGI
Reg. no : BED \7118\ 51\ DF
Age : 46 YEARS
Gender : FEMALE
Civil Status : MARRIED
Address : 843 RUARAKA, NAIROBI (00618)
Date of Birth : 21-6-62

EDUCATIONAL BACKGROUND

College : KISII COLLEGE P1
: K.I.S.E – Diploma in S.N.E (SPECIAL NEEDS EDUCATION)
Secondary : GITHUMU HIGH SCHOOL. KCSE DIV III
Elementary : GICHAGINI PRIMARY KCPE CERTIFICATE

RESEARCH EXPERIENCE

Course : Bachelor of Education in Special Needs Education

“TITLE OF THE STUDY”

ATTITUDE OF REGULAR LEARNERS TOWARDS INTEGRATION OF THE HEARING
IMPAIRED LEARNERS IN STAREHE DIVISION, NAIROBI KENYA.

