

**CHALLENGES FACED BY TEACHERS IN TEACHING CHILDREN WITH HEARING
IMPAIRMENT UNDER INCLUSIVE SETTING IN MAKINDYE DIVISION,
KAMPALA DISTRICT-UGANDA**

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DECLARATION

I do declare that this is my original work and has not been presented to any Institution of higher learning for the award of a degree or any other award.

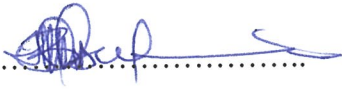
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APPROVAL

This work has been submitted under my supervision

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Date 17-12-2011.....



DEDICATION

This work is a dedication to my dear family members most especially my wife Nalongo Rebecca Kiyemba, Maama Sharifah, children; Sherif, Sharif, Madina, Muhammed, Shafiq, Shadia, Swaba, Ashley and Kiyemba Muzafaru Junior for their patience and understanding during the non-social time as I pursued this course. You labored much. May God shower you with his blessings.

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ABSTRACT

This study was carried out to find out challenges encountered in teaching learners with hearing impairment.

The researcher was interested in finding out the views of different people towards the education of children with hearing impairment in the area, therefore qualitative approach was employed to collect data.

The researcher chose Head teachers, teachers, parents and children with hearing impairment as sample population because through them relevant and appropriate information would be obtained.

The researcher also used interview and questionnaire as research instruments. Interview guides were used to collect data from parents and children with specific learning difficulties because it enabled the researcher to make clarifications on some views given and make possible adjustments depending on their moods and needs. Head teachers and teachers were given questionnaires because they were assumed literate enough to handle these instruments

The findings pointed out that although children with hearing impairment and their parents have positive attitudes towards their education, there a number of challenges affecting their learning in the division and hopefully beyond.

These include:

- Lack of parental commitment and active involvement
- Poor academic performance
- Poor social status
- Labeling and withdraw
- Ancient cultural beliefs that these children can not learn.
- Lack of self motivation and zeal in learning
- Poor teacher-pupil relationship and lack of attention and guidance.

CHAPTER ONE

INTRODUCTION

INTRODUCTION

In 1990, at Jomintien, Thailand, the World community pledged to ensure the right to education for all regardless of individual differences and abilities. This world declaration of education for all in article 1:1 states that; “Every child, youth and adult shall be able to benefit”. Following this world declaration, the government of Uganda declared universal primary education, adult education and education for persons with disabilities. The purpose of all these was to eliminate the high rate of illiteracy in the country. The marginalized persons like the deaf were also given opportunity to pursue education to the highest level depending on their ability and capability.

Formerly in Kenya, education for persons with children with disabilities was provided in a segregated setting (special schools/units) if not neglected in their homes.

With the inception of Universal Primary Education (UPE) in 1987, every child has a right to free and compulsory education. This has seen so many children of school going age including those with hearing impairment enrolled in regular schools. This caused increase in children population in mainstream schools was a government strategy towards promotion of inclusion which enabled all children to learn and freely participate in mainstream schools despite differences in their age sex and ability.

However, the major challenge facing Special Needs Education in Uganda and world over is the extent to which children with special learning needs should be included in regular classes. This is behind the fact that all children have a right to be in school together regardless of their varying learning abilities and difficulties. The Kenyan government and community at large have tried to encourage inclusive education to enable all children share similar opportunities in an attempt to

attain education for all. In primary schools, inclusive education has become an effective approach to address the learning needs of all learners. Many development partners have also advocated for inclusive education as a way of minimizing the social stratification between the children with special needs and the entire society.

However, findings by the Educational Assessment Research Services (EARS) revealed that a few of deaf children who managed to go to mainstream schools do not do as well as compared to their peers. This calls for an investigation so that special attention is given to the whole education system if there is to be improvement in the quality of education given to children with hearing impairment.

Hagarly (1993) in the agreement with the above states that pupils with special needs in ordinary school do not always have to do with the successful mainstream curriculum and sometimes indeed are more restricted in their curriculum experiences than they would be in special schools. He added that ordinary schools have potential to offering a wide range of curriculum than special schools but in practice they often fail to do so. It can therefore be said that although children with hearing impairment are being taught in regular/mainstream schools, teaching seems not to be done in the appropriate way. Many teachers have problems in teaching these children due to lack of communication approaches, methods and materials in inclusive schools.

Children with hearing impairment experience a number of challenges ranging from academic to social, characterised by labeling, rejection and despise due to poor performance among others. Socially, communicating with deaf learners is still a big challenges for most teachers save for a few who have been trained in special needs. It is important to note that communication is a springboard for all life aspects. Therefore failure for the deaf to freely communicate with people

around them leaves them social misfits. The deaf need to understand people in their environment and be understood by others, short of which will cause them behavior problems such as self resentment, withdraw, aggressiveness to mention.

Ingule (1990) is in agreement with the above and observes that “Communication with the children with hearing impairment is a big challenge to teachers and everybody else”. This is true as teachers who are not specially trained or have never stayed in deaf community find it difficult to communicate with deaf children in mainstream schools unless he or she has special training

As Ingule (1990) observed, communication with the children with hearing impairment is a big challenge to teachers and everybody else. This is true as of now teachers who have never stayed in deaf community find it difficult to communicate with deaf children in mainstream schools unless he or she has special training.

The fact that all schools strive for higher grades, it is a challenge to teachers handling children with hearing impairment and the children themselves due to the fact they seem not to perform to the level society expects them to perform.

Statement of the problem

The government has encouraged inclusive education in an attempt to achieve education for all. The children with special educational needs including those hearing impairment will not be secluded in special schools but will attend normal schools where they have to learn alongside others. This is likely to be a challenge to the teachers who have not had skills in handling such children coupled with the fact the classes are already large due to free primary education. It is for this reason that the researcher needs to find out the challenges likely to face these teachers

The purpose of the study:

The overall purpose of the study was to find out the learning difficulties encountered by children with hearing impairment in an inclusive setting.

Objectives:

The study was guided by the study objectives.

- (i) To find out challenges faced by children with hearing impairment in a regular classroom.
- (ii) To find out teachers' attitudes towards teaching children with hearing impairment in mainstream schools.
- (iii) To find out the modes of communication that teachers in mainstream schools use to communicate with hearing impaired learners.
- (iv) To find out the methods teachers use in teaching when teaching children with hearing impairment.
- (v) To suggest possible ways of improving the performance of children with hearing impairment under inclusive education.

Research Questions.

- (i) What are the challenges faced by teachers in teaching children with hearing impairment in mainstream schools?
- (ii) What attitudes do teachers have towards children with hearing impairment in mainstream schools.?
- (iii) What mode of communication do teachers use to instruct hearing impaired learners in mainstream schools?
- (iv) What methods do teachers use in teaching children with hearing impairment?
- (v) What can be done to improve the performance of children with hearing impairment under inclusive education?

The scope of study

The study was carried out in Kithangani Makindye Division, Kampala District, in the three elected schools i.e Makindye Hill Parents P/School, Ggaba Demonstration P/School and Kisugu Primary School. The first two schools have special needs units while the latter is a regular school but with children with special. The study focussed on challenges faced by teachers in teaching children with hearing impairment in mainstream schools.

Significance of the study:

The researcher hoped the result of the study would:

- (i) help teachers to improve on their methods of teaching children with hearing impairment in regular classroom setting.
- (ii) Learners may be helped to gain confidence for free interaction to uplift their social status and improve their self-esteem as their poor performance may partly be attributed to their feeling inferior to the hearing.
- (iii) Create awareness and improve cooperation between the hearing and deaf learners for positive co-existence and readiness to help each other as members of the same society.
- (iv) Enable teachers to design appropriate instructional materials when teaching children with hearing impairment.
- (v) Enable researcher to acquire skills and knowledge of teaching children with hearing impairment. Teachers need to make special efforts to reach out for these children and involve them in all school activities like any other children.

Limitations:

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

Delimitations:

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the ideas of other writers who have discussed issues related to the education of children with hearing impairment. Their views have been found to be relevant to the study and may be of much help in understanding the challenges teachers of children with hearing impairment in the mainstream face.

For orderly and clarify, literature was reviewed considering the following themes developed from study objectives.

- Understanding a child with hearing impairment.
- Attitudes towards children with hearing impairment.
- Mode of communication teachers use in teaching children with hearing impairment.
- Teaching methods used by teachers in teaching children with hearing impairment.

Who is a child with hearing impairment?

A child with hearing impairment is one who has difficulties in perceiving sounds. When the problem started, what caused it or how big it is does not matter. It may either be total or partial loss of sound perceptions.

In support of the view, Donath (1997) described hearing impairment as an umbrella concept and that it includes all degree of hearing loss, that is mild, severe and total loss.

Martin (1991) referred to it as the disability that hinders successful process of linguistic information through audition.

The researcher agrees with the above statement for it is extremely difficult and even impossible for a hearing impaired learner to access and perceive any linguistic information through audition.

Nyakahuma (1997) observes that “understanding a child with hearing impairment means understanding him first as a child then understand the way the impairment may influence his development and behavior” (Pg 8). This is because what is important is that the deaf child should be understood first then be known that the problems he/she experiences affects his or her social emotional and academic development.

In Uganda (one of the common languages spoken especially central region and many urban centres i.e. Luganda) a person with hearing impairment is referred to as “Kasilu” (Stupid). Most of deaf children especially those who acquired deafness before developing spoken language do not speak. As such, the hearing find it difficult to talk to them. Failure to understand their verbal communication the hearing perceive the deaf as stupid.

It is important that teachers understand some signs shown by child with hearing impairment which include:

- Difficulty in following verbal instructions
- Tendency to depend on eyes when communicating
- One may appear to be a day dreamer.

What is the attitude of teachers towards children with hearing impairment?

Attitudes are feelings that develop from experiences with others and the environment. The attitudes influence the way people behave towards, feel about others.

Cecil et al (1987) noted that “..... generally the hadicaped encounter so many negative experiences that it is difficult for them to develop positive attitudes. The majr negative attitude is

academic failure. Furthermore, the handicapped experience negative reactions from others and these reactions can not be hidden which results in lack of confidence in abilities and lower self-attitude”.

Horn (1995) noted that teachers also show negative attitudes in the classroom. Attitudes of teachers are characterized by labeling children with hearing impairment like “Stupid”, “dumb”. He also observed that hearing children reject their handicapped peers which is a sign of negative attitudes. The researcher in agreement noted that such labels portray negative attitudes towards learners. Therefore, the need for right attitude should be upheld and emphasized.

Okech (1992) noted that people exhibit negative attitudes towards children with hearing impairment. This is true in that negative attitudes are seen through neglects, isolation, denial and killing children with disability.

As observed by Lingstand and Whyte (1995) that negative attitudes can also influence parent practices in particular way; Most learners with hearing impairment are being neglected by their parents as a result of poor guidance from the teachers who already have negative attitudes towards their learning.

Crisci (1981) states that “Negative attitudes may rise from frustrations of not having the necessary skills”. In this situation it becomes clear that ordinary teachers who have had relatively little or no formal preparation for working with children with special needs respond negatively to the idea of inclusion.

Teaching methods used by teachers in teaching children with hearing impairment

Hergarly (1988) observed that joint participation in education activities is the full form of teaching children with special education needs. He further said that most of the schools have failed to teach children with special needs due to teachers who have not acquired knowledge and skills in modifying the materials and methods to meet the learning needs of the children with disabilities fully.

Aggarwal (1995) explains that, teaching methods are strategies and tactics of showing how to do this so that they will be able to do it themselves the choice of what is to be taught and how to teach it. Danshan (1995) claims that people who teach children with hearing impairment before training do not have enough experience about educational methods for teaching those children.

However, after training they get correct ways of working with them. This is true because during teacher training one is taken through methods of handling the learners. In the absence of training one doesn't have skills. It is worse for learners with special needs.

Cornett (1992) stated that cued speech method is multisensory approach for teaching communication and language skills to children with hearing loss. Teachers use this method to emphasize the child's use of the visual and auditory sense. The goals of cued speech is for child to receive spoken language clearly both visually and auditory.

Senders (1988) explains that an effective teacher will present many examples of new concepts and will provide several opportunities to practice new skills. The teacher will help the learners' participation in their learning where necessary. The researcher is in agreement with this observation that the modelling of procedures can be acceptable and effective methods of instruction for a child with hearing impairment.

Sanders goes on to say that teachers who are sensitive to needs of hearing impaired learners should employ a variety of visual aids to assist their comprehension of abstract concepts by providing concrete support e.g. charts, photographs, films, books and pupils mode of materials are usually available or easy mode and should be appropriate to the age and level of development. The researcher concurs with above that manipulative approaches provide concrete aid in developing concepts through discovery methods of teaching.

Kiltz and Wanyard (1993) observed that normally children learn a great deal from what goes on around them, that is through playing, learning and immitating. This is true because different ways through which pupils learn and variety of facilities will ensure that all pupils fulfill their potentials and help to make teaching more effective and stimulating for them.

The researcher in agreement, further noted that a variety of teaching mothods should be used to kill boredom among pupils and more so children with hearing iimpairment for instance guided discovery, child to child, discussion, question and and asnwer, group work, observation among others should be employed to make learning more interest.

Communicating children with hearing impairment

As Ingule (1990) observed that communication with the children with hearing impairment is a big challenge to teachers and everybody else. This is true as of now teachers who have never stayed in deaf community find it difficult to communicate with deaf children in mainsream schools unless he or she has special training.

This is in agreement with Okwaput's (1996) who observed that there few teachers in Uganda. Trained to teach children with hearing impairment. This presents difficulty in making strategy to

reach all children who are hearing impaired and are attending schools scattered all over a wide area.

Cleaser (1996) put it that most teachers are faced with a task of delivering content to learners which requires effective communication that involved sitting arrangement, class teaching. In the agreement with the above, the researcher noted that for effective teaching and full involvement of learners, teachers should always be equipped with methods, instructional materials and means of communication while handling children with visual impairment.

Kizito (1994) noted that most effective ways of fulfilling those basic needs is the ability to communicate with people, the environment resulted into stereotypic behaviour patterns not good for society and the child itself. This is true because the mainstream learning environment can greatly result to barriers of communication.

Birgit et al (1993) explains that it is extremely frustrating for an individual not to be able to communicate and be understood by the surroundings. Usually it is so frustrating that the person may give up even trying to be understood and withdraw to his own world. In this people may think that he or she does not understand what they are saying. Therefore they stop talking with him or her which makes a person more isolated and even fail to gain much from the surroundings spoken language.

CHAPTER THREE

METHODOLOGY

Introduction

The concern of this chapter is to explain how the study was carried out. It shows major areas of methodology that is, research design, area of study, study population, sample size research instruments, sample research procedure and data analysis.

Research design

The researcher used cross sectional survey design and both qualitative and quantitative methods were

used. Some data were presented in average, number and percentages including children with hearing impairment from selected schools. The research was qualitative in that pupils' opinions and ideas were collected, interpreted and analyzed. The questions asked were such as who, which, where, when and why but not how many and how much.

Qualitative approach was chosen for this study because it studies things in their natural settings. The researcher hoped that this would help to avoid artificial evidence. It also aims at exploration of social relations and describes reality as expressed by respondents. The researcher used random sampling to select both schools and respondents.

Area of study

The study was carried out in Makindye Division, Kampala District due to the following considerations:

- Availability of transport, easy movement to reach the area chosen since the area is within the researcher's place of work.

- The availability of people willing to guide the researcher where necessary in order to produce accurate work.
- Communication was easy since the researcher knows the languages used in the area.

The study was carried out in three schools namely;

- (i) Makindye Hill Parents P/School,
- (ii) Ggaba Demonstration P/School
- (iii)Kisugu Primary School.

The selection of these schools was by random sampling. This was done because the schools have equal chances to be involved in the study.

Study Population

A representative sample of school and respondents was selected purposive sampling and the target population for study – included the following categories:

- Head teachers
- Teachers
- Pupils

Sample size

A total number of 9 teachers in the mainstream schools who teach children with hearing impairment, 3 Head teachers of the three selected schools and 9 children with hearing impairment, making a total of 21 respondents.

The selection of these respondents was by purposive sampling. Purposive sampling is the process of selecting cases that are likely to be information rich with respect to the purpose of the qualitative research study.

Purposive sampling was chosen because

- It fits the nature of the study
- Not all the teachers in school teach children with hearing impairment, so there was a need to use only those that are directly involved with those **children**.

Research instruments

The instruments used in this research study to collect information from respondents were questionnaires and interview.

Questionnaires: Are data collecting tools consisting of sets of questions which are written and presented to respondents, that is, from whom data is to be collected to answer questions by writing.

The reasons for choosing this tool for data collection in the study include:

- It is simple to administer to a large group of people scattered over a large area.
- It saves time
- Detailed information can be got as it is flexible
- Helps the respondents feel free to give out frank answers

However, the following limitations were born in mind;

- It was not easy for a researcher to establish the reasons for in case the respondents leave blank space.
- Return rates from the respondents was very low.
- There was no chance for the researcher to observe the respondents attitudes to topics under discussion.

Interview: Is a dialogue between interviewer and interviewee. It involves face-to-face interaction between individual leading to self report and responses are recorded and later analyzed. The questions may be broad, general and unfocussed as an open ended/structured or even specific and prescribed as in structured interview.

Interviews are advantageous due to the fact that:

- The researcher gets both verbal and non verbal information
- It is used for illiterate people
- It gives a researcher a chance of repeating a question which are not clear
- The researcher is able to notice and record a lot of information from the respondents and observe the respondents attitudes to the topic being discussed

Research procedure

Before the researcher set off for data collection, a proposal was made and presented to the supervisor for approval. Tools were developed and discussed with the supervisor. Authority was then sought from University and the researcher was provided with a letter of introduction to the area of study for purpose of seeking permission to carry out research in the area.

The researcher had to pretest the research tools among fellow students to test their validity, reliability and appropriateness.

The exercise of data collection was done between the month of September and October 2011 following the procedure below

- (i) The researcher introduced himself to the office of the head teachers and produced an introductory letter from the University for Permission to carry out the study.
- (ii) The researcher handed over questionnaires to each individual head teacher in each of the selected schools. Each head teacher was given four questionnaires, one of which was for the headteacher while the other three were designed especially for selected teachers teaching in those schools.
- (iii) Presentations were followed by specific briefings about questionnaires and how they will be filled.
- (iv) The researcher requested to meet and interact with the children known to be having hearing impairment from whom three were randomly chosen for interview in each school.
- (v) The researcher also gave enough time to respondents to fill in the questionnaires

Description of data analysis procedure

After the data was collected, it was organized and analyzed qualitatively using descriptive methods with the help of tables. Important to note is that some of the interesting things people told the researcher were directly presented

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESULTS

Introduction

In this Chapter, the data collected from the field by the researcher is digested presented, analyzed and interpreted according to the objectives of the study and has been presented in tabular form and in other cases graphically.

Data analysis and interpretation on objective one:

Objective one sought to find out challenges faced by teachers in teaching science to children with hearing impairment in the mainstream. The findings are presented in the table.

Table 1: Challenges faced by teachers in teaching children with hearing impairment

Question	Responses	Frequency	Percentage
What challenges do you meet when teaching science to children with hearing impairment	1. Most of science concepts are difficult to sign	04	44.4%
	2. The ratio of learners to a teacher in class is big.		
	3. Learning aids, chemicals, equipments and models are not enough	02	22.2%
	4. Learners with hearing impairment are not interested to learning science	02	22.2%
		01	11.1%
	Total	09	100%

The table above shows that 44.4% of teachers from the sampled school find it difficult to sign scientific concepts while teaching, 11.1% revealed that learners with hearing impairments are disinterested to learning science and learning aids. Equipments, chemicals and model while 22.2% teachers complained that they handle large number of pupils in class. A combination of these factors can greatly affect effective teaching and learning.

Data analysis and interpretation of objective two:

Objective two was set to find out children with hearing impairment in mainstream. The findings are presented in that table

Table 2: Causes of negative attitudes in teachers towards teaching children with hearing impairment

Question	Responses	Respondents		Total	Percentage
		Teachers	Head Teachers		
Cause of negative attitudes in teachers and Head teachers	Difficulties in communicating to hearing impairment	09	03	12	100%
	Children do not easily follow instructions	09	03	12	100%
	Lack of instructional materials used in teaching science to learners with hearing impairment	09	03	12	100%
	Learners with hearing impairment are stubborn and disturb others	06	00	06	50%
	Lack of training in special needs education	02	03	05	42%

From the table II above varied responses were given in respect to the question causes of negative attitudes in teachers and Head teachers. 12 respondents who included 3 head teachers and 9 teachers said that difficulties in communicating to children with hearing impairment was the major cause of negative attitudes towards learners with hearing impairment.

Other 12 respondents who included 9 teachers and 3 Head teachers had a different view that it was children not easily follow instructions. Also another 12 respondents who included 9 teachers and 3 head teachers had theirs that there was teaching science to learners with hearing impairment.

A few respondents include 2 teachers and 3 head teachers had their views that there was lack of training in special needs. All these led to negative attitudes in teachers towards learners with hearing impairment.

Data analysis and interpretation on objective three

It targeted at finding out the mode of communication that teachers use while teaching children with hearing impairment in the mainstream. Table III below indicate the findings of the study in relation to the above objectives.

Table 3: Mode of communication used in teaching learners with hearing impairment

Responses	Number of respondents	Percentage
Oral	4	44.4%
Gestures	3	33.3%
Sign language	1	11.1%
Total communication	1	11.1%
Total	9	100%

From the table, majority of teachers (respondents) 44.4% use oral to communicate with hearing impaired children in the mainstream.

A few teachers (11.1%) use sign language while others (33.3) use gestures as means of communication when teaching children with hearing impairment. This complex situation indicates that there is always communication breakdown.

Data analysis and interpretation on objective four

Objective one ought to find out methods used in teaching science to children hearing impairment in mainstream schools.

Table 4: Methods used by teachers to teach children with hearing impairment

METHODS	SCHOOL AND TEACHERS RESPONSES			NUMBER OF TEACHERS	PERCENTAGE
	A	B	C		
Demonstration	03	03	03	09	100%
Teacher – Centred	03	03	03	09	100%
Talk and Chalk	03	03	03	09	100%
Gesturing	03	03	02		88.8%
Individuals method	01	02	01	04	44.4%
Group work	00	01	02	03	33.3%

The table above shows that 9(100%) teachers use demonstration, teacher centred and talk and chalk methods while teaching. From the table IV above it was revealed that demonstration, Teacher centres and Talk and chalk were commonly used with respondents using them respectively.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter dwells in discussion, conclusion and recommendations of the study. This study was intended to find out challenges faced by teachers in mainstream to teach science to learners with hearing impairment as they are discussed and presented here below. The result of the study are discussed according to the objectives

Discussion of results on objective one

This was set to find out the challenges teachers face in teaching children with hearing impairment. The study according to table I discovered that teaching science to children with hearing impairment is affected by a lot of constraints. The most significant constraint is lack of instructional materials. This was revealed by 2 respondents which represented 22.2% of the total number of the respondents.

Science being practical subject, required to be taught experimentally but surprisingly the findings from the study (table I) revealed that all the three selected schools are adequately equipped with science equipments, chemicals, manuals and models.

The lack of such materials make it difficult for teachers to teach science experimentally. This inevitably affects the effective teaching of science to children with hearing impairment.

Another challenging constraint was found to be communication barrier. Majority of respondents (44.4%) revealed that they find it hard to sign some signs according to table I response number 1.

For teaching and learning to be interesting and effective, there is a need for effective communication between the learner and the teacher. Such compound situation demoralise the

teachers to the extent of hating the class. This further makes the learners too to lose interest and eventually hate learning science.

Accordingly, the study found out that teacher pupil ratio in class is very high as revealed in table I response number 3 in which 22.2% of respondents implies that teachers handle large number of pupils in class than they can effectively manage.

This is a great constraint to teachers because the teaching of hearing impaired children and other disabilities demands a teacher to concentrate on an individual child but because of high teacher pupil ratio, a teacher does not have time to personally attend to each learner as an individual. This has led to a fall on academic performance.

It was established that majority of the hearing impaired children are not interested in learning science such learners attitudes towards the subject is very low and negative as revealed by table I response number 2 in which 11.1% of the respondents rated their attitudes towards as being low.

This is a major constraint and because disinterested learners are devoid of the drive and enthusiasm to study and enjoy science. This phenomena coupled with the lack of effective communication skill leads to a composition of inactive class. It is thus difficult for the teacher to motivate such learners.

Discussion of results on objective two

The focus of the objective two was to find out teachers' views and attitudes towards teaching science to learners with hearing impairment in the mainstream.

The findings on this objective have indicated that most of respondents have negative attitudes towards disabled learners. According to responses from sampled teachers and headteachers (In

Chapter 4 table 2) 100% respondents revealed that they prefer teaching pupils/children with no hearing impairment to hearing impairment children and some of the reasons being:

Difficulties in communication, they do not easily follow instructions and lack of instructional materials. However, such statements are not real but a result is bias and misconception of negative attitudes was thus found out to be one of the barriers to children's learning and development and hence a great challenge to teaching science to children with hearing impairment in mainstream children in mainstream school.

In reference to revelations in chapter 4 table II response number 5, about teachers' views and attitudes towards teaching science to learners with hearing impairment, lack of training in special needs education was sighted 42%.

The above situation makes teachers lose interest in teaching hearing impaired learners and the school at large accord such children low value leading to stigmatization. The teacher should therefore learn to accept and assist the handicapped in their classrooms.

Discussion of results on objective three

Regarding the mode of communication used by teachers to communicate to learners with hearing impairment, the findings of the study have revealed that majority of respondents 44.4% was using talking and signing. Others used talking and writing (33.3%).

It should be noted that signing allegedly used by most of the respondents is not sign language but gestures. This is because only 11.1% of the respondents got training in teaching children with hearing impairment.

This shows that teachers are trying by all means on their own to see that children with hearing impairment learn.

These days teachers are encouraged to use total communication approach which combines all modes of communication to allow a child with hearing impairment benefit from what is being taught. Total communication modes include; lip reading, eye contact, finger spelling, hand movement, facial expression and gestures.

One of the aims of total communication is to give deaf children a right to free choice of their favorite means of communication.. The process of assisting deaf children to learn was rather difficult because language barrier brought about by deafness. Lack of hearing causes poor speech and hence difficulty in understanding of what teachers want and telling teachers what they want.

Findings from children through interviews and discussion between the researcher and them have revealed that sometimes children get disappointed and fear to embarrassment cause them to fail to ask teachers and fellow hearing children to repeat for them hence end up missing the lesson progress.

These children therefore lose more than they would be benefiting or gain if the mode of total communication was being used.

In reference to table 3 (Chapter four) response number 3 and 4 indicates that they are few specialized teachers to teach children with hearing impairment in the mainstream schools. Most of the teachers have grade three certificates and Diploma in Primary Education and majority of them still have never got a chance of attending sign language refresher courses. They are therefore not experienced and lack adequate communication and teaching skills in children with hearing impairment.

Discussion of Results on objective four

The focus of objective four was to find out methods used by teachers in teaching science to children with hearing impairment in mainstream.

In reference to table IV in chapter four all respondents (100%) said that demonstration, teacher centred, talk and chalk methods are common methods used when teaching science to learners with hearing impairment. This is followed by other respondent (88.8%) who revealed that gesturing is second common method used.

The findings on this objective established that most teachers method of teaching are not all appropriate. Teaching requires teachers to develop sensitivity and skills in teaching to assist learners in psychological and educational adjustment. Appropriate methods of teaching result in successful teaching and learning.

The frequency use of talk and chalk and teacher centred, do not only promote rote learning but also makes hearing impaired learners to lose a lot due to the fact that they do not understand what the teachers lips for he or she talks as she/he writes on the chalk board.

Also in reference to table iv response number 6 only 33.3% of respondents use group work during the teaching. Therefore there is inadequate use of group work in the teaching process. This deprived pupils opportunities of learning by doing, discussing and experience leading to lack of motivation.

Children with special needs should receive additional support (remedial teaching) in the contents of the regular curriculum. Different methods should be used to get them understand and be understood. These include demonstration, child centred, experimentation, demonstration, child to child

Conclusion

It is important to note that the current advocacy no longer supports the philosophy of special schools, therefore children with hearing impairment should be placed in mainstream schools. Three things therefore have to be put into consideration namely; Environment, Curriculum and Teaching approaches. Teachers handling children with hearing impairment should have compassion and love for assisting these children to learn and accept them as they are, freely interact with them, coming down to their level, building good rapport, knowing their likes and dislikes and learning their language (sign language). Teachers should endeavor to get more knowledge the learning needs of children with special needs by going for further studies, attending refresher courses and workshops on special needs education.

Recommendations

According to the children statute, it is the right of every child to live and receive all basic needs of life including food, shelter, clothing, medical care, love respect and education. After gathering all the information herein, the researcher made recommendations which when implemented may improve on the education and performance of children with hearing impairment. These include:

There is need to co-opt special needs education into Primary Teacher Training Colleges. The current system of training special needs at Diploma level minimumly favors special needs education. A few teachers who receive training either at Diploma or Degree level do not go back to class. They are instead placed in leadership positions such as Headteachers, inspectors or hired by rich non-government organisations which have high demand for them. It is therefore important that primary teacher training colleges take up the responsibility of training special needs teachers so that teachers get a 'dose' to take to primary schools where they are neededmost.

Special needs department-EARS should organize a number of sign language seminars at subcounty and parish levels for teachers, parents and pupils in mainstream schools. It should be noted that sign language seminars currently being organized at regional levels are very expensive and attended by few. This could be best done with the help of such as Uganda National Association of the Deaf (UNAD) who may provide instructors and interpreters. This may help to bridge the gap between children with hearing impairment, hearing children, teachers and parents by using sign language for easy communication.

Creation of resource room facilities within every mainstream school, with a variety of to cater for the learning needs of all children with special needs. There should also be trained teachers to be made responsible for special education in each mainstream school.

Intensifying awareness programs. It should be noted that although Special Needs Education/EARS has carried out awareness sensitisation seminars in many districts country schools, many people in the community have not had enough information about inclusive learning. EARS therefore to intensify its awareness activities. The work of sensitisation should however not only be done by EARS/SNE staff but involve different categories of concerned professionals and stakeholders. While organizing seminars and other programs about persons with disabilities like education of the deaf children, their involvement is of great importance. The idea behind this involvement is to bridge the gap between persons with disabilities and the community

Since it has been found out that the majority of teachers are untrained special teachers in mainstream, many teachers should go for up grading in special needs education at Kampala International University and Kyambogo University among others.

Parents of children with hearing impairment should be encouraged to attend sign language classes and take their children to school when they are still young and they should be taught some sign language to enable them learn to communicate with their children easily and then in helping them learn at home.

Seminars for teachers to learn to make and use educational materials from local materials should be organised locally by districts. Local manpower should be utilised to train and other people who are more experienced be incase there are areas where competence seems to be limited. This will increase the number of teachers with skills and eliminate the problem of teachers depending on the already made teaching/ learning materials which are expensive and scarce.

All said and done, I suggest that in future there should be more research studies to find out more challenges found by teachers not only in teaching science but also other subjects like Mathematics to children with hearing impairment in both mainstream and special schools.

APPENDIX 1

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APPENDIX 11

INTERVIEW GUIDE FOR CHILDREN

Class

Age

1. What subject do you learn in your class

.....
.....

2. What are your favorite subjects?

.....
.....

3. Do you find learning science very interesting?

Yes No

If not what makes in uninteresting

.....

4. Do you have friends in your class and the whole school

Yes No

If Yes, of what category are your friends.

Deaf Hearing All

5. Do your teachers love you like they love your hearing peers>

.....
.....

6. What instructional materials do you use when learning science in your class.

.....

7. What problems do you find in using these materials

.....

8. What do you prefer to do after your studies?

APPENDIX 111

QUESTIONNAIRE FOR TEACHERS

I am a student from Kampala International University carrying out research on causes of poor performance in science among children with hearing impairment in the mainstream schools. I request you to answer these questions willingly.

Name of school

1. What is the enrolment of your class?

.....

2. Are u a specialist teacher in teaching children with hearing impairment?

Yes No

3. Have you ever attended any refresher course on teaching children with hearing impairment?

.....

4. Do you teach science to children with hearing impairment?

.....

5. Which of the communication methods below do you use when teaching children with hearing impairment in your classroom?

- Oral
- Sign language
- Total communication
- Group work
- Demonstration

6. What challenges do you meet in using the methods above?

.....

7. What methods do you use in teaching science to children with hearing impairment?

.....

8. Which of the methods is (aare) most effective

.....

9. What challenges do you meet in using the methods you have mentioned?

.....

10. What instructional materials do you use in teaching science to children with hearing impairment.

.....

11. What suggestions would you give to improve on teaching of science to children with hearing impairment?

.....

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX IV

QUESTIONNAIRE FOR HEADTEACHERS

I am a student from Kampala International University carrying out research on causes of poor performance in science among children with hearing impairment in the mainstream schools. I request you to answer these questions willingly.

Name of school

1. What is the general school enrolment?

.....

Indicate those with hearing impairment per class

Sex	P.1	H.1	P.2	H.1	P.3	H.1	P.4	H.1	P.5	H.1	P.6	H.1	P.7
Girls													
Boys													
Total													

2.How many teachers do you have on your staff

Grade	Licensed	III	V	Graduate	Total
Number					

3. Do you have special trained teachers for children with hearing impairment.

Tick Yes No

4. What methods do your teachers use in teaching science to children with hearing impairment

.....

5. What challenges do you meet in trying to communicate to learners with hearing impairment?

.....

6. What mode of communication do you and your teachers use to communicate with children with hearing impairment?

.....

7. What facilities are used by your teachers in your school to teach science to children with hearing impairment

.....

.....

.....

Thank you.

7. What facilities are used by your teachers in your school to teach science to children with hearing impairment

.....

.....

.....

Thank you.