

**CHALLENGES FACED BY LEARNERS WITH HEARING IMPAIRMENT IN  
PRIMARY SCHOOLS. A CASE STUDY OF TWO SPECIAL NEEDS SCHOOLS  
IN ARUA DISTRICT, UGANDA.**

**BY  
MATURU NANCY GLORIA  
BED/12447/61/DU**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION  
IN PARTIAL FULFILMENT OF THE EQUIREMENTS FOR THE  
AWARD OF A BACHELOR'S DEGREE IN SPECIALNEEDS  
WITH EDUCATION (SME) OF KAMPALA  
INTERNATIONAL UNIVERSITY**

**JULY, 2009**

## DECLARATION


I Maturu Nancy Gloria hereby declare this dissertation is my original work and has never been presented for a degree in this University or any other University before.

No part of this dissertation may be reproduced without the person of Kampala University.

Name of the Candidate:

MATURU NANCY GLORIA

Signature of the researcher:

 .....

Date:

29/07/2009 .....

**APPROVAL**

This report has been written under my guidance, as the Supervisor.

Supervisor's Name: Nabuseeta - D. Taligoola

Signature: ~~Retarce~~

Date: 29/07/09

Department of Special Needs

### **DEDICATION:**

This Research is dedicated to the Learners with hearing impairment especially in the two special Primary schools of Ediofe and Ocoko Primary School for the deaf, the head teachers for the two primary schools and the teachers as well.

During my research study, I had the chance of talking to them, listening to them and understanding their problems, ways of living, causes, hopes and their worries.

I therefore hope that this research will contribute to an awakening of conscious among policy makers and social workers to understand and address their problems which they face at school and in the community at large.

I also dedicate this research to everybody and to the Non-Governmental Organizations (NGOs) that are ready to extend a helping hand towards the enormous problems faced by learners with hearing Impairment.

## **ACKNOWLEDGEMENT**

I would like to greatly honour and thank the Almighty God for granting me the strength and wisdom to enable me carry out this research successfully.

I wish to acknowledge and extend my sincere gratitude my dear Supervisor Mrs. Taligola Deborah who helped with all the necessary guidance in information gathering and drafting to make this research a success.

I also wish to acknowledge my dear lovely Mum Mrs. Jane Apekuru Milka, my Dad Mr. Atiku Primos Alau, all my Uncles and bothers who offered me the financial and material support during the difficult times of my study.

I thank myself for the individual effort towards the production of this research proposal, I thank the teachers of the two special primary schools for their material time offered to me during my research visits also my Lecturers who tremendously equipped me with the academics, May the Almighty God bless them abundantly.

## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION: .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
ABSTRACT .....	vii
CHAPTER ONE: INTRODUCTION .....	1
1.2 Statement of the Problem. ....	3
1.3 Purpose of the Study.....	3
1.4- Objectives of the Study. ....	3
1.5- Research Questions. ....	4
1.6 Scope. ....	4
1.6.1 The Geographical Scope.....	4
1.6.2 Time Scope.....	4
1.7 Significance of the Study.....	5
CHAPTER TWO: LITERATURE REVIEW. ....	6
2.0 INTRODUCTION.....	6
2.1 Theoretical Frame Work.....	6
2.2- Related Literature.....	8
CHAPTER THREE: RESEARCH METHODOLOGY .....	10
3.0 INTRODUCTION.....	10
3.1 Research Design .....	10
3.2 Area and Population of the Study.....	10
3.3 Instruments of Data Collection.....	11
3.4 Questionnaires. ....	11
3.5 Data Collection Procedure.....	12
CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....	13
4.0 INTRODUCTION .....	13
4.1 Background characteristics of respondents .....	13
4.1.1 Table 1 showing the sex of learners with hearing impairment.....	13
4.1.2 Table 2 showing the age of learners with hearing impairment in the two.....	14
4.1.3 Table 3 showing the place of origin of learners with hi. ....	14
4.1.4 Table 4 showing causes of hearing impairment of the learners in the two special schools. ....	15
4.2 Prevalence of learners with impairment .....	16
4.3 Curriculum activities adopted for learners with HI in the two schools.....	16
4.3.1 Table 6 showing level of education for learners with HI in the two special schools .....	17
4.3.2 Table 7 showing activities done by these learners with HI in the two special primary schools .....	18
4.3.3 Mode of activities .....	18
4.4 Challenges faced by learners with HI in the two primary schools .....	19

4.4.1- Table eight showing the living arrangement of learners with HI.....	20
4.4.2- Table nine showing Health Problems as challenges faced by learners with HI...	20
4.4.3- Future Aspiration. ....	21
4.4.4 –Gender of learners with HI in the two special primary schools in Arua district.	22
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSSION AND	
RECOMMENDATIONS. ....	23
5.0 Introduction. ....	23
5.1 Summary of Findings. ....	23
5.2 Conclusion.....	24
5.3 Recommendations .....	24
References: .....	26
APPENDIX I .....	27
Questionnaire for learners with Hearing Impairment (HI).....	27
APPENDIX II.....	28
Questionnaire for Head teacher .....	28
LIST OF ABBREVIATIONS; .....	31
THE MAP OF ARUA DITRICT .....	32

## **ABSTRACT**

This study investigates the challenges faced by learners with hearing impairment, a case of Ocoko and Ediofe Primary school for the deaf in Arua District.

It is based on data obtained from a survey by the researcher in 2009 complemented by secondary information from various Non-Governmental Organizations providing a helping hand to persons with hearing loss in Arua District.

The investigation reveals that three quarters of the people living in Arua District have a negative attitude towards persons with hearing impairment

This situation is attributed by some people who do not know the real causes that lead to these learners with hearing impairment, Some of the people do take these problems as minor issues when they are so big affecting their academic progress.

The research indicates that almost all the learners with hearing impairment in the two special schools were not happy due to the challenges that they faced though some NGOs have tried to solve few of their problems, still these problems are not totally solved; this can be seen in the unhappy lives they live.



## CHAPTER ONE: INTRODUCTION

Hearing impairment is a general term conveying all degrees and types of hearing loss, from mild to profound and it includes two groups that is to say Deafness which refers to a person whose hearing ability is reduced to such an extent that interferes with successful understanding of spoken language either with or without hearing aid.

And hard of hearing refers to a person who has a reduction in hearing ability which does not completely prevent the person from understanding spoken language through the ears alone. Such a person often hears better with the help of a hearing aid. An instrument that amplifies sound.

Hearing impairment is caused by different ways such as difficulties during delivery, hereditary causes, and accidents, effects of drugs, diseases such as Rubella, German measles, Acoustic trauma, noise and many others

In Arua District, there are many children with hearing impairment due to the above causes and the learners in the two special schools have all the category of hearing impairment from mild to profound.

### **1.1-Background of the Study.**

According to Hallahan DP and Kauffman JM (1982) in their book of Exceptional Children and Introduction to Special Education, Hearing impairment is a general term for malfunctioning of Auditory mechanism.

Children with hearing impairment still face challenges today in the low developed countries globally at schools and vocations. These children find it difficult to access education and yet education is a basic right for every child.

In those days when a child was born “deaf”, it was said to be a bad omen in the African Tradition, Native doctors could be conducted and Traditional gods to find out where the cause could be claimed that the Ancestors are angry with the grant parents of the child because the grandparents of the child died before fulfilling the demands of the gods making the child to be deaf due to the curse from the gods.

Beliefs have changed on the perception of children with hearing impairment depending on the acceptance by each culture, for example in some African countries such as Nigeria, South Africa, there has been changes introduced to describe persons with hearing loss. That is to say, persons with hearing impairment instead of calling them the “deaf”, making such a person to feel at ease among other ordinary people. Still there are few schools been established by the Government and NGO’s for educating Special Needs Children especially those with Hearing Impairment in Uganda but many of these children do not get Basic Education in Uganda up to today. The pragmatic approach taken by Special Education has been scientifically acknowledged by Ugandan ministry of Basic Education in (1972) and (1991).In this policy, it emphasized that innovation emanating from Special Education have extensive impact on general education.

However Children with Hearing Impairment in Uganda despite having these programme put in place, most of these learners with Hearing Impairment do not access education and most of them lack the Basic Right.

According to Ochan (1999),Government has carried out a research to inquire the basic problems faced by learners with Hearing Impairment where several problems have been cited and these problems are such as-low self esteem among the community members to accept these children, Lack of special schools for learners with Hearing Impairment, Unfair treatment of these learners with hearing impairment in main stream schools by the teachers and other fellow ordinary learners leading to low attendance of these impaired learners in the schools.

Every society defines its laws according to common interests. In Uganda, it is already a signatory of the United Nations Convention of the Rights of the Child.(UNCRC) and the African Union Charter on the Rights and Welfare of African Children.(AUCRWAC).In addition, Uganda made important commitments at the (1992) OAU International Conference on assistance to African Children, to translate this commitments to children in action, the Uganda National Programme of Action for Children,(UNPAC) which was launched on 16<sup>th</sup> June 1993,addressing special Need Children and parcel of Uganda’s commitment to Children.

In Arua District, the two special schools for learners with hearing impairment, there exists an NGO called EARS that helps the special need schools in Arua by performing the following roles:-

- i. Provides technical guidance on policy and practical field work.
- ii. Co-ordinate, monitor and evaluate the special need children within the district.
- iii. Assists the local Authorities in developing action plans.
- iv. Provision of basic school needs for learners with hearing impairment.

### **1.2 Statement of the Problem.**

The poor retention of learners with hearing impairment in two special schools in Arua District is that, most of their teachers are not special need teachers but are ordinary teachers which affect the classroom performances of these learners because most of these learners are totally deaf and needed the help of a special need teacher who can communicate to them in sign language.

Another challenge faced by these children is that they lack teaching and learning materials though they have some but are incomplete since their number is large.

### **1.3 Purpose of the Study.**

The general aim of this study was to investigate the challenges faced by learners with hearing impairment in the two special primary schools in Arua District.

### **1.4- Objectives of the Study.**

The objective of the study will be;

- To establish the prevalence of learners with hearing impairment.
- To assess the curriculum which has been adopted for learners with hearing impairment?
- To identify the quality of teachers that exists in the two special schools of Arua District.

- To find the challenges faced by the learners with hearing impairment in the special schools.

### **1.5- Research Questions.**

- What are the qualities of teachers that exist in the two special primary schools of learners with hearing impairment?
- What are the challenges faced by these learners with hearing impairment in the two special schools in Arua District?
- What kind of curriculum is used for teaching learners with hearing impairment in the two special primary schools?
- What are the prevalence of learners with hearing impairment?

### **1.6 Scope.**

The study was specifically carried out in the two special primary schools of Ocoko and Ediofe schools for the deaf in Arua District.

#### **1.6.1 The Geographical Scope.**

The study will be confined to Arua District in Uganda. Arua District is approximately twelve kilometers squared and it is composed of the two special primary schools for learners with hearing impairment.

#### **1.6.2 Time Scope**

The study was carried out for three days each per the two schools. And from the time of 8:00-12:00 mid day because these learners can not concentrate beyond that time due to their disability.

### **1.7 Significance of the Study.**

The study will help the community to be aware of the causes of hearing impairment so that precautions will be taken by pregnant mothers and care givers to prevent the causes of hearing impairment.

The study will help the community workers to understand the problems faced by these learners with hearing impairment and find solutions to help them. but not looking at them as misfortunes and they are seen as people who can't be useful to the community or to the country.

The study will also help the parents to know that these children with hearing impairment are also like any other children and has right to education and has right to education and becomes great value to the country in future.

The study will benefit the policy makers to understand problems faced by learners with hearing impairment and as a result design policies which favour these learners in schools and to call upon NGO's to construct more special schools for these children.

## **CHAPTER TWO: LITERATURE REVIEW.**

### **2.0 INTRODUCTION.**

This chapter mainly looks at the theoretical frame work and related literature. The researcher will also highlight available information regarding improvement on the learners with hearing impairment and the way forward for their help.

### **2.1 Theoretical Frame Work.**

Currently, education has become the key to the modern world, in Uganda and other African countries particularly, education has been emphasized and this is because education is very vital for economic growth not only in Uganda and Africa at large where special needs education is also emphasized.

Regarding Western Europe, Braservell (1987) observed that special education is been non-categorical movement, integration and in terms of service delivery systems.

Thus the directions in special education that emerge in the United Nations in the mid of 1970's especially with the enactment of Public Law (94-142) are worth studying the general outlook and practice in other countries.

Learners with hearing impairment has all the degrees of hearing loss from mild to profound and includes two groups such as hard of hearing which refers to a reduction in hearing ability but can hear with the help of a hearing aid and deafness refers to those who cannot hear completely.

The learners with hearing impairment have difficulties in acquiring social competence for a variety of reasons.

The following variables may affect social competence:-

Degree of hearing loss, parental hearing status, amplification and educational history and other factors such as:-

- In ability to express and comprehend language through speech.

- Lack of auditory cues that goes along with spoken language.
- Lack of ongoing conversations in the environment.
- Others may dominate interactions, giving few opportunities to practice social and communication skills.

The learners with hearing impairment are categorized under the following:-

- 1- Pre-lingual hearing impairment is when a person acquires the impairment at birth or in the early age before acquiring speech and language.
- 2- Post lingual hearing impairment is when a person acquires the impairment after speech and language is acquired and such a person may be able to maintain partially the already learned language in his or her future communication through lip reading.
- 3- Congenital hearing impairment is acquired in the process of birth caused by conditions such as birth trauma.

The symptoms of hearing impairment can be seen as following;

Learning and recognition: children with hearing impairment have difficult learning from educational experience due to their disability to perceive spoken language given. Their level of achievement in learning will therefore fall below that of hearing child and as a result they turn out to be slow learners and forgetful.

Interaction and communication: the language and speech acquired by children with HI may not be adequate to enable them express their thoughts and feelings to other people. This will affect their ability to interact with other children

### **Social and emotional development.**

The restricted opportunities imposed by hearing impairment limit the development of suitable behaviors in society. The child is therefore likely to show in mature social behavior, similarly children with HI find it difficult to express their feelings through spoken language and this leads to poor self image, anger, frustration and violence.

The qualities of teachers teaching learners with HI should be those who have qualified to teach special needs children because these children needs to be handled in a special way which an ordinary teacher may not know for example, The special need teacher

who is qualified will need to teach conversation skills (conversation turn-taking, topic, initiation and maintenance).

The qualified special need teacher also has the quality of encouraging child participation in dramatic play (where more conversation. Is required with support as needed) for learners with HI.

Reduce dependence on adult interaction by supporting peer interactions to remind all adults in the class room of the importance of encouraging interaction between the HI child and his peers.

Teach social interaction and communication skill to learners with HI because both groups of children need to learn how to adopt their communication and interaction strategies to one another.

**NB:** The school community should be patient, understanding and sympathetic with learners with HI.

According to UNAD (Uganda National Association of the Deaf) an indigenous, voluntary, Non-profit making NGO founded in 1973 for bringing together all categories of deaf people including social services organization registered under NGO statute of 1973, as a National umbrella organization for grass root assistance of the deaf. UNAD member works in partnership with NUDIPO, USD, UNISE, EARS/SNE. etc advocates for Deaf People's Human Rights recognition, equalization of opportunities, representation and participation at all levels of life to both men and women.

## **2.2- Related Literature.**

According to Delieger (1989), the problems influencing low attendance of children with HI in schools were that in African countries depending upon the central practices and beliefs of various ethnic communities. He provided a detailed analysis of practice carried by the Sonsye tribe in Zaire where the cause of HI is viewed in terms of family members' payment of dowry relationship, their gods and ancestors' relationship



between the families has remained in peoples mind to see these children as if they can no longer achieve something in their lives.

Haring (1978) reviewed literature on what constitutes special education, he noted that according to Dr Leo Connor (1968), the traditional destination of special education meant accepting children who were considered unfit for regular school programmes.

Dunn (1968) questioned this approach which resulted in the establishment of ill-conceived self contained classrooms for the mildly HI. He argued that such traditions are morally wrong because it made professionals helpless and ineffective as children who would not cope up in regular schools be transferred to special class.

Kirl (1972) on the other hand observed that special education programs benefit not only HI children but also persons with disabilities further more special education served as the workshop, laboratory and aid tools which are eventually used with handicapped children.

It is noted that the Uganda Education Commission right at the beginning of Uganda's Independence history appears to have had a clear view of children with disabilities that it also saw need to introduce special education program component in the regular teacher training program.

USD (Uganda Society for the Deaf) established in 1958 to cater for education and social welfare of persons with HI particularly the deaf. USD worked closely with WFD local and international Rotary clubs and Ministry Of Education, Sports, Health and Gender, Labour and Social Development activities offered include;

Training of teachers, provision & distribution of aids, establishment of special schools.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 INTRODUCTION**

This chapter introduces the instruments that we the researcher used in the collection, analysis and presentation of data. It includes the study design target population, sample size, questionnaire design, sample instruments and data manager.

### **3.1 Research Design**

The research will be both qualitative and quantitative. This includes description of qualitative data representation of quantitative data on graphs pie chart, tables and among others.

### **3.2 Area and Population of the Study**

The special schools have been chosen on the basis of location, foundation and on gender basis.

The state of being located in the urban area for example Ediofe School for the deaf is 1 km away from the town while Ocoko School for the deaf is 8km from the Arua town.

In Ocoko School for the deaf, there are 112 learners in the whole school and five Special Needs teachers plus other fifteen ordinary teachers making the total number of teachers in the school 20 and 1 head teacher. This school is both boarding and day.

While Ediofe school for the deaf has 240 learners. It is also both boarding and day school with a total number of teachers including the head teacher is 29 where 10 of them are Special Needs teachers and 19 ordinary teachers.

### **3.3 Instruments of Data Collection**

The researcher used interviews, observations and questionnaires as instruments to collect data from the field. Files, papers and pens were also used during the research study and these played an important role because without them it would have been impossible to finish the research study exercise.

Direct observation was the most important and valuable method used to obtain information pertaining different causes, problems and challenges of re-settling the hearing impaired learners. This method was found useful in obtaining information as far as learners with hearing impairment are concerned because the researcher had to interact with quite a good number of hearing impaired learners while at the same time observing them.

Interviewing was also used along with the questionnaires that helped the researcher to get information about various causes and challenges of learners with HI. The information obtained through observation and through interviewing was recorded down on the designed questionnaire during the interview process. Some of the information was collected from other ordinary school's published data concerning various aspects on the challenges of learners with HI. These included data collection by different people who have so far attempted to analyze the challenges and problems faced by the learners with HI respectively. Interviews were carried out every day in every research area visited.

### **3.4 Questionnaires.**

Questionnaires were used as non-observable aspects to those who were not willing to be questioned directly; the questionnaire was structured in a way that could help expose the problems that hinder the problems of Special Needs Children with both regular and special needs children.

The researcher requested to be assisted by teachers in the distribution of questionnaires to all respondents who were selected.

However, the questionnaires include both open and closed ended type of questions. Questions such as problems faced by learners with HI, causes, factors that lead to the causes of their problems were mainly set for the learners, public attitude towards learners with HI were set to be answered by the head teachers and the teachers that usually deal with learners with HI in the two special schools.

All the questions were answered successfully and this enabled the researcher to get all the necessary information needed.

### **3.5 Data Collection Procedure**

Data collection was done using the qualitative methods. The research objective and the research questions were used as guides in analyzing the data collection. Analysed qualitative data was presented in tables and charts which ensured interpretation of data.

## CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

### 4.0 INTRODUCTION

This chapter represents the data got as responses of learners with HI interviewed from the two special primary schools of Ediofe and Ocoko schools for the deaf in Arua District and methods of analysis, interpretation.

#### 4.1 Background characteristics of respondents

The learners with HI comes from different homes and have different causes to their impairment such as accidents, effects of drugs, noisy environment like war torn zones, difficulties during their delivery and some of which are inherited from the parents.

During the study the learners had challenges faced due to their impairment for example they had un predictable temper, they could become hostile to other students especially when a teacher is in the class teaching hence interrupting the rest of the learners. They can also mean to be noisy and playful when they were supposed to learn. All these are challenges they faced due to their impairment.

##### 4.1.1 Table 1 showing the sex of learners with hearing impairment.

Sex	Frequency	Percentage (%)
MALE	227	64
FEMALE	125	35
<b>TOTAL</b>	<b>352</b>	<b>100</b>

##### Source: Primary Data 2009

A primary data obtained from the two special primary schools reflects the sex distribution among the 352 children interviewed. And the females were facing problems the grown up boys in the school where they are sexually abused by these boys i.e. 20% of girls.

**4.1.2 Table 2 showing the age of learners with hearing impairment in the two special primary schools.**

Age Group	Frequency	Percentage (%)
5-8	83	23
9-12	124	34
13-16	82	23
17-20	63	16
<b>TOTAL</b>	<b>352</b>	<b>100</b>

**Source: Primary Data 2009**

Field data 2009 got from the two special primary school where the greatest number of learners ranges from the age bracket 9-12, followed by 5-8, but still the young ones needed parental care which they were lacking at school especially those in boarding because the care takers didn't treat them well as their parents.

As these learners grew old, their number reduced because they felt like joining other vocational schools to further their education.

**4.1.3 Table 3 showing the place of origin of learners with hi.**

Place Of Origin	Frequency	Percentage (%)
Moyo	35	9
Koboko	40	11
Maracha/Terego	67	19
Nebbi	41	11
Arua	93	26
Yumbe	51	14
Adjumani	25	7
<b>TOTAL</b>	<b>352</b>	<b>100</b>

**Source: Primary Data 2009**

Field data 2009 got from West Nile about learners with HI where the majority of them come from Arua District i.e. 57% of the learners because of the distance of the two

special schools is near to them but in other districts there were a few learners due to the long distance.

The challenges that they faced were that; they could not be visited by their parents and yet they lacked some scholastic materials which could not be given by the school to them and so it is a challenge to those from other districts like Adjumani, Yumbe, Nebbi etc.

#### 4.1.4 Table 4 showing causes of hearing impairment of the learners in the two special schools.

Causes	Frequency	Percentage (%)
Accidents	62	23
Effects of drugs	60	22
Bacterial infection	43	7
Birth injuries	47	8
Poison	39	5
Other diseases	100	35
Total	352	100

#### Source: Primary Data 2009

This data is got from the two special primary schools in Arua. The learners became impaired due to things like accidents, noise, bacterial infections and other diseases such as German measles etc. hence making these learners to be the way they were and looked at by others as useless persons.

The so called normal learners don't want to associate with learners with HI making them isolated yet they could still share vital ideas, hence disturbing learners with HI psychologically.

## 4.2 Prevalence of learners with impairment

**Table 5 showing numbers and distribution of learners with HI**

<b>Names of schools and places within Arua District</b>	<b>Frequency</b>
Ocoko School for the Deaf	112
Ediofe School for the Deaf	240
Dadamu	8
Awindiri	11
Onduparaka	25
Odramacaku	31
Oli	15
Ociba	6
Jiako	7
Nsambya	11
<b>Total</b>	<b>441</b>

**Source: Primary Data 2009**

This field data is got from the two special schools and other areas within Arua District where some of these children were once in school and dropped out due other challenges that they encountered at school for example 57% of the children dropped out because there was no proper guardian to support in buying them materials needed at school. Because of this, they did not want to continue suffering at school.

## 4.3 Curriculum activities adopted for learners with HI in the two schools.

These learners with HI did not only contribute in the class room activities but they also participated in the co-curriculum activities such as playing football, netball, volley ball, athletics. They competed with other regular schools within Arua District for example Ediofe Girls and Boys primary school.



**4.3.1 Table 6 showing level of education for learners with HI in the two special schools**

<b>Level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
P.1	83	23
P.2	77	21
P.3	47	13
P.4	43	12
P.5	39	11
P.6	35	9
P.7	28	7
Total	352	100

**Source: Primary Data 2009**

This data is got from the two special primary schools in Arua district. The researcher showed that majority of the learners with HI are in the lower classes that is from P.1 to P.3 while the number kept on reducing as they get to the upper classes, Those who were in P.7 reported that some of their colleagues preferred to drop out after P.5 because they felt they learned something that could help them to start their own vocational work like carpentry, knitting, weaving etc by using the knowledge they attained from P.3-P.5 because they are taught vocational skills at that level.

**4.3.2 Table 7 showing activities done by these learners with HI in the two special primary schools**

Activity	Frequency	Percentage (%)
Playing football	35	47
Watching TV	9	12
Sleeping	7	9
General sports	7	9
Conversing with friends	6	8
Playing cards	3	4
Visiting friends	2	3
Going for evening walk	2	3
Sitting lonely	4	5
<b>Total</b>	<b>75</b>	<b>100</b>

**Source: Primary Data 2009**

This data is got from the two special schools where it was confirmed that these learners liked football and netball more than other activities because materials were readily available any time but other activities like TV were sometimes interrupted by power fluctuations and some of them preferred visiting friends, going for an evening walk so that luck could struck them on their way with a sympathizer or good Samaritan to help them with any valuable things. Those un interested resorted to sleeping or sitting lonely thinking about themselves.

**4.3.3 Mode of activities**

During the research study, it was noted that these learners are taken to the hospitals for check-ups for some days especially every Wednesdays from 10:00 am -2:00 pm. On Fridays they go out to meet their fellow colleagues for example those in Ediofe School for the Deaf go out to interact with those in Ocoko School for the deaf. On Mondays, Tuesday and Thursdays, are their busy class days which the learners term to be hectic. Every evening, they go for co-curriculum activities while on Saturdays and Sundays they are free to do their own things.

#### **4.4 Challenges faced by learners with HI in the two primary schools**

There are several problems faced by learners with HI and these include;

- Lack of teaching and learning materials making it difficult for them to understand whatever is taught by the teachers in the class most especially in science subjects.
- There is also a problem of lack of qualified teachers where the majority of the teachers are not special need teachers making it difficult for the learners to pick whatever a teacher is teaching because the teachers sometimes use wrong sign language that cannot be interpreted by these learners since the teacher is not well versed with sign language leading to their failures in exams.
- These teachers also mishandle the learners with HI in that they do not know the skills of dealing with them. For example harsh interrogations, beating them if they fail to give a correct answer thus making them hate and fear the very teachers whenever they come across.
- Not only these learners with HI also face problems in the daily living activities. Here the care givers do not really cater well for them especially the young ones who cannot perform some of the activities by themselves. The researcher found out that some of these children go for three days without bathing due to lack of proper care by the care givers.
- According to the research the girls confessed that they are seen as sex objects by the fellow grown up boys at night making them feel shy in class when lessons are going on since they attend lessons in the same class rooms with the boys. This leads to lack of concentration in class whenever their minds tune to what the boys do to them.
- During the research study, the researcher found out that learners with HI in the two special primary schools faced the same problems, for example. lack of enough health facilities whenever they are sick.

**4.4.1- Table eight showing the living arrangement of learners with HI.**

Contact	Frequency	Percentage (%)
No contact	36	55
No relatives	13	20
Have conducts with relatives	7	11
Have conduct with parents	5	8
No parents	4	6
Total	65	100

**Source: Primary Data 2009.**

Only 65 of the 90 interviewed learners with HI responded to this topic.

75% of them said they do not have contact or do not have relatives at all to visit them.

Some of them said they join school because there is no body catering for them at homes that is why they were at school since it is free of charge.

**4.4.2- Table nine showing Health Problems as challenges faced by learners with HI in the two special primary schools in Arua district.**

nature	Frequency	Percentage (%)
Epilepsy	17	25
Aids	14	21
Head ache	12	18
Pain in the ears	8	12
Fever	6	9
None	2	3
Others	8	12
Total	67	100

**Source: Primary Data 2009.**

During the research study, Epilepsy was the biggest problem that the majority of these learners faced combining with their impairment, it was too much for them because it disturbs them in the class room whenever they want to concentrate on class work hence retarding their thinking ability.

Some of the learners also are victims of HIV and suffered from head ache and it is affecting them a lot because the health facilities were lacking.

#### 4.4.3- Future Aspiration.

These learners with HI seemed to be determined about their future because majority of them had stated that they wanted to become independent in future to earn their living since they do not expect to be helped by someone.

**Table ten showing future plans of the learners with HI.**

Future Plans	Frequency	Percentage (%)
Working with special Needs	25	15
Weaving basket	15	12
Carpentry	10	9
Trading	10	9
Driver	10	9
Designing	10	9
No plans	5	3
Sports star	5	3
Total	90	100

**Source: Primary Data 2009.**

This data is from Arua district in the two special primary schools for persons with HI.

The highest number of respondents (85) told the researcher what they wanted to be in future and they seemed to be forecast.

These learners have not given up although people think they cannot do something profitable to support themselves in future. This was encouraging to other hearing impaired children who are not at school so that they can change their minds to join school such that they would have something to do in future after school.

In general they seemed to know what they want to achieve except some few of them who are not forecast because they have no plans for what they want to be in future and they are at school because of others.

Making a decision is a problem to the few learners.

#### **4.4.4 –Gender of learners with HI in the two special primary schools in Arua district.**

It is significant to note that learners of both sex exists in these two special primary schools but however the number of boys far out compete that of girls because the girls could be abused sexually by the boys in the same school hence making some of them to drop out of school hence making the number of girls to be few.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.**

### **5.0 Introduction.**

This chapter looks at the challenges faced by learners with HI in Arua district and the summary of findings, conclusion and recommendations.

### **5.1 Summary of Findings.**

A total number of 273 learners with HI were found to have dropped out of school in Arua district. Some of these children were interviewed as to why they dropped out of school and others could not be interviewed due to time factor.

According to the children who were interviewed, they gave reasonable explanations as to why they dropped out of school and these were big challenges to them and some of these challenges included:-

50% of these children confessed that the curriculum they were using before did not favour them where they could be over loaded with too many subjects from morning up to late evening making them to be tired of learning hence ending up to drop out of school. They also lacked teaching and learning aids making them not to understand what ever is taught in class.

20% of these learners who are boys and even other teachers involved in that for example a girl of 16years was raped by her teacher in Ocoko school of deaf where the teacher escaped and up to now he is nowhere to be found hence a big challenge to girls

10% of the learners also said that there is bad treatment by the care givers and the teachers are arrogant to them compared to the way they are treated by their parents at home which is also another big challenge to them making them at times to drop out of schools some of these learners have severe disabilities which could not them to continue with school because they could not see the use of been at school for example 5children are found with triple impairment and it was difficult to teach such group in Arua since the facilities are not all that well hence rendering them helpless the learners with HI live lonely life they only associate with their fellow special need children and many times they do not want to go the community because they are different people who he so

called normal once do not want to associate with the social workers therefore need to be very sensitive in approaching these learners with HI they must concentrate on creating apposite contact first in building a strong relationship because these learners may think that the social workers might harm their feelings as the society rejected them

## **5.2 Conclusion.**

In conclusion, during the research study, the researcher found out that the challenges faced by the learners with HI was helped out by some NGO's such as NUDIPO, EARS and etc, addressing some of the challenges faced by these learners and lifting up the voices of Disabled persons to the community so that people can know and understand that disability is not in ability because a disabled person can do anything done by someone is not disabled even better than any other person. So these learners with HI should be catered for well by school personnel wherever possible, help them in employing special need teachers, access the needs and materials necessary for teaching and learning for HI for example the head teachers of the two special primary schools should request for sponsors for learners from the outside world to improvise for them services such as audiologists to keep in close contact with these learners to improve their impairments if possible.

From the family where the learners are coming, the family learning about diversity in the context of understanding the child with HI and they should keep informed about organizations and civic groups that can provide support to the young children with hearing loss. The family should also get in touch with the local health centres, social services and education agencies about the learners with HI.

## **5.3 Recommendations**

There should be community sensitization to make the society understand learners with HI so that they can move and feel free wherever they are and to stop them from feeling inferior whenever they are in the community.



Different and appropriate curriculum is to be designed to teach learners with HI so that they can cope up with the teaching learning process, by doing that these learners will be interested in learning like other ordinary learners.

Special Need teachers who are competent and experienced should be employed to teach these learners so that the learners can understand well in class.

Many primary care givers of children with HI are faced with unexpected challenges and emotions. However, they are not alone though their individual experiences may differ from other ordinary learners.

Children with special needs should be included in medical therapy because some of them are autistic, spectrum disorders, developmental delays, speech disorder, feeding disorder and behavioral or mental health issues. Many parents/primary care givers should learn to cope up with the behaviors of these children with special needs since they know that these children have emotional problems.

There were many issues raised by learners with HI which the researcher could not interpret in her own format and some of these were;

- Children will need to be taught conversation skills (conversational –turn-talking, topic initiation and maintenance).
- Encourage child participation in dramatic play ( where more conversation is required with support needed)
- Reduce dependence on adult interaction by supporting care giver interactions i.e. remind all adults in the same class room about the importance of encouraging interactions between the hearing impaired child and his peers.
- Teach social interaction and communication skills to a hearing person and hearing impaired person because both group of these children need to learn how to adopt the communication and interaction strategies to talk to one another.

Basing on all the above ideas, the researcher realized that all the social workers working with Hearing impaired children (Special need children), people on research, the NGOs and the government at large should always be prepared to listen to the problems of learners with HI.

## References:

- 1) *Special Education Institute Launched* .( 1986), by Gethiga.
- 2) *National Plans of Education ( 2005 )* : by Cherrono.M:
- 3) *Clinical Psychology in Africa ( 1989 )*: by Peltzer .K.P and Egigbo .P.O.  
Nigeria.
- 4) *Education Psychology (1990)*: by Rao .S.N. New Dehiley Eastern Ltd.
- 5) *Special Education (1979)*: by Suvan.B.G and Richo.J.K.
- 6) *The Psychology of Handicapped Persons ( 1975 )*: by Shakespear.R.  
London.Co.Ltd.
- 7) *Exceptional Children ( 1982 )*: by Hallahan.D.P and Kauffman.J.M.
- 8) *The Disabled School Child ( 1973 )*: by Anderson.E.M. Methwen and  
Co.Ltd.
- 9) *Self Concept Development and Education. ( 1982 )*: by Burns.R.  
London
- 10) *Department of Probation and Social Welfare (1995 ). Workshop  
Report-Uganda.*

## APPENDIX 1

### Questionnaire for learners with Hearing Impairment (HI)

Dear respondent,

I am **Maturu Nancy Gloria**, a student of Kampala International University conducting a research on the challenges faced by learners with hearing impairment in Arua District.

The information given to me will be treated with confidentiality.

#### Sections A:

1. Background information.

Gender: Male  Female

2. Age bracket

4-6  7-9  10-12  13-15  16-18

#### Section B:

Answer research questions

1. How many learners with Hearing impairment are employed? \_\_\_\_\_

\_\_\_\_\_

2. What challenges do you face at school? \_\_\_\_\_

\_\_\_\_\_

3. Do you face some problems are at home? \_\_\_\_\_

\_\_\_\_\_

4. Which curriculum do they use for teaching you in this school? \_\_\_\_\_

\_\_\_\_\_

5. How is the attitude of teachers towards you? \_\_\_\_\_

\_\_\_\_\_

6. Do you know the cause of your impairment? If Yes what is it? \_\_\_\_\_

\_\_\_\_\_

7. What are the different categories of Hearing Impairment in this school? \_\_\_\_\_

\_\_\_\_\_

## APPENDIX II

### Questionnaire for Head teacher

Dear Sir/Madam,

You are kindly requested to give information by answering this interview guide. The information that you provide will be in a study expected to improve the problems of the learners with Hearing Impairment in your school. I promise the information given will be treated with confidentiality.

1. For how long have you been in leadership? \_\_\_\_\_
2. How many learners with Hearing Impairment are enrolled in your school?  
Boys \_\_\_\_\_ Girls \_\_\_\_\_
3. How many teachers are in this school? \_\_\_\_\_  
Female Teachers: \_\_\_\_\_ Male teachers: \_\_\_\_\_
4. Do you have special need teachers in your schools? If **Yes**, how many?  
\_\_\_\_\_ And if **No**, Why?  
\_\_\_\_\_
5. What are the qualifications of your teachers?  
Untrained: \_\_\_\_\_ Certificate: \_\_\_\_\_ Diploma: \_\_\_\_\_ Degree: \_\_\_\_\_
6. Identify the educational resources for learners with HI that are available in your school. \_\_\_\_\_  
\_\_\_\_\_
7. Which curriculum have you adopted fro these learners with HI? \_\_\_\_\_  
\_\_\_\_\_
8. Do these learners face some challenges? If **Yes**, What are they? \_\_\_\_\_  
\_\_\_\_\_
9. Being the head teacher I think you are aware of the teaching and the learning methods being used by your teachers for these learners with HI, are those methods modified to the level of these learners. If **Yes**, give reasons and If **No** why? \_\_\_\_\_  
\_\_\_\_\_

As a head teacher who experienced, is there anything you would like to include that has been left out in order to make my study a success, please you are welcome. Write it down if any.

Thanks for your response.

### **Questionnaire for teachers**

Dear Sir/Madam,

You are kindly requested to give information by answering this interview guide. The information that you provide will be in a study expected to improve the problems of the learners with Hearing Impairment in your school. I promise the information given will be treated with confidentiality.

#### **Interaction**

1. How do learners with Hearing Impairment (HI) interact with you teachers? \_\_\_\_\_
2. What strategies do you put in place to support learners with hearing impairment to understand what an ordinary teacher is teaching for them?  
\_\_\_\_\_
3. Do you think these learners with HI can benefit from the teaching of an ordinary teacher? If Yes/No, give a reason \_\_\_\_\_
4. Suggest other possible ways of improving the teaching of Learners with HI. \_\_\_\_\_
5. Does the curriculum cater for learners with HI? \_\_\_\_\_
6. What challenges do these learners face in the class? \_\_\_\_\_

---

#### **Adaptations**

7. Which method do you use for teaching learners in this HI in this school? \_\_\_\_\_
8. What challenges do you face in the use of the methods mentioned in 7 above?  
\_\_\_\_\_
9. Do you think learners with HI benefit from the methods above?  
\_\_\_\_\_

10. Which teaching materials do you use for teaching these learners in this school?

---

11. What do you think we should do to help learners with hearing impairment?

---

Thank you fro responding

## **LIST OF ABBREVIATIONS;**

<b>H.I</b>	Hearing Impairment.
<b>EARS</b>	Education Assessment Resources and Services.
<b>UNCRC</b>	United Nations Convention of the Rights of the Child.
<b>AUCRWAC</b>	African Union Charter on the Right and Welfare of African Children.
<b>NGO's</b>	Non Governmental Organizations.
<b>UNPAC</b>	Uganda National Programme of Action for Children.
<b>UNAD</b>	Uganda National Association for the Deaf.
<b>USD</b>	Uganda Society for the Deaf.
<b>UNISE</b>	United Nations Special Education.
<b>LIRC</b>	Local and International Rotary Club.
<b>SNE</b>	Special Needs Education.
<b>LSD</b>	Labour and Social Development.
<b>HG</b>	Health and Gender.
<b>NUDIPO</b>	National Union of Disabled Persons Organization.

# THE MAP OF ARUA DISTRICT

