

CHALLENGES FACING LEARNERS WITH HEARING IMPAIRMENT IN AN
INCLUSIVE SETTING IN VIHIGA DISTRICT, KENYA

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A RESEARCH PRESENTED TO THE INSTITUTE OF OPEN AND DISTANCE
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DECLARATION

I James Anira Lihugu do declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

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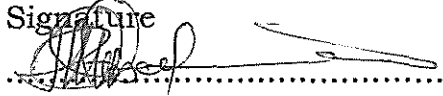
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APPROVAL

This is to acknowledge that this report has been under my supervision as a university supervisor and is now ready for submission.

Signature



Date

23/4/10

MUJUNI EVARIST

DEDICATION

I dedicate this entire work to my dearest wife Mrs. Marline Anira Adisa, my beloved children Christopher, Luhugu and Alvin Kidura, who fasted and prayed to see my success achieved. Not forgetting my beloved parents; Mr. George and Kezia Lihugu who kept supportive to me and my family while I persued this course. They all adjusted their life styles to cope with my absence.

ABSTRACT

The general purpose of the study was to examine the challenges of inclusion of children with hearing impairment in regular schools in Vihiga district in Kenya.

The specific objectives of the study were; to determine the challenges faced by teachers teaching learners with hearing impairments in accessing education, determine the relevance of the education currently offered to children with hearing impairments and to suggest solutions that can avert the problem.

The methods used for data collection were questionnaires to the pupils and interviews with the teachers.

The study revealed that teachers face a lot of challenges when teaching learners with hearing impairment.

The study revealed that learners with disabilities face many problems including; poverty, poor health and nutrition, poor school infrastructure, the parents and community's attitudes, lack of special trained teachers for disabled children, discrimination at school and poor health and nutrition.

The study also revealed that the education system in most schools is not relevant to children with learning disabilities.

The study also revealed that the government should build special schools for these learners and design a curriculum that suits them. It also revealed that special teachers should be trained to teach learners so as they stay in their own environment.

The government should train teachers specifically to teach learners with learning disabilities.

The government should also design a curriculum that suit children with hearing impairment problems.

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Not forgetting the entire Kampala International university fraternity which has enabled me to sail through this course.

I am also grateful to Mr. Justus Afanya who endeavoured to type this work and make it beautiful as it is.

To all those who helped in one way or another, but whose names have not been mentioned here, I say, may God abundantly reward.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Majority of an estimated 150 million children throughout the world remain deprived of learning opportunities. Despite advances in education, in developing countries less than five percent of disabled children go to school. (UNICEF 2000)

In Kenya the population of people with disability is estimated at ten percent of the total population. About 25 percent of these are children of school going age. Out of the total of 750,000, an estimated 90,000 have been identified and assessed. (Government of Kenya, 2000). However only 14,614 are enrolled in educational programs for children with disabilities; while an equivalent number are integrated in regular schools. This implies that over 90 percent of handicapped children are either at home or in regular schools. (Government of Kenya, 2000)

The increase in the number of slow learners and children with learning disabilities especially the physically handicap in schools in Africa has become a major issue and concern. (Bellany C. 1999), the situation is reflected in various school-leaving examinations, where an average of 30 percent of the results are below average or failures each year. Although there are no statistical records available in most African countries on the number of children and youth with learning disabilities, it is believed that about 8 percent of the students in school are experiencing learning difficulties in the classroom. (The New Vision 2000)

The schools are not built to cater for any disability. To provide education for the children with any special needs there must be adjustments which

have to be financed by someone to enable free access. The schools are required to adjust to accommodate various needs according to the special disabilities of the children in the local community. Currently there is no law that guides this adjustment, making most schools at no obligation to provide disability friendly education. Many have therefore missed school all together.

Prior to 2003, of the few children with hearing impairments who entered school, many were only able to enroll in special schools or annexes which provided vocational training. In 2003, Kenya introduced free primary education which allowed children to receive free education. Children with disabilities were to be the priority beneficiaries of this program. As a result of this, the enrolment of children increased to 150%. However, there was no proportionate increase in the enrolment of children with disabilities.

The free education in primary schools confirms to target children with disabilities but the government has not set on the infrastructures in schools necessary for their integration. The physical structures including the walk ways, toilets, and corridors are not accessible and special education equipment such as Braille machines and bearing aids are not available. (UNESCO 2005). The teachers are not able to attend to the unique learning needs of children with disabilities. Moreover few teachers have knowledge and skills to educate these children. These concerns have contributed to the high drop out rate of children with disabilities

The Kenya's education system offers an inappropriate curriculum for children with disabilities. The curriculum at primary level has become increasingly irrelevant to the skills that these children need in their day today lives out side school. The emphasis is on academic subjects, rather than balancing theory with the teaching of independent living skills. (Kandyomunda B. 1998). Most children with disabilities do not go

beyond primary level. Therefore the education they receive in primary is critical as it is the formulation for their livelihood.

The right to education is universally regarded as fundamental, but this is not the case in Kenya, as over 70 percent of school age children with hearing impairments are either at home or enrolled in regular schools with little or no specialized help. (Johnes, H, 2002) many people, including teachers, expect pupils with special needs to spend their lives at home and not to work. The situation is made worse when they are physically and spiritually abused and hence need for the study.

1.2 Statement of the problem

It's unfortunate that pupils with hearing impairment still face the same school structures and systems both in instruction and examination. This is unfortunate given the fact that children without disabilities have advantages in various areas and cannot therefore be expected to fairly compete with pupils with disabilities. How can a pupil without hands face the same examination with a pupil with all the hands in the same time using the same equipments: How can a pupil who uses his/ her legs to write be examined on the same time and using the examinations that require the use of hands- based equipments like geometrical set? It's from this that the study will be undertaken.

Objectives of the study

The general objectives of the study was to examine the challenges of inclusion of children with hearing impairment in regular primary school in Vihinga district.

Specific objectives of the study were:

1. To determine the challenges faced by teachers teaching learners with hearing impairment
2. To determine the problems faced by children with hearing impairments in accessing education.
3. Determine the relevance of the education currently offered to children with hearing impairments.

1.4 Research questions

1. What are the problems faced by children with hearing impairments in accessing education
2. Is the Kenyan education system relevant to children with hearing impairments?
3. What are the suggestions that can avert the problem?

1.5 significance of the study

The study will raise awareness and discussion among educational planner, public and private stakeholders concerned with providing access to education and the equalization of opportunities for children with hearing impairments.

Children with hearing impairments need special care and patience so that they do not feel left out and therefore the study will advocate for proper care and handling of these children by the teachers, parents and community at large.

The study focused on the relevance and accessibility levels of the education system of Kenya to children with hearing impairments. This will therefore help government to take into consideration what is necessary for children with disabilities in regards to education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

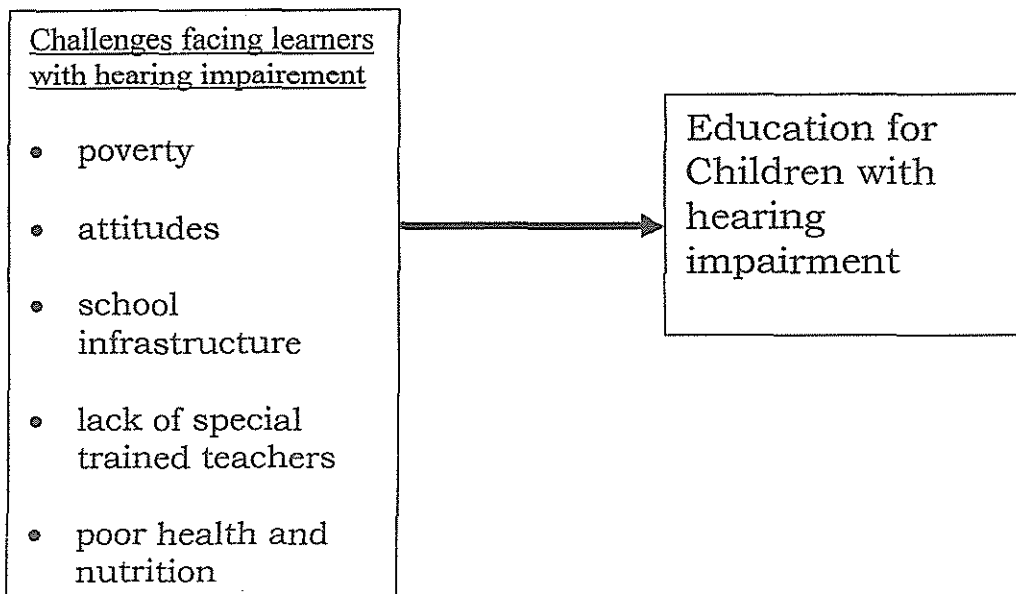
2.0 Introduction

This chapter discusses the literature related to the study. A lot of literature has been written on children with disabilities for the purpose of the study the following concepts are discussed.

Conceptual Framework

Dependent variables

Independent Variables



Definition of hearing impairment

Hearing impairment is a generic term including both deaf and hard of hearing which refers to persons with any type or degree of hearing loss that causes difficulty working in a traditional way. It can affect the whole range or only part of the auditory spectrum which, for speech perception, the important region is between 250 and 4,000 Hz. The term deaf is used

to describe people with profound hearing loss such that they cannot benefit from amplification, while hard of hearing is used for those with mild to severe hearing loss but who can benefit from amplification.

(Government of Canada, 2007)

2.1 Kenya's education system

The strength of Kenya's education system can be categorized as thus:

According to Coldough (1980), "Primary schooling is beneficial to developing countries even when the school quality is low". Through Kenya's free primary education policy, a goal was set to achieve University primary education by the year 2010. This is a major milestone in the education section such commitment is also evidenced by the increasing expenditure in education programmes (Reloitte and Touche, 2001).

To facilitate the implementation of free primary education, the government has created four grants; the school facilities grant is for classroom construction, the wage bill is for teachers, instructional materials grant is for buying instructional materials. The government with assistance of development partners has funded the free education in primary schools. Under the school facilities grant, adopted for the needs of children with disabilities. (G.O.K 2000)

Quality examination at each level of the education system demonstrates a highly competitive education system.

The provision of education services has been privatized and liberalized, reducing the government responsibility. (G.O.K 2000) The impacts on children with disabilities are both positive and negative. Positively, it broadens their opportunity for education through the numerous

additional private schools. However, some private schools do not allow children with disabilities to enroll, as they do not have the adapted infrastructure, and they believe that maintaining them at school is quite expensive.

An effective education system should adapt to the society social and economic changes quietly. It should be highly sensitive to these changes developing the necessary training, and the output of skills most needed by the country at any time. However, as Brown (1990) noted, Kenya's education system tends to lag behind, which affects the development of society. The weaknesses of Kenya's education systems are as follows; The education curriculum is becoming increasingly irrelevant (UNICEF, 1989) and yet in the area of skill training, there has not been an increase in opportunities at the primary and post primary level.

According to Okech (1995), the centralized curriculum approach to Kenya's education system is mainstreamed highly competitive and examination oriented.

The attitudes of teachers are often negative and many of them have not been trained on strategies to include children with disabilities which can affect the performance of all pupils.

Career guidance and counseling ensure that individuals make the correct occupational choices to develop their talent. This is not widely available at the primary level, and yet as Barton (1994) notes, lack of career guidance for children and adolescents influences the value they attach to education.

2.1 problems faced by children with disabilities in accessing education.

2.1.1 Poverty.

Barton and Wamai (1994) argue that general access to education in Kenya is affected by high educational costs and household poverty. The cost of educating a child in a private institution that caters for special needs ranges from about 192 to 641 dollars per term - a considerable expense in a country where, according to the United Nations Human Development Report for 2003, about 23 percent of people live on less than a dollar a day. (UNHDP 2003)

The extreme poverty that affects many Kenyans means that most children will not attend school and more especially children with disabilities and so most of them will remain at home doing domestic work. (END/2004).

Even with the introduction of free primary education in the education sector, families with a low household income have difficulties affording the required uniforms, pens, books and scholastic materials. (UNICEF 2005).

2.1.2 Attitudes

Family perception of the disabled child greatly affects whether the child would be enrolled in school, the type of education they would receive, and the type of school they would attend (government or private).most of these children are seen as useless and a burden to the problem.(UNESCO 2001).

At school, and outside of school, the peers of children with disabilities participate in name calling and bullying. At extreme cases, the peers beat

the children with disabilities. The teacher's attitudes also affect the child access to education. (Jones, H, 2002)

2.1.3 School infrastructure

With the introduction of free primary education, primary school enrolment almost tripled. This surge of pupils poses challenges for the educational facilities, and for the children with special needs who wish to access them. The enrolment of children with disabilities has increased, yet the physical infrastructure remains inaccessible, preventing them from integrating into the school system. Children with motor impairments, hearing impairments, visual impairment and mental illness have found it difficult to cope, and often decide to drop out of school. (Jewell, M. 1990).

There are an inadequate number of instructional materials including Braille equipment, textbooks, sports equipment, and other learning aids, both in the inclusive schools and in the units, specially equipped to meet the needs of children with disabilities. In the units, the lack of resources and aids makes it difficult for the teachers to effectively instruct children with disabilities peers. (UNICEF 2005).

2.1.4 Lack of Trained Special Needs Educational Teachers

The lack of special needs education teachers is another key challenge. The ratio of special needs teachers compared to the numbers of children with disabilities in inclusive schools is quite large. This strains the teacher, thereby affecting the learning of children with disabilities. (Christensen, K. 1997).

The current school-based training of teachers in special education is not effective. One the burden of enrolment has led to a high teacher/pupil

ratio that makes attention for special needs pupils impossible. Inclusion strategies are therefore falling with the introduction of free education. Teachers are burdened by the sheer numbers let alone special needs pupils. (UNICEF 2005).

While some challenges generally affect all categories of children with disabilities, there are some which are specific according to each disability.

Children with movement impairment seem to access education more than counterparts. This is because they do not require special resources and materials, as compared with children with other disabilities. (Penny M. 2000) Crawling was a big problem for those with movement especially when it is raining or in school that had rough terrain.

With inclusive education, some of the children with disabilities with hearing difficulties find it extremely hard to follow teachers' instructions. The class sizes being high imply that the teachers have less time for those with hearing problems. (UNESCO 2005)

2.1.5 Poor health and nutrition

Children with hearing impairments have a health problem and this affects their accessibility to school since most schools do not have enough health facilities. (Russel-Fox, J. 2001) Poor feeding programs also contribute to children with disabilities missing out on education. Most schools do not provide meals for the children and the parents do not have enough money to provide food for the children in school. Some parents have the money but think that it is the responsibility of the schools to provide meals.

2.2 Relevance of the education system to children with disabilities.

The school syllabus and mode of instruction tend to benefit the non-disabled child more than the children with disabilities.

2.3.1 Mode of Assessment

The mode of assessment is not popular with children with disabilities especially those in the upper primary section the mode of assessment should suit the special needs of the children with disabilities especially during final examinations like the Kenya Certification of Primary Education (K.C.P.E). (Jones, H, 2002)

2.3.2 Content

The content of instruction in the primary school curriculum includes subjects like English, Kiswahili, Maths and others. Some subjects seem abstract especially to children with certain disabilities like the visually impaired. They are not catered for in subjects like science and social studies because they lack Braille instructional materials in such subjects. (Barton T. 1994)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used one Division in the District as a case study. Qualitative method was used in this study. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

3.2 Study Population

The study was carried out in the selected primary schools in Embu District, Kenya. The study involved pupils and teachers.

3.3 Sample Framework

3.3.1 Sample Size

A total of fifty respondents were used from the total population of the schools which was used for this study as illustrated by the table 3.1

Table 3.1: Categories of Sample

Categories of Respondents	Sample
Teachers	20
Learners	30
Total	50

3.3.2 Sample Technique

Using a convenient sampling technique, a total of fifty respondents were picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher was then given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

- **Questionnaires**

These were used to collect information from some learners since these respondents were literate and were able to understand the language being used.

- **Interviews**

Interviews were held with teachers and parents since they were busy and had no time to answer questionnaires.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires and Interview Guides, which was given to students, Parents and Teachers respectively.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question had an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR
PRESENTATION OF DATA, FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focused on challenges of inclusion of children with hearing impairments in regular primary schools in Embu District, Kenya.

4.1 Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		

Male	15	60
Female	10	40
Total	25	100
Age		
10 yrs and below	3	12
11-14 yrs	14	56
15 and above	8	32
Total	25	100
Academic level		
Standard six	7	28
Standard seven	9	36
Standard eight	9	36
Total	25	100

Source: field data

Thirty (30) questionnaires were distributed to the pupils and 25 were filled and returned. This therefore represents 83 % of the total number of questionnaires that were distributed.

The study covered 25 randomly selected pupils of whom 15 (60%) were male and 10 (40%) were female

The age category of the respondents was divided in three groups that is 10 years and below were 3 which was 12%, 11-14 years were 14 (56%) and 15 and above were 8 representing (32%) of the respondents.

The academic level of the respondents was divided in three categories that is standard six, standard seven and standard eight. 7 (28%) of the

respondents were in standard six, 9 (36%) were in seven and 9 (36%) were in standard eight.

Interviews were carried on with the teachers. 20 teachers were expected to be interviewed but only 18 were got

4.2 Challenges teachers face when teaching learners with hearing impairment problem

The results on challenges teachers face when teaching learners with hearing impairment problem are summarized in the table II below;

Table II: Response on challenges teachers' face when teaching learners with hearing impairment problem

	Item	Agree	Not sure	Disagree
1	Teachers find it difficult to teach learners with impairment problems	51%	9%	40%
2	Teachers find it difficult to make learners with hearing impairment understand what they are taught	59%	19%	30%

3	Teachers have problems in communicating with learners with hearing impairment	54%	16%	30%
4	Teachers face of challenge of teaching learners with hearing impairment the sign language they can understand	57%	7%	34%

Source: Field survey 2008

Results from the table above indicate 59% of respondents are of the view that Teachers find it difficult to make learners with hearing impairment understand what they are taught. On the other hand 54% of the respondents are of the view that Teachers have problems in communicating with learners with hearing impairment. More still, 57% the respondents are of the view that Teachers face of challenge of teaching learners with hearing impairment the sign language they can understand. And 51% are of the view that Teachers find it difficult to teach learners with impairment problems. Thus it can be concluded that teachers teaching learners with hearing impairment problem face some challenges.

The teachers revealed that they face a lot of challenges when teaching learners with hearing impairment. The lack of special needs education teachers is another key challenge. The ratio of special needs teachers compared to the numbers of children with disabilities in inclusive schools is quite large. This strains the teacher, thereby affecting the learning of children with disabilities. (Christensen, K. 1997).

4.3 Problems faced with learners with hearing problems in accessing education

The results on the Problems faced with learners with hearing problems in accessing education are summarized in the table II below;

Table III: Response on the Problems faced with learners with hearing problems in accessing education

	Item	Agree	Not sure	Disagree
1	Because of poverty, children with hearing impairment do not attend school	48% 12	20% 5	32% 8
2	the parents and community's attitudes towards learners with hearing problems affects their education	40% 10	24% 6	36% 9

3	poor school infrastructure hinders learners with hearing problems to access their education	44%	16%	40%
		11	4	10
4	lack of adequate instructional material affects the learners with hearing impairment in accessing their education	60%	12%	28%
		15	3	7
5	lack of special trained teachers for disabled children affects their education	80%	4%	16%
		20	1	4
6	poor health and nutrition affects the education of learners with hearing impairment	40%	20%	40%
		10	5	10

Source: Field survey 2008

Results from the table above indicate 47% of respondents agreed that because of poverty, children with hearing impairment do not attend school. On the other hand, 40% of the respondents agreed that the parents and community's attitudes towards learners with hearing problems affects their education. Further, 44% agreed that poor school infrastructure hinders learners with hearing problems to access their

education. Still, 60% also agreed that lack of adequate instructional material affects the learners with hearing impairment in accessing their education. While 80% agreed that lack of special trained teachers for disabled children affects their education and 40% also agreed that poor health and nutrition affects the education of learners with hearing impairment. This implies that learners with hearing impairment face the above problems in assessing their education.

The teachers revealed that disabled learners are face with so many problems accessing education. They revealed that the most problem they face is discrimination by the normal learners. At school, and outside of school, the peers of children with disabilities participate in name calling and bullying. At extreme cases, the peers beat the children with disabilities. The teacher's attitudes also affect the child access to education. (Jones, H, 2002)

Children with motor impairments, hearing impairments, visual impairment and mental illness have found it difficult to cope, and often decide to drop out of school. (Jewell, M. 1990).

4.4 Relevance of the education system to children with disabilities

The results on Relevance of the education system to children with disabilities are summarized in the table IV below;

Table IV: Response on Relevance of the education system to children with disabilities

	Item	Agree	Not sure	Disagree
1	the mode of assessment is not favorable for children with disabilities	52% 13	24% 6	24% 6

2	the school curriculum is not favorable for learners with hearing impairment	44% 11	20% 5	36% 9
3	the school has no teaching supporting materials for the disabled learners	40% 10	20% 5	40% 10

Source: Field survey 2008

The results from table IV indicate that 52% of the respondents agreed that the mode of assessment is not favorable for children with disabilities. On the other hand, 44% of the respondents agreed that the school curriculum is not favorable for learners with hearing impairment and 40% of the respondents agreed that the school has no teaching supporting materials for the disabled learners.

In an interview with the teachers, they revealed that the education system in most schools is not relevant to children with learning disabilities. According to (Barton T. 1994), the disabled are not catered for in subjects like science and social studies because they lack Braille instructional materials in such subjects.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSION AND
RECOMMENDATION

5.1 Introduction

In this chapter, the conclusions from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

5.2 Summary

The first research objective was to determine challenges teachers face when teaching learners with hearing impairment problem. The study revealed that face a lot of challenges when teaching learners with hearing impairment. The lack of special needs education teachers is another key challenge. The ratio of special needs teachers compared to the numbers of children with disabilities in inclusive schools is quite large. This strains the teacher, thereby affecting the learning of children with disabilities. (Christensen, K. 1997).

The second objective was to determine Problems faced with learners with hearing problems in accessing education. The study revealed that learners with disabilities face many problems including; poverty, poor health and nutrition, poor school infrastructure, the parents and community's attitudes, lack of special trained teachers for disabled children, discrimination at school and poor health and nutrition. According to (Jones, H, 2002), at school and outside of school, the peers of children with disabilities participate in name calling and bullying. At extreme cases, the peers beat the children with disabilities. The teacher's attitudes also affect the child access to education. (Jones, H, 2002)

Children with motor impairments, hearing impairments, visual impairment and mental illness have found it difficult to cope, and often decide to drop out of school. (Jewell, M. 1990).

The third objective was to determine the Relevance of the education system to children with disabilities. The study revealed that they revealed that the education system in most schools is not relevant to children with learning disabilities. According to (Barton T. 1994), the disabled are not catered for in subjects like science and social studies because they lack Braille instructional materials in such subjects.

The fourth objective was to determine possible solution to the problems facing learners with hearing Impairment. The study revealed that the Government should build special schools for these learners and should design a curriculum that suits them. It also reveled that special teachers should be trained to teach learners with learning disabilities

5.3 Conclusion

The aim of this report was to examine the challenges of inclusion of children with hearing impairments in regular primary schools in Embu District, Kenya..

The first research objective was to determine challenges teachers face when teaching learners with hearing impairment problem. The study revealed that face a lot of challenges when teaching learners with hearing impairment

The second objective was to determine Problems faced with learners with hearing problems in accessing education. The study revealed that learners with disabilities face many problems including; poverty, poor health and nutrition, poor school infrastructure, the parents and

community's attitudes, lack of special trained teachers for disabled children, discrimination at school and poor health and nutrition.

The third objective was to determine the Relevance of the education system to children with disabilities. The study revealed that they revealed that the education system in most schools is not relevant to children with learning disabilities.

The fourth objective was to determine possible solution to the problems facing learners with hearing Impairment. The study revealed that the Government should build special schools for these learners and should design a curriculum that suits them. It also reveled that special teachers should be trained to teach learners with learning disabilities

5.4 Recommendations

Looking at the findings of the study, the following recommendations are made;

The government should build special schools for the disabled learners so as they stay in their own environment.

The government should train teachers specifically to teach learners with learning disabilities.

The government should also design a curriculum that suit children with hearing impairment problems.

5.5 Areas for further studies

The researcher appeals to other researchers to research more on the study of the challenges of inclusion of children with hearing impairments in regular primary schools.

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APPENDIX B: QUESTIONNAIRE FOR PUPILS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “challenges facing learners with hearing impairment in an inclusive setting in central zone, embu district, kenya.”

You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male []

Female []

2. AGE

10 yrs and below []

11- 14 yrs []

15 and above []

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

Challenges teachers face when teaching learners with hearing impairment problem

1. Teachers find it difficult to teach learners with impairment problems
2. Teachers find it difficult to make learners with hearing impairment understand what they are taught
3. Teachers have problems in communicating with learners with hearing impairment
4. Teachers face of challenge of teaching learners with hearing impairment the sign language they can understand

Problems faced with learners with hearing problems in accessing education

5. Because of poverty, children with hearing impairment do not attend school
6. the parents and community's attitudes towards learners with hearing problems affects their education
7. poor school infrastructure hinders learners with hearing problems to access their education
8. lack of adequate instructional material affects the learners with hearing impairment in accessing their education
9. lack of special trained teachers for disabled children affects their education
10. poor health and nutrition affects the education of learners with hearing impairment

Relevance of the education system to children with disabilities

11. the mode of assessment is not favorable for children with disabilities
12. the school curriculum is favorable for learners with hearing impairment