

**AN INVESTIGATION INTO FACTORS AFFECTING THE ACADEMIC
PERFORMANCE AMONG LEARNERS WITH HEARING
IMPAIRMENT IN LAMBWE DIVISION,
MBITA DISTRICT-KENYA**

BY

OJWANG. A . CHARLES

BED/43222/101/DF

**RESEARCH REPORT SUBMITTED TO THE COLLEGE OF OPEN AND DISTANCE
LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
AWARD OF BACHELORS DEGREE IN SPECIAL NEEDS KAMPALA
INTERNATIONAL UNIVERSITY**

DECEMBER 2011

DECLARATION

I do, hereby declare that, this study report is my own original work and not a duplication of similarly published work of any scholars for academic purpose as partial requirements of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for award of a certificate , diploma or degree in special needs education. I further declare that, all material cited in this paper which are not my own has been fully acknowledged.

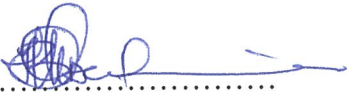
Signed: 

OJWANG. A . CHARLES

Date: 18-12-2011

APPROVAL

This is to acknowledge that this work has been under my supervision and is now ready for presentation for the award of a bachelor education degree in special needs education of Kampala International University.

Signed: 

Mujuni Evarist

Supervisor

Date...22/12/11.....

796

DEDICATION

I dedicate this work to my dear wife Alice and children; Rhonix, Rhonil and Nyagwati.

ACKNOWLEDGMENT

It has not been easy task to compile this work but with the help of some individuals, organizations and institutions in form of material moral and spiritual kind, the task has been simplified.

In a special way I extend my sincere and heartfelt gratitude to my dear wife, children and all family members for their financial and moral support inspiration and encouragement, blessings and prayers, patience and understanding during my studies.

Iam also indebted to the Headteachers, staff members and pupils of God Jope, Nyasanja, Rapora, Sulwe and Bedu primary schools who quickly, dedicatedly and timely responded to my questionnaires, without which I would not have accomplished this work in time.

More thanks to my supervisor Mr. Mujni Evarist who tirelessly went through my proposals and for his parental guidance and corrections that have not only to accomplish this work but also sharpened my research skills.

Special thanks go to the College of Open and Distance Learning Kampala International University, staff and students especially the BED/SNE, course mates who offered constructive criticisms especially during preparation of questionnaires which are an integral part of this study.

Thanks to all individual friends who assisted me throughout research period in one way or another, but whose names have not been mentioned. May God bless you.

ABSTRACT

The study was to investigate the causes of poor academic performance among the hearing-impaired learners in regular primary schools.

The researcher used questionnaires used to collect information from the respondents, the respondents were 25 teachers and 50 learners from the ~~three~~^{five} sampled schools.

The researcher found that in comparison with their hearing counterparts, hearing impaired learners performed poorly in academic work due to a number of factors.

These include:-

- Poor methods of teaching and practices by regular teachers;
- Teachers' lack of knowledge and skills to handle them;
- Lack of resources
- Communication barriers and lack of language interpreter;
- Negative attitude from teachers, parents and peers towards deaf children

The researcher made recommendations and suggestions that the government should embark on training and equipping all teachers with skills regarding special needs education. Seminars and workshops should be organized to sensitize all the people dealing with hearing impaired learners. Public awareness should be made to people in order to accept and support these learners.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF FIGURES/TABLES.....	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
Background	1
Statement of the problem	2
The purpose of the study:	2
Objectives:.....	2
Research Questions.	3
The scope of study.....	3
Significance of the study:.....	3
Limitations:	4
Delimitations:	4
CHAPTER TWO.....	5
LITERATURE REVIEW.....	5
Introduction	5
Growth of special education in kenya	5

2.8.1 THE IMPACT ON INTERACTION IN THE HOME & CLASSROOM.....	18
CHAPTER THREE	28
METHODOLOGY	28
Introduction	28
Research design.....	28
Area of study	28
Target population and sample size	28
Sample procedure	29
Research instruments.....	29
Data collection procedure.....	29
Data analysis.....	29
CHAPTER FOUR	30
DATA ANALYSIS AND PRESENTATION.....	30
Introduction	30
Responses to the questionnaires	30
Table 13: Teachers interest in helping hearing impaired children	38
CHAPTER FIVE.....	44
DISCUSSION, CONCLUSION AND RECOMMENDATION.....	44
Introduction	44
Discussion	44
Recommendations	48

APPENDIX I.....	50
REFERENCES.....	50
APPENDIX II.....	53
QUESTIONNAIRE FOR TEACHERS IN REGULAR SCHOOLS	53
APPENDIX II.....	55
INTERVIEW GUIDE FOR LEARNERS	55

LIST OF TABLES

Table 1 (a): Selected schools in the zone	30
Table 2(b): Questionnaire teachers.....	31
Table 3: Teachers' training.....	31
Table 4: Presence of hearing impaired children	32
Table 5: Teachers' attitude towards children with hearing impairment.....	32
Table 6: Medical situation of hearing impaired children	34
Table 7: Sociology of children with visual impairment	34
Table 8: Communication of children with visual impairment.....	35
Table 9: Class placement of children with visual impairment	35
Table 10: Participation of hearing impaired in class discussion	36
Table 11: Participation of children with impairment in other activities.....	36
Table 12: Teachers involvement of children with hearing impairment in activities.....	37
Table 13: Attempts to help children with hearing impairment in class.....	37
Table 14: Sources of assistive devices for children with hearing impairment.....	38
Table 15: Children with visual impairment repeating classes.....	39
Table 16: Questionnaire for learners	39
Table 17: Teacher-Pupil relationship	40
Table 18: Teachers preferred position in class	40
Table 19: Preferred explanation	41
Table 20: Possession of assistive devices.....	41
Table 21: Need for assistive devices	42
Table 22: Availability of help in learning and other school activities	42

CHAPTER ONE

INTRODUCTION

Background

A historical analysis of the trends in special needs education in the world reveals that the existence of hearing problems started with mankind. However, the education of persons with special needs has evolved over years starting with the period of neglect, private institutions and tuition, institutionalisation, separation, normalisation and inclusion.

Before the 17th century, persons with disabilities all over the world were considered socially and physically less capable. They were not accepted as being part and parcel of the family and the wider society. This is due to the fact that their families and communities had negative attitude towards disability. They regarded disability to be caused by witchcraft, curses or wrongs committed by parents and ancestors.

In some African communities children born with disabilities used to be in the bush because women were expected to give birth to healthy children. In Kenyan communities, things are not much different as some people; teachers and even parents have not yet truly accepted children with disabilities. They have negative attitude towards them and consider them non-performers and therefore their education is a wastage of resources.

Children born with hearing impairment are not easily detected among others. Their teachers therefore unable to understand their challenges assume them academically weak. They refer to them as stupid, imbecile and many other derogatory labels. This lowers these children's self-esteem and hence their social and academic performance.

Findings have revealed that a few of deaf children who managed to go to school do not perform well as compared to their hearing peers. This calls for an investigation so that special attention is given to the whole education system if there is to be improvement in the quality of education given to children with hearing impairment.

Statement of the problem

The performance of children with hearing impairment in schools has been noted to be wanting in comparison with their hearing peers. Learners with hearing impairment like all other children should benefit from the school learning environment but this seems to be far from reality at the moment. They have continued to perform poorly. It is for this reason that the researcher seeks to investigate the factors that have led to this phenomenon.

The purpose of the study:

The overall purpose of the study was to find out factors for poor academic performance of children with hearing impairment as compared to their hearing peers.

Objectives:

The study was guided by the following objectives:

- (i) To find out the general performance of children with hearing impairment in as compared to their hearing counterparts.
- (ii) To find out the level of training of teachers and staff handling children with hearing impairment.
- (iii) To find out the attitudes of teachers towards teaching children with hearing impairment.
- (iv) To find out the modes of communication that teachers use to instruct hearing impaired learners.
- (v) To find out the the availability of learning resources and methods teachers use in teaching children with hearing impairment.
- (vi) To suggest possible ways of improving the performance of children with hearing impairment under inclusive education.

Research Questions.

- (i) What is the general performance of children with hearing impairment in schools?
- (ii) What is the level and type of training of the teachers and staff handling children with hearing impairment?
- (iii) What attitudes do teachers have towards children with hearing impairment?
- (iv) What mode of communication do teachers use to instruct hearing impaired learners?
- (v) What methods do teachers use in teaching children with hearing impairment?
- (vi) What can be done to improve the performance of children with hearing impairment ?

The scope of study

Lambwe Division has a total of 75 primary schools. However 5 schools have been sampled for this study. These are; God Jope, Nyasanja, Rapora, Sulwe and Bedu primary schools. The study focussed on per factors affecting formance of children with hearing impairment in mainstream schools.

Significance of the study:

The researcher hoped the result of the study would:

- (i) help teachers to improve on their methods of teaching children with hearing impairment in regular classroom setting.
- (ii) Learners may be helped to gain confidence for free interaction to uplift their social status and improve their self-esteem as their poor performance may be partly be attributed to their feeling inferior to the hearing.
- (iii) The study will create awareness and improve cooperation between the hearing nd deaf learners for positive co-existence and readiness to help each other as members of the same society.
- (iv) Enable teachers to design appropriate instructional materials when teaching children with hearing impairment.

- (v) Enable researcher to acquire skills and knowledge of teaching children with hearing impairment. Teachers need to make special efforts to reach out for these children and involve them in all school activities like any other children.

Limitations:

- The study proved to be expensive as more funds were needed to meet expenses in designing and typing questionnaires, typing and binding final report, transport, lunch and others which was sometimes not available.
- Due to busy teaching schedule and other academic work, time was not enough for the study. This meant foregoing other study activities or working strain which may cause fatigue.
- Some methods used to collect data required meeting respondents and physical talking to them one by one. This took a long time and the respondent failed to give the information.

Delimitations:

- The study was carried out in familiar places where communication and interaction with respondents was easy.
- Some costs were minimised by short distances from researchers home to areas of the study. This therefore was no need of accommodation expenses as researcher to gather information.
- Transport was easy for the researcher when gathering information because most areas of the study were near the researcher's working station.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Hearing Impairment is a general term indicating of learning disability that may vary in severity from mild to profound. In the past, the term 'deaf was used to refer to all persons with such impairment. This was wrong because the term describes a person who cannot hear any sound. The researcher has reflected on the contributions made by other people in addressing problems related to learners with hearing impairment such as Growth of special education in Kenya. Education for children with hearing impairment, types and degrees of hearing impairment, causes of hearing impairment, prevalence of hearing impairment, personal characteristics of learners with hearing impairment among others. They are explained below.

Growth of special education in kenya

Special education in Kenya started during second World War to rehabilitate army officers who returned from second world war in 1945 with injuries. Services were developed to rehabilitate those with physical, visual impairment and brain damages. This later included people with other handicaps (Randiki 2002).

According to Ndurumo M.M (1990), the Ministry of Education in a report of 1976 gives credit to churches and other non-governmental organizations for pioneering the establishments of special education in Kenya. The first schools for the deaf handicaps were established by churches and other organizations such as Catholic Mission. The Salvation Army. The Presbyterian Church of East Africa. The Methodist Church of Kenya. The African Inland Mission and the Churches of Province of Kenya.

The pioneer work of the Churches was completed by the work of Society for each handicap area such as Kenya Society for the blind, The Kenya Society for Deaf children, the association of Physically Disabled of Kenya and the Kenya Society for the mentally handicapped, apart from the churches civic organizations and foundations were also involved particularly in 1964.

In 1964 the government of Kenya set up a commission. The Kenya Education Commission, it investigated among other things how national education policies were to be formulated and implemented considering the available monetary and human resources, the commission also decided to address itself to the needs of handicapped children as well. It came up with several recommendation regarding handicapped children in schools.

However because of lack of awareness and qualified man power there were no officers to propel the aspirations of special needs education so it basically flopped.

In 1976 the Gachathi report emphasized the need to improve education and relevant services to persons with disabilities both in schools and community. It also came with recommendation which favoured education for handicapped children.

In 1988 Kamunge report came up with several recommendations that were favorable to persons with special needs. He recommended that an appropriate curriculum be developed for children with various special learning needs (Randiki 2002).

Children's bill 2001 came to totally change the dimensions of looking at persons with disabilities. According to the bill all children must be:-

1. Treated fairly;
2. Assured of better place to live in

3. Have their voices heard in everything that affects them
4. Be valued
5. Considered active participants in the society.

For persons with disability bill 1977 there emanated points that were very good and encouraging in that when enacted into law would protect the rights of persons with disabilities in Kenya.

What the bill was containing was forming a national council that would for see the following:-

1. Ensure opportunistic for persons with disabilities.
2. Prevent discriminations against persons with disabilities.
3. Encourage and secure rehabilitation of persons within their own communities (Randiki 2002).

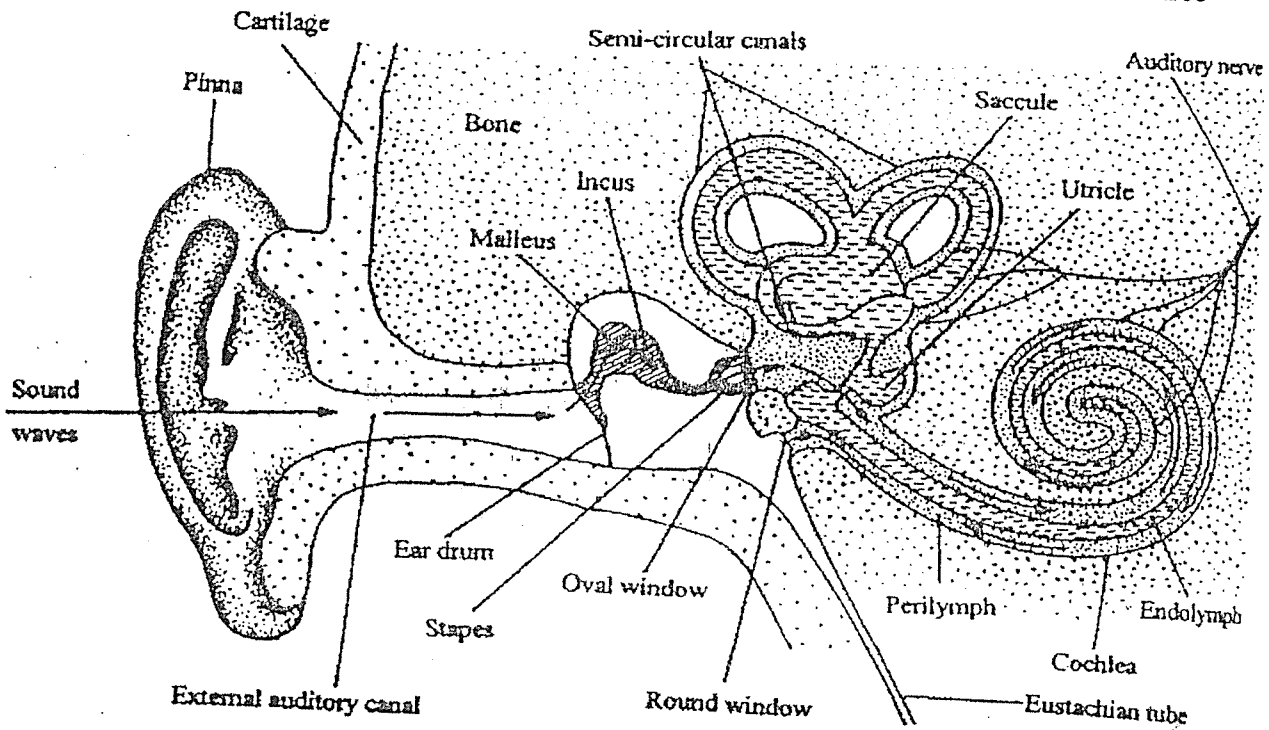
In 1987 the government prepared a draft session paper, which was known as policy for special education bill 1987. This draft paper encourages communities to change their views towards people with disabilities. All this is done to ensure persons with disabilities are not discriminated upon in their communities and environments.

2.3.1. TYPES AND DEGREES OF HEARING IMPAIRMENTS

Hearing impairment can be classified according to three main criteria. This is according to:-

1. The part of the year affected.
2. According to degree of hearing loss
3. According to age of onset.

Classification according to the part of ear affected the ear functionally are divided into three



- a) Outer ear
- b) Inner ear

Any damage or infections to any part of the ear causes hearing impairment. These are three main types of hearing impairment according to the part of ear affected. These are:-

- a) Conductive hearing impairment
- b) Sensory - neural hearing impairment
- c) Mixed hearing impairment

2.3.2 Conductive Hearing

The ear is composed of three parts: the outer ear, the middle ear and the inner ear. The outer ear includes the Auricle (Pinnae) part of the ear which protrudes from the side of the head, the only

part of the ear that is visible and the external auditory canal. The auricle collects sound waves from the environment and channels them into the external auditory canal. The external Auditory canal carries the sounds from the Auricle to the ear drum (tympanic membrane) which marks the beginning of the inner ear.

Beside the ear drum the middle ear is composed of three bones within an air-filled chamber. These bones or ossicles are malleus (hammer), incus (anvil), and stapes (stirrup). These bones conduct vibrations from the ear drum to the oval window, which connects the middle ear to the inner ear. When the damage or infections is in the outer or middle parts of the ear the results is mild and moderate hearing loss. It causes Conductive hearing loss. The child with this type of hearing loss has some residual hearing loss left and can hear and understand language with or without hearing aids.

Sensori – Neutral Impairment

In this type of impairment the damage is in the inner ear. This results in severe and profound hearing loss with little residual hearing left. Children with this type of hearing impairment usually do not acquire and use spoken language. They can however use hearing aids to be aware of environmental sounds.

Mixed Hearing Impairment

This refers to a combination of conductive and sensori-neural hearing impairment. This means both middle and inner ear are affected at the same time.

Classification according to severity of hearing loss.

Hearing impairment can be classified according to degree or severity of the hearing problem. Some may have slight hearing problem while others have severe hearing problem. This can be grouped into four major categories depending on how slight or severe the hearing problem is.

These are:-

1. Children with mild hearing loss;
2. Children with moderate hearing loss;
3. Children with severe hearing loss;
4. Children with profound hearing loss;

Classification according to age of onset

These are two types of hearing impairment according to age of onset. These are:-

- (i) Pre-Lingual deafness:- This is deafness present at birth or occurring before the child develops speech or language.
- (ii) Post-Lingual deafness:- This is deafness which occurs after the child has developed speech or language mainly after the age of three years.

Functionally as noted above there are two main types of children with hearing impairment.

These are:-

- (i) Children who are hard of hearing:- These are children who despite the hearing loss have enough useful hearing left (residual hearing). This hearing ability can enable them to

hear speech and acquire spoken language normally. For them to hear speech well sound well sound must be made loud for them.

- (ii) Children who are deaf:- These are children whose hearing loss is so severe that they cannot hear and understand speech even if the sound is made louder for them through a hearing aid. Hearing aid may only assist him/her to be aware of some environmental sounds such as sounds made by moving vehicles and birds singing.

Causes of hearing impairments

Hearing impairments may be caused at different times in life. Generally consider three stages.

These are:-

(a) Pre-Natal Stage (Before birth)

When a child has hearing impairment caused before birth we call this congenital hearing impairment. Some of the factors that contribute to unborn child hearing impairment are:-

- (i) Heredity;
- (ii) Poor nutrition e.g. due to lack of balance diet and lack of vitamins during pregnancy;
- (iii) Venereal diseases such as syphilis and gonorrhoea;
- (iv) HIV/AIDS;
- (v) Infections of the mother during pregnancy such as Rubella (German measles) and those involving high fever;
- (vi) Exposure to X-ray especially during the first three months of pregnancy, exposure to radiation;
- (vii) Misuse of narcotic drugs, cigarettes and alcohol by the mother during pregnancy;

- (viii) Incompatibility of mother-child blood type (the Rhesus factor incompatibility);
- (ix) Congenital Malformation of the ear and the ear canal for example Artesia.
- (x) Accidents affecting the expectant mother. To ensure a healthy pregnancy, expectant mothers should be advised to regularly attend ante-natal clinics.

(b) Pre-natal Stage (during Birth)

Hearing impairment can occur just before birth during or after birth. The most common causes at this stage are:-

1. Prolonged delivery resulting to oxygen deficiency to the baby's brain and head injuries;
2. Pre-mature birth;
3. Low-birth weight
4. Lack of oxygen to the baby during birth
5. Neo-natal Jaundice
6. Misuse of delivery instruments such as forceps delivery
7. Venereal diseases in mother
8. Accidents affecting the baby.

(c) Post Natal Stage (After Birth)

Hearing impairment may occur any time after birth some of the causes are due to:-

1. Diseases such as meningitis, Malaria, Measles, Mumps, Otitis Media and other severe recurring ear infections.

2. Misuse of drugs (medicine)
3. Accidents such as head injuries and brain damage
4. Brain tumor
5. Trauma
6. Accidents.
7. Long and frequent exposure to loud noise
8. Exposure to poisonous agents and chemicals such as pesticides, food and medicine poisoning.
9. Excessive noise
10. Blockage of external auditory canal
11. Old age.

Indicators of a child having hearing impairments

Some of the indicators of a child who is deaf:

- Usually fails to acquire spoken language
- Must be taught how to listen and speak
- That is speech lacks the normal rhythm
- Stress and intonation.

Prevalence of hearing impairment

Approximately 8 million of the 39.5 million school children in United States have some degree of hearing impairment (Berg, 1987). Ross and Calvest (1984) argue that 92 to 94 percent of the entire population of individuals with hearing impairment are functionally hard of hearing and not

deaf in General,. It is estimated that in every one thousand children, one is deaf, three or four are severely hard of hearing and thirty have an educating significant hearing loss (Ross, 1982).

According to Mwerua and Wanayera (2002), it is estimated that in Kenya about 300,000 cases of persons with hearing impairments.

Personal characteristics of learners with hearing impairment

Shea & Bauer 1994 argued that the group of learners identified as hearing impaired are quite diverse. Any aspect of personal characteristics of those learners involves variations in their hearing mechanisms. An understanding of those variations can provide further insight into the personal characteristics of these learners. A report of the conference of Education Administrator serving the Deaf (Brill, Macreal & Newma 1986) provided clarification of three important terms associated with education of deaf: prelingual hearing impairment is present at birth or occurs before the individual develops speech or language, which is about 2 years of age. These learners require specialized services which require special curriculum and equipment. An ever increasing number of special educational programs serve children with prelingual hearing impairment from birth to three years of age.

Post lingual hearing impairment occurs after the child has developed speech or language. Due to medical advances the number of children with postlingual deafness is relatively small – approximately 5 to 10 percent of the hearing impairment population. These learners have educational needs that differ significantly from children with prelingual hearing impairment. They need assistance to maintain voice variation and idioms.

Sensorineural loss which may occur at any time is a result of physical impairment of the inner ear, the peripheral hearing nerve, or other parts of the auditory system leading to the cortex of the brain and is at present irreversible.

Davis (1988) proposes several assumptions regarding the personal characteristics of learners with hearing impairment. First, students hearing losses result in speech and language challenges varying in degrees, which in turn affect either academic achievement, social adjustment, or both.

Second, schools present communicative demands that are particularly difficult for learners with hearing impairments. Communication is primarily verbal persons speaking frequently do not face the person they wish to communicate with schedules are maintained by bells and audio and audio visual aids are used frequently. In addition, if die unique needs of these students are not met. Poor self-esteem and social isolation may occur. According to the research this is true and will affect their academic poor performance in schools.

Kretschmer & Kretschmer (1978) reminds us that variation in communication development among learners with hearing impairment may occur due to the restrictions placed on these individuals by their environments rather than the cognitive functions as a result from their hearing impairment Kretschmer & Kretschmer pose several possible scenarios regarding communication development of persons with hearing impairments.

- Language may be delayed because of lack of cognitive experiences due to the hearing impairment.
- The hearing impairment and the use of other means of communications (gestures, signs, finger spelling) may cause differences in developing between learners who hear and those whose hearing is limited.
- The language of learners with hearing impairment i.e. dialectical in nature because English is a second language.

Any combination of the essentials of the three preceding sceneries may occur.

Any description of the characteristic of learners with hearing impairments must address the two groups of children involved those who are hard of hearing and those with profound hearing impairment. In reference to communication, learners with profound hearing impairment have problems with sound system of language, articulation, changes in pitch and voicing. The speech of hard of hearing children is less affected in these areas. Though voice problems are less frequent learners with mild hearing impairment have many misarticulating, consisting generally of consonant substitution and distortion of sounds. Unlike learners with profound hearing impairment, hard-of-hearing learners do not misarticulate vowels and their speech is typically intelligible.

In a study by work and Schildoroth (1986) teacher reported that 23 percent of students with hearing impairment had unintelligible speech, 22 percent had speech that was marginally intelligible and 10 percent were unwillingly to speak in public. According to the research this will also affect the language development which in turn also affect die language development which in turn affect their performance in general. According to the teachers, 75 percent of the learners who were deaf did not have intelligible speech and 14 percent of die learners with less severe hearing impairments had no-intelligible speech. Musselman (1990) found that, most children with losses of 70 – 89 decibels developed some intelligible speech. Those with losses of 90 – 140 decibels varied in the intelligibility of their speech, and a few learners with losses greater than 105 decibels developed intelligible speech.

Vocabulary skills also differentiate learners with hearing impairments from individuals who can hear (Davis, 1988) on average children with hearing impairment seem to be delayed 2 to 3 years in vocabulary development. This may occur because learners with hearing impairment do not learn as much incidental vocabulary as do individual without hearing impairments. In addition

they don't learn the slang use or words necessary for compensation among classmates and friends. Learners with hearing impairments, because they do not hear or do not hear well are unable to profit from feedback offered by others in the environment.

Any degree of hearing impairment can put a learner at a risk of reduced academic achievement (Davis, 1988). In a survey of 376 learners with hearing impairments in Iowa, Davis and associates (1982, 1986) reported that over a fourth of these children had repeated one grade. In addition they were less accepted by their peer tended to be more aggressive and had difficulty in making friends.

We must recognize that social adjustment is a communication dependant. Social adjustment is grounded in interpersonal interaction. Such as talking, laughing, joking and discussing. Learners with hearing impairment are challenged in environment such as their classrooms. School and community all of which make a variety of communicative tends.

Young children with hearing impairments, have been reported by their mothers to have more difficult temperaments but no more behavior man young children who hear. Teachers also rated learners with hearing impairments as less well adjusted and more anxious than their peers without hearing impairments (Prior, Glazner, Samson & Debelle 1988).

Children with hearing impairments have been found to be less assertive than their hearing peers (Macklin & Matson, 1985). They have been found to be more fearful of the unknown, injuries and small animals than their hearing peers (King, Mulhall, & Gullone, 1989).

According to the researcher, this is so because many parents and care takers overprotect their children who have hearing impairments. This denies them opportunity to interact with the

environment and learn from it. All these things are within us in the environment which may be the child goes not interact with.

Identification and evaluation

According to Shea & Beaur (1994), Public law 94 – 142 defined deaf as “having a hearing impairment in processing linguistics information through hearing with or without amplification which adversely affects education performance. Hard of hearing means “a hearing impairment, weather permanent or fluctuating which adversely affects a child education performance but which is not included under the definition of deaf ‘Federal Register 1977, 3QG5, 3005.

2.8.1 THE IMPACT ON INTERACTION IN THE HOME & CLASSROOM

Interaction in the home, the learners hearing impairment may have a significance impact or parent-child communication. Kenworthy 1986 found that the presence of a hearing impairment in a learner is substantially others the linguistic input the parents provides both at the interaction and the conversation level. Nienhugs, Hersborough & cross 1985 also found differences in the interactions of mothers and their pre-school children with hearing impairments were found to address their children with verbalization with lower cognitive complexity issues and the mother had more than twice the initiative than their children. All of the communication between parent and child, in one study, was imbedded in activities, with very little pure social communication observed (Brown Maxwell, & Browning, 1990).

Further, research has shown that these findings regarding mother-child interaction may, in fact be related to contents in which they occur. Plapinger & Ckrelchmer reaffirm the didactic style of mother to child interaction as reported by other researchers in a clinic. In the home however mother were very interactive and used dialogues more similar to that of mothers and hearing

children. They suggest that without viewing interactions in a variety of contexts, parents of learners with hearing impairments may be viewed as non-facilitative of their child's language development. Viewing interactions in a variety of contexts over an extended periods of time, may demonstrate that parents use a wide range of interactions styles with their children.

Parents of learners who are hearing impaired feel that their counseling needs regarding their child's hearing loss are not met (Martin 1997). Parents feel the need for greater communication and a continuing relationship with audiologist. This need for communication was also reported by McNerl Chabessol (1984) who found that both mothers and fathers felt ignored during the diagnostic period and wanted greater and deeper communication with the professional involved.

The mothers of children with hearing impairments were found to have elevated levels of anxiety, depression, and overall problem scores when compared with mothers of children with normal hearing (Prior, Glazer, Samson & Dabelle 1988)

In the first research the researcher feels that this category of parents should be guided and counseled on the verbalizations and interaction with their hearing impaired children's. This will affect their performance.

Mothers of children with hearing impairment have elevated level of anxiety, depression, overall problem scores compared with mothers of children with normal hearing. This happens because they feel that their children do not interact with environment as other normal children do.

Interactions in the classroom

Students spend at least 45 percent of the school day engaged in listening activities (Berg, 1987).

Hearing is essential to classroom performance. The visual cues in the environment are not sufficient to allow learners with hearing impairments to compensate for their inability to hear.

Though learners with hearing impairment may learn to speech read, many words look alike on the lips and cannot be discriminated without some kind of auditory information (Boothroyd, 1978).

Though children with hearing impairment may recognize that hearing loss is the cause of their problems in communicating in the classroom, they tend to not want other children to know they are hearing impaired (Davis 1988).

To avoid recognition, may not ask for clarification, request changes in the classroom setting such as a better seat, or discuss adjustment in requirements with the teacher. In some situation social isolation occurs because other children may find the learner with a hearing impairment attempts either difficult to understand or slightly embarrassing.

According to the researcher these children hide their hearing problem because they do not want to be isolated by others because of being a burden to them when they want clarification on what the teacher said.

Mediating the environment

There appears to be no consensus in the field as to where and how to educate individuals with hearing impairments. In a national survey of 576 programmes (King 1984) found that many educators combine different parts of various language instruction approaches rather than

adhering closely to one single method. The type of symbol system to use and how to use the symbol system varied greatly among the programs. The three most commonly methods of instructions and communication include:-

- (a) Oral communication
- (b) Total communication
- (c) Sign Language (American)

North Cotter (1980) states that the priority in the education of learners with hearing impairment is to ensure that all learners with usable hearing have the maximum opportunity to develop listening and oral skills, with the maximum opportunity to speak for themselves to be understood, and to participate actively in decision regarding their own lives and goals.

It is important to support students in the use of their residual hearing. Children typically begin wearing hearing aids as early as possible to increase awareness by environmental sounds (Saunders, 1982).

The development of speech reading requires learners to follow all the cues related to message not only do many sounds vary in their visibility when spoken but speech movement vary from individual making speech reading as extremely complex skill. Cued speech is sometimes used to argument speech reading helping the student to differentiate sounds that appears similar on the speakers pace when spoken (Nicholl & Ling, 1982). Cued speech is the use of hand cues which together with speech reading, permit the visual identification of sounds.

Most parents initially select oral communication programs to their children (North Cott, 198Gb). Before the mid 1960s oral programs were the most prevalent programs and in many cases, signing was prohibited (Moore & Maestasy moores, 1981). During this time, total

communication programs emerged with the development of a system called “Signed English”. In the signed English communication system, the individual signs are equivalent for each word and diacritical marking.

Sign language (American) is a unique language which is used by the deaf community (Wilbur 1979). It is not signed English nor is it derived from spoken language nor is it the same as the British Sign language, British sign language system. American sign language ASL word order is dissimilar from that of spoken English and frequently signs are used that indicate concepts or groups of words rather than individual words. Variation in ASL, divergent signs, and “homemade” signs are used when appropriate ASL sign is unknown, difficult to form or nonexistent (Lewis 1986). The American manual alphabet allows individuals to “finger Spell” words.

Within the continuum of communication strategies for learners with hearing impairment ranging from spoken English to ASL another issue emerges. Depending on the context learners with hearing impairment may “code switch” or change in one form of communication to another and back again (Kluwin, 1981). Code switching is a complex and pervasive part of daily communication of individuals with hearing impairments. Kluwin (1981) suggested that code switching by teachers can serve to help children understand more complex concepts, by moving into whatever mode of communication is most readily understood.

In an effort to evaluate various forms of communication, Cuttender, Rutterman and Wilcox (1986) found that in isolated tasks, such as standardized receptive vocabulary tests, communication modes using manual communication, including manual communication without mouth

movement, total communication with audio and total communication without audio, yielded performances significantly superior to those of oral communication with or without audio.

The council of education of the Deaf 1976 formally stated that no single method of instruction at communication can best meet the needs of all students with hearing impairment. The council indicates that:

1. A continuum of services from assistance in the regular classroom to residential placement should be available.
2. The method of instruction should be available during the day.
3. The child's program should be constantly monitored to assure that it is meeting his or her needs.

The courts in an attempt to define an appropriate public education have entered into decision regarding the mode of communication to be used with learners who are hearing (Katsiyannis, 1991). In a case in which parents' desire placement in an oral program for their children the officer appointed under PL 94-142 procedures stated that the dominant view among scholars and practitioners in the profession is that total communication is a private approach.

In terms of social adjustment, Aplin (1987) found that children with Sensori Neural Hearing losses who attended ordinary schools had significantly better levels of social adjustment and behaviour than did their peers with hearing impairments who attended special schools.

Interpreters

According to Shea and Beuer ((1994) interpreters may support learners with hearing impairment in general education setting. Interpreters are hearing individuals who communicate spoken

language usually through one of the manual or signed system to a learner who is hearing impaired.

Since 1964, the national registry of interpreters for the deaf has maintained a list of certified interpreters (Levine, 1981). The interpreter may communicate what has been said in some form of sign language or finger spelling or may inaudibly repeat the same message more slowly and with clear enunciation so that speech reading is facilitated (Northcott 1984). Interpreters may also convert the signs of the learner who is hearing impaired into English. The interpreters should be positioned so that the learners with hearing impairment can see both the interpreter and the speaker. In addition, teachers frequently provide educational interpreters with vocabulary lists, lesson outlines, study guides and other materials to help them in explaining materials to the learners with hearing impairments for hearing learners.

Amplification and other technological ways to mediate the environment.

Amplification is not a cure for hearing impairment; it simply increases the intensity or loudness of the sounds, augmenting the individuals' residual hearing while the amplification device is in place. The selection and the use of appropriate amplification may be the single most important tool available for the learner with hearing impairments Ling, (1984). Maddell (1990b) indicates that the main purpose of amplification is to permit the learner to use his or her residual hearing to perceive speech. She contends that the characteristics of the learner and the communication environment are the basis regarding the amplification system, but that nearly all children with hearing impairment will benefit from classroom use of FM amplification in addition to personal amplification, because even the best classroom is not a good acoustic environment.

An FM (Frequently Modulated) system is a wireless amplification system in which speech is transmitted from a microphone, worn by the teacher, via FM radio signals to an FM receiver

worn by the student (Madell 1990b). In the classroom there were several advantages of FM system over individual hearing aids.

1. Problems that emerge as a result of distance from the speaker, noise in the classroom, and poor acoustic are managed;
2. Signals are more intense than that arriving directly at the child's ear through a hearing aid;
3. Significantly more auditory information is available Madell believes that an FM system will benefit every learner with a hearing aid.

In addition to FM system, individual amplification systems, or hearing aid are used by some learners with hearing impairments. Madell (1990a) describes several types of individual amplification. These are 'Behind The Ear' (BTE) learning aid to the most common for children. 'In The Ear' (ITE) hearing aid popular with adults not good choice for children because children grow rapidly and several expensive remarks may be necessary, Body – worn amplification with microphone on the chest makes it possible to make the hearing aid louder with less interference, making it useful for children with severe and profound losses. Contra lateral routing of offside sound (CEOS) aids include a microphone behind both ears, making the wearer aware of sounds from either side, although the signals are routed to better ear.

The Impact of Participation in the School, Community and Society Learners with Hearing Impairment in schools.

In a review of research related to the language learning of children with hearing impairment in classrooms, though much remains unknown, the ways in which students will hearing impairment

cope with educational demands is very similar to that of peers with learning disabilities (Werss, 1986).

Andrew and Mason (1991) found that when understanding the multiple meaning of words and idioms learners with hearing impairments described ways of understanding reading materials from the context similar to those strategies used by their peers. However learners with hearing impairment used some strategies such as rereading and background knowledge more than students who could hear.

Learners with Hearing Impairments in the Community

Shea and Beaur states that in a study which assessed the independent behaviour of children with hearing impairments, those children as well as children with normal hearing demonstrated equivalent independent social behaviours in areas of motor development, personal living and community living. Significant discrepancies were identified between expected skills and the student's abilities to independently deal with money and its value, and social and communication skills (Klansek-Kyllo & Rose 1985).

In the recent years technology has facilitated the community functioning of learners with hearing impairments. Among these supports are closed caption television, computer assisted instruction, videodisc, the telecommunication device for deaf (TDD) and the teletype writer (TTY) and Printer.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter focuses on the methods and ways that the researcher used in carrying out this study. It includes the research design, target population, sample technique and size, research procedure and data analysis techniques. It describes the nature and patterns the researcher followed while compiling data.

Research design

The study used descriptive research design as it involved qualitative methods of data collection. This study adopted a descriptive research design. This enabled the researcher to obtain a better understanding of the causes and impact of teacher quality on academic performance of learners not only in this area but elsewhere world over. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study

Area of study

The study was carried out in Lambwe division, Mbita district of Kenya. The area was chosen because the researcher teaches in this area and has identified learners with hearing impairment and their minimal performance. The sampled schools have large numbers of learners and teachers as well.

Target population and sample size

The study concentrated on teachers and management of the sampled schools from the area. The management and teachers helped in investigating challenges facing hearing impaired learners and suggesting possible intervention strategies.

The population involved in the study comprised 10 Headteachers, teachers and learners from the sampled schools in the division.

Sample procedure

Respondents were selected using convenient sampling but with regard to their individual ability to provide the required information through each instrument. Convenient sampling enables the researcher to choose the nearest and most convenient person to act as a respondent for the study. The process is continued until the required sample size has been reached. Both male and female teachers were given equal opportunities to participate in the study.

Research instruments

The researcher used questionnaire approach as it was considered ideal for collecting required data. It is the most commonly method used when respondents can be easily reached and are willing to cooperate. This method can reach a larger number of subjects who are able to read and write independently. The respondents have freedom to say whatever they want to say and what they know since their identity is not revealed

Data collection procedure

The researcher developed questionnaire from the set objectives of the study. With the introduction letter form Kampala International University, the researcher obtained permission from the Headteachers of the sampled schools to carry out the study. The researcher then designed a program on how to visit the schools at different times. The researcher distributed questionnaires to the sampled respondents and collected them later after they had been filled

Data analysis

After the data had been collected, brief information was presented in frequency distribution. The data was analyzed in three columns; the first column showed category, the second showed frequency and the last showed percentages. The data collected was analyzed, presented and then discussed briefly concerning learners with mental retardation. The data in frequency columns was converted into percentages and recorded in percentage columns. It consisted of a number of tables, well analyzed and discussed.

CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

Introduction

In this chapter attempts are made to interpret the findings. Also key information enabled the researcher to relate the specific objectives and give a clear picture of the results. The researcher recorded the raw data collected and then analyzed, tabulated and interpreted the data using tables.

Responses to the questionnaires

Many of the teachers (regular and specially trained) and learners in the selected schools responded well and filed the questionnaires. Out the questionnaires sent to the respondents, the researcher received the following responses.

Table 1 (a): Selected schools in the zone

SCHOOL	NO. SENT OUT	NO. RECEIVED
God Jope P/School	5	5
Nyasanja P/School	4	4
Rapora P/School	6	6
Sulwe P/School	5	5
Bedu P/Schools	5	5
TOTAL	25	25

The response was 100%

Table 2(b): Questionnaire teachers

Question 1: *What is the highest academic level that you have achieved?*

CATEGORYS	FREQUENCY	PERCENTAGE
Junior	2	8
O' Level	20	80
A' Level	3	12
Graduate	0	0
TOTAL	25	100%

Out of 25 questionnaire sent out 2 have not received O' level Education, majority are O' level holders which 3 have attained A' level education.

Table 3: Teachers' training

Question: Tick against the training that you have undergone.

CATEGORY	FREQUENCY	PERCENTAGE
P.T.E.	23	92
Special Education	02	08
Others	00	00
Total	25	100%

The analysis shows that majority of the teachers in the field have no other training apart from the PI training. It has taken 92% of the teachers, 8% gave attained Diploma in special needs education.

Table 4: Presence of hearing impaired children

Question: Are there learners with hearing difficulties in your class?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	05	20
No	20	80
Total	25	100%

According to the responses it shows that in our schools 20% have hearing problems while 80% don't have problems.

Table 5: Teachers' attitude towards children with hearing impairment

Questions; What are other teacher's attitudes towards these children in their learning?

RESPONSES	FREQUENCY	PERCENTAGE
Lower M.S.S	22	88
Exclude in the Exams	01	04
Supported	02	08
Total	25	100%

This analysis indicate that majority of the teachers which is represented by 88% see these children as a burden because they lower their M.S.S. This is due to the current system where

schools are rated according to M.S.S. However some trained teachers feel that these children should be supported in-order to perform like others.

Table 6: Medical situation of hearing impaired children

Question: Do these children have other medical problems apart from hearing problems?

RESPONSES	FREQUENCY	PERCENTAGE
Yes	20	80
No	05	20
Total	25	100%

The data shows that majority of children with hearing problems have other medical problems which are represented by 80% while a negligible number represented by 20% have no other medical problems.

If Yes specify.

The respondents gave a variety of problems with 19 out of 25 respondents giving epilepsy as a common problem. The other health problems included speech problems, emotional disorders, Otitis Media, behaviour and social problems, dental problems, eye problems and general weakness.

Table 7: Sociology of children with visual impairment

Question: How do children who have hearing problems relate with others in the classroom.

Responses	Frequency	Percentage
Very well	01	04
Well	05	20
Not well	19	76
Total	25	100%

The data shows that majority of the children with hearing problems have social problems which is represented by 76% while a negligible number relate well with the other children. This is represented by 26%.

Table 8: Communication of children with visual impairment

Question: How do children with hearing problems communicate to those who can hear and teachers?

RESPONSES	FREQUENCY	PERCENTAGE
Talk	22	88
Sign Language	02	08
Unrecognized show	01	04
Total	25	100%

The analysis indicates that majority of the children with hearing problems can talk though have speech problems this is shows by 88%, 8% can communicate efficiently in sign language while 4% cannot talk and doesn't know sign language.

Table 9: Class placement of children with visual impairment

Question: Where do you place these children in the classroom?

Responses	Frequency	Percentage
Any position in class	19	76
Centre of the class	02	08

Infront of class near window	04	16
Total	25	100%

The respondents have various sitting positions of these children in class with 19 out of the 25 giving anywhere in the classroom, minority gave the preferred sitting position i.e. near the chalk board and near a source of light 2 gave the centre of the class.

Table 10: Participation of hearing impaired in class discussion

Question: Do children with hearing problems participate well in classroom activities and discussion?

Responses	Frequency	Percentage
Wholly	00	00
Partly	09	36
Not at all	16	64
Total	25	100%

The data shows that majority of the children with hearing problems do not participate in classroom activities especially in discussion. This is represented by 64%. Minority of the respondents indicate that 36% will be involved in class activities.

Table 11: Participation of children with impairment in other activities

Question: How do they participate in P. E; and outdoor activities?

Responses	Frequency	Percentage
Wholly	35	100
Partly	0	0

Not at all	0	0
Total	25	100%

According to the responses it shows that these children participate very well in P. E and outdoor activities.

Table 12: Teachers involvement of children with hearing impairment in activities

Question: Do you involve these children in classroom activities and group work?

Responses	Frequency	Percentage
Yes	11	44
No	14	56
Total	25	100%

This analysis shows that majority of the respondents represented by 56% do not involve these children in classroom activities they feel that they cannot learn like other children while 44% feel that they can learn like other children.

Table 13: Attempts to help children with hearing impairment in class

Question: Do you assist these children to cope up with the classroom work?

Responses	Frequency	Percentage
Yes	05	20
No	20	80
Total	25	100%

This analysis indicates that majority of the respondents do not bother about the children with hearing problems this is represented by 80% while 20% feel that those children should be assisted to cope with classroom work like others.

Table 13: Teachers interest in helping hearing impaired children

Question: Are you interested in helping hearing impaired children to acquire knowledge?

Responses	Frequency	Percentage
Yes	24	96
No	01	04
Total	25	100%

According to the responses it indicates that majority of the teachers are willing to acquire knowledge and skills to assist these children, minority are not willing to acquire the knowledge.

Table 14: Sources of assistive devices for children with hearing impairment

Question: Do you have any information on where and how to acquire hearing aids to help these children?

Responses	Frequency	Percentage
Yes	3	12
No	22	88
Total	25	100%

This data shows that majority of the respondents who are represented by 88% don't know where and how to acquire these hearing aids for helping these children hear well only a small no knows, where and how to help these children acquire hearing aids.

Table 15: Children with visual impairment repeating classes

Question: Do you have any H.I learner who has ever repeated in one level class or in two level classrooms?

Responses	Frequency	Percentage
Yes	23	92
No	02	08
Total	25	100%

According to this analysis majority of H.I learners have repeated in one class or more than one class. This represented by 92% while only 8% of the responded that H.I learners who have not repeated in any class.

Table 16: Questionnaire for learners

Question: Do you have any hearing problem?

Responses	Frequency	Percentage
Yes	20	100
No	00	00
Total	20	100%

According to the analysis all the 20 respondents had hearing problems.

Table 17: Teacher-Pupil relationship

Question: How would you like your teacher to talk while teaching in classroom?

Responses	Frequency	Percentage
Very loudly	02	10
Loudly	18	90
Normally	00	00
Total	20	100%

According to the analysis, majority of the learners would like their teachers to talk to men loudly while teaching. This is represented by 90% while only 10% would like their teachers to talk very loudly.

Table 18: Teachers preferred position in class

Question: Where would you like your teacher to stand while teaching in classroom?

Responses	Frequency	Percentage
Anywhere in class	00	00
In front where there is light	20	100
Total	20	100%

The analysis indicates that all the respondents would like their teacher to stand in front and near a source of light where they can lip read him/her as he/she talks.

Table 19: Preferred explanation

Question: How should your teacher explain a point?

Responses	Frequency	Percentage
Yes	00	00
No	20	100
Total	20	100%

The response indicates that all the respondents would like a point explained slowly and loudly without mouthing of words.

Table 20: Possession of assistive devices

Question: Do you have anything to assist you hear well? (Hearing Aid)

Responses	Frequency	Percentage
Yes	01	05
No	19	95
Total	20	100

The analysis shows that only one respondent has hearing aids. The majority which is represented by 95% have nothing to assist them hear well.

Table 21: Need for assistive devices

Question: If you don't have one would you like to get one?

Responses	Frequency	Percentage
Yes	19	95
No	00	00
N/A	01	05
Total	25	100%

Out of the 20 respondents 19 out of 20 would like to get something to assist them hear well. One.

Table 22: Availability of help in learning and other school activities

Question: Do you have anybody to assist you take notes during conversation e.g. in classroom and assembly.

Responses	Frequency	Percentage
Yes	00	00
No	20	100
Total	20	100%

This analysis indicates that no respondent has an interpreter of cassettes to assist them when there's verbal communication or conversation.

The researcher is of the view that the following suggestions would be of much help in assisting deaf children learn better..

Teachers and 'normal' learners to develop positive attitudes towards the hearing impaired learners.

Training regular teachers in special education, attending seminars, in-service courses and work shops.

Provisions of hearing aids and other necessary equipments and materials by the government and other stakeholders.

Each regular school to be given a special need education teacher to help in handling children with hearing impairment and other diversities.

Teachers handling learners with various diversities be given better emolument services by the employer.

Education policies be revised to suit to current globalization education changes.

All stakeholders to participate in ensuring that learners with various diversities get quality education.

The next chapter discusses the findings, conclusions and makes recommendations.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

Introduction

From the introduction and background information, it is evident that learners with various diversities hearing impairment included have various causes of poor academic performance. Regular teachers lack knowledge and skills of handling learners with hearing impairment thus neglecting them. Most of the countries including Kenya have not been able to train enough teachers in special need education.

Reflecting on the contribution made by other scholars in addressing the problems which causes poor academic performance among hearing impaired learners, negative attitude of community, teachers and peers towards hearing paired persons is a major cause. Due to this attitude, provision of teaching and learning resources has not been possible.

Discussion

According to the information collected and analyzed 92% of the respondents are teachers who have H.I learners who have repeated in one class or two classes. This qualifies (Davis 1988) who searched and proposed several assumptions regarding personal characteristic of learners with hearing impairment. First, students hearing losses result in speech and language challenges of varying degrees which in turn affect either academic achievement or social adjustment or both second schools present communicative. Demands that are particularly difficult for learners with H.I communication is primarily verbal, persons speaking frequently do not face the person they wish to communicate with, schedules are mentioned by bills and audio and audio-visual aids are used frequently. In addition if the unique needs of these learners are not met poor self esteem and social isolation may occur. Any degree of hearing impairment can put a learner at a risk of

reduced academic achievement Davis (1988) in a survey of 376 learners with H.I in Iowa Davis and Associate (1982) (1986) reported that over a fourth of those children had repeated at least one grade.

According to the researchers own experience this is true because these children have their language not fully developed. This makes the learner not to be involved in discussions because they fear to pronounce some words which are not fully developed grammatically.

An observation about level of staff training of teachers handling Hearing Impairment learners shows that majority of respondents are not trained on the necessary skills to handle these learners. This is represented by 92% of the respondents while only 8% have undergone special training to handle learners with SNE. Due to this regular teachers have continually used method which shows that 56% of the respondents do not involve these children in classroom activities because they feel that these children cannot learn like others. Further analysis shows that 88% of the respondents have negative attitudes towards these learners because they feel that they lower the class Mean Standard Score. According to the data 96% of the respondents are willing to acquire knowledge and skills to assist these children.

Such skills are early assessment. This qualifies Ying (1960) when the argued of purpose of assessment, change of attitude by teachers and general public towards these learners and many others. In the researchers own experience there is need for the teachers to be equipped with the necessary skills and knowledge in order to change their attitude about these learners. Many ignore them, use derogatory words and they think that these learners cannot perform like others.

An observation on hearing aids indicates that 95% of the respondents (learners) don't have any thing to assist them hear well only 5% have hearing aids. This qualifies North Cott (1980 b)

when he researched on priority in the education of learners with hearing impairment. Also children should start using hearing aids as early as possible to increase an awareness of environmental sounds (Sanders, 1982). Children should be assessed early enough and provided with hearing aids as research has shown that children with hearing impairment have been found to be generally less assertive than their hearing peers (Macklin & Matson, 1985). They have been found to be more fearful of the unknown, injury and small animals than their hearing peers (King Mulhal & Callore 1989).

If a learner is less assertive, fearful of unknown injuries and small animals cannot learn effectively. An observation of the language used while communicating is indicated by the results of the data analysis which shows that 82% of the respondents can talk to learners who are hard of hearing and profound hearing impairment. The students hearing losses result in speech language challenges of varying degrees. This qualifies Davis (1988) when he proposed several assumptions regarding personal characteristics with hearing impairment learners. Through these, learners recognize that hearing loss is the cause of their problems in communication they tend not to want other children to know that they are hearing impaired. To avoid these, they may not ask for clarification, request changes in classroom, sitting arrangement or discuss adjustment in requirements with teacher. There appears not to be consensus in the field as to where and how to educate individuals with hearing impairment. This qualifies King (1984) when he researched on different types of language instructions approaches that many educators combine in teaching these children.

In order for those learners to learn effectively different modes of communication have to be used depending on the most readily understood. This qualified Crittenden, Ruttenamn and Wilcox (1936) what they found about various forms of communication. The council on the education of

the deaf (1976) found that no single method of instruction or communication can best meet the needs of all students with hearing impairment.

On interpreters the data findings shows that 100% of the respondents (learner) don't have interpretation services. This is clear our children do not learn effectively, students spend at least 45 percent of the school day engaged in listening activities. This qualifies (Berg, 1987). Hearing is essential to classroom performance without it no learning can take place effectively. Interpreters support learners with hearing impairments. In general, education setting, interpreters hear communication and then speak it through one manual or signed system to learner who is hearing impaired. Interpreters are important to learners with hearing impairment because they act as a bridge to those with hearing impairment and who cannot hear during classroom conversation, discussion during assembly or when there is an occasion in the school.

An observation about the relationship of learners with hearing impairment and other learners in school, and in the society shows that these children are 76% do not relate well with others while 20% relate well and 4% relate very well with others. Some practices by the teachers such as not involving them in class activities as indicated by data there before can result to this poor attitudes of teachers towards them and many others. Some others are natural, such as hearing losses result in speech and language challenges of varying degrees which in turn affect either academic achievement or social adjustment. Our schools present communicative demands that are, particularly difficult for learners with hearing impairments. Communication is particularly verbal, persons speaking frequently do not face the person they wish to communicate with, schedules are maintained by bells (audio) and audio-visual aids are used frequently. In addition, the unique needs of these students are not met, poor self-esteem and social isolation may occur. We must realize that social adjustment is communication dependant; social adjustment is

grounded in interpersonal interactions such as talking, laughing, joking and discussing. These learners are challenged in environment such as their classroom; school and community, all of which make a variety of communicative demands. This qualifies what Maxori Bracket and Vander Berg (1991) found regarding how hearing impaired learners in verbal expressions of emotions, verbal aggression, physical aggression and interpersonal interactions. It also qualifies (Davis 1988) when he researched and found that in some situations social isolation occurs because other children may find the learners with hearing impairments perform poorly in academic performance. This is due to poor practices by our regular teachers, lack of knowledge and negative attitudes towards these learners. Despite this, efforts have been made to ensure that teachers handling these children have the necessary skills and knowledge to handle these children. Kenyan Government has embarked on training of teachers and by the year 2015, every primary school will have at least one teacher trained. Public has been made aware of these learners and their needs.

Recommendations

The researcher would like to give the following recommendations:-

- Regular teachers should be equipped with knowledge and skills necessary for handling learners with hearing impairment.
- The government should ensure that every school has at least one teacher trained and qualified to handle learners with special needs in education.
- The District Educational Assessment Resource coordinators should make regular visits to schools to ensure that learners with special needs are assessed early enough for early intervention and placement.

- There should be more creation of awareness to the parents and the public at large about the need to educate children with different diversities. This can be done by the personnel in the assessment centre and the special needs education teachers who are in the field.
- Children and parents of children with different diversities should be helped to cope with the impairment and use the remaining senses. This should be done through guidance and counseling.
- Education Assessment Resource Centre in collaboration with the government and support groups should assist learners without hearing aids to get them.
- Regular teachers should try to get time to support and help hearing impaired learners cope with curriculum.
- Teachers and 'normal' learners in regular school should change their attitude towards learners with hearing impairment.

APPENDIX I

REFERENCES

1. Berg, F. S (1937):- Facilitating Classroom listening a hard book for teachers of normal and hard of hearing students - Boston College - Hill Press/Little Brown.
2. Boolhroyd A, (1973) - speech perception and severe hearing loss. - In M. Ross & TG - Giolas (Eds). Auditory management of hearing impaired children. - Baltimore, MD University Park Press.
3. Davis J (1988) Management of the school age child; A psychological perspective.- perspective. In F.II. Bars (ed), hearing impairment in children. Parkton, MD: York Press.
4. Maddell, J. R. (1990b):- Managing classroom amplification In M. Ross(&J), Hearing impaired children in the classroom. Parkton, MD: York Press.
5. Moores, D.G. & Maestas y moores, J. (1931):- Special adaptations necessitated by hearing impaired Kauffman & D. Hallahan (Eds), Handbook of special education eagle wood cliffs N.J. Prentice Hall.
6. MwauraS. & Wanyera (2002):- Introduction to children with special needs in education Nairobi; KISE.
7. Ndurno M.M. (2002):- Exceptional children development consequences and intervention: Nairobi, Longmari Kenya.
8. NorthCott, W. (1980b). Implications of mainstreaming for the education of hearing impaired children in the 1980's, Washington D.C; Alexander Graham Bell Association for the deaf.
9. Randjki, F (2002):- Historical development of special needs education. Nairobi KISE.

10. Ross, M (1982). Hard of hearing children in regular classroom. Baltimore, MD University Park Press.
11. Saunders, D. A. (1982):- Annual rehabilitation (2nd Ed) Eaglewood cliffs, NJ Prentice hall.
12. Wilbar R.B. (1979):- American Sign Language and sign systems. Baltimore, MD University Park Press.
13. 'Wolk S., Sc Schjldrotii AN (1936):- Deaf children and speech intelligibility A National survey in A.M. Schildrotii & M.A., Karehrner (Eds) deaf children in America, San-Diego C.A. college Hill press.
14. Wray D. Flexer, C, &, Ireland, 3. (1988):- Mainstreaming hearing unpaired children. Typical questions posed by classroom teachers. Hearsay.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS IN REGULAR SCHOOLS

Please answer all the questions. Put a tick in the boxes provided Your sincere and honest response will be of great help to the researcher. Any information given will be confidential.

1. What is the highest academic level that you have achieved?

Junior O' level A' level

2. Which training have you undergone?

Primary Teachers Education (P.T.E)

Social Education

Others

3. Are there learners with hearing difficulties in your class?

Yes No

4. What are other teachers' attitudes towards these children in their learning? Lower mean standard score (M.S.S.) Excluded in exams supported.

5. (a) Do these children have other medical problems apart from hearing problems?

No Yes

(b) If yes, specify,

6. How do children who have hearing problems relate with others in die classroom?

Very well Well Not well

7. How do children with learning problems communicate to those who can hear and the teachers?

Talk

Sing language

Unrecognized show

8. Where do you place these children in the classroom?

Any position in class Centre of the Class

In front of class Near the window

9. Do children with hearing problems participate well in classroom activities and discussion?

Wholly Partly Not at all

10. How do they participate in P. E. and other outdoor activities?

Wholly Partly Not at all

11. Do you involve these children in classroom activities and group work?

No Yes

12. Do you assist these children to cope with the classroom work?

Yes No

13. If you do not have knowledge to assist these children, are you interested in acquiring the knowledge?

Yes No

14. Do you have any information on where and how to acquire hearing aids to help these children?

Yes No

1. Do you have any hearing impaired learners who has ever repeated in one level class or in two level classrooms.

Yes No.

APPENDIX II

INTERVIEW GUIDE FOR LEARNERS

Please answer all the questions. Put a tick in the boxes provided.

1. Do you have any hearing problems?

Yes

No

2. How would you like your teachers to talk while teaching in classroom?

Loudly

Very loudly

Normally

3. Where would you like your teacher to stand while teaching in classroom?

Anywhere in class

In front where there is light

4. how would you like your teachers to explain a point?

Fast and loudly

Slowly and loudly

5. Do you have anything to assist your hear well? e.g Hearing aid.

Yes

No

6. If you do not have one would you like to get it?

Yes

No

7. Do you have anybody to assist you take notes during conversation in classroom and assembly?

Yes

No