

**CHALLENGES FACING CHILDREN WITH HEARING IMPAIRMENT IN
REGULAR PRIMARY SCHOOLS IN EKERENYO DIVISION**

BY

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DECLARATION

I Julius Obike Kebaso , Adm. No. BED/15574/71/DF hereby declare that this research paper is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirement of any university or either otherwise. It has therefore never been submitted to any institution of higher learning for award of a certificate, diploma or degree in special needs education.

I further declare that, all materials utilized in this research are not my own, have duly been acknowledged.

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DEDICATION

This special study paper is most sincerely dedicated to my beloved wife Josephine Bochaberi Obike and my children Grace Obike, Emmauel, Esther and Elizabeth who have always supported me throughout my endeavours in pursuance of my degree course.

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ACRONYMS AND ABBREVIATIONS

H.I.	Hearing Impaired
S.N.E	Special Needs Education
E.A.R.C.	Educational Assessment Resource Centre

ABSTRACT

The learners who are hearing impaired have for years been stigmatized although their potentiality in performing duties does not differ from that of non-hearing impaired learners. In our learning institutions, both teachers and fellow learners have always despised these learners. The teachers take little care or no care to these learners. What they have done so far is to stigmatize them. They have been labeled with all sorts of adjectives that are so discouraging and not motivating at all. They refer to them as slow learners, idiots, semi-deaf and many adjectives.

Due to this, the researcher resorted to researching on the problems facing the hearing impaired learners. If these problems are identified, then ways of solving them will be found.

As concerns the methods used for the collection of information from the respondents, the researchers will use mainly questionnaires, however, observation will also be used. As a teacher and being with these learners and because he will take the questionnaire out, he could get more information through observation. This is more especially from the reaction of the respondent as they will ask questions for clarifications. The researcher will mainly deal with one group of respondents who are teachers. He specifically chose this group of respondents because they are the ones who handle the hearing impaired learners in school. To the researchers, this is the group of respondents that could give the most appropriate result of the problems facing these learners.

CHAPTER ONE

1.0. INTRODUCTION

Hearing impairment is actually one's hearing loss. Therefore it has been known as deafness. It is also regarded as auditory impairment or deaf and dumb (Ndurumo 1993).

People with hearing impairment have difficulties in communication to a certain extent depending on the extent or degree of hearing loss. The degree of hearing impairment ranges from mild, moderate, severe and profound.

Since these people don't hear well or at all, they are closed out of conversations hence they live in a lonely world. "Deafness cuts one off from a conversation". (Kershow 1973)

Speech problems hinder one from expressing his problems or needs properly. This one is extended to class where learners cannot be catered for properly.

Because of this and many other reasons not mentioned, the researcher decided to collect data concerning problems faced by hearing impaired children in primary schools in Ekerenyo Division. The researcher also will get ways on how best these learners can be provided for educationally.

1.1. BACKGROUND INFORMATION OF THE STUDY

People used to think that the handicapped people were unable to perform anything worthy. They believed that disability was brought by God as a punishment to sins committed by the parents of the child with the disability (Kenshow 1973). This believes made people develop negative attitudes towards the physically and mentally handicapped whereby the

hearing impaired children were included. And as nature has it there was nobody who could like to be associated with evil hence such children could either be thrown away to die in the forest, kept hidden from the public or isolated from others. Due to their disability, they believed not to be able to perform anything of value. Even up to now still some people have this mentality towards the people with disability. Some are not ready to take their children to school because of the handicaps they have. They only neglect them and give them duties of looking after the home while others go to school or to work elsewhere.

When it comes to the hearing impaired children they are assumed not to understand and therefore cannot follow instructions. Once they can not follow instructions, it becomes needless for them to be taken to school.

However the case of children with hearing impairment could be instructed to perform some light duties and could not be allowed to perform duties like leading others or directing others more especially when it comes to giving solutions to a problem.

There are many types of hearing impairment. The deaf is a group of persons who are also referred to as total deaf. It entails the moderately, severe to profound degree of hearing loss that is between 70dB-90dB and over 90dB (Ndurumo 1993).

Hard of hearing is also a group that consists of the mild and moderate that is 20dB -40dB and 40dB-70dB loss. This group can easily converse with others if they use hearing aids.

Hearing impairment comes just like any other disability. Just as there are a number of factors that cause other diseases, there are also several factors that lead to hearing loss. They include excessive noise to the ears,

medications especially during pregnancy, hereditary factors in the family, diseases like polio, otitis media, venereal diseases and chicken pox. Other factors include accidents which cause injury to the inner parts of the ear e.g. road accidents and slaps on the ear; pregnancy complications and other unknown cause which is mostly assumed to be witchcraft and superstition.

These children were highly discriminated against whenever they interacted with others in schools or even at home during play or work, they were given labels. They were in most cases neglected and not treated as pure human beings. But when it comes to extreme cases of hearing impairment i.e. the profound, they were not even taken to schools. They were believed not to achieve anything in educational field. They were normally kept at home and in most cases indoors. This was because other families saw them as a curse and did not want them to be seen by other people.

Because these children with hearing impairment could not converse fluently or effectively with others, they were normally segregated. The peers and others people isolated them as they saw them as a burden. When you move to the few who attended school; they handled them as low achievers. In schools, those learners who were supposed to handle them i.e. special education teachers were missing. There were too few teachers who had undergone special education training hence they could not cater for all these hearing impaired learners.

1.2. STATEMENT OF THE PROBLEM

Hard of hearing is a problem that is faced by quite a number of children all over the world. Our country Kenya is not exceptional. As a result of this problem many children who are hard of hearing have ended up dropping out of school. Others have received less education than they

could have received if their problems could have been known at earlier stages and attended to. At the same time, some of these children have also been misunderstood for what they do and how they behave. Those people who are handling them such as parents, teachers, caretakers, have not known how to handle them properly at home, in class, out of class and even during plays.

These children with hearing impairments have always been stigmatized even though they have the ability to perform duties just as other normal children. Teachers who have not undergone the special education training do not take care of these learners with hearing impairment. Both the teachers and learners label these learners as slow learners, idiots, deaf, stupid, disabled, etc. These adjectives demoralize the hearing impaired and it kills their spirit of competing in class with others.

This one does not only apply to one parts of the world but it is worldwide. This has therefore led the researcher to find out the problems faced by the children with hearing impairment. At the same time get ways and means of assisting them.

Ekerenyo division is one of the divisions in Nyamira District which is badly hit by this problem of hearing impairment. The researcher has therefore decided to carry out this study to find out the problems faced by children with hearing impairment in primary schools in Ekerenyo division.

1.3. PURPOSE OF THE STUDY

The purpose of the study is to establish the problems faced by children with hearing impairment in primary schools in Ekerenyo division. The researcher will also suggest ways of improving the provision of education for the hearing impaired children / learners in the division.

1.4. OBJECTIVES OF THE STUDY

1. To identify the children with hearing impairment in schools.
2. To state problems faced by children by children with hearing impairment.
3. To explain the effects of hearing impaired on learning.
4. To state the supportive services that can be given to hearing impaired children.

1.5. RESEARCH QUESTIONS

1. How do teachers identify children with hearing impairments?
2. What are the problems faced by children with hearing impairment in schools?
3. What are the effects of hearing impaired on learning?
4. What are the educational and sources of support services provided to the children with hearing impairment by schools?

1.6. SIGNIFICANCE OF THE STUDY

It is important to do research on the hearing impaired children as this enabled the learners accept their conditions. After the learners have accepted their conditions, they will work normally with other learners. They would also be provided with appropriate support services such as placement, medical intervention as well as educational intervention. This enabled them to easily cope with education instructions.

Parents also benefited a lot from this research in that they were made aware of the cause of hard of hearing impairment. This enabled them to understand how to handle these children with hard of hearing impairment at home or whenever.

The study enabled teachers to be able to identify learners with hearing impairment in school and their respective classes. This one assisted

teachers to prepare individualized educational programmes for them to make their learning a success.

The research findings also made the community to identify these children and try to remove barriers which will hinder their learning, orientation and mobility. Administration such as chiefs, sub-chiefs, village elders and counselors will be made aware of children with hearing impairment who are found in their areas of operation. In turn they will be able to pass this information to the community at large. Both community and the administrators will device ways and means of helping these children in question. Then it will be the responsibility of the administration to make sure that these decisions, made are implemented.

The research further assisted the ministry of education to know the learning resources needed for these learners so that they prepare the appropriate learning resources suitable for them. On the other hand non governmental organizations, like clubs, churches, companies, unions, etc can provide funds, advice and supportive devices for these children.

Generally, the study increased knowledge and awareness of teachers and the general public about the hearing impaired children and their needs in the division. The research will encourage people in general to change their negative attitudes towards the hearing impaired. The results of the research will help the government to plan well for the children in terms of provision of funds, materials and medical sources. Above all create room for further research about the hearing impaired in Ekerenyio division.

1.7. LIMITATIONS

These were conditions which may hinder the researcher during his research study. They were conditions that were beyond the control of the researcher.

The limitations that the researcher may encounter during his research included finance. The researcher needed enough financial support to move to different parts of the division. On top of this the researcher needed meals for himself while some respondents also demand to have at least some cash or after playing their part.

Time also was short because the researcher being a distance learner, he had to attend duty, care for his family, and attend community involvement amongst other things.

The researcher at times face the rough weather of the rainy season more so especially due to the fact that he is carrying the research in Kisii highlands where rain is the talk of the day. Walking long distance in the rainy season was actually tedious.

The researcher had also to pass through rough roads, muddy parts, hilly places and impassable in some parts.

Some respondents did not easily accept to fill the questionnaire and even those who fill the questionnaire not all returned them.

1.7.1. DELIMITATION

This refers to the conditions or factors that favoured the researcher to carry on his study successfully. This included knowing the language of the area of study. The researcher easily got the required information from his respondents because he knew or understood the local language well; he also understood the tradition of the area of research well not leaving out the behaviour and the mannerism of the respondents. On the same hand the researcher was well known in his area of research and this

would give him easy time as the respondents will freely give the required information.

1.8. DEFINITION OF TERMS

Hard of hearing: This is a condition where one has a hearing loss but has some hearing ability that can enable him to her speech and acquire spoken language

Hearing impaired: This refers to a person who is suffering from hearing loss, the one who can not hear totally or partially.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

We have two main sources of literature review namely: primary and secondary. The primary sources are newspapers, magazines and journals while the secondary sources are books. In this research, the researcher is going to use secondary sources.

It should be noted that one's ability to hear is very important in life. Those who can not hear find themselves in a lonely world of its own. Regardless of the degree of hearing impairment it makes considerable difference to all one's reaction and the ability to think. (Anderson 1966)

For years, hearing impairment has been known as "deafness". It has been perceived by different societies in different ways. This chapter will deal with the world overview of the problem, historical background, causes, classification, effects and provision of support services.

The researcher therefore will go deeper to investigate the problems faced by the hearing impaired children. Apart from that he will also try to come out with better ways through which learners with hearing impairment can be assisted to gain equally with other learners. The researcher will use teachers, parents and even the learners for the information he will be looking for.

As far as human rights, is concerned, education is aright to all persons regardless of one's disability. Hence the persons with disability should not be left out of school provisions. This is according to world conference on special education (1994). It started that every child has unique

characteristics, interests, abilities and learning needs among other things. Eron and Kutosi (2000), Randiki also puts it clear that provision has undergone seven major stages:- Neglect period when the children with disabilities were rejected and discarded to inclusion through private tuition, institutionalization, separation and normalization periods.

Before 17th century person with disabilities all over the world were considered socially, mentally and physically less active / capable. This made them not to be easily accepted and regarded as part of the community where they belonged. People with disabilities including those with hearing impairment were neglected, separated, rejected and scolded among other derogative. This had come along because communities had a negative attitude towards them. They were rejected even in the families where they were born. In some communities such children were taken and left to die in the forest or to be eaten by wild animals. Disabilities were considered to be contagious. At the same time they were viewed as a curse from God. Some believed it was to come due to witchcrafty and this made them not to be provided for adequately. Randiki (2002) up to date some communities have those beliefs however now most of the people have understood how disabilities came about.

But now that people have known how disabilities came about, most people have changed their attitudes. They have accepted the people with disabilities and they can mix with them well. Even other children without disabilities can be seen playing together with people with disabilities, a case, which was prohibited in some communities because disabilities were treated as contagious. Even in schools they can be seen learning and playing together though their provisions in learning have not been fully met. Factors hindering this include trained manpower i.e special education teachers and hearing aids for the hearing impaired children in schools.

2.1. HISTORICAL BACKGROUND

In the past people with disability were really not valued. They were not educated because they were viewed as underachievers. They were therefore segregated from educational services. A good example is St. John of Beverly in century who taught a hearing impaired person to talk (Randiki 2003).

There was also a length period of instructional segregational education for persons with disability in America in 19th and 20th centuries (Rotteman 1971)

In Kenya, we have heard schools set up for persons with hearing impairment. The schools were set up from 1985 up to 1961 e.g.

Aga Khan units for the deaf (Mombasa)	1958
St. John Kennedy Nyabondo	1960
Dagoretti unit for the deaf	1960
Mumias school for the deaf	1961
Nyangoma for the deaf	1961
Aga Khan Unit for the deaf (Nairobi)	1961

There has also been bodies formed to mind for the deaf persons in Kenya such as Kenya society for the blind (KSDC), Kenya National Association for the Deaf (KNAD).

All these cater for the social welfare of the deaf. They also look into the educational and health care for the deaf.

2.2. CLASSIFICATION OF HEARING IMPAIRMENT

Hearing impairment ranges from mild to profound. This one deals with the degree of hearing loss. These ranges of hearing severity have been categorized into four groups: -

1. Mild 20dB – 40dB
2. Moderate 40dB – 70dB
3. Severe 70dB – 90dB
4. Profound over 90dB to total deaf

The mild hearing impaired persons can be able to follow conversations in a quiet room. However, such a person will need to sit next to the speaker and face him.

The moderate hearing impaired can understand conversation if it is very loud in a quiet room. At the same time the listener must be near and face the speaker.

In severe and profound hearing impairments one can not follow normal conversation however quiet the room is. One can also not develop the language and this is because of his or her severity in hearing. He communicates through signs and not spoken language.

2.3. CAUSES OF HEARING IMPAIRMENT

According to Ndurumo (1993), the causes of hearing impairment can be classified into three categories namely:-

- Pre-natal before birth
- Peri-natal during birth
- Post-natal after birth

In the above stages, the following are the factors that can cause hearing impairment.

- a) Heredity: Whereby a child inherits the problem through a parent.
- b) Infections like otitis media which is an infection in the middle ear which is caused by inflammation of the middle ear.
- c) Blockage of external auditory canal. This can be brought about by objects like seeds inserted into ears and if not removed in time cause inflammation leading to hearing loss. Blockage can also be caused by hard wax. If the wax accumulates in the canal blocking, this may result into a hard plug which causes hearing difficulty.
- d) There is also a condition whereby the ear may not develop physically well and may be structural defects e.g.
 - The absence of the ossicles
 - The pinna appearing as a remnant or
 - A complete absence of the ear.
- e) Tumours may develop in the external auditory canal and block it causing hearing impairment.
- f) One may get injuries on the head that may affect the eardrum or dislocate the ossicle causing hearing impairments.
- g) Excessive noise from loud music, noise from industries, explosives from quarries, jet / aeroplanes, noise, rockets all affects the hearing ability.
- h) Some drugs like quinine, fansidar and certain antibiotics have side effects that may damage the auditory system.
- i) It should also be noted that old age slows down the hearing mechanism.

2.4. EFFECTS OF HEARING IMPAIRMENT

Hearing impairment has many more consequences on the individuals who happen to be affected. The hearing impaired person is exposed to many dangers depending on where one is. It becomes dangerous for such a person when he or she is passing along streets which are full of traffic. They may not hear when motor vehicles hoot for them to give way. As a

result one may be got by a road accident at any time he is on or by the road.

In case of dangerous animals the hissing of snakes or backing of dogs and roaring of lions, a hearing impaired person may not hear in order to evade their dangers.

Such a person may not enjoy the music as other people who don't have a hearing problem. And because this person does not hear properly, he can not be able to develop good speech nor discriminate sounds. As a result his oral communication is greatly affected. In places like meetings, churches or in class, one will not gain equally like those ones without hearing impairment. Generally, lack of hearing derails social interaction and development, Kimani (2003). If a child is unable to hear well, it will be difficult for him to speak well too. Karanja (2001).

A child with hearing impairments in a class is not likely to gain equally with the child without hearing impairment. As the teacher teaches he may not be answering questions asked. This is either because he does not follow or on the other hand may not be fluent in speech. This one will discourage such a learner to contribute in a lesson.

During practical or physical education, he may not take in all the given instructions hence may end up not performing some class activities. Other practicals e.g. experiments in science may be a problem to him. He may not want to take part in these practical activities hence may end up learning less compared with his fellow learners without the impairment.

If the hearing impaired person stays far away from the speaker, he may not hear what the speaker says however loud he may be. This is because sound pressure level (SPL) is highest at the source. As it moves further away, it decreases by a given intensity called a decibel. Mwerevia (2004)

At the same time a hearing impaired person may further worsen this problem if there will be more background noise. Background noise distracts one from hearing the actual response, Mwereria (2004). Sources of background noise include; aircrafts, traffic noise, noise from other rooms and even noise by other learners.

Hearing impaired learners who learn in non-absorptive rooms get is difficult to follow what the speaker is saying. This is because non-absorptive rooms increase reverberation as they don't reduce noise level in those rooms.

To crown the challenges the hearing impairment learners have, the essential area is interaction. As we all know interaction is very important when it comes to the learning of any pupil. If one is not such a person, it will be very difficult for such a person to interact with others. Learners with hearing impairment are normally isolated by their fellow learners. They see them as a burden and ones who can not follow instructions. And because in most cases they are always in play, they isolate the hearing impaired. This hearing impaired as a result may end up missing a lot in life.

They may not master the language well and this retards their learning. Also in plays it is where learners develop their hand eye coordination and if they can not be included in the plays, their language may end up being poor. On top of that, these learners will get themselves isolated and feel rejected. This will never motivate them in their learning.

An individual with hearing impairment will not develop language normally hence hinder learning since interaction is achieved through language, lack of it may derail social interaction and development, Kimani (2003).

Kershow (1973), also says that defective hearing causes poor language acquisition, delayed intellectual development, emotional and social developments.

2.5. HOW TO OVERCOME THESE CHALLENGES

Once a learners with hearing impairment has been identified. It is important that action is taken immediately. Such learners should be referred to assessment centres for placement. Assessors may also refer learners for medical attention depending on the severity. If the hearing loss is detected early enough in age, it can be remediated through education audiology in several ways.

The hearing loss can be remediated by providing hearing aids to the hearing impaired learners. These hearing aids to the hearing impaired learners. These hearing aids can either be worn individually or used by a group of learners. The hearing aids however don't cure but simply amplify the sound. The sound in the hearing aids is adjusted to suit the nature and degree of the learner's hearing loss. This will enable the learners to be able to cope up with other learners in class or whenever.

Young children develop speech and language through listening. Hearing sense enables children to understand immediate sounds and those that are away. Therefore as a child understands spoken language she or she also learns to imitate what he or she hears, Mwereria (2002). In this case the learners should be taken through speech synthesizing in order to remediate his hearing speech as well. As the learners develop speech, they will easily socialize and interact with others.

Proper placement of learners with hearing impairment should be taken into account for them to gain just as others. The learners should be seated in front of the class and precisely face the teacher. This will enable the learner to get all words spoken by the teacher through the

hearing and seeing senses. As well the speaker may be abit louder such that the learners do not strain to listen to what he is saying.

The learning environment should be acoustically treated in order to enable the hearing impaired learner to obtain favourable listening conditions. Here both the noise from outside and inside should be reduced on controlled to enable learners to follow the speaker. This can be done by carpeting the floor and mounting absorptive materials on the wall surfaces and the ceiling. Mwereria (2002)

In order for the hearing impaired to gain equally with the non hearing impaired learners in class, a lot has to be done. The teachers should use both sign language and speak louder when addressing learners in and out of class. At the same time teachers should also make use of body language, picture due, drawings and facial expression. To maintain synonymously known as inclusive setting, it requires that a teacher uses code mixing and code switching medium of communication, Kithule (2002). This would include use of signs as well as speech. On the same hand the teacher can as well use drawings or picture clues together with sign interpreters.

For the hearing impaired hearing aids can be used by learners with mild to moderate hearing impairment in an inclusive class. The hearing aids are of two types i.e Group hearing aids and hearing aids used by individuals that is individual hearing aids (IHA). Individual hearing aids are of varieties depending on where they are worn e.g.

- Body worn aid

- In the ear aid

- In the canal aid

- Eye glass hearing aid.

- Behind the ear aid

However the major problem with these aids is that most parents with the hearing impaired children cannot be able to afford them. And even those ones who can afford are not ready as most people don't regard these children with hearing impairment.

CHAPTER THREE: METHODOLOGY

3.0. INTRODUCTION

These are ways which the research used in the entire period of the study to collect the data from the field and the procedure he used to collect the data.

3.1. RESEARCH APPROACH

The researcher used quantitative approach. This is because it was easy to use. It was descriptive and it saved time. It did not involve the use of figures. Quantitative approach also gave meaningful reflections of people's behaviour through descriptions. It was easier and quicker compared to quantitative approach which was actually based on values, levels and categories and numerical. However the researcher did not completely exclude the quantitative approach whenever he found it necessary to some extent.

3.2. RESEARCH DESIGN

The researcher used survey strategy – survey strategy that enabled the researcher to collect enough information from the sampled schools within a shorter period of time. Survey strategy enabled the researcher to cover a wider area for the required information. It was easier to use questionnaire tools to reach more respondents. The tools were easier to control rather than the independent variables in experimentation and case study.

3.3. TARGET POPULATION

The population target refers to the group or the people to be studied. It is generally the group of people from which the researcher would generalize the results of the study. The targeted population in this study was the

children with hard of hearing in Ekerenyo Division. The researcher wanted to find out the problems faced by children with hard of hearing in primary schools in Ekerenyo Division.

3.4. SAMPLE

A sample is a small proportion of the target group selected for analysis. The selected group represented the larger group in the given study. This sample gave the general overview of the whole of Ekerenyo Division. In this case the researcher selected seven primary schools in the Division for his study. This is because the researcher was not able to visit all the primary schools within the division at the given period of time.

3.5. SAMPLING PROCEDURES

This is simply the way the researcher selected the sample from the whole population in general. The researcher used simple random sampling procedures each school within the division which have an equal chance or opportunity of being chosen.

3.6. INSTRUMENTS / TOOLS

These were simply the tools which the researcher used in order to get or to collect information from his respondents in the course of the study. For the purpose of this study, the researcher used questionnaire. The questionnaires had questions which need to be answered in written by the respondents. The researcher preferred to use questionnaires for; through them he could easily reach many people in comparison with the interviews which require one to move from one respondent to another. The questionnaires save time and they don't require the presence of the researcher in order to be filled. They also on the hand save time that is consumed when interviewing respondents.

3.7. PROCEDURE OF THE STUDY

These were the steps that the researcher followed to carry out the entire research. First the researcher started by asking permission from the MOEST, DEO's office and heads of schools where he collected the data. I administered the questionnaires personally to teachers for the purpose of making clarifications in areas that were not be clear to the respondents. The researcher also sought permission from his workplace in order to get ample time in his research.

As concerns the review of related literature, the researcher went over the already published information about his title i.e. problems faced by children with hearing impairment in primary schools in Ekerenyo Division. He then also laid ways and means of collecting same information.

As for the pre-testing the instruments, the researcher tested the stability of the questionnaires sampled schools which were specifically chosen for this purpose.

In the adjustment of the instrument, the researcher modified the questionnaires or rather the parts of the questionnaire which were discovered to have problems during pre-testing. It often getting convinced that everything will now be ready that I started my research.

The researcher also sought permission to conduct the research from Kampala International University and also sought permission to collect data from selected institutions.

For the collection of data the researcher collected data from sampled schools using questionnaires which he took to the school personally. He waits for them to be filled by teachers after which he carried them back

for data organizing. He did not risk leaving the questionnaires behind as this has many disadvantages.

3.8. DATA ANALYSIS

In the organizations of data the researcher arranged the collected questionnaires in order to have easier analysis. This made it cheaper to do the analysis of data.

To analyze the data the researcher studied the collected data carefully and calculate the percentages, modes and means in order to summarize, recommend and conclude the research findings.

Finally in writing the report the researcher compiled all his research findings in five chapters in one booklet.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter shows how the collected data from the field was analyzed and interpreted and then after the discussion of major findings from the field was also made.

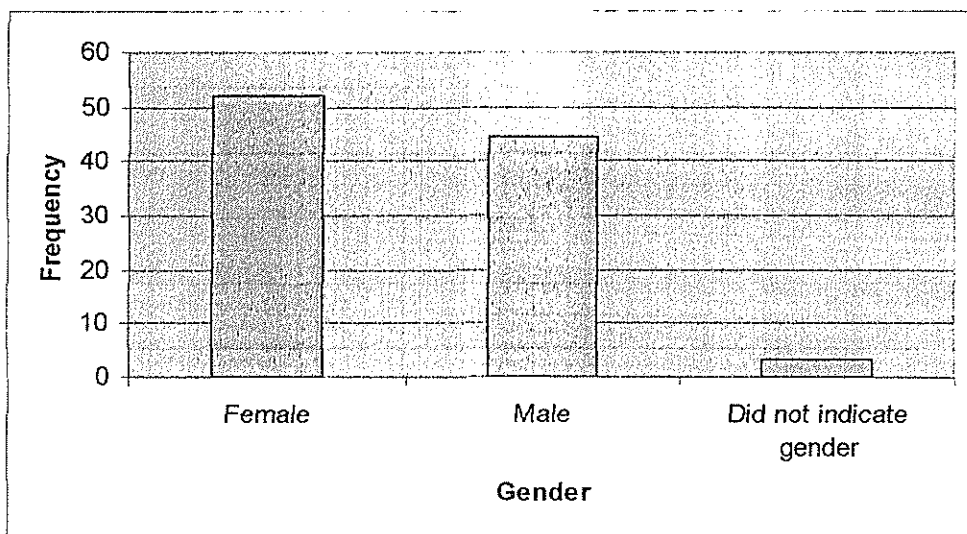
4.2 Procedures

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study as illustrated below.

BACKGROUND INFORMATION OF THE RESPONDENTS

Figure 1: Distribution of Learners by hearing impairment



Both male and female orphaned learners in standard eight in the selected schools were surveyed. Out of the ninety affected learners 47 (52.2%) were females and 40 (44.4%)

were males. Three orphaned learners (3.33%) never indicated their gender as presented in figure 1.

Figure 2; Distribution of Learners by Age

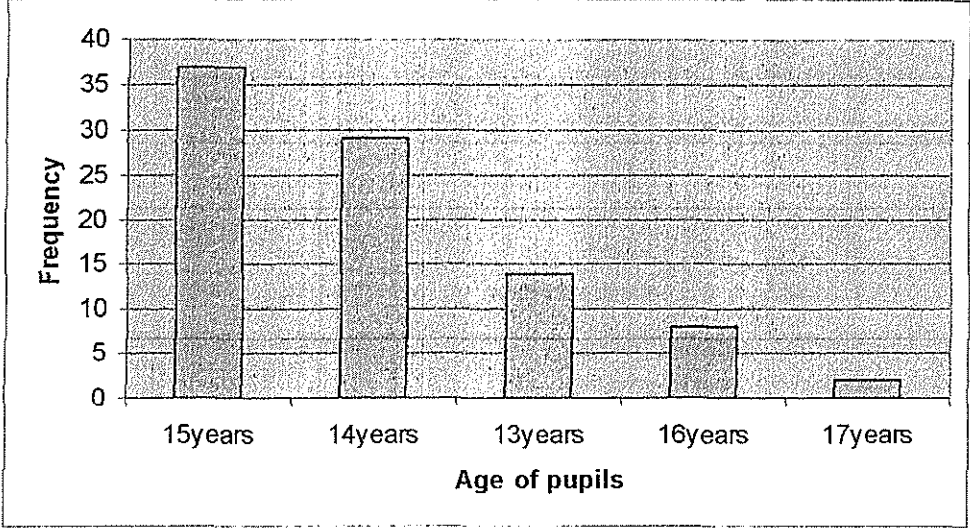


Figure 2 indicates that majority of the pupils who participated in this study were fifteen years old (37), twenty nine were fourteen years old, fourteen were thirteen years old and eight were sixteen years old, only two were seventeen years old. These findings indicate that the orphaned learners in standard eight are adolescents.

4.3 Teacher’s Awareness of Learners with hearing impairment in their Classes

All together thirty standard eight class teachers from the chosen schools were surveyed. Before asking any questions relating to the factors hindering the educational performance of Learners with hearing impairment in their Classes it was necessary to first establish whether the teachers were aware of the orphaned learners in their classes. The teachers were asked whether they were aware of the orphaned pupils in their classes. The research findings show that all the thirty class teachers surveyed, (100%) were aware of such learners in their classes. This meant that all the selected teachers were in a position to respond to the questions relating to the education of these children.

4.4 Emotional Disturbances That Hinder Educational Performance of Learners with hearing impairment in their Classes

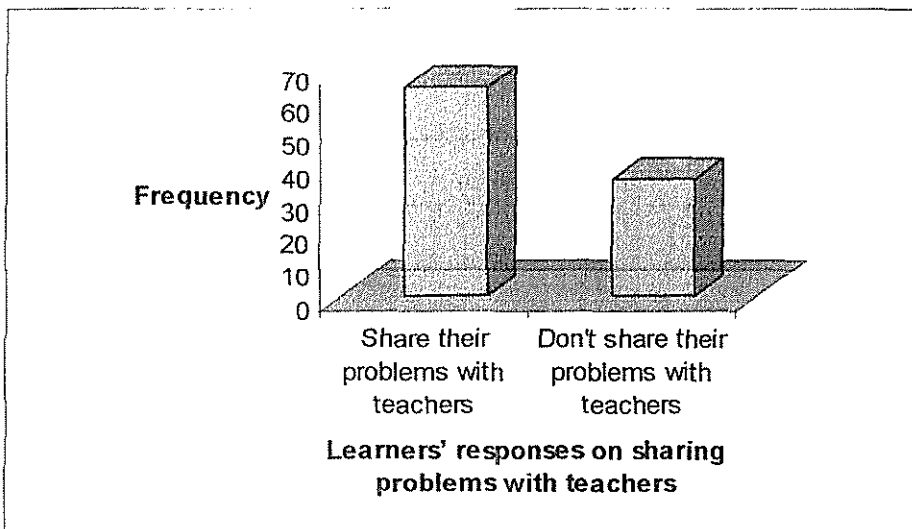
To document the emotional disturbances that hindered the educational performance of these learners. The instruments contained some items, which were intended to document the emotional disturbances that hindered the educational performance of such learners. Responses to these items are presented under three sub-topics as follows.

4.5 Learners with hearing impairment in their Classes responses on the emotional disturbances that hinder their educational performance

Kirk, et al. (1998) argued that a child's emotional disturbances are strong indicators of future difficulties in school and in society. A child suffers emotional conflict whenever anything interferes with the satisfaction of his instinctual drives and his frustrations produce a state of tension that hinders learning.

To establish the emotional problems hindering the educational performance of these learners, the learners were asked to mention whether they shared their problems with teachers. This question aimed at establishing whether these learners were able to trust the teachers with their problems. By sharing their problems the learner would feel relieved and the counseling given would alleviate the emotional disturbances and help the learner to carry on with learning.

Figure 3; Learners with hearing impairment in their Classes' responses on sharing problems with teachers



These research findings presented in Figure 3 established that majority 64% of the learners did not share their problems with their teachers. Only 36% shared their problems with their teachers. As a result of Learners with hearing impairment in their Classes were overburdened by internalized problems which result in emotional disturbances and reflect negatively on their concentration in class and inter-personal relations, and as a result their educational performance may be affected.

Table 1; Responses of learners on their emotional feelings

Responses	Number of times mentioned	Percentage
	n	(n/90*100)
Feel desperate	61	67.8
Feel lonely	51	56.7
Feel unwanted	47	52.2
Often lose concentration in class	43	47.8
Want to be alone	38	42.2
Feel tired	33	36.7
Doze in class	32	35.6
Feel hated	30	33.3
Cry often	26	28.9
Don't feel like to play	19	21.1
Pretend to be sick	10	11.1
Disobey teachers	5	5.6

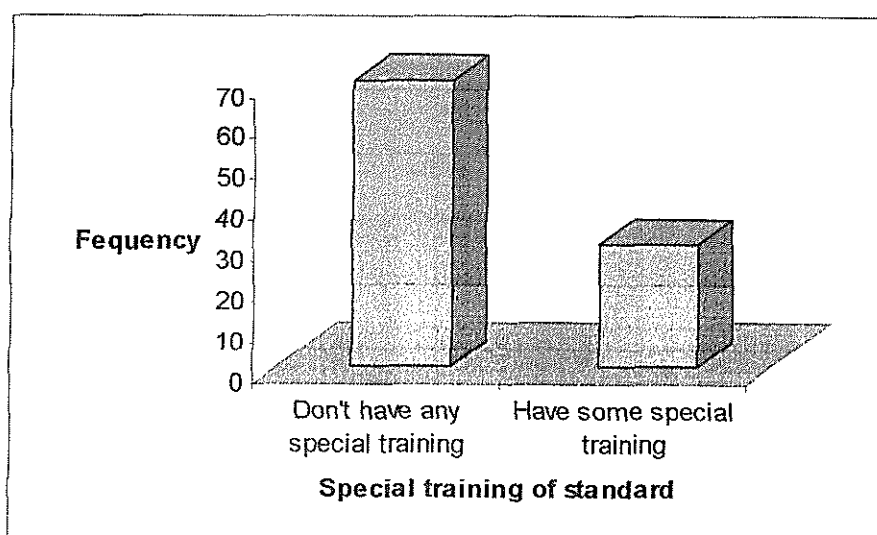
As shown in Table 1, nearly to seventy percent (67.8%) of all the o surveyed mentioned that they felt desperate, 51 (56.7%) were lonely and 47 (52.2%) felt unwanted. Forty three (47.8%) often lost concentration in class, 38 (42.2%) preferred to be alone this means that they were withdrawn, 33 (36.7%) often felt tired, 32 (35.6%) often dozed in class, 26 (28.9%) cried often, 19 (21.1%) often did not feel like playing, 10 (11.1%) often pretended to be sick. Only 5 (5.6%) often disobeyed teachers.

These findings indicate that Learners with hearing impairment in their Classes experienced many problems (listed in Table 1), that resulted in emotional disturbances. As a result one may conclude that orphaned learners portray behaviour disorders when they are withdrawn, cry for no apparent reason or fail to associate with other pupils due to the internalized emotional disturbances. A child with such portrayal of behaviour problems may not be able to associate well with teachers and with peers in school and as a result the child may not consult in school. Consequently the orphaned learner's educational performance may be hindered.

4.6 Teachers' Responses on the emotional disturbances hindering the educational performance of Learners with hearing impairment

In an attempt to establish the emotional problems hindering the educational performance of Learners with hearing impairment, the teachers were asked to state if they had any special training in both guidance and counseling or in special education. This was meant to establish teachers' adequacy in skills for addressing the Learners with hearing impairment in their Classes unfolding realities of being disadvantaged in relation to their educational performance. This was important because learners with emotional disturbances and behaviour disorders require regulated instructions and guidance and counseling in order to benefit from schooling. This requires that the teachers responsible for the orphaned learners be equipped with special skills for handling them, in order to alleviate the effects of being disadvantaged on the educational performance of these learners.

Figure 4: Special training of standard eight class teachers



According to the research findings presented in figure 4 shows that; out of the thirty class teachers surveyed majority 21(70%) lacked any professional skills for addressing the learners' social and emotional needs. This meant that only 9 (30%) were specially trained in guidance and counseling or in special education.

Based on the results shown in Table 5, one may conclude that the untrained teachers are not conversant with the strategies for handling learner's behaviour disorders and emotional disturbances and as a result the educational performance of the learners in primary schools could be affected.

Table 2: Teachers' responses on Learners with hearing impairment in their Classes' emotional and behavioural characteristics

Characteristics	No. of times mentioned	Percentage
	n	
Make negative self-statements	63	70
Continually move in class	13	14.4
Easily loose concentration	76	84.4
Withdrawn	82	91.1
Acting out	37	41.1
Seek attention more than other pupils	21	23.3
Cry easily, immature compared to peers	37	41.1
Comment that nobody likes them	30	33.3
Have problems relating with other pupils	53	58.9
Often complain of stomachache, headache	30	33.3

All the thirty class teachers were asked to state the emotional and behavioural characteristics generally exhibited by each of the learners. According to the teachers responses presented in Table 2 being withdrawn 82 (91.1%) and easily loose concentration 76 (84.4%) were cited as the most dominant emotional and behavioural

characteristics exhibited by learners followed by learners making negative self remarks 63 (70%). Other characteristics were as indicated in Table 6. The presence of behaviour disorders and emotional disturbances in school are strong indicators of problems in learning (Kirk et, al. 1998). Therefore based on the research findings shown in Table 2 learners are disadvantaged as regards their educational performance.

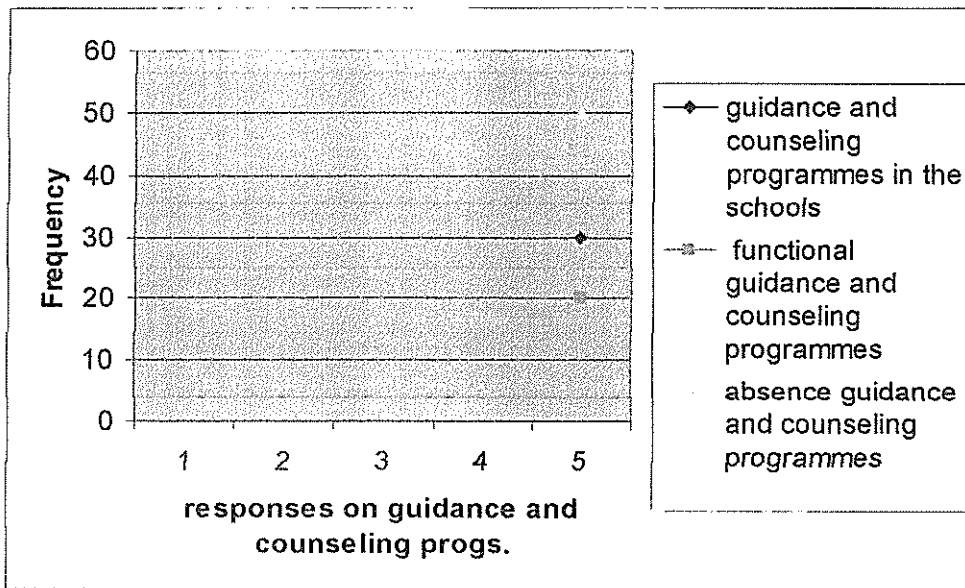
4.7 Head Teachers' Responses on emotional disturbances hindering the educational performance of Learners with hearing impairment in their Classes

According to the head teachers' responses, only nine of the thirty standard eight class teachers surveyed had professional training in either special education or in guidance and counseling. Some schools did not have even one specially trained standard eight class teacher. This state of affairs is serious considering the many Learners with hearing impairment in their Classes in the schools who need regulated learning atmosphere and guidance and counseling services in order to adequately participate and benefit from schooling.

Two head teachers commented that most teachers graduating with professional training in special education were posted to special units attached to the schools and had little or nothing to offer to the regular school pupils. This meant that even though there were specially trained teachers in the schools most of them worked within the confines of the special units while the majority of the exceptional learners with emotional disturbances were in the regular classes.

In an attempt to establish what emotional problems hindered the Learners with hearing impairment in their Classes' educational performance, the study sought to uncover what the schools were doing to help the Learners with hearing impairment with their emotional problems. To do this the head teachers were asked questions related to guidance and counseling programmes.

Figure 5; Head Teachers Responses on Guidance and Counseling Programmes



Although there were guidance and counseling programmes in all the primary schools surveyed, 5 (50%) of the head teachers surveyed lamented that the programmes were not well established and functional because they lacked enough professionals in special education and in guidance and counseling at the schools. Three head teachers (30%) commented that neighboring churches provided the guidance and counseling programmes in the schools. Only 2 (20%) head teachers mentioned the presence of a functional guidance and counseling programmes ran by the school. This could mean that the these learners lacked special services that would ensure they benefited from learning. As a result their educational performance is hindered.

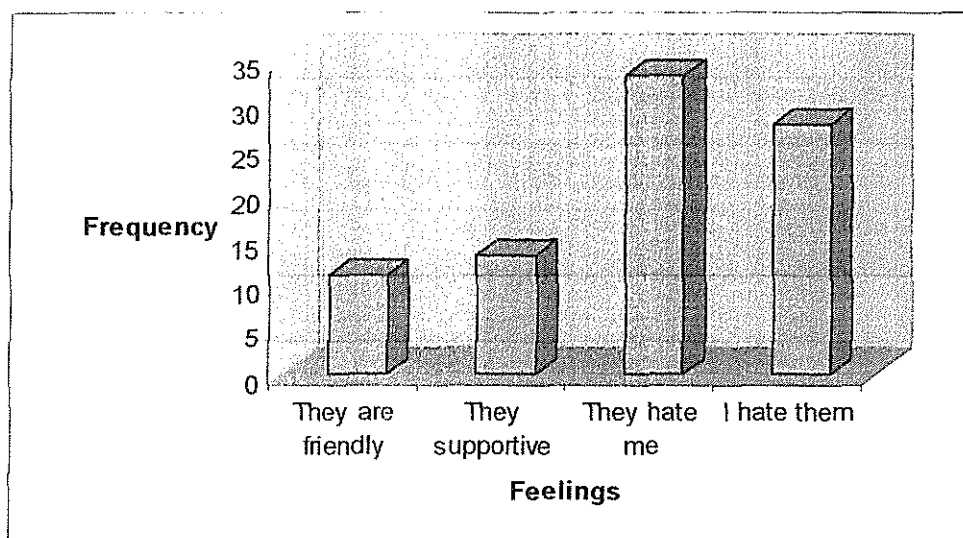
4.8 Observation analysis on emotional disturbances that hinder the educational performance of Learners with hearing impairment in their Classes

An observation schedule based on the Walker Problem Behaviour Identification Checklist (Walker 1976) was used to confirm the findings on behavioural and emotional characteristics of these learners obtained through the questionnaires and the interviews.

Findings from the observation indicated that these learners observed had a high tendency of being preoccupied and that they often made negative self-remarks. The research findings also indicated that they rarely volunteered to give answers in class. This may be attributed to fear of being ridiculed or due to lack of self-confidence.

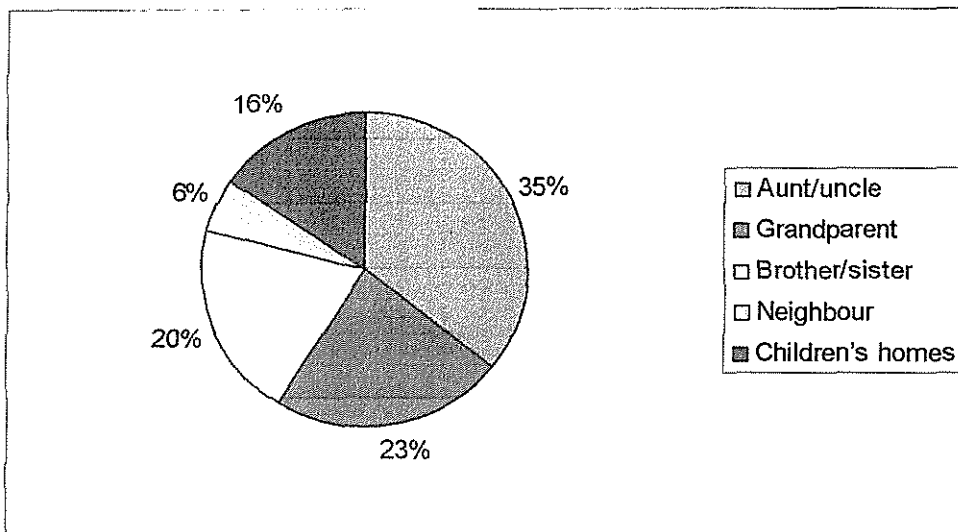
4.9 Social problems that hinder the educational performance of Learners with hearing impairment in their Classes

Figure 6; Learners with hearing impairment in their Classes learners' feelings about other learners in their class



As indicated in figure 6, out of the ninety Learners with hearing impairment surveyed, 32 (35.67%) felt that their colleagues were proud, 30 (33.3%) felt their colleagues hated them, Twenty-five (27.8%) hated their colleagues, 12 (13.3%) felt their colleagues were supportive, while 11 (12.2%) out of ninety liked their colleagues. Only 10 (11.1%) out of ninety learners surveyed felt their colleagues were friendly. The results indicate that the learners did not relate very well with other pupils who are not disadvantaged. Such poor relationships with peers may influence their educational performance negatively.

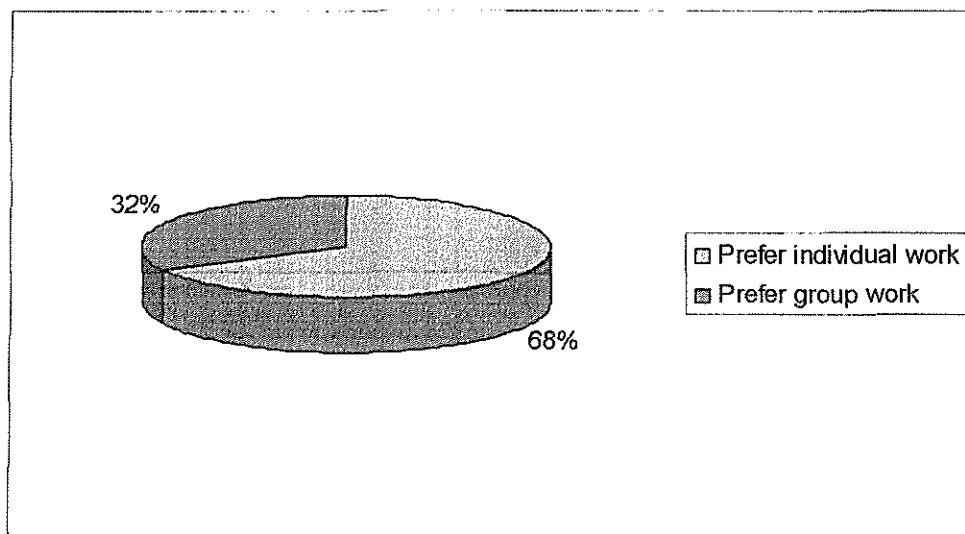
Figure 7; Learners with hearing impairment in their Classes responses on whom they lived with



The study findings further revealed that; only a few of the respondents lived with their siblings as shown in Table 9. Thirty-two (35.6%) of the learners lived with their uncles/aunts while 21 (23.3%) lived with their grandparents and only 18 (20%) of the Learners with hearing impairment lived with their siblings. However the study did not establish whether they lived with some or with all their siblings. Fourteen (15.6%) of the learners lived in Children's Homes and only 5 (5.6%) lived with neighbours.

These findings indicate that most Learners with hearing impairment in their Classes did not live with their immediate families, hence there were chances that these learners did not feel at home in their new homes or that there were chances that these learners might be mistreated or ignored altogether. Such feeling and ill treatment could result in withdrawal symptoms which could affect educational performance of children particularly in relation to their consulting with other pupils and with teachers.

Figure 8; Learners with hearing impairment in their Classes learners responses on preference of group or individual work



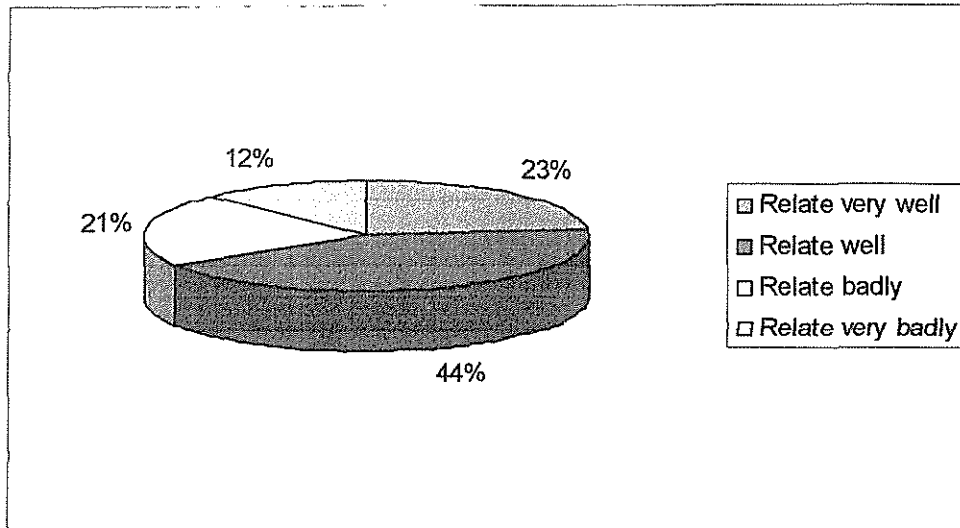
Responses received from the learners show that most 61 (67.8%) of the learners preferred individual to group work 29 (32.2%). This may be attributed to lack of self-confidence to adequately relate well with peers or may be these learners felt that non-impaired learners discriminated against them, the learners may prefer individual to group work due to suspicion that the other learners might ridicule them when they contribute. This social withdrawal could be detrimental to the learners' educational performance since they are unable to participate in group discussions or to even share academic problems with classmates.

4.10 Teachers' responses on the social problems that hinder the educational performance of Learners with hearing impairment in their Classes

In an attempt to find out whether learners experienced social problems that could hinder their educational performance, the teachers were asked questions relating to their interpersonal relationships with other learners and with teachers. They were also asked to describe these learners' academic achievement and to suggest the reasons for the academic performances, and to describe their behaviours in the class and to mention how

often they were punished and the main reasons for punishment. The teachers' responses were as follows.

Figure 9; Teachers' responses on Learners with hearing impairment's interpersonal relationships



Considering the teachers' responses presented in Table 12, the study detected that a large number of such learners related well with peers and with teachers 39 (43.3%) of all the learners scored, 21 (23.3%) of these related very well, 19 (21.1%) related badly while 11 (12.2%) related very badly. These findings indicate that some learners had problems relating with other learners. This may be an indicator that the non-mentally disturbed to some extent segregated and discriminated against their colleagues, which in turn made them to withdraw from relationships. This withdrawal could hinder their educational performance, because the Learners with hearing impairment's child might not consult with other pupils and teachers in the class.

The teachers surveyed were asked to rate the learners with hearing impairment in their classes academic achievement. This question was meant to ascertain whether these learners were achieving poorly. The teachers' responses were as presented in Table 3 below.

Table 3; Teachers responses on Learners with hearing impairment in their classes achievement

Responses	Frequency	Percentage
Very poor	27	30
Poor	29	32.2
Average	18	20
Good	10	11.1
Very good	6	6.7
Total responses	90	100.0

As shown in Table 3, 29 (32.2%) of the learners were poor in academic achievement, 27 (30%) performed very poorly, 18 (20%) of the learners were of average achievement. Ten (11.1%) of these learners were rated well in academic achievement while only six were rated very good. These results indicate that most of the learners were poor in academic achievement. This situation may be attributed to frequent absenteeism, poor interpersonal relations and lack of adequate time to study which hinder their educational performance.

Table 4; Teachers Responses on Reasons for Learners with hearing impairment in their Classes (Poor Academic Achievement)

Comment	Frequency	Percentage
Rarely do home work	14	21
Frequent absenteeism	22	33.3
Inattentive in class	19	28.8
Lack of interest in education	11	16.7
Total responses	66	100.0

As shown in Table 4 the main reasons mentioned for poor academic achievement included frequent absenteeism which ranked number one, inattentive in class which ranked number two, rarely doing homework which ranked number three and lack of interest in education which ranked number four. These findings indicate that learners are handicapped in their academic achievement. These reasons could mean that this learner misses some content of the syllabus. This may result in poor educational performance.

Table 5; Teachers Responses on Learners with hearing impairment in their Classes (Behavior in class)

Rating- Pupils behaviour	Frequency	Percentage
Very well behaved	25	27.8
Well behaved	35	38.9
Badly behaved	18	20
Very badly behaved	12	13.3
Total responses	90	100.0

As shown in Table 5, the teachers description of each of the learner’s behaviour in school indicate that 35 (38.9%) of these learners surveyed were well behaved, 25 (27.8%) were very well behaved while 18 (20%) were badly behaved only 12 (13.3%) of the learners were rated as being very badly behaved. This shows that a reasonable number of these learners had behaviour disorders.

Behaviour disorders in schools affect the inter-personal relationships between these learners and the peers and between the Learners with hearing impairment in their Classes learner and the teachers. Poor inter-personal relationships in school could in turn affect the educational performance of learners.

Table 6, Teachers' Responses on Rate of Punishment of Learners with hearing impairment in their Classes

Responses	Frequency	Percentage
Rarely punished	20	66.7
Often punished	10	33.3
Total responses	30	100.0

As presented in Table 6, teachers' responses relating to punishment of these learners showed that these learners were rarely punished 20 (66.7%) while 10 (33.3%) of the teachers reported that the learners were often punished. These results could mean that most teachers understood the plight of these learners and therefore did not punish them often. This might be one of the main reasons for the retention of a reasonable number of Learners with hearing impairment in their Classes in the primary schools. Frequent punishments may result to poor educational performance or to school dropout especially if the reasons for punishments are beyond the child's ability to avoid.

4.11 Observation analysis on social problems that hinder educational performance of Learners with hearing impairment in their Classes

Learners with hearing impairment in their Classes were observed to find out whether they experienced social problems that could hinder their educational performance. Findings from the observation uncovered that all learners had a tendency to choose their seatmates as members of their groups in class activities. As such it was not easy to establish whether the learners were discriminated against in class.

However it was noted that their colleagues rarely chose them as group members during play and that some learners tend to sit alone during breaks. This could mean they were either discriminated against outside the class or withdrawn. Such discrimination could hinder social interactions of Learners with hearing impairment and in turn affect their educational performance.

4.2 Economic problems that hinder educational performance of Learners with hearing impairment in their Classes

In an attempt to establish the economic problems hindering the educational performance of these learners, the learners were asked to name the person or organisation that provided their basic needs such as food, clothing, housing and medical care. They were also asked to state whether they did any commercial work after school. The learners' responses to these questions were as presented in Tables 8 and 9.

Table 7; Learners' responses on who provided their basic needs

Responses	Frequency	Percentage
Aunt/uncle	32	35.6
Grandparent	14	15.6
Brother/sister	18	20.0
Neighbour	6	6.7
Children's Homes	11	12.2
Others	9	10
Total	90	100.0

These findings in Table 8 indicate that the basic needs of 32 (35.6%) of the learners surveyed were catered for by aunts/uncles, 18 (20%) were catered for by their brothers/sisters 14 (15.6%) were catered for by their grandparents. Eleven (12.2%) of the learners were catered for by Children's Homes, 9 (10%) of the learners indicated that they were catered for by others while 6 (6.7%) were catered for by neighbours.

According to these findings majority of the learners do not receive any financial support from any organization such as churches or NGOs. Only a mere 11 (12.2%) of the ninety respondents received some financial support particularly from the World Vision, Children's Homes and some church organisations. As a result most of the learners

experience economic pressure owing to the lack of financial support. Consequently a reasonable number of these learners opted to do some work after school or during some school days to earn money. This affects their educational performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter ties up the study by outlining the major conclusions that resulted from the data analysis and interpretations in chapter four. In this chapter the summary, conclusions and recommendations were made on matters related to policy, implementation, and areas for further research.

5.1. Summary

The study was conducted in ten randomly selected primary schools in the district. The sample of the study constituted one hundred and thirty subjects. These included ninety learners, thirty class teachers and ten head teachers. Three of the sampled Learners with hearing impairment were observed in classroom and out-of classroom based events. The instruments utilized for data collection were questionnaires for Learners with hearing impairment and for class teachers, an interview schedule for head teachers and an observation schedule for the learners. This study was guided by the following objectives of this research.

- (a). Document the emotional disturbances hindering the learners' educational performance.
- (b). Find out the social problems hindering the learners' educational performance.
- (c). Uncover economic problems hindering educational performance of learners.
- (d). Identify the problems of adjustment hindering the educational performance of learners.

Data obtained from the research instruments were analysed and presented in frequencies and percentages. The following is a summary of the research findings.

5.2. Conclusions

The following are the conclusions about the factors hindering the educational performance of learners in primary schools in Kiogoro district. These conclusions are organized around the four objectives of this study.

5.2.1. Conclusions on the Emotional Problems Hindering the Educational Performance of Learners with hearing impairment

Lack of trained teachers in the regular classes strongly indicates that the learners' educational performance is affected by the teachers' inadequacy in skill for addressing the learners' unfolding realities of being disadvantaged in relation to their educational performance.

This seems to negate the belief by UNESCO (1998) that educational programmes for needy pupils to lay emphasis on the children's emotional and social needs. This requires that teachers responsible for the learners be equipped with special skills for addressing the educational needs of the Learners with hearing impairment to ensure that they benefit from education. Norris and Lakin (1962) believed that the average teacher can be taught how to handle a small group of emotionally disturbed children in the typical school setting.

Emotional problems experienced by Learners with hearing impairment following the death of parents affected their relationships with their teachers and with peers, loss of concentration, feeling tired and dozing in class which affected their educational performance. These findings concur with literature by Kirk, et al. (1998), which shows that the death of parent(s) elicits social and emotional disturbances due to the loss, emptiness and insecurity experienced. The child risk factor most frequently associated with social and emotional disturbances is below-grade achievement in school. Such problems may affect inter-personal relationships and self-confidence of the Learners with hearing impairment and in turn hinder the educational performance of the learners.

Lack of functional guidance and counseling programmes in some of the schools surveyed meant that learners with emotional disturbances did not have an established channel for seeking for specialised help at school.

5.2.2 Conclusions on the Social Problems affecting them strive higher Educational Performance

Learners with hearing impairment were discriminated against by their peers especially outside the classroom resulting in social problems which in turn led the Learners with hearing impairment to withdraw from social interactions. This meant that Learners with hearing impairment did not relate well with other pupils and with teachers and as a result their educational performance was affected.

These findings confirmed an earlier study by Maritim (1983) in which he noted that a child's performance and effective participation in an assigned task is generally influenced by the nature of his social interactions with others. The learners lacked self-confidence and self-esteem. This could result in lack of motivation and interest in learning resulting in poor educational performance.

5.2.3. Conclusions on the Economic Problems Hindering the Educational Performance

The inability to satisfy basic needs could result to food insecurity, which in turn could result to malnutrition or to dropping out of school. This affects the learners' concentration in class as they worry about their next meal. Some children have to work after school and sometimes during school days to satisfy their basic needs resulting in poor educational performance.

These results contrast the Kamunge Report (1998) which emphasized that children be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education

The study found out that the MOEST does not provide extra funding for the these learners in the free primary education programme. This indicated that the MOEST does not consider Learners with hearing impairment as exceptional children deserving extra funds from the free primary education programme or that the GoK does not provide enough funds in the budget to cater for basic needs of the Learners with hearing

impairment. This meant that Learners with hearing impairment had to fend for themselves and at the same time attend school like other children. This affects their education and in extreme cases result to school dropouts.

These findings concur with a study by William and Hunter (1998) which found that when parents become sick, household income declines and expenses increase forcing young children to be frequently absent from school or to drop out of school in an attempt to fend for their siblings. In spite of this fact only a small fraction of learners were receiving financial assistance from World Vision, church organisations and Children's Homes.

5.2.4. Conclusions on the Problems of Adjustment Hindering the Educational Performance

The problems of adjustment such as separation of siblings, change of physical environment and the pre-mature responsibilities over burdens the earners denying them time to be themselves and to concentrate on their education, this results in poor academic achievements and in general poor educational performance.

These findings confirmed the report by the (Convention on the Rights of Children 1989) which showed that when children are disadvantaged they are forced to take on immature responsibilities. Some become child labourers working long hours to earn a living and to take care of their younger siblings. This interferes with their upbringing and education resulting in poor educational performance.

5.3 General Conclusions of the Study

Based on the results of the research the researcher concludes by highlighting the following contributions made by the study. The research revealed that:

1. Majority of the teachers lack special skills for addressing emotional disturbances.
2. Most specially trained teachers worked within the confines of special schools and special units.
3. The MOEST does not consider Learners with hearing impairment as exceptional children in regard to their need for extra funding in the free primary education.

4. Though there are guidance and counseling programmes in most primary schools most of these programmes are not functional.
5. There is need to introduce functional HIV/AIDS clubs in all primary schools to curb stigmatization and discrimination of AIDS.
6. The separation of siblings following the death of parents results in poor educational performance.
7. Many learners are involved in commercial work.

5.4 Recommendations for the Improvement of the Educational Performance of Learners with hearing impairment

In the light of the conclusions of this study, there is need to point out some policy recommendations to policy makers/planners, implementers and researchers in the area of emotional disturbances and behaviour disorders relating to the education of such learners in primary schools. These policy recommendations are listed below:

1. The Ministry Of Education and Sports (MOEST) through the inspectorate should ensure that all primary schools have functional and regular guidance and counseling programmes to ensure that Learners with hearing impairment and other vulnerable pupils' access special services related to their emotional and social needs.
2. A policy of increasing the number of trained teachers in the education for learners with behaviour disorders and emotional disturbances should be enacted. Having such children in the society and in the schools in the wake of the HIV/AIDS pandemic is a long-term problem. And hence the government should train and in-service all teachers to handle children with emotional and behaviour disorders in regular schools for them to benefit from primary education. This calls on the curriculum planners to ensure that all teacher training programmes include the education of Learners with hearing impairment as vulnerable children.

Teachers need to be in-serviced to equip them with the necessary skills for addressing the problems hindering the educational performance of such patients. The standards of educational performance of these children could be improved if the MOEST is to adhere to the policy of providing frequent professional in-service training on the education of these learners as vulnerable children to the teachers.

Effective learning in school is promoted not only by frequent and appropriate teacher development activities but also by strong community support. According to Norris and Lakin (1962) the education of children is a major responsibility of the society. Indeed a democratic society tries to educate all persons to the fullest extent. To achieve this important responsibility the local communities need to be equipped with the capacity to cater for the Learners with hearing impairment in their areas.

Orphane Learners with hearing impairment require assistance with household chores and taking care of younger siblings to stop the sporadic school attendance and for them to benefit from schooling. This can be achieved through volunteers from within the community. The assistance of international NGOs and other voluntary organizations should be sought to fund the financial needs of these children to curb child labouring at the expense of education.

3. To alleviate the stigma and fear associated with the HIV/AIDS in order to avoid stigmatization and discrimination of the AIDS by their peers in the schools, HIV/AIDS clubs should be introduced in the schools. Teachers should use many participatory learning activities to ensure that all learners interact, participate and benefit from the learning process.
4. The HIV/AIDS pandemic poses a serious threat to reaching the Education For All (EFA) goal by the year 2010. Hence the government should develop a policy in the education sector to protect the learners from the impact of HIV/AIDS, to ensure their rightful participation and success in primary education. This can be achieved through a wider perspective in the assessment of the learners' needs.

5. A policy on increasing government bursaries for orphaned learners and increasing funding for learners in the free primary education programme to ensure the rightful participation in education by the orphaned learners. This can be achieved through the establishment of a public contributory of these learners' fund. Such a fund could be raised through national media campaigns highlighting the plight of orphaned children followed by a request for contribution towards the welfare and education of such learners.
6. The government in liaison with NGOs, church organisations and other volunteers should establish home centers near the schools and employ social workers to cater for the needy cases of learners. This would only be appropriate for areas with a high prevalence of HIV/AIDS and consequently a large number of deaths and high rates of orphaning.
7. The MOEST should diversify the delivery of educational services to learners in areas with high orphaned young population to ensure that all children access basic education even from their homes. This can be done for example through Interactive Radio Programmes (IRE) where children who are unable to attend classes can go to some public halls or open places within their community and listen to some teaching from the radios. This is especially ideal for preventing orphans from dropping out of school to cater for their younger ones. Such a programme has been tried in Zambia with a high degree of success. However such a programme would require that the mode of examination be based on individualized educational programme (IEP).
8. A participatory religious response to the educational needs of orphaned learners. The government should join efforts with churches and NGOs to mobilize and build the capacity of the society to cater for the orphaned children in their midst. This can be done by for example formulating a biblical response to the educational needs of the orphaned learners. Such a programme would involve all the churches in a community to cater for a few orphaned learners depending on the church's capability and on voluntary basis. With the ministry of education

providing free primary education and workers, the main task of the churches would be to house, clothe and feed the few pupils under their care. The existing buildings in the church compounds can be used to reduce the initial cost of such a programme. Non Governmental Organisations could contribute materials directly to the programmes. The City Council of Nairobi could provide land for such ventures and social workers. Such a programme has been tried in Zambia's copper belt with a great degree of success.

9. The current curriculum should be revised to ensure sequence, progress and continuity of messages relating to effect of civil and international wars, HIV/AIDS and the plight of the learners.

10. The staffing officer at the Department Forty One of the Teachers' Service Commission should be advised to post teachers who are specially trained in special education to regular schools other than concentrating them in special units which cater for just a few of the exceptional children and only a few of the disabilities while majority of the children with special needs are in regular schools.

5.5. Suggestions for Further Research

It should be pointed out that the findings of the study should not be used to make generalizations about these learners in the whole country. The study with its limitations is only a general survey carried out on a small number of orphaned learners in urban areas of Nairobi Province. Therefore, it acts mainly to point out the factors, which could hinder the learners' educational performance in primary schools in urban areas. Thus if the research is to have a wider meaning, the following suggestions could be useful in pointing out other areas of study:

1. A comparative study to establish how mentally challenged learners as vulnerable learners experience schooling as compared with other children.

2. Classroom management strategies for effective inclusion of orphaned and vulnerable children towards achieving EFA goals in the wake of the HIV/AIDS pandemic.
3. Teachers' preparedness with regard to HIV/AIDS and Life Skills Education to ensure that orphans fully participate and benefit from schooling.
4. Effectiveness of home centers and children's homes in alleviating the factors hindering the educational performance of orphaned children.

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APPENDICES

APPENDIX I: BUDGET

The following is the budget for accomplishing the above research report

ITEM	QUANTITY	COST	TOTAL
1. Pens	5	@ 15 x 5	75.00
2. Pencils	2	@ 30 x 2	60.00
3. Fullscaps	1 ream	@ 400 x 1	400.00
4. Eraser	1	@ 20 x 1	20.00
5. Geometrical set	1	@ 50 x 1	50.00
6. Typesetting	50 pgs	@ 40 x 50	2000.00
7. Photocopying research tools	100 pgs	@ 100 x 3	300.00
8. Transport during research	10 days	@ 400 x 10	4000.00
9. Proposal development	15 days	@ 200 x 15	3000.00
10. Meals (lunch)	10 days	@ 200 x 10	2000.00
11. Accommodation	10 days	@ 500 x 10	5000.00
12. Contingencies	10% x 16905		1690.50
Total			18,595.50

APPENDIX II: TIME FRAME / SCHEDULE

YEAR	MONTH	ACTIVITIES
2009	January	- Identifying/formulating the topic of study
2009	February	- Review of related literature
2009	March	- Developing Research proposal
2009	April	- Presenting the research proposal for corrections - Making corrections in the research proposal
2009	May	- Developing of instruments / tools - Pre-testing the instruments/tools. - Adjusting the tools - Permission from the schools to carry out the research.
2009	June	- Data collection - Pre-testing and organizing data collected. - Submitting the report for corrections and approval.
2009	July	- Making corrections on the report.
2009	August	- Submitting the research report.

APPENDIX III: QUESTIONNAIRE: (FOR TEACHERS)

Dear colleagues,

Appended below is a questionnaire for teachers on the topic, "Problems facing children with hearing impairment in primary schools in Ekerenyo Division", please fill the questionnaire appropriately. Its part of my requirement on writing a research report.

1. a) Are you a special trained teacher?

Yes

No

b) Do you have any children with hearing impairment in class?

Yes

No

Don't Know

If yes, how many?

Class	1	2	3	4	5	6	7	8	Total
No. of pupils									

2. How did you identify them?

a) By observation

b) Told by parents

c) Told by other teachers

d) Told by other children

3. How do these children behave in class?

- a) Tilting of heads
- b) Pardoning
- c) Do not respond to command
- d) Fix eyes on the speakers

4. How do these children behave during play

- a) Participate in play activities
- b) Never take part in play
- c) Sometimes play with others
- d) Don't care about one
- e) Look for other methods

5. Please list three educational problems which these children encounter in schools?

.....

.....

6. How do you as a teacher handle these problems?

- a) Exempt one from activities
- b) Sympathize
- c) Give one different activities
- d) Don't care about one
- e) Look for other methods

7. How do other children treat such a learner?

a) They isolate him

b) They handle him with care

c) They sympathize

d) They freely mix

8. How do you view these children in your school?

a) Underachievers

b) Burden

c) Should be placed

d) Should be left at home

9. How does hearing impairment affect learning? Explain briefly

.....
.....

10. How do you support hearing impairment children as teachers?

a) Advising them individually

b) Referring them to special schools

c) Buying them hearing aids

d) Placing them

11. a) Do they get any support services from outside?

YES

NO

Tick the right square

b) If yes, specify, (from the government, from NGOs, from the community.

.....

12. How do parents support these children? Explain

.....

.....

13. Which areas are not well supported by the Government?

a) Provision of hearing aids

b) Medium of communication

c) Provision of special teachers

d) All the above

14. Give three challenges teachers face when handling learners with hearing impairment.

.....

.....

.....

15. Are facilities for the hearing impairment adequate in the division?

Yes

No

16. Briefly comment on what should be done in order to improve educational provision for the hearing impairment learners in Ekerenyo Division.

.....

.....

MUGONGO PRIMARY SCHOOL,
PO BOX 39,
KADONGO,
DATE

THE HEADTEACHER,
.....
.....
PO BOX
.....

Dear Sir/Madam,

**RE: PERMISSION TO USE YOUR STAFF MEMBERS FOR THE
PURPOSE OF RESEARCH.**

I am a student in the distant learning programme at Kampala International University. As part of my requirements, I am writing a research proposal on the topic; problems facing children with hearing impairment in primary schools in Ekerenyo Division.

I am hoping to supply questionnaires to your teachers about this research as they work these children.

I hope they will help me a great deal to the completion of this research.

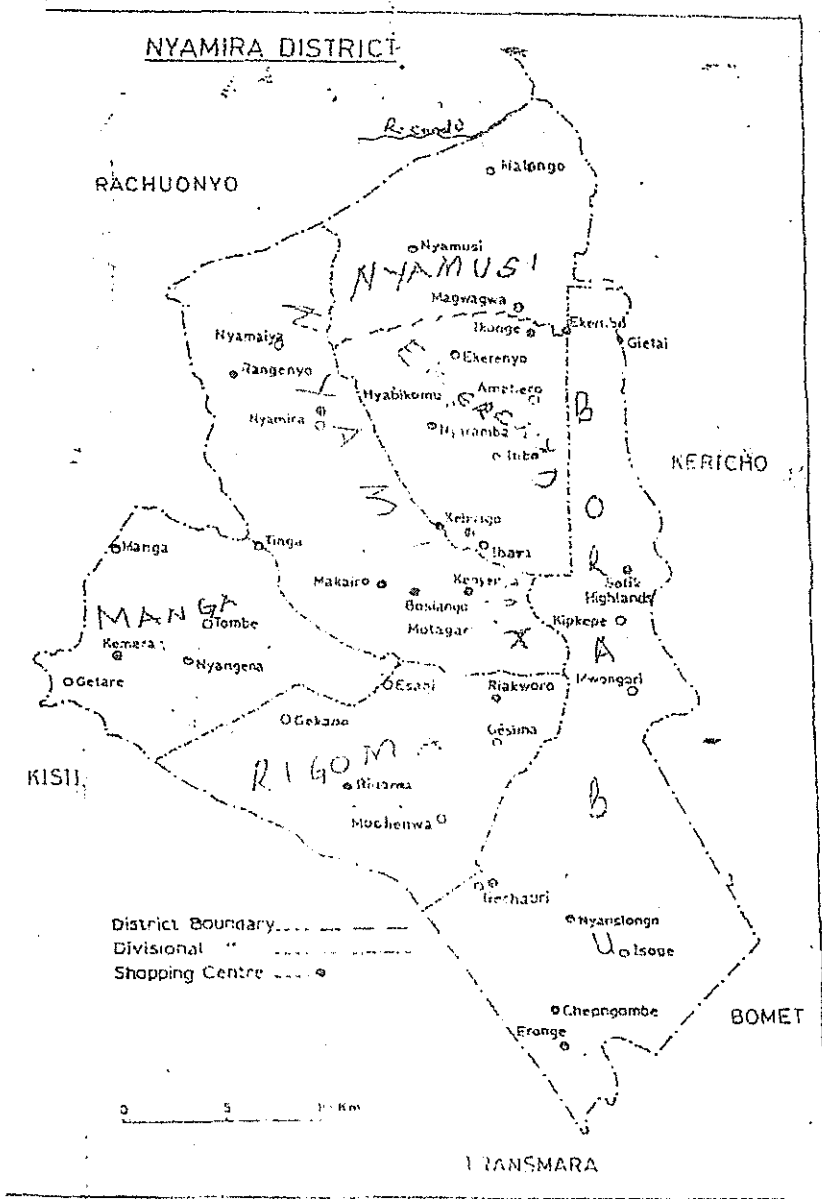
All information your teachers will give be treated with strict confidentiality.

Thanks in advance,

Yours faithfully.
.....

JULIUS OBIKE KEBASO

APPENDIX V: MAP OF AREA OF RESEARCH



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Undus 60
BNC (E-ES)