

**ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING
IMPAIRMENTS IN INCLUSIVE PRIMARY SCHOOL
KASARANI DIVISION NAIROBI-KENYA**

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DECLARATION

I Lucy Ngenia Ndei declare that this is my own work and has never been submitted to any university or any academic institution for the award of a degree in Bachelor of Special Education.

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DEDICATION

I dedicate this work to my dear family for their all round support and God for giving me good health throughout this course.

ACKNOWLEDGEMENT

I register sincere gratitude to all those who assisted me in making this research a success. I particularly express my heartfelt thanks to my family for their moral and financial support. Special thanks to my husband for understanding. More appreciation to the lecturers of Kampala international University team my colleagues or my friends. I also thank my discussion group members for their health discussion, my respondents for giving me the information I required through answering questions on the questionnaires.

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ABSTRACT

The aim of the study was to investigate factors affecting academic performance of learners with hearing impairments in inclusive primary school Kasarani Division, Nairobi province. The research used quantitative approach and survey design. She used twenty regular teachers from division. She targeted at four teachers from every school selected. The total numbers of schools selected were five out of the twenty five inclusive primary schools in Kasarani division. A questionnaire was used and filled as required by the respondents. The findings indicated the performance of learners with hearing impairments in inclusive primary schools is affected negatively. It may be affected by the negative attitude held by regular teachers towards learners with hearing impairments. Regular teachers may also lack skills and knowledge of the impairment and how to strategize on intervention. These are: - no hearing equipments and materials to help the affected learners. Schools are also located in noise prone areas e.g. near roads.

For learners with hearing problem to benefit from inclusive primary schools, then there is need to create awareness to parents and teachers on the causes and prevention of the disability. Teachers and the rest of the public should be advised on the dangers caused by hampering negative attitude towards learners with special needs. Pre and in-service courses should be advocated for teachers without special training. Schools should be allocated in conducive areas. The learners should be kept in his/her preferential area like near the source of sound and facing the speaker. Adjustments should be made in schools to accommodate learners with hearing impairments. Equipments and materials should be availed in inclusive setting to assist learners in their learning. When the above is followed, then learners with hearing impairments will benefit and will perform to as normal learners as possible.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Children with hearing impairment have been in school and communities since time memorial. At school, regular teachers are not aware about them and if they are, they lack skills and techniques to help them. Therefore the academic performance of those learners keeps on deteriorating year after year. The government has noted the problem and has started special education programme for the learners with hearing impairments. Now education for learners with hearing impairments has become a major area of special education .The government has started training more teachers in special education with the aim of equipping them skills and knowledge of handling such children. Hearing impairment is a disability which can be acquired before birth (congenital) or acquired after birth (Adventitious).There are four types of hearing impairments .These are profound hearing impairment, severe hearing impairment, moderate hearing impairment and mild hearing impairment. Profound hearing impairment and severe hearing are referred to as deaf while moderate and mild hearing impairment are called hard of hearing. The possible causes of hearing impairments are accident, trauma and diseases.

1.2 Statement of the Study

Learners with hearing impairments in regular schools perform poor as compared to the “normal” learners in the same school. Again if a comparison is made between learners with hearing impairments both in regular and special schools it will show that learners in regular schools will perform poorly than those in special schools. This therefore prompt the researcher to find out factors that exist in public that negatively affects the learners with hearing impairments

1.3 The Purpose of the Study

The purpose of this study will be to investigate factors that exist in regular schools which negatively affect the academic performance of learners with hearing impairments.

1.4 Objectives of the Study

The study is aiming at accomplishing the following objectives:-

1. To identify whether teachers have knowledge about special education
2. To examine the altitude of regular teachers towards learners with hearing impairments
3. To find out the regular teachers knowledge of inclusion of persons with disabilities
4. To establish weather the schools have enough trained teachers of children with hearing impairments.
5. To find out weather the school environment are conducive to learners with hearing impairments.

1.5 Research question

1. What knowledge do regular school teachers have about hearing impairment?
2. What are the attitudes of regular teachers towards learners with hearing impairment?
3. Are there enough trained teachers to handle learners with hearing impairment?
4. Have the schools made the necessary adjustment in order to accommodate learners with hearing impairment?

1.6 Significance of the Study

The study will be used to advise regular teachers and other service providers of the services required by learners with hearing impairments in Kasarani division. The study will help regular teacher's attitude towards learners with hearing impairments. The planners will in future locate schools for learners with hearing impairments in conducive environments. The ministry of education will see the need of training teachers in special education and post them in most affected schools. The community will be sensitized on the causes and prevention of hearing impairments. Learners with hearing impairments. Learners with hearing impairments will be taken to regular schools near their homes. They will mix freely and learn together with the "normal" learners.

Terms like segregation, isolation will be terminologies of the past. Learners with learning impairments will feel as belonging to the community as possible. Policy makers will feel as belonging to the community as possible. Policy makers will consider learners with hearing impairments while planning.

1.7 Scope

The researcher will cover Kasarani division. It's one of the eight divisions in Nairobi district in Kenya .There are twenty schools in this division but the research will cover five public schools. Which are day and mixed. They are inclusive settings. The schools are very near to one another due to high population in the urban area. Communication and transport are up to date .This will help the researcher to carry the study with fewer difficulties. The researcher will be limited to investigate academic performance of learners with hearing impairment in inclusive setting.

1.8 Definition of Terms

Some of the terms will be.

Hearing impairment: It is inability to hear well

Hard of hearing: This is where somebody has residue hearing. The person is not fully deaf.

Inclusive education: This is an institution where all children learn together irrespective of different diversities and are attended according to their needs

Attitude: It is a positive or negative feeling towards a person.

Hearing aids: These are equipments which amplify or increase the intensity (loudness) of certain sounds.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature related to factors affecting learners with hearing impaired from performing well academically in inclusive schools as compared to special schools. The literature will cover such areas like definition of hearing impairments causes and characterizes. The education provision of children with hearing impairments as well as inclusion and attitude of different people towards learners with hearing impairments.

2.2 Definition of Hearing Impairment

According to Mwaura S. and Wanyera S. (2002) their book. Introduction to children with special needs in education, hearing impairments is general term indicating a hearing loss ranging from mild to profound. It has been used interchangeably with the term deaf, but it's wrong because not all people who have hearing impairments are deaf. Some have residue hearing while others cannot hear any sound at all.

Hearing impairments can be classified according to the age of onset the part of the affected and the degree of hearing loss. In the category of age of onset, there are two types of hearing impairment. They are:-

- a) Pre-lingual deafness that is deafness present at birth or before child develops language.
- b) Post lingual deafness- this is deafness that occur after the child has developed language or speech or after age three.

In category of the ear that is affected, there are three main types of hearing impairment

They are:-

- 1) Conducive hearing impairment
- 2) Sensor neural impairment
- 3) Mixed hearing impairment

2.2.1 Conducive Hearing Impairment

This impairment affect the outer or the inner ear and according to Nolan M. and Tucker (1981-1988).The hearing impairment child and family, its caused by blockage or abnormal hindrance to vibration and hence to transmission of sound in the outer or middle ear which results in a partial rather than severe degree of hearing loss.

2.2.2 Sensory Neural Impairment

Nolan M. and Tucker (1981 – 1998) say sensory neural impairments are permanent impairment .Its no amiable to medical treatment. It is caused by damage in the cochlea or nerve of the hearing leading to brain damage. The impairment varies in degree from mild to total hearing loss.

Children with this problem do not acquire nor use spoken language but can get to know environment sounds with help of hearing aids.

2.2.3 Mixed Hearing Impairment

According to Mwaura S. and Wanyera S. (2002) mixed hearing is a combination of conducive and sensor, neural hearing impairment. Conducive hearing loss highly affect the outer and the inner ear while the affects the inner ear.

The seventy of impaired is classified into, to four categories. They are mild moderate, several and profound. An impaired is said to the room is quite be mild if a person is able to follow normal conversation when the room is quite but has to sit near to face the

source of sound. Moderate hearing loss according to Mwaura S and Wanyera S. (2002), tells us that a person with his level of impairment understands a conversation only when it's very loud and the room is very quiet. He /she should face the speaker

A severe hearing impairment make the learner to have difficulties in hearing and is able to follow normal conversation however quiet the room may be. Such a learner depends on visual clues.

2.3 Causes of Hearing Impairment

The following are the causes of hearing impairment according to Mwaura S. and Wanyera . (2002) introduction to children with special needs.

Prenatal stage – These are congenital factors that contribute to unborn child having hearing impairments .They is:-

Hereditary – Many conditions and syndromes which result in hearing impairments are genetically determined and be passed to the unborn child through one or two parents who may not always be aware they are carries.

Poor nutrition – When expectant ,one need to eat balanced diet rich in vitamin because lack of it may lead to one getting underweight unhealthy baby who may e vulnerable to diseases

Infection during pregnancy by diseases like German measles. When the viruses are passed to the unborn baby, may result to handicaps to the baby e.g. mental retardation, heart defects, and sensorial deafness.

Misuse of drugs by the mother when pregnant may result to hearing impairments. It's not wise to be done an x-ray especially during the first three months of pregnancy. If

pregnant mother is exposed to x-ray at that time, the rays can bring some negative effects to the unborn baby.

The blood incompatibility between the mother and the unborn child results to yellow babies. The effects caused by this condition may interfere with hearing. If an expectant mother is involved in an accident and is injured, the unborn baby may experience some negative effects and may affect hearing.

PERINATAL STAGE –In this stage, factors may arise at or round birth time. One of the factors is prolonged delivery. If it happens, it result to oxygen deficiency to the baby's brain or head injuries and hence may affect hearing. Babies born with low weight and prematurely are prone to diseases and effects of these diseases may interfere with hearing. If delivery instruments are missed like pulling the baby forcefully, the areas held by forceps may get injured and in return interfere with hearing. Neuro-natal jaundice –failure to the liver functioning well may bring negative effect to the child.

POST NATAL-This is the period after the child has been born. During this time there era factors that can come up and lead to hearing impairments. These factors are:

Diseases e.g. Otitis media and other severe recurring ear infections which may lead to hearing problems.

Accidents e.g. head accidents and brain damage which may come up as a result of a fall or blow can bring hearing problems.

Trauma some parts of the ear may cease to function normally due to old age.

Blockage of external auditory canal due to either wax, pimples may bring about hearing problems

Excessive noise if used to working in a noisy environment, the noise tends to affect hearing ability.

Brain Tumor – The presence of a tumor growing in the brain may grow bending nerves concerned with transmission and interpretation of sound hence interfere with hearing.

2.4 Characteristic of Children with Hearing Impairments

The hints that are likely to show that a learner has impairments according to Mwaura S. and Wanyera S. (2002) says characteristics are classified into two. There are characteristics for learners with the residue hearing 9hard of hearing. There are characteristics for learners who are totally deaf.

2.4.1 Characteristics of Learners Who Are Hard Of Hearing

Learners under this category display the following characteristics. They keep on asking for pardon or to repeat what has been said .They have frequents ear infections. They have poor pronunciation of sounds and omit consonant sounds. They avoid participating in oral activities for fear of embarrassment from others and mostly appearing confused and do not respond to instructions. They always try to face the source of sound so as to lip read. They speak loudly because they are not able to monitor their voice. They withdraw from the rest of learners and have frequent substitution and omission of sounds of speech. They cup their ears in the direction the sound is coming from. They have difficulties in group discussions and understanding directions. They misunderstand

others since they cannot comprehend all that is said to them. They face difficulties in hearing in hearing and saying high frequency speech sounds such as s/sh/t/k/ch.

2.4.2 Characteristics of Learners Who Are Deaf

These learners lack ability to hear understand speech even if the sound is made louder for them using hearing aids. They wear hearing aids to make them aware of some environmental sounds like made by vehicles, birds, while moving or singing. Learners who are deaf suffer from either sensory-neural or mixed hearing type of impairments.

2.4.3 Effects of Hearing Impairments

Mwaura S. and Wanyera S. (2002) in their book say learners with hearing impairments have problems coping with the teaching and learning. These problems are:-

Inability to hear well in classroom with noisy surroundings.

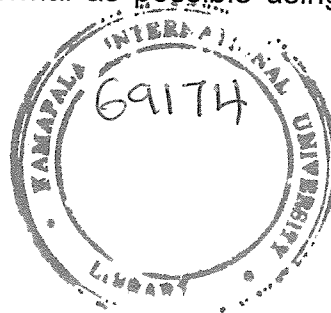
Lack of acceptance and are socially isolated because of lack of communication

In ability to follow school routines because they do not hear well.

Ineffective communication between the learner and the family members thus denying or limiting the learner's opportunity to acquire knowledge and skills which is easily acquired by other "normal" learners.

2.4.4 Intervention Strategies

According to the world health Organization, Kenya has about 300,000 cases of persons with hearing problems and since these persons have needs and right to education, there is therefore need to help them to be as normal as possible using the following intervention strategies.



Give the learner preferential seating in class. This allows him or her to sit near the source of sound and light so as to lip read easily.

The teacher should talk slowly and clearly in good tone without mouthing words while facing the learner.

The community (school, outside) should be counseled so as to accept the learner the way he / she is.

The learner should be referred to appropriate hospitals for check ups and treatment.

Provide the learner with all details of the lesson in written form and use a variety of visual aids to enhance learning.

Exercise peer tutoring whereby other learners assist the child with notes and class routine.

Advise the parent the need to have the child fitted with suitable effective hearing aids and must consult a specialist.

Advise parent to seek help from assessment centre for correct or suitable school placement.

The deaf should be placed in schools where the communication philosophy is the main communication strategy.

The learners should be encouraged to observe general ear hygiene.

The community to be encouraged to learn the communication techniques used by learners for effective communication even at home.

Teachers to train in special education so as to know the education provision available for learners with hearing impairment.

2.5 Attitude

Definition

Bonyo J.S (2003) Psycho-social Effects of Disability on an individual states that attitude may be negative or positive.

It depends with the way one thinks or behaves towards other people. In this context, "attitude" will be used to imply the way people think and behave towards people with hearing impairments.

Every community has its own cultural beliefs towards people with learning impairment.

Some say of this impairment is a punishment from God or their ancestors for wrongs done. Others see them as a blessing while others accurse or a bad omen which can bring misfortunate in the family.

As a result of these nasty beliefs not many people wished to associate with them instead they isolate themselves from while others threw them away. Others thought the impairment was contagious so they kept a distance so as not to get the impairment. Most people feel people with hearing impairment are useless and hopeless. They see them as people who bring to families financial constrain and they have given them names which are really demoralizing like "kisiwi" or "bubu" in vernacular. This negative

description affects them psychologically and emotionally thus leading them to withdrawal from the rest of the peers and made to develop a low self esteem.

2.5.1 How Attitude Affects Learners with Hearing Impairment

Attitude can affect learners with hearing impairment in the following ways:-

Social interaction – socializing an important aspect of human development. Language development relies on social interaction. If hearing ability is absent, the child fails to follow instructions and therefore no response to anything..

Personal management – since children without disability have a tendency of isolating themselves, don't like associating them, the hearing impairments learners tend to keep themselves aside don't like mixing with the "normal" again they receive abusive names which make them to develop a low esteem. In order to help them, the following can be done to develop a positive attitude.

Teachers to create conducive environment to all learners with and without impairment.

The teacher can do it by setting a good example e.g. talking with them freely and in a friendly manner and by so doing the "normal" will start imitating the teacher.

Holding seminars to sensitize to teachers and parents on the importance and how they can support them

Guiding and counseling other learners and the community on the need to accept and assist them.

Sensitizing the community on the cause and how to prevent getting a child with hearing impairment.

Advising the learners how he/she can cop up with the condition and how to take care of the hearing aids provide to him / her.

2.6 Inclusion

Definition

According to Randiki F (2002) historical Development of Special Need Education, Inclusion is a means of recognizing and meeting individual needs so as to ensure they obtain good quality of life in their natural environment. Homes, schools and societies are adjusted to suit their needs accordance with their potentials and difficulties within their environment.

2.6.1 Inclusive Education

Ngugi M. W. (2002) special need education, defines inclusive education as a philosophy of ensuring that school, centers of learning and educational system are open to all children irrespective of their disabilities.

Randiki F (2002) continue to say that it's a process of addressing the learners needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life.

Inclusive education was started to accommodate ball. The increase of children with special needs since special schools is few and could not accommodate all. The increase was caused by wars, economic, depression and social life styles.

2.6.2 Principles of Inclusive Education

The following are the principles of inclusive education:-

It calls for a child centered curriculum and the learner to attend the school that he/she would naturally go to in his / her community if she /he had no impairment.

Addresses the needs of all learners with visible or invisible learning difficulties e.g. hearing visual and physical.

Recognizes and caters for the individual differences in religion, abilities, race or disabilities

Call for equal opportunities for the all learners to experience mainstream activities irrespective of disabilities.

Required change of attitude behavior, teaching methods curriculum and environment to meet as a whole.

To provide equal opportunities to all children in sharing knowledge, resources and experiences

To identify and minimize barriers to learning and development

To minimize the effects of disabilities on the child.

To facilitate inclusion of all aspects of life.

2.6.3 Benefits of Inclusion Education

All learners learn and grow in the environment they will in future live and work in the self esteem of learners with hearing impairment is improved. All the learners gain important quantities virtues like being patient, humble, kind, tolerant, and are able to assist each other and live harmoniously with even those with disability. Parents with special children don't have to undergo a high cost in the education of his or her special child since they learn while in their parent's homes. Learners with disability have talents just as the "normal" and the normal therefore do not see them as special being instead they appreciate and admire what they are able to do and take it as a challenge to them.

However there are set backs that hinder the practice of inclusive education. They are:-

Negative attitudes- many African communities have not discarded their traditional way of viewing disability. E.g. they believe it comes as a result of punishment, curse, blessing or bad omen. They still have those cultural beliefs .Some have refused totally to take their children to inclusive schools known to be having children with special needs. Those who have no otherwise take their children there but caution them not to socialize or even sit next to them as they still view the disability as contagious.

Educators like teachers who have never been into a special school training refuse to have learners with their schools or class. They argue it out that they will interfere with their class mean score.

Lack of special equipment or facilities e.g. Braille required by learners with special needs are missing, they may not perform much.

School authority and policy makers sometimes fail to support inclusion of learners with special needs in the mainstream. They see it as a waste of time and resources to mind about them when the “normal” do not have enough.

Charitable organization – e.g. churches have been left the responsibility of the educating of the learners with special needs as the community does not care. The learner is therefore forced to develop a sense of dependency all through.

2.7 Education Provisions to Learners with Hearing Impairments

Historical development of special education to learners with special needs. Randik F. (2002) observed special needs education to have been started in Kenya during the Second World War to rehabilitate army officers who returned from the in 1945 with injuries. Services were availed and rehabilitation to those who had brain damage. Churches e.g. Salvation Army and Lutheran were in the fore front as far as provision of education to special needs people were concerned.

Later, voluntary and non- governmental organization e.g. Rotary Club and Kenya Red Cross and other individuals joined in the provision of education. The earliest special schools for the hearing impaired are:

Aga Khan Unit for deaf which was started in 1958 sponsored by Aga Khan Community.

Dagoretti unit for the deaf was started in 1960 and was sponsored by Rotary Club

Aga Khan Unit for the deaf Nairobi was started in 1961 by Aga Khan Community.

The recent school according to Randiki F. (2002) is Kiambui School for the deaf started 1963 and sponsored by Presbyterian Church of East Africa.

Later societies and associations for and of persons with disabilities were formed to supplement government efforts in the provision of services in the area of education, health care and social welfare.

Later a disability movement was formed by parents and friends of persons with disability and main aim of forming was to raise awareness on disability as a human rights issue. They said all disabled have a right to participate equally in the society due to that, of late, disabled have developed a slogan "Nothing for us without us" which means they have to be involved in aspect that will affect them so that they can participate in decision making.

An example of these organization, are Kenya Society for the deaf children (KSDC) which was started in 1958.

Support group were formed by parents and well wishers of children with disabilities and their main aim was to offer support service to them e.g. Parents Mobilization group (PMG).

The government was and is not left behind in the support of learners with hearing impairment. It has put in place the following programmes.

Administration. According to Randiki F (2002) the ministry of Education Science and Technology has an administration section of special needs education which was established in 1975. It deals with all administrative issues on special needs education and its work is to develop special needs education policies needs education policies, make appointments of board of governors and to give grants to programmes dealing with special needs.

Curriculum development It has given Kenya Institute of education the mandate to develop curriculum for all public school and collages. In this institution there is a section dealing with special needs education which was established in 1976 and it deals with issues related to education of special children.

Inspectorate It was started in 1969 and became fully operational in 1970-. Its works is to supervise special institutions to ensure that standards are maintained and improved.

Evaluation: learners with special needs are evaluated either formally or informally. They Kenya National Examination Council (KNEC) in work close consultation with the inspectorate and the Kenya Institute of education in matters related to examination. They consider the needs of the candidate and are sometimes forced to adopt the examination so as to meet their needs and are able to do the examination without any barrier.

Education Assessment and Resource services (EARS): The EARS programme was started in 1948 by the ministry of Education, Science and Technology with the support of the Royal; Danish government through Danida. The work of EARS is to carry out educational assessment for children with special needs in education as from age 0-26 years and for now about 80,000 children have been assessed through this programme but others are still unattended. Other functions are create awareness on causes of

different impairments establish units in regular schools, guide parents with impaired children disseminate information regarding special need education.

Teachers education – training of teachers for children with special needs was done abroad through the initiative of various societies and associations this was found to be expensive and the government considered training teachers locally. Training of teachers of the hearing impaired in 1964 at central teachers collage nowadays Kenya Institute of Education. The course started at a certificate level and the targets were P4, P3, P2 and P1 teachers. From 1969 the course was moved from one collage to another until finally at Kenya Institute of Special Education (KISE) in 1986. Around 1987 the same was upgraded to diploma level where target was P1 teachers with A level certificate.

In training programmes before 1987, the curriculum was confined to a particular area of disability. After 1987 a broad based curriculum was put in place at KISE. All the trainees trained there cover interdisciplinary components that cut across all disabilities in their first year of training and specialize in the second year.

Some of functions of KISE are:-

Train teachers and other personnel involved in the education and rehabilitation of persons with special needs.

Run an orientation and mobility centre for training and demonstration purposes.

Function as a resource centre for the production and dissemination of information to the general public on disabilities.

To run a model training unit for the integration of special children into regular schools.

To conduct in service courses for personnel working in all fields of special education.

2.7.1 Intervention Strategies for the Learning for Learners with Hearing Impairment In An Inclusive Setting

Waruguru M. (2002) introduction to inclusive education, noted that some of the intervention strategies for learning of learners with hearing impairment in an inclusive setting are:-

The curriculum needs to be diversified and examinations adapted to suit the needs of learners. It should also have a clear policy and legislation for inclusive practices.

Alternative ways of measuring learners competence should be adapted e.g. direct observation as the learners work, project work etc.

Teaching methods should be varied and should have the following:-

- (a) Use of real objects for them to touch, see and manipulate.
- (b) Prior planning of activities keeping in mind that some activities can take longer time depending on the type and severity of the disability.
- (c) To be taught in short learning steps and the lesson should be slowly developed to ensure all follow and understand since level of understanding is not the same in all learners.

Hearing aids wearing to be encourages and employment of alternative communication strategies since wearing of aids do not give a guarantee to hearing all the information Kimani p.(2003) Anatomy, Physiology and Pathology of the sensory system has contributed towards intervention strategies for learning of learners with hearing disability as follows

Environmental adaptations or adjustments to ensure:-

The learners with hearing impairment sit near the source of sound and should face the speaker

Walls of the classroom are sound proof to avoid the echo, which interfere with hearing aid.

The class has enough light to allow visibility when signing between the learner and the teacher

Making use of aids hearing.

On the curriculum part, he has added that, learners with hearing impairment have language deficit and for the learner to enhance communication then specialized areas were to be added into the curriculum. They're:-

Speech readiness – where they are taught speech skills before the onset of speech training.

(a) Articulation: - readiness – where they are trained in pre articulation skills e.g. how to flick letter sounds t, t, and t.

(b) Group speech – where they are taught poems which train intonation rhythm and stress.

(c) Auditory training where they are trained to use the remaining or residual hearing

Individual speech

Mwereria S. (2002) educational assessment Audio logy and Intervention measures for special needs in Education part III say hearing impairment can be supported by:-

Referring them to hospitals for treatment or check ups to limit further damage of the ear which means less problems in hearing.

Making sound louder when teaching them to make sure they hear. Sound is amplified using the following methods or technique.

Talking loudly to the learner seated near and facing the source of sound (speaker) but not shouting.

Providing a hearing aid which can be individual worn or used by a group of learners

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter described the procedure used in the study. It specified the data collection techniques, methods of data analysis presentations and the instruments used. Reasons for the choice of the method was given.

3.2 Research Design

The survey method used to obtain information about factors that make learners with hearing impairments in public schools to perform poorly academically. According to Karugu and Karoki (2002), this design is used to collect information from representative people to determine the status of problem hence it was be appropriate.

3.3 Sample Procedure

The researcher used simple random sampling. This because every member of the group had an equal chance of being selected as a member of the sample. This procedure does not discriminate any particular group

3.4 Population Target

The total population of teachers in the area was two hundred the researcher used only twenty of them and she was targeting four regular teachers from the five schools that she selected. The total number of public schools in Kasarani is twenty five.

3.5 Instruments / Tools

The researcher used questionnaire because many respondents was reached. It I gave the respondents a free time to write what they felt was appropriate without any fear of victimization later since they were not supposed to reveal identity. It also easily reached respondents without necessarily the researcher traveling since it can be posted

3.6 Procedure of the Study

The researcher reviewed the related literature and instruments / tools .she pre-tested the instruments and adjusted them. She then got permission to conduct the research and collect the data. After collection she presented and organized the data then and finally wrote the report.

3.7 Data analysis

The researcher used quantitative approach because she was aiming at getting numerical data. This took less time in collecting the data and gave reliable results since respondents gave information without fear of victimization there after.

The researcher used table to interpret the data using percentages.

3.8 Limitation of the Study

The factors that will affect the study negatively will be:

Financial factor: - The researcher will strain a lot financially. The researcher will need money for transport, writing materials and meeting family obligation e.g. paying school fees for her children.

Time might be another factor whereby it might not be enough. The researcher might be torn between completing the school syllabus and the research study. Most of the respondents may not co-operate; they may not be ready to give information

CHAPTER FOUR

PRESENTATION ANALYSIS OF DATA

4.1 Introduction

In this chapter the researcher analyzed and presented the data in her research in the form of tables, pie charts and bar graphs as shown.

Table 1: Sex of the respondents

| Sex | Frequency | Percentage |
|------------|------------------|-------------------|
| Male | 7 | 35 |
| female | 13 | 65 |
| | 20 | 100 |

Source: Primary data

The table shows that most of the respondents were female. This means that there are more female teachers in Kasarani Division than male teachers. This factor of having more female teachers in Kasarani is contributed by ladies joining their working husbands in Nairobi from rural areas and has prevented a lot breaking homes and contradicting deadly diseases AIDS to both

Table 2: Age

| Ages | Frequency | percentage |
|--------------|------------------|-------------------|
| Above 40 | 6 | 30 |
| 31- 40 yrs | 8 | 40 |
| 26-30 yrs | 5 | 25 |
| 20-25yrs | 1 | 5 |
| Total | 20 | 100 |

Source: Primary data

In table two, most of the respondents were between 31-40 yrs and only one teacher in the category of between 20-25 years responded. The poor turn up in this category is caused by lack of government employing trained teachers from teachers training colleges due to poor economic status which was brought about by high rate of corruption in the country which the researcher believe, the government is fighting so hard to curb it.

From the graph most of the respondents were P1 teachers. ATS follows closely and because the government has started upgrading P1s to ATS after a service of fifteen years.

Table 3. Teaching experience

| Category | Frequency | percentage |
|-----------------|------------------|-------------------|
| 21-30 yrs | 7 | 35 |
| 11-20 yrs | 7 | 35 |
| 6-10 | 4 | 20 |
| 1-5 | 2 | 10 |
| Total | 20 | 100 |

Source: Primary data

Majority of the respondents have worked in the professional for sometime. These below ten years were few since the government freezed employment of teachers but a few were employed in the last two years.

Table 4: Those who have come across a hearing impaired learner (deaf) or partly deaf

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 20 | 100 |
| No | - | - |
| Total | 20 | 100 |

Source: Primary data

Most of the respondents have come across learners with impairments. This means that teachers in Kasarani have the knowledge about hearing impairments.

Table 5: Comparing performance of hearing impaired learners with the “normal” learners.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Good | - | - |
| Average | 2 | 10 |
| Below Average | 3 | 15 |
| Questionable | 15 | 75 |
| Total | 20 | 100 |

Source: Primary data

Most of the respondents are left with a lot of question as to why they perform that way.

Only two thought that their performance is average.

From the chart, most of the ticked. This is to mean those with hearing problem are very slow in their way of doing things. They take time to hear others don't hear at all depending on the degree of sovereignty.

Most of the respondents believe that the main cause of hearing problem is disease.

Only a small percentage felt that the problem is associated with inheritance.

Table 6: Traditional beliefs in respondent's communities.

| Response | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Bad omen | 4 | 20 |
| curses | 7 | 35 |
| Diseases | 9 | 45 |
| Punishment from God | - | - |
| Total | 20 | 100 |

Source: Primary data

The tables show that the respondents came from different communities, whereby each community had its own belief towards impairment. Majority of the community's believed the cause is as a result of a disease.

Table 7: Should learner's impairment learn together in the same classroom set up with "normal" learners

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| yes | 10 | 50 |
| No | 10 | 50 |
| Total | 20 | 100 |

Source: Primary data

From the table it shows that half of the respondents were for learners with impairments learning together with the "normal" learners in classroom set up. This means that they

are ready for change inclusion on condition that relevant material for the learners with needs are put in place and appropriate skills and knowledge is availed to them. The rest felt they should learn somewhere else.

Table 8. Where learners with hearing impairments be educated.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Special schools | - | - |
| Special units | 15 | 75 |
| Regular school | 5 | 25 |
| Total | 20 | 100 |

Source: Primary data

Respondents think learners with hearing impairments should be educated in a special unit which is within a regular school. In these units there are trained teachers meant to take care of learners with needs like learners with hearing impairments.

Table 9: Would you be accept a hearing impaired in your class.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 10 | 50 |
| No | 10 | 50 |
| Total | 20 | 100 |

Source: Primary data

The table shows that half of the respondents would be willing to accept learners who have hearing impairments. This is because “normal” and those in needs are all children, born of a human being like any other. Therefore a lot of awareness should be created about hearing impairments so that all teachers may have positive attitude towards the disability. Awareness can also develop willingness to teach them.

Table 10: Do you have learners with hearing impairments in your class?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 18 | 90 |
| No | 2 | 10 |
| Total | 20 | 100 |

Source: Primary data

The table shows that most of the schools have learners with hearing impairment. Therefore there is need to equip teachers with skills and knowledge about hearing impairment. School also be equipped with hearing aids.

Table 11: Do you think learners with hearing impairment would benefit from learning with “regular” learners?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 8 | 40 |
| No | 12 | 60 |
| Total | 20 | 100 |

Source: Primary data

Majority of the respondents think that learners with hearing impairment may not benefit a lot in regular schools since they lack materials and equipments needed by such learners.

Table 12: Should learners with hearing impairments do the same examination with “regular” learners.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 4 | 20 |
| No | 16 | 80 |
| Total | 20 | 100 |

Source: Primary data

The table shows that learners with hearing impairment should not do the same examination with regular learners. Their examination should be modified to suit them.

Table 13: Do you think the curriculum should be adjusted in order to accommodate hearing impaired learners?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 16 | 80 |
| No | 4 | 20 |
| Total | 20 | 100 |

Source: Primary data

According to the table, majority of the respondents feel that the curriculum should be adjusted to accommodate hearing impaired learners.

Table 14; Where should learners who are hearing impaired be educated?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Special school | 15 | 75 |
| Special units | 4 | 20 |
| Regular school | 1 | 5 |
| Total | 20 | 100 |

Source: Primary data

Most of the respondents think that learners who have hearing problems should be educated in special schools. A few feel they should be educated in special units. Majority may have thought so because they feel they have no skills, knowledge and the schools lack equipments and materials to support these learners

Table 15: Is the school located?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Noise area | 12 | 60 |
| Quite area | 8 | 40 |
| Total | 20 | 100 |

Source: Primary data

The table shows that most of the schools are located in noisy areas. E.g. near roads and residential areas. These areas produce noise. Noise interferes with hearing to learners who are already having problems.

Table16: Which is the best area to locate a school with impaired learners?

| Response | Frequency | Percentage |
|------------|-----------|------------|
| Noisy area | - | - |
| Quiet area | 20 | 100 |
| Total | 20 | 100 |

Source: Primary data

Most of the respondents feel that schools with learners who have hearing problems should be located in quiet places. They thought so because noise distracts the learner from hearing what is going on in class and outside. This hinders incidental and discovery types of hearing to them.

Table17 : Which is the best area to place a learner with hearing impairment in class?

| Response | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Near the source of sound | 15 | 75 |
| Near the blackboard to see well | 5 | 25 |
| Total | 20 | 100 |

Source: Primary data

According to the table most of the respondents feel the best place the learner with hearing impairment while in class is near the source of sound for them to hear well and near the speaker to lip read.

Table 18: What should a noisy area do to make it conducive for learners with impairment?

| Response | Frequency | Percentage |
|----------------------------------|------------------|-------------------|
| Carpet the class room | 12 | 60 |
| Shift the school to a quiet area | 8 | 40 |
| Total | 20 | 100 |

Source: Primary data

Most of the respondents feel it's easier to carpet the classroom than shifting to the whole school to a quiet area in order to minimize the noise. This makes the environment conducive for learners with hearing impairment.

CHAPTER FIVE

SUMMARY DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Summary

The researcher through a research study wanted to know the factors that factors that make learners with hearing impairment while in regular schools than in special schools. For the researcher to get the feedback she had to follow systematic and well planned set of chapters where each had its role as follows:-

In chapter 1, the researcher stated the problem in question clearly and gave essential information about the problem to broad specific. The researcher also highlighted the limitation she expected to come across during her research process and the benefits to achieve at the end of her research.

In chapter II, the researcher reviewed the literature related to the problem. The purpose of the literature was to provide the background for the development of the study.

In chapter III, the researcher explained how she carried out the study step by step explaining why some of the methods and techniques were employed.

In chapter IV, the researcher recorded the result of the study in an analyzed manner and also interpreted.

5.2 Discussion

One of the findings had seen in the table 14 shows that learners with hearing Impairment should be educated in special schools. To support this Randiki (2002). Historical Development of special need education says, Special schools started around 1945 with an aim of providing education to those who got injured in the war. Schools for them were built e.g. Aga Khan Unit for the blind in 1958 sponsored by Aga Khan Community . 15 out of 20 supported or were o the view.

Partly the researcher supported through the government is for inclusion. The reason being right now a few teachers are equipped with skills and knowledge on special Education again the materials and equipments are totally not adequate in regular schools to support them and to make learning a reality.

At present the government has started training teachers in the field of special education and by 2015 all learners with disabilities will enjoy learning in regular setting.

Teachers will teach them attending to their needs.

Other findings in table 6, 7, 8, 9 shows that the respondents are informed. They do not hamper or believe in tradition belief e.g. bad omen, punishment from God or curses as the causes of neither disability, nor do they associate disability is caused by diseases. Respondents do not have negative attitude towards them. They are ready to have them in class e.g. school authority. They expect high mean score. These learners operate at a slow rate and will always range the class behind.

5.3 Conclusion

Learners with hearing impairments need our attention. They should not be seen or considered a bother while learning with others in inclusive settings. These learners are human being just like the “normal” learners.

The learners should be given the necessary help. Regular teachers should enroll in distance learning course in large numbers. The government should lower the training fee so that more teachers can enroll.

Teachers should develop positive attitude towards learners with hearing impairment in order to support them effectively

Adjustments should be made to schools to make them conducive for learners with needs

5.4 Recommendations

The government through the ministry of education science and Technology should use the report to rectify the shortcoming found in order to improve the standard of learners with hearing impairments.

First the government needs to create awareness to general public on the causes, prevention and intervention measures to disability through media , barazas and workshops.

The government needs to train more teachers in special education so as to handle hearing impairments issues.

The government also should sensitize to the public about education provisions for children with hearing impairments.

Teachers should change their negative view towards learners with disability.

Schools should be equipped with the necessary equipments and materials for use by learners with hearing impairments.

If the above is looked into, life for learners with hearing impairments would change.

They develop a sense of self belonging. Self esteem would improve for better.

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APPENDIX A: QUESTIONNAIRE

Dear respondents,

I'm carrying out a research on factors affecting academic performance of learners with hearing impairment in our schools and how we can help them.

Please do answer all the questions with the most appropriate answers. Any information given shall be treated with secrecy. Do not write your name on

A. PERSONAL INFORMATION

1. Gender

(i) Male ()

(ii) female ()

2. Age

(i) 20-25 yrs ()

26-30 yrs ()

(iii) 31-40yrs ()

(iv) above ()

3. Highest level of academic qualifications

(i) A-level () (ii) KCSE () (iii) O- level () (iv) Any other specify ()

4. Highest professional qualifications.

(i) P1 () (ii)0 ATS () (iii) Diploma () (IV) Others specify ()

5. Teaching experience

(i) 1-5yrs () (ii) 6-10 yrs () (iii) 11-12 yrs () (iv) 21-30 yrs ()

B. KNOWLEDGE ABOUT HEARING IMPAIRMENT

1. Have you ever come across a hearing impaired learner?
(i) Yes () (ii) No ()
2. How is the academic performance of hearing impaired learner as compared to “regular” learners?
(i) Good () (ii) Average () (iii) Below average () (iv) Questionable ()
3. How do they behave while in school?
i) Slow () (ii) Active () (iii) Very slow ()
4. In your opinion what is the main cause of hearing impairment?
i) Diseases () (ii) Witchcraft () (iii) Curses () (iv) Inheritance ()
5. In your community, what are the traditional beliefs about hearing impairments?
(i) Bad omen () (ii) Curses () (iii) Diseases () (iv) Punishment from God ()

C. REGULAR TEACHERS ‘ATTITUDE TOWARDS LEARNERS WITH HEARING IMPAIRMENTS.

1. To your opinion do you think learners who have hearing impairment should learn in the same class room set up with those who are “normal”

(i) Yes () (ii) No ()
2. Where do you think they should be educated?
(i) Special schools () (ii) Special units () (iii) Regular schools ()

3. In your opinion would you be willing to accept learners who are hearing impaired in your class?

- (i) Yes () (ii) No ()

D. KNOWLEDGE ABOUT INCLUSIVE EDUCATION

1. In your class do you have any hearing impaired learner?

(i) Yes ()

(ii) No ()

2. In your view do you think hearing impaired learner could benefit to learner along with 'regular' learners?

i) Yes ()

ii) No ()

3. In your opinion do you think hearing impaired learners should do the same examination done by regular learners?

(i) Yes ()

(ii) No ()

4. In your opinion do you think the curriculum should be adjusted in order to accommodate hearing impaired learners?

(i) Yes ()

(ii) No ()

E: THE NATURE OF ENVIROMENT THE SCHOOL IS LOCATED

1. Where is the school located?

(i) Noisy area ()

(ii) Quiet area ()

2. In your opinion which is the best area to locate school with hearing impaired learners?

(i) Noisy area ()

(ii) Quiet area ()

3. In your opinion, which is the best area to place a learner with learning impaired in class?

(i) Near the source of ()

(ii) Near the blackboard to see well ()

4. In your opinion, what should a noisy surrounding be done to make it conducive for learners with hearing impairment?

(i) Carpeting the classroom ()

(ii) Shifting the school to a quiet area ()

