

**DIFFICULTIES ENCOUNTERED BY LEARNERS WITH HEARING  
IMPAIRMENT IN AN INCLUSIVE SETTING: A CASE STUDY  
OF MACHAKOS SCHOOL FOR THE DEAF, CENTRAL  
DIVISION, MACHAKOS DISTRICT KENYA**

**BY**

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OF EDUCATION IN SPECIAL NEEDS EDUCATION**

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**DECLARATION**

Victoria N. Yullu, declare that this research study is my original work and has never been submitted anywhere for the award of a degree or for any other academic purpose.

Signature *Yullu* .....

**Victoria N Yullu**

Date: *13/04/2020* .....

**APPROVAL**

This research study has been under my supervision as the university assigned supervisor.

Signature..........

**Ssekajugo Derrick**

Date: .....13/04/2020.....

## DEDICATION

This entire work is dedicated to all those people whose effort prayers and support has enabled me reach this far in the field of academia.

## **ACKNOWLEDGEMENT**

Carrying out a research of this magnitude is very involving work. It could not have been realized without the accorded support and assistance from a number of personalities. Utmost appreciation goes to my supervisor Mr.Sekajugo Derrick for having accepted to devote his time and energy towards the accomplishment of this task.

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## **ABSTRACT**

*In this special study paper, the researcher aimed at establishing learning difficulties encountered by the Pupils within hearing impairment in the inclusive setting. This study was carried out in Machakos school for the deaf located in central division, Machakos district. Ten class teachers represented the whole population. The researcher targeted a sample population of Head teachers, class teachers, and all learners of ten classes. The researcher used questionnaires as the main instrument to collect the data. Factors that have caused learning difficulties included teachers not been trained in special needs education, government not providing enough support services, large classes per teacher. Rigid curriculum and not barrier free environment. Also there is lack of good communication skills and negative attitude by teachers and parents towards the Pupils with impairment. It is hoped that if all the above factors are addressed and effective teaching methods used, their difficulties may be lessened and improve their academic achievements.*



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

Pupils with hearing impairment have been met with assumption because of the poor academic achievements compared to the normal Pupils during formal examinations. However, because of our knowledge of the consequences of the impairments. We know that the failure was due to the curriculum rigidity and educational approaches which does not call for the recognition of all learners diversity.

There are fundamental steps that need to be considered by all stakeholders including the government non governmental organizations, the school and community to provide inclusion of all learners in the learning process. Regular curriculum need to be modified to meet the individual needs by including vital subjects required by some learners which should be examinable as compared to other subjects which may not be compulsory.

The professionals working in the field for example inspectors for the hearing impairment are more concerned with Pupils with hard of hearing who are found in the inclusive criteria and approaches which disadvantages,

### 1.1 BACKGROUND

Hearing impairment is a general term indicating hearing disabilities varying from mild to profound. In the past, the term "deaf<sup>7</sup>" was used to refer to all persons with such impairment which was wrong because it means only a person who cannot hear any sound.

Pupils with hearing impairment can be grouped into four major categories depending on how slight or severe the hearing problem is for example mild moderate severe and profound hearing loss. Functionally Pupils with and moderate hearing loss are also called hard of hearing.

Pupils with this type of impairment can hear the speech and acquire spoken language normally but they need modification of sound.

According to the world health organization, 10% of all Pupils going to school have hearing handicap. About one in every one thousand Pupils has some kind of hearing impairment. The universal declaration of human right (1948) states that every child has a right to education. This means that Pupils with hearing impairment should access quality education to the full development of their personality.

## **1.2 STATEMENT OF THE PROBLEM**

Most Pupils with hearing impairment have suffered a number of disadvantages as far as education is concerned. The teachers have carried the blame for mass failures for many years yet nobody knew the reasons because the Pupils look normal until they are detected when assessed.

It is in this view that the researcher will try to establish and come up with recommendations on intervention measures that can be taken to develop their education.

### **1.3 PURPOSE OF THE STUDY**

This study was intended to investigate the problems encountered by Pupils who have hearing impairment in Machakos School for the deaf and come up with appropriate solutions to eliminate the barriers for their education.

### **1.4 OBJECTIVES OF THE STUDY**

#### **General Objective;**

This study is intended to establish the problem encountered by Pupils who have hearing impairment in Machakos School.

#### **Specific Objectives**

The study is intended to:

1. Identify ways the hearing impairment affect Pupils' learning.
2. Establish problems faced by learners with hearing impairments.
3. Identify the causes and characteristics of Pupils with hearing impairment.
4. Determine resources suitable for the learners to compensate for the hearing impairment.
5. Suggest the teaching methods suitable for learners with hearing impairment.

### **15 RESEARCH QUESTIONS**

1. What ways do the hearing impairment affect the Pupils' learning?
2. What are the causes and characteristics of Pupils with hearing impairment?
3. What are the problems faced by learners with hearing impairment the inclusive setting?
4. How can you determine the suitable resources for learners to compensate for the

hearing impairment?

5. What are the appropriate methods of teaching learners with hearing impairment?

## **1.6 SIGNIFICANCE OF THE STUDY**

The study will help the teachers, parents, Administrators and other learners to alleviate the problem encountered by the learners with hearing impairment. It will also create awareness on different support services both in school and at home which these Pupils can be offered. The learners will be helped to gain confidence just like normal. Pupils since they have been experiencing failures at school and fact inferior to others in the class and at home.

The study will create good report between the learners, teachers and parents and make them have a positive change of attitudes towards learners with hearing impairment and this will help them in developing high self esteem.

The government will also use the result to train more teachers who will be able to handle learners with hearing impairment.

## **1.7 THE SCOPE OF THE STUDY**

The study was carried out at Machakos School for the deaf in Machakos District Kenya. This was conducted between the months of January and April 2010.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In Kenya, school for Pupils with hearing impairment started as early as 1945 and the government established inspectors for these schools in 1969 which became operational in 1970.

It is also cited by M.T Derville (1979) that Pupils who have poor hearing miss a good deal of the information given to them in the class and are likely to be particularly slow in learning to read and spell. The effort of trying to hear what is being said causes them to tire quickly during oral lessons and therefore they are likely to lose interest. It has been cited by school based Teacher Development (SBTD) (2001) that hearing problem normally cause a secondary problem of language deficiency which influences the hearing impaired child's personality and the communication process. On the other hand, the supporters of the oral system feel that a child join deaf. Society because of his/her limited communication abilities (1973).

#### **2.2 THE ACADEMIC ATTAINMENTS OF HEARING IMPAIRED**

It's cited by Ndurumo (1993) that Pupils with hearing impairment are often blamed for their inability to grasp information during classroom teaching. He argued that their failure leads to the fulfilling prophecy on the part of teachers and learners that they expect to fail and are incapable academically.

### **2.3 SOCIAL ADJUSTMENT AND PERSONALITIES**

Meadow (1980) cited by Ndurumo (1993) in his book exceptional Pupils, observed that ninety percent of the Pupils are born by hearing parents. As a result, the parent need to make home environment predominantly oriented towards the restoration of hearing in order to make the impaired child worthy of integrated in the hearing society. Most people fail to accept and understand the problems faced by Pupils with hearing with impairment.

Chulure (2002),argues that parents should create a lovely home environment by respecting their Pupils and making home a relaxing park, a place where one is loved inspite of all his/her disabilities and where strengths and potentials are recognized and appreciated not be-littling their contributions.

Lane (1987) also observed that there are several negative psychological characteristics individuals with hearing impairment are perceived, like being aggressive, submissive, social isolation, Emotional, immaturity, temperamental and out-bursts negative self-image and with drawn.

### **2.4 CHARACTERISTICS OF PUPILS WITH HEARING IMPAIRMENTS**

According to S. Mwereria and Mt. Kenya (2002) hearing impairment is a hidden disability that you can't establish by simply looking at the learner. Learners in the class exhibit some of them not responding when called from a distances, Difficulties in hearing some high pitched sounds and inability to produce such sound in his/her speech. Also they have poor articulation of simple sounds, Discharge from ears, being slow in answering simple questions, misunderstanding others.

They are also poor educational achievers than normal hearing learners and ask for pardon often or repeating what has been said. These Pupils have difficulties in sharing group discussion; speak in abnormally low or loud voice and shows signs of with drawl most of the time.

When teaching these learners the teacher finds it difficult because they have poor reception of sounds and have defective speech. The learner may leave out some important speech sounds e.g (S) (SH) (F) (T) (K). the child pronounce words as

- (sun) as (un)
- (cow) as (ow)
- (shoe) as (u)

This makes the speech to be distorted lack stress, rhythm or intonation.

The researcher agrees with the scholars who outlined these characteristics. She further adds that these Pupils also are seen as failures by their teachers, peers and families. Therefore they develop a negative self- eastern and they are left on their own without any support and many teachers have very little knowledge on how to handle them. Those who are trained find it difficult because of large classes per teacher. Teacher should be trained to handle classes with at least a diploma and above in special needs education so that can help in the inclusive settings.

## **2.5 CAUSES OF HEARING IMPAIRMENT**

According to Shea and Bauet (1997), hearing impairment can be either before birth, after or during birth. The causes can be hereditary or genetic infections such as atitis media, meningitis and German measles. Other causes are blockage of the external auditory canal, atresia, tumours, trauma, drugs, excessive noise, exposure to X - rays especially during the first three months of pregnancy.

The extent of the hearing loss may depend according to

- The part of the ear affected
- According to the age of the onset
- According to the degree of the hearing loss.

According to the World Health Organization (WHO), the hearing impairment ranges from profound (more than 90 d B) severe (70 - 90 d B) moderate (40-70 d B)

Pupils with moderate and mild are found in the inclusive classroom. Hearing test is done using an audiometer and each ear is tested separately.

## **2.6 PROBLEMS FACED BY LEARNERS WITH HEARING IMPAIRMENT**

Ndurumo (1993), problems encountered by individuals with hearing mainly affect language, speed, intelligence, education, achievement, social and psychological development. In an inclusive classroom, the Pupils have different degrees of hearing loss that interferes with learning process. Some of these problems are poor verbal communication skills between the child and the teacher, inability to hear well in the classroom with noisy surroundings, lack of acceptance and social isolation because not



communication well, ineffective communication between the members of the family which limit the child from acquiring knowledge and skills through interaction and not following the school routine approximately.

There is also the problem in training them spiritual and morals due to language and speech barrier. Therefore, these Pupils are discriminated and given names like moron, idiot, bubu, wasiosikia, viziwi and they isolate themselves from others.

Teaching methods also bring about with hearing impairment e.g. teachers teach while talking facing the blackboard, being far from the light where learner's can't see his/her face property, not using visual Aids, having no knowledge and skills on how to modify teaching methods to suit individual needs e.g. task analysis, individualized education programme, team teaching and child centred approach.

Teachers also fail to use total communication skills where all learners will benefit in the class and within school environment. Lack of hearing Aids to assist these Pupils also is a problem because also is a problem because most learners have not been identified early enough and no screening programmes have been carried out to fit them with hearing devices. Buying and maintaining the hearing devices is very expensive and parents come from low economic status where they believe they can only get help from the churches or any non-governmental organizations and school sponsors.

Classroom environment are not modified in order for the hearing impaired to benefit for example no good lightning to allow visibility when talking between the teacher and the learner, walls of the classes are not sound proof to avoid the effect of the echo, learners are

not placed in the classroom near the teacher for lip reading and visualizing the learning resources properly which enhances hearing and learning.

Curriculum is not modified to suit the learners with hearing impairment according to F Randiki (2002), the curriculum was formulated in 1986 for all learning institutions right from every childhood education, primary, secondary, technical and teacher education but failed to modify for the inclusive setting where their needs are catered. Therefore a differentiated curriculum will have certain additional specialized areas. Also there is no additional time to teach speech readiness, Articulatory and sign language.

The evaluation criteria for learners with hearing impairment by teachers is also a problem e.g. during dictation in English and Kiswahili subjects where the teacher gives words verbally and learners write. There are no non-verbal test which these learners can be tested instead of verbal test which involves reading and understanding the wording of the questions whose message is a problem.

Other problems are:

- Lack of materials and equipment Lack of support services
- Negative attitudes of teachers, parents and peer toward the impaired.
- Schools located in noisy environment e.g. town, near a road or factory.
- Rigid administrators in schools large classes which are congested
- Lack of acceptance by other learners in the inclusive setting which lead to feeling of loneliness and reflection.

## 2.7 SUITABLE RESOURCES AND SUPPORT SERVICES

According to S. Mwereria and M. Katheriya (2002). Learners with hearing impairment require support services for their learning to be effective in an inclusive setting. Appropriate facilities are needed e.g. a resource room with equipment e.g. hearing Aids, audiometers, equipments for auditory training like noise makers, tympanometers for testing the eardrum. Other resources are:

- Group hearing Aids or loop inductions
- Radio receivers
- Computers
- Human resources a teacher trained to offer guidance and counseling.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

The chapter also deals with the design, population, sampling methods instrument / tools study area, data collection and analysis.

#### **RESEARCH DESIGN**

The study used a descriptive research design as it involved qualitative method of data collection.

#### **3.2 AREA OF THE STUDY**

The study was carried out at Machakos School for the deaf in Machakos district Kenya. The area is chosen because the researcher teaches in this school.

#### **3.3 STUDY POPULATION AND SAMPLE SIZE**

The study population consisted of all teachers teaching in all classes at Machakos School for the deaf in Central division, Machakos district. The researcher used purposive sampling because it would save time.

The sample size was composed of ten (10) class teachers, head teacher and all learners of ten classes.

#### **3.4 DATA COLLECTION TECHNIQUES**

The major technique used was questionnaires. This was the main technique in obtaining the qualitative data. The focus was put on the attitudes, teacher's teaching experience professional level, statistic of hearing impairment learners causes of poor

performance and language used by the study population. The questionnaires were used in the collection of data.

### **3.5 INSTRUMENTS**

The researcher used questionnaires in the collection of data.

### **3.6 DOCUMENTARY REVIEW**

Secondary data used was obtained from the main library of Kampala international university and from the records of special needs learners in Machakos School and other relevant sources.

### **3.7 DATA ANALYSIS**

The researcher used questionnaire technique, with the use of secondary data compiled different types of data. Analysis of qualitative research was based on the content of the survey using tables.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND ANALYSIS

#### 4.1 INTRODUCTION

The researcher arranged the data according to their common characteristics based on the themes the report was presented in tabular form and interpretation was done on each table.

#### 4.2 Head teachers responses and data interpretation

According to the head teachers, the following are responses, items and their respective interpretation.

**Table 1: Teachers trained in the special needs education**

Response	Frequency	Percentage
Yes	4	40%
No	6	60%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

From the tabulation, it can be concluded that few teachers have been trained on special needs education which constituted 40% of the total respondents. Many teachers have not been trained which was 60% of the total respondents. Government should sponsor more teachers in the training of special needs education.

**Table 2: Levels of training for teachers in special needs education**

Response	Frequency	Percentage
Diploma	3	30%
Degree	1	10%
2 days to 1 week course	5	50%
3 month in service course	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

Looking at the above data most teachers have two days to one week course. They constituted to 50% of the total number of the respondents only 30% went for diploma course, and 10% went for degree and 3 month in service course.

**Table 3: Average number of all learners in the class**

Response	Frequency	Percentage
30 – 40	2	20%
40 – 50	3	30%
50 – 60	5	50%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

From the above data, most classes in the inclusive setting have an average of learners between 50 – 60 per class which constituted 50% of the total number of the respondents. Only 20% had an average of 30-40 learners per class.

From the table above, the majority of the Pupils with hearing impairment perform below average which was 70% of the total number of respondents. This shows there is a communication barrier.

**Table 6: Availability of hearing Aids**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	00%
No	10	100%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above table shows that Pupils with hearing impairment do not have hearing Aids. 100% of the respondents said hearing aids were not available completely. The government should give more grants to inclusive schools to cater for buying of hearing Aids because they are very expensive for parents.



### 4.3: Teachers responses and data interpretation

**Table 7: Teaching experiences**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
5 years	0	00%
6-10 years	1	10%
11- 15 years	3	30%
Over 15 years	6	60%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

According to the data above, most teachers have served for a period of over 15 years. This constituted 60% of the total number of the respondents. Few teachers had served for only 6-10 years which was 10% of the total number of respondents

**Table 8: Academic performance of all learners in the class**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Good	3	30%
Fair	6	60%
Bad	1	10%
Poor	0	00%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above table shows that most of the learners perform fairly in the class which constituted 60% of the total number of the respondents. Few learners perform badly which was 10%. Table 9: Teachers professional qualifications

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
UT	0	00%
Certificate	6	60%
Diploma	3	30%
Degree	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

From the above data, majority of the teachers are P1 holders. This constituted 60% of the total number of respondents. Only 30% had diploma course and 10% had degree in education.

**Table 10: Possible causes of poor performance in the class**

Response	Frequency	Percentage
Lack of qualification person	0	00%
Lack of learning/teaching Aids	4	40%
Lack of support from parents	5	50%
All the above	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above tabulation shows that most respondents said that lack of support from parent cause poor performance which constituted 50% of the total number of respondents.

40% said it all the above problems to be the cause.

**Table 11: Interaction of learners with hearing impairment with learning**

Response	Frequency	Percentage
Freely	6	60%
No interaction	0	00%
None of the above	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above table shows that learners with learning impairment interact freely which constituted 60% of the total number of respondents.

**Table 12: Way forward to overcome the problems encountered by impaired Pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Train more teacher in SNE	5	50%
Modify the class environment	2	20%
Build more special schools	0	00%
Use total special communication skills	3	30%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

According to the above data, most respondent said that training of more teachers in special needs education is the way forward in overcoming the problems encountered by the impaired which was 50% of the total respondents.

**Table 13: Provision of learning/teaching facilities for the impaired**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers	0	00%
Parents	2	20%
Govenremnt	8	80%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

According to the table above, most respondents said that the government should provide the learning /teaching facilities for the impaired which constituted 80% of the total number of respondents. Government to build resource rooms.

**Table 14: Assessment of learners with hearing impairment**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	3	30%
No	7	70%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above table shows that most of the learners with hearing impairment have not been assessed by the assessment teacher. This constituted 70% of the total number of respondents. Parents should be sensitized on the importance of talking their Pupils for assessment for early identification and early intervention measures.

#### **4.4 Learners' responses and data interpretation**

**Table 15: Parents occupation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Farmer	4	40%
Employed	3	30%
Business	3	30%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The above table shows that most of the learners' parents are farmers which was 40% of the total number of respondents. Most parents have low income

**Table 16: Payment of school fees and purchase of materials**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Parents	5	50%
Donors	5	50%
Relatives	0	00%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

According to the table above, the respondents said that parents and donors pay school fees and buy for them the materials need which was 50% of the total number of respondents.

**Table 17: Language used in the school for communication**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
English	6	60%
Kiswahili	4	40%
Mother language	0	00%
Sign language	0	00%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

In the above table, most respondents said that they use English language when communicating in school which constituted 60% of the total number of respondents. 40%

said they use Kiswahili. No respondent said she/he uses mother tongue or sign language there is need for introduction of total communication.

**Table 18: Attitude of hearing learners towards impaired**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	2	20%
Negative	8	80%
<b>Total</b>	<b>10</b>	<b>100%</b>

**Source: Primary data 2010**

The table above shows that most respondents said they have positive attitude towards the impaired. This constituted 80% of the total number of respondents. Only 20% said they have negative attitude.

## CHAPTER FIVE

### RECOMMENDATIONS AND CONCLUSION

#### 5.1 Summary

Majority of the teachers teaching in inclusive schools have not been trained in special need education. Therefore there is lack of knowledge and skills needed so that they understand and cater for individual learning needs when teaching. There is also lack of time for impaired child to have maximum help because of large classes where most schools have an average of 50-60 learners per teacher. Also the classes are not modified e.g. walls made sound proof to reduce a lot of noise within the classes.

There is also lack of good communication skills where by teachers teaching these Pupils do not employ communication strategies, for the impaired to benefit like talking, facing the blackboard, not using total communication skills, being far from the light where the impaired see the teacher properly.

Lack of hearing Aids is also a problem because parent fails to take their Pupils for assessment for fear of being told to buy them. Hearing Aids are expensive to buy and maintain and most of the parents here in east zone are farmers who cannot afford to buy them. There is also ignorance of the communities within the east zone about services offered by the assessment teachers in the centre. Therefore Pupils are not identified early enough for early intervention and stimulation.



The government is providing free education to all Pupils but its not giving enough support or the learners with hearing impairment like learning facilities and resources for example equipments for auditory training, sound amplification and modification of the class room environment which involves controlling sound level by use of carpets, absorptive materials on the wall and ceiling to reduce sound levels.

## **5.2 Recommendation**

In order to support the Pupils with hearing impairment in inclusive setting, the following recommendations were viewed necessary.

The government should adequately train more teachers and educational officers with knowledge and skills in special needs, education. Although teachers are being trained through distance learning programmes by Kenya Institute of Special Needs Education (KISE), it should finance the entire teacher training colleges, so that more teachers are trained with a very short duration. It should also employ ore teachers to reduce the teacher-pupil ratio in inclusive classes.

- The curriculum developers and policy makers should come up with modification of the curriculum content to include certain additional specialized areas which will assist the hearing impaired e.g. auditory training and speech readiness. The teachers should also modify evaluation criteria by giving non verbal tests.

## **5.2 Conclusion**

In short, the researcher wished to point out that all what she has cited in the recommendations in this study is not exhaustive. She therefore calls for any other

scholars to research more on the same issue of learning difficulties encountered by Pupils with hearing impairment in schools in Machakos district and for Kenya as a whole.

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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR THE HEAD TEACHERS

The information given will be treated with confidentiality and will be used for research purpose only.

Tick the correct answer

1. Do you have teachers trained in special education?  
Yes  No
  
2. If yes in the above question, what level?  
Diploma  Degree  2 days to 1 week   
3 months in service course
  
3. What is the average number of all learners in your classes?  
30-40  40 – 50  50 – 60
  
4. Do you have records for learners with hearing impairment?"  
Yes  No
  
5. If yes in the above question, how is the academic performance of learners with hearing impaired compared to hearing?  
Good  Average  Below Average
  
6. Do the learners with hearing impairment have Aids?  
Yes  No

## APPENDIX B

### QUESTIONNAIRE FOR CLASS TEACHERS

The information given will be treated with confidentiality and will be used for research purpose only.

Tick correct answer only

1. Name of the class .....
  
2. How many years have you been teaching?  
5 years  6-10 years  11-15 years  Over 15 years
  
3. How is the academic performance of all learners in your class?  
Good  Fair  Bad  Poor
  
4. What is your professional qualification?  
UT  Certificate  Diploma  Degree
  
5. What are the possible causes of poor performance of Pupils in your class  
Lack of qualified person   
Lack of learning /teaching Aids   
Lack of support from parents   
All the above
  
6. How do the learners with hearing impairment interact with hearing?  
Freely  No interaction  None of the above
  
7. What is the way forward to overcome the problems encountered by impaired Pupils?  
Train more teachers   
Modify special environment

Build special schools

Use total communication skills

8. Who is to provide learning / hearing facilities for the hearing impaired?

Teachers

Parents

Government

9. Have learners with hearing impairment being assessed by the educational assessment and resource teacher

Yes

No

**Thank you**

## APPENDIX C:

### INTERVIEW GUIDE FOR LEARNERS

The information given will be treated with confidentiality and will be used for research purpose only.

Tick correct answer only

1. Name of the class .....
2. Name of your class teacher .....
3. Your age .....
  
4. What is your parents occupation/  
Farmer       Employed       Business
  
5. Who buys materials needed at school?  
Parents       Donors       Relative
  
6. How many learners in your class have hearing impairment  
Few       Many       Nobody
  
7. Which language does most learners use in your school to communicate?  
English       Kiswahili       M. Tongue
  
8. What is the attitude of learners towards Pupils with hearing impairment?  
Negative       positive

**Thank you**