HEARING IMPAIRED LEARNERS AND ACADEMIC PERFORMANCE, KHWISERO WEST ZONE KENYA

BY

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RESEARCH REPORT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF EDUCATION IN PRIMARY OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

This research report is my original work and has not been presented for a degree in this or any other university. No part of this proposal maybe reproduced without the permission of the author or Kampala international

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APPROVAL

The research report has been submitted for examination with the approval as the university supervisor.

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ABSTRACT

The study gives the meaning of inclusion which advocates for equal opportunities to all learners to experience normal main stream activities while making deliberate and appropriate measures to ensure quality education.

The purpose of the study was achieved as impaired perform academically 25% perform so good, 50% perform fairly good and 25% below average.

To reach these findings the research design was qualitative approach because the researcher used people analyzed, interpreted and tabulated the data.

After analyzing the data the researcher concluded that learners, with hearing impaired perform fairly well in academics.

The implication of the study hearing impaired learners experience self concept problems, lack of learning resources and poor negative attitudes both experienced by teachers and students.

Some teachers frustrate the hearing impaired learners while others want to help the hearing impaired learners but have no skills.

Therefore, the abstract of the study include hearing impaired learners in Khwisero West Zone perform fairly well, though they experience some implications.

CHAPTER ONE

THE PROBLEM

1.0. INTRODUCTION

This chapter comprises of the background of the study, the statement of the research problem, the significance of the study, the statement of the hypothesis or research question, delimitations and the definition of terms.

1.1. BACKGROUND OF THE STUDY

Educating and training of disabled persons has recently become a goal in many countries as the principles of equal education opportunity become a matter of interest it is considered not only a basic human right to have education but it would also a grate economic asset to have so many people with disabilities who are independent, self reliant, and can contribute to the national economic growth instead of being dependant.

Education has since time of immoral been viewed as a tool crucial for all aspects of sustainable development, be it social, economic, or political. In Kenya the goal of education is to provide equal opportunity or all children including those with special needs.

The person with disability of whatever origin or severity has this fundamental right as other citizens (Koech Report, 1999)

The education provision seeks to promote social responsibility by providing equal education opportunity to all special need education is important for human capital development, as it prepares those who would otherwise be dependant to be self-reliant.

An inclusive setting is a situation where all learners including those with special needs participate in all activities in a community that recognizes and addresses the needs of each learner as much as possible.

Inclusive education is a philosophy of ensuring that schools, centers of learning and educational systems are open for all children.

This will enable the learners to be included in all aspect of school life.

It also means identifying, reducing or removing barriers within and around the school that may hinder learning.

This calls for teachers schools and systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupils may have.

In an inclusive setting hearing impaired learners participate in academic performance. Hearing impaired learners are those who have a problem with the same sense of hearing. However there is a fair number of children with hearing impairment problems who might even be aware of their problem.

Hearing impairments hinders the development of language through listening, interpreting and imitating.

A language plays an important role in school learning; one can understand why hearing impaired learners frequently have academic problems.

However, hearing loss does not mean low intellectual ability but children may not reach their full potential unless effective communication training is given.

The greatest disability problem faced by hearing impaired is the failure by other people to understand and accept them.

Teachers get irritated when they have to repeat something more than three times.

This calls for us to be patient when talking to learners experiencing hearing problems.

Curriculum we have in our country caters for its own needs instead of the learners needs. Evaluation test are set using the teacher own language without catering for the learners either various diversities such as blind, deaf blind, and hearing impaired who need Braille and sign language and to total communication to perform well.

Therefore the researcher found out that in an inclusive setting hearing impaired learners perform fairly good academically, in Khwisero West Zone.

1.2. STATEMENT OF THE PROBLEM

In the light of the background of this study, it is clear that the hearing impaired learners face self concept problem, and this may be attributed to the negative attitude displayed towards them by their teachers causing frustration, they encounter as they try to compete with other learners in today's lives.

Learners with special needs education in an inclusive setting should be diagnosed. This process resembles the procedures followed in diagnosing and treating medical condition a physician observes the patient symptoms conducts medical tests to diagnose the cause and then write prescription to treat the condition.

In similar way, a teacher of learners with hearing problems use individual diagnosis prescription to develop individual instructional plan based on observation and other forms of assessment (Segin, 1876).

In an inclusive school most learners with special needs can benefits especially the hearing impaired.

Those ones who are profound deaf, should be taken to a special schools where they will have enough time to be attended to.

For the hearing impaired to perform well academically the principle of inclusion should be followed which advocates for accessibility to the learning and curriculum by the learners differentiating the learning and assessment process according to the leaner's needs.

Therefore, during national examination, the hearing impaired learner's needs are not addressed hence leading to poor academic performance.

That is why in Western province of Kenya schools for the deaf are always last in Kenya certificate of primary education.

1.3. PURPOSE OF THE STUDY

To find out the hearing impaired learners and the academic performance, Khwisero west zone Kenya.

1.4. OBJECTIVE OF THE STUDY

This study will be guided by the following general and specific objective.

1. To identify methods of getting learners with hearing impairment.
2. To find out the placement procedures.
3. To assess the sitting position of learners with hearing problems in an inclusive setting.
4. To examine the intervention procedures and find policy recommendations.

1.5. RESEARCH QUESTIONS

1. How do you indentify learners with special need?
2. What steps do you take for placement

3. Who are the learners with special needs in your school?
4. In which part of the class do learning with hearing impairment sit?
5. To asses the goals and interventions.

.6. SIGNIFICANCE OF THE STUDY

This study will provide evidence about the hearing impaired learner and academic performance in an inclusive setting. The result of the study could be used to improve the academic performance of hearing impaired learners in various schools in Khwesero West Zone. Where by the teachers will release that it is very important to create positive attitude towards hearing impaired learners, hence leading to academic performance. They have to accept the learners the way they are: these may lead the child to develop physical skills, intellectual skills, social skills and then self skills, and languages skills. The study will create awareness among teachers, learners, parents and the clergy that the average hearing impaired learners can perform much better in academic than a learner who is not disabled at all.

The study will help the stakeholders understand the hearing impaired learners who will be useful after completing studies in various schools in the zone.

The hearing learners who go through inclusive education than a learner in a special school. Here they will communicate with their counter parts who are hearing freely.

The community will own hearing impaired learners since they are able to communicate with their counter parts.

The ministry of education will benefit from the study because the objective of inclusive is achieved.

The study will encourage teachers to use total communication to enhance the teaching and understanding of the subject in class. Learners with hearing impaired will be advantage to improve in academic performance.

Therefore, the significance of the study will assist teachers, learners with hearing impaired, normal learners, community and the ministry of education to known that hearing loss does not mean low intellectual ability.

DEFINITION OF TERMS

Academic performance- Average grade obtain by learners in a year being used as an index of academic performance while those who scored below "C" will be considered as poor academic performance.

Articulation:- The second produced by the movement of speech organs

Audiology:- Science

Auditory:- Pertaining to the sense of hearing medical descriptive term for matters concerning the ear and hearing

Body languages:- Use of the body for communication, for instance through the matters concerning the ear and hearing.

Child centered curriculum:- A curriculum based on abilities challenges of the learners.

Deafness:- Not hearing at all or the perception of sound being so disordered that communication through speech is every hard and hearing.

Diagnosis:- The process of determined the nature of a condition through medical examination and tests.

Disability:- Loss or reduction of functional ability due to impairment, this disability is either sensory or physical and it restricts.

Finger-spelling:-	Involves the shaping of the hand in different ways to perform the letter of the alphabet.
Inclusive Education:-	Is the process of addressing all learners needs within the regular school using available resources to create opportunity for them to learn together in preparing them for life.
Intellectual:-	Is the ability to do something
Intervention:-	anything done to minimize the effect of a disability in the life of a child.
Lip reading:-	The deaf being able to gaze what you are saying by reading your lips.
Sign English:-	Is a medium of English language where signs are supper imposed on wards in sentence without indicating sense.
Sign exact English:-	This is a medium of English language where you put all structure adding in past present and future tenses.
Sign Language:-	A non-vocal language based on a combination of movements of the and as body posture and facial expression.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0. OVERVIEW

The researcher will use the review of the related literature to establish the causes of hearing impairment. How the education of hearing impaired learners was carried out. These include auditory training, speech reading, and sign language.

Through the chapter we shall see how various approaches like auditory approach, the oral approach, the manual approach is used in teaching the hearing impaired.

2.1. REVIEW OF THE RELATED LITERATURE

The researcher uses the related literature of people like (Gullified, 1971). Generally there is still negative social perception about disabilities when consequently affects even how the families of those born disabled view them.

Eye brow is often raised on the idea of educating the hearing impaired learners because their education is more expensive and some parents do not see the "economic viability" of educating their disabled children.

Acceptance is basic need for all children with hearing impairment.

The way parents, teachers and peers react to a child with hearing impairment is at least as important as the impairment itself.

Hearing impaired children may have special problems in their socio-economic development because of the reactions of the significant others to their impairment. Many of them suffer from excessive pity, sympathy

ands over protection, others are cruelty rejected, started at, teased or excluded from participating in activities wit non impaired children.

2.2. CAUSES OF HEARING IMPAIRMENT

According to Menolascino and stark (1988) found that social and environmental factors may also contribute to hearing impairment. They argued that 75% to 80% of the person with disability is caused by poverty. These include poor sanitation unsafe housing, poor nutrition, and inadequate and insufficient child care.

Hereditary factors more than 200 types of deafness have been related to this factor, the cause of 50% of all hearing loss remain unknown (National information centre, 1984; Schildroth, 1994) Trybus (1985) sampled 55,000 schools age students with hearing loses and found that approximately 11% of all cases were associated with hereditary and is manifested most in early adulthood.

Diseases affecting the sense of hearing are Otoscclerisis.

The cause is unknown, but it is generally believed to be hereditary and is manifested most in early adulthood.

Otosclerosis is characterized by destruction of the capsular bone, in middle ear and the growth of the web like born that attaches the stapes.

As a result the staple is restricted and unable to function properly.

Hearing loss result in about 15% of all cases of Otosclerosis and at twice the rate for female to males are victims of otosclerosis suffer from high patches throbbing or ringing sounds known as tinnitus according associated with diseases of the inner ear.

The major cause of congenital deafness is infection of which rubella, cytomegalovirus (CMV) and toxoplasmosis are the common.

It is characterized by jaundice, microcephly, hemolytic anemia, mental retardation, hepatosple nomegaly enlargement of the liver and spleen and hearing loss.

Post natal diseases such as measles, mumps, influenza, typhoid fever and scarlet fever are all associated with hearing loss.

Meningitis is an inflammation of the middle ear. This condition, resulting from severe cold that spread from the Eustachian tube to the middle ear, is the most common cause of conductive hearing loss in young children.

It is difficult to diagnose, especially in infacy.

According (Giebinn; 1990, Martin, 1986). Otitis media has been found to be highly correlated with hearing problems.

Environmental factors include extreme change in air pressure caused by explosion physical abuse of the cranial area, impact from foreign object during an accident and loud music also contribute to acquire hearing loss.

Loud noise is rapidly becoming one of the major causes of hearing problems. We receive hazardous noise from set engines and loud music more often than ever before.

Occupational noise (e.g. from jack Hammers, tractors and sirens) is now the leading cause of sensorineural hearing loss.

Drug fetal alcohol syndromes (FAS) are a severe group of abnormality that results from prenatal exposure to alcohol. Streissguth (1982, 1998). According to (Polygenis etal. 1998) fetal alcohol syndrome is also associated with hearing disorders.

Other factors related within acquired hearing loss include degeneration processes in the ear that may come with aging, cerebral hemorrhages, allergies and intracranial tumors.

2.3. EDUCATION OF THE HEARING IMPAIRED LEARNERS.

According to (barden; 1992; p Greenberg and Kusche, 1989) suggest that the distribution of 10 scores for these individuals with hearing loss is similar to that of hearing learners.

Intellectual development for people with hearing loss in more a function of languages development than cognitive ability. Any difficult is performance appear to be closely associated with speaking, reading, writing English languages that are not related to level sign language has to divide their attention between the sign and the instructional materials.

Rodda, Cumming and fewer (1993) suggested that hearing loss does make it difficult for the individual to process auditory information.

However, these Authors emphasis that, when people with hearing loss have compensated for this barriers (hearing loss) they appear to use cognitive strategies similar to those employ by hearing people.

2.4. METHODS OF TEACHING HEARING IMPAIRED AUDITORY TRAINING.

All hearing impaired children whatever their preferred method of communication. Should participate in lesions and activities, each help them improve their listening ability, also recognize speech sounds. As rose (1981) observes many hearing impaired children have more auditory potential than. They actually use, and their residual hearing can be most effectively developed in the context of actual use, and their residual hearing can be most effectively developed in the context communication and daily experiences.

An auditory training includes awareness of sounds, location of sounds, and recognition of sounds s and dissemination of sounds.

2.5. SPEECH READING

Hearing impaired entirely depends on some sounds to distinguish by watching the lips of the speaker. For example the word "pail" begins with the lips in a shut position, while the word "the lips are somewhere drawn together and puckered at the corners.

Paying careful attention to speakers' lips may help a hearing impaired person derive important clues-particularly if he or she is also able to gain some information through residual hearing signs or gestures, facial expression and familiarity with the context or situation.

2.6.0. TEACHING COMMUNICATION SKILLS

There are four approaches used in teaching hearing impaired learners. Namely auditory, oral, manual and total communication.

However, it is clear that no single method or collection of methods can meet the individual needs of all the children with hearing loss (Moore 1990)

2.6.1. THE AUDITORY APPROACH

The auditory approach emphasizes the use of amplified sound and residual hearing to develop oral communication skills.

The auditory channel is the primary avenue for language development, regardless of severity or type of hearing loss.

Therefore the use of hearing aid is recommended as early as possible. Learners are encouraged to learn normal speech production and use of manual communication (other than natural gestures) is discouraged.

This approach uses a variety of electocoustic devices to enhance residual hearing aid connected to a high powered frequently FM-RF system.

Advantages of using an FM-RF system is that he teacher can be connected to several students at a time.

2.6.2. THE ORAL APPROACH

This approach encourages the use of amplified sound an residual hearing to develop oral language.

It encourages the need for individual with hearing loss to function in the function hearing world.

Individual are encourages to speak and be spoken to.

In additional to electro a caustic amplification the teacher may employ, speech reading, reading and writing, and motokinesthetic speech reading feeling and individual face and reproducing breath and voice patter.

Clarke and Lasile, in 1980 "Cued speech is one method of supplement oral communication. It is considered as visual oral methodology rather than a manual system. Since it carries no meaning without a companying speech signal. The "cues" consist of hand signal used near the lips, the hand serves to identify sounds that cannot be distinguish through speech reading alone. According to corner 1974 there are eight different had shake, used in four different positions, this cues are neither signs nor finger spellings.

Cue speech can clarify the pattern of spoken English allowing young deaf children to acquire verbal language more reading then if oral methods were used alone.

.6.3. THE MANUAL APPROACH

This is the use of sign based on the premises that many such children are unable to develop oral languages and consequently must have some other means of communication.

Manual communication systems are divided into two main categories. Sign langue and sign system.

The use of Ksh in a school setting has been strongly recommended by some advocates for people who are deaf, because it is considered their natural language (Lan, 1992). Two studies by Bonvillian and Folven (1993) suggested that sign language acquisition provides support for the view the Ksl. Acquisition in young children who are deaf closely resembles that of spoken language development.

Sign systems differ from sign language in that they attempt to create visual equivalent of oral languages through manual gestures.

In resent year finger spelling has become a supplement to Ksl. Sign for award. The two main sign system used in Kenya is sign Exact English and sign English.

.6.4. THE TOTAL COMMUNICATION

This is methodology where variety methods are used to assist the deaf learners in expression and language development.

According to Lowen Brain and Thompson (1989)

Total communications systemize residual hearing amplification, speech training, reading and writing in combination with manual systems.

According to Klim and Bellugi (1979) the majority of signs cannot be gauzed by people who are unfamiliar with the sign language.

Supporters of total communication method believe it is the best way to provide a "reliable receptive expressive symbol system" especially in the pre-school years when communication between parent and child is vitally important (Denlon, 1972) several resent studies have found out that very young children are able to make and understand signs effectively (Bonvillian, or Lansky, and Novock, 1983, Maestas Moores and Moores. (1980: Prinz and Prinz, 1979).

Some educators feel that the use of sign language will interfere with the child's ability to develop oral language skills, but this view is not supported by research evidence (Meado, 1980; Moores, 1981; Rooney, 1982)

Total communication is currently gaining wide acceptance in education programs for hearing impaired students.

2.6.5. INTERVENTION PROCEDURE

Early detection of hearing loss and early intervention with hearing impaired child and the family are generally recognized to be critical.

Many schools, speech and hearing clinics, and other agencies provide education program for the school learners.

The child hearing is tested; amplifiacation is with adult and other learners.

Parents groups and home visits are important part of pre-school program, through this effort parents may be helped to communicate with their children more effectively.

Any hearing impaired child who receives no specialized assessment, amplification or training until age five and sic surely be a grate disadvantages in his or her communication and general development.

Hearing impaired learners are free to join any public or private school in Kenya. Starting with special schools until any other regular school.

Hearing impaired learners in regular school may attend self contained classes especially for hearing impaired students or may be integrated with non, handicapped children for part or all of the school day.

Therefore, causes of hearing impairment, education, methods of *teaching, auditor training, speech reading of communication skills and* intervention procedure are very important as regards the literature review of the studies concerned.

Therefore, the study will assist in indentifying learners with hearing impaired for placement in various schools in Khwisero west zone. Teachers will be able to know that we for the hearing impaired learners to perform well; they must sit in front of the class.

They will assess various intervention measures to be given to hearing *impaired learner for good performance.*

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. OVERVIEW

This chapter assisted in developing research design which was specific and suitable. It involved sampling procedure, sample population, instrument, producer and data analysis.

3.1 RESEARCH DESIGN

The approach used was quantitative because it involved people and analyze, interpretation and tabulation of data in numerical form.

3.2. SAMPLING PRODUCER

The researcher used simple random sampling procedures known as cluster sapling. The researcher listed down all the schools found in Khwisero West Zone. He chose two schools from every base.

3.3. SAMPLE POPULATION

The researcher used teachers who are teaching in schools in Khwisero West Zone, which consist of six bases. The sample population of 12 primary school teachers from the zone.

3.4. INSTRUMENTS

The researcher used questionnaire, which had two parts A and B.

A consisted of personal information while B had the researcher questions.

3.5. PROCEDURE

The researcher self administered the questionnaire.

3.6. DATA ANALYSIS

The research used tables to tabulate the data collected.

3.7. REVIEW

The researcher organized the work in a simple way which helped him to complete the research in the stipulated time.

CHAPTER FOUR DATA FINDINGS

4.0 OVERVIEW

The research was conducted using one questionnaire. The questions were closed ended. They were divided into A and B.

The researcher targeted a sample population of teachers teaching in Khwisero West Zone.

4.1.1. Section A: General Information

FACTORS	CATEGORY	CODE
GENDER	MALE	1
	FEMALE	2
ACADEMIC QUALIFICATION	C.P.E/K.C.P.E	3
	K.J.S.E	4
	K.C.E	5
PROFESSIONAL QUALIFICATION	U.T	6
	P.3	7
	P.2	8
	P.1	9
	ATS IV	10
	ATP	11
	BED	12
MARITAL STATUS	MARRIED	13
	SINGLE	14
AGE	20-25	15
	26-30	16
	31-40 AND ABOVE	17
TEACHING EXPERIENCE	1-5 YEARS	18
	6- 10 YEARS	19

	11-15 YEARS	20
	20 YEARS AND ABOVE	21
POSITION IN SCHOOL	*HT*	22
	DT	23
	ST	24
	TR	25
HEARING IMPAIRED LEARNERS	POSITIVE	26
	NEGATIVE	27
IDENTIFICATION	EXAMS	28
	ASSESSMENT	29
	OBSERVATION	30
LEARNING RESOURCES	POSITIVE	31
	NEGATIVE	32
PERFORMANCE	GOOD	33
	FAIR	34
	BAD	35
TEACHING METHODS	TOTAL COMMUNICATION	36
	LECTURE METHOD	37

Source: Teacher's general information in the school visited by the researcher

The researcher used the above information for easy coding the work.

4.1.2. Table 2. Teachers met by Researcher

factor	Category	frequency	Percentage
Gender	1	1	10%
	2	11	90%
	Total	12	100%
Academic qualification	3	-	-
	4	-	-
	5	12	100%

	Total	12	100%
Professional qualification	6	-	-
	7	-	-
	8	-	-
	9	-	-
	10	3	25%
	11	3	25%
	12	5	50%
	Total	12	100%
Marital status	13	12	100%
	14	-	-
	Total	12	100%
Teaching Age	15	-	-
	16	-	-
	17	12	100%
Teaching experience	18	-	-
	19	-	-
	20	6	50%
	21	6	50%
	Total	12	100%
Position school	22	3	25%
	23	3	25%
	24	3	25%
	25	3	25%
	Total		100%

Source: Teachers found in the schools visited by the researcher

From the above information on teachers interviewed by the researcher. The data shows that 10% of those interviewed were female while 90% were male.

It also shows that all teachers teaching in the Zone are form leaves.

The data shows that 25% of the teachers interviewed were P1, 25%, ATS and 50% diploma in special needs education. Many of those interviewed had good teaching experience.

According to the above information 25% interviewed were headmasters, twenty five DH, 25%ST and 25% of the assistant teachers.

4.2.1. Table 3 Hearing impaired learners in the schools

category	frequency	percentage
26	11	91.74%
27	1	8.26%
total	12	100%

Source: Hearing impaired learners and teachers

The above information shows that all schools in Khwisero West Zone have hearing impaired learners except one.

4.2.2. Table 4. Indentifying learners with hearing impairment

category	frequency	percentage
28	-	-
29	6	50%
130	6	50%
total	12	100%

Source: The teachers teaching the hearing impaired learners

The data information shows that schools do not use examinations to learners with hearing impairment but use assessment and observations.

4.2.3. Table 5. Learning Resources

category	Frequency	percentage
31	0	0%
32	12	100%
total	12	100%

Source: Schools under inclusive setting

The above information show that all schools in the Zone do not have learning resources for hearing impaired learners.

4.2.4 Performance of hearing impaired learners

Category	Frequency	Percentage
33	3	25%
34	6	50%
35	3	25%
Total		100%

Source: Schools with hearing impaired learners

4.2.5 Teaching methods

category	Frequency	percentage
36	9	75%
37	3	25%
total	12	100%

Source: Teachers teaching in an inclusive setting in school Khwisero West Zone

According to the information given above teachers in Khwisero West Zone use total communication when teaching in their inclusive setting.

4.3. REVIEW

After data analysis the researcher found out that there are learners with hearing impaired in various schools in Khwisero West Zone.

Assessment and observation are the two methods used by teachers to indentify these learners who come to school to join their fellow friends with various disabilities along side the normal learners.

Within the Khwisero West Zone schools do not have facilities or learning resources that cater for learners with hearing impaired in an inclusive setting academic hearing impaired learners perform fairly well which is 50% while good carries 25%. This is very encouraging.

The next chapter discusses the findings, draws conclusions and makes recommendations from the study.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. OVERVIEW

In this chapter we are going to discuss about the assessment which will lead to individualized. Education program, how to improve the curriculum to cater for hearing impaired learners.

The sitting position of hearing impaired learners in class. Examination procedures in an inclusive setting and learning resources.

5.1. DISCUSSION

Throughout the data analysis we have found out that hearing impaired learners in Khwisero West Zone perform fairly well academics.

In order for them to be admitted in school the special needs teacher invites officers from Education Assessment Resource Centre for assessment, though some schools just use observation.

The researcher agrees with Rodda, Cumming and fever (1988) that when learners with hearing loss have compensated for these barriers (hearing loss) they appear to use cognitive ability strategies similar to those employ by hearing people.

Also (Barden; 1992 p Greenberg and kushe, 1989) suggested that the distribution of 10 scores for these individual with hearing loss is similar to that of hearing learners.

Any difficult in performance appear to be closely associated with *speaking, reading, writing English language.*

To solve this problem interprets should be train to assist in examination and other school forum activities. Teachers should also be used. This will improve the performance of hearing impaired learners.

Teachers who use total communication enjoy teaching and their learners do much better.

5.2. CONCLUSION

In khwisero West Zone, we have learners with hearing impaired who are indentified through assessment and observation by the parents or the teachers. Who later admit these learners in the schools, hence leading to placement.

Within the inclusive setting in Khwisero West Zone we have physically handicapped, visual impairment hearing impairment both hearing and visual impairment (deaf /blind) plus mental challenged.

For the hearing impaired learners to achieve something they must sit in *front of the class where they can see the teacher clearly as s(he) speaks.*

According to data analysis most schools in Khwisero West Zone lack learning resources.

There are some groups like community, Kenya society for the deaf, Kenya society for the blind, assist teachers with sign languages charts and Braille charts to enable the teachers teach effectively. When a learner

learns in an inclusive setting develop a lot of interest in working with people of special needs.

5.3. RECOMMENDATIONS

Education assessment resource centre should make sure that before a learner begins classes must be assessed first. When the teachers admits learners to join an inclusive setting they must make sure that before placement a learner is assessed.

Learning resources like sign language books and dictionaries should be made available for pupils, teachers and stakeholders for easy communication.

This should be done by the headmaster and school procurement committee.

The ministry of education through the education assessment resource centre should organize seminars to educate teachers on new techniques of handing hearing impaired learners through total communication.

Teachers will develop interest in handling learners with hearing impaired, hence improving academic performance.

The class teacher or subject teacher must make sure that the hearing impaired learners in an inclusive setting sit in front of the class.

Where they are able to observe the teacher will while learning. If they can not get the sign they will get the lip reading. This assists the learners to follow the lesson.

The stakeholder to develop positive attitude towards learners and people of hearing impaired. This will assist hearing impaired learner to be self-reliant and independent ready to assist in the development of the community.

Another educational finding, which has not been systematically studied by me or anyone else that I know of, is hearing impaired learners and the music performance.

5.4. REVIEW

Therefore, the researcher found out that in Khwisero West Zone has hearing impaired learners under inclusive setting.

In order for these learners to be admitted in the schools for placement they are assessed through the educational assessment resource centre, though in some schools the headmaster just admitted in the schools for placement they are assessed through the educational assessment resource centre, through in some schools the headmaster just admits through observation.

The schools experience lack of learning resources material such as sign language charts, books, Manila paper and even teaching man-power.

As regard academic performance hearing impaired learners perform fairly well. This is because most teachers use total communication method for teaching.

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APPENDIX A.

RESEARCH QUESTIONNAIRES

HEARING IMPAIRED LEARNERS AND ACADEMIC PERFORMANCE IN A FEW *SELECTED SCHOOLS IN KHWISERO ZONE*

I humbly request you to complete this questionnaire, the information gathered form your school will be held confident and used for research purpose only kindly cooperate.

PART A

PRELIMINARIES

1. Fill in gender
   Male ☐
   Female ☐
2. What is your academic qualification?

   C.P.E ☐ K.C.P.E ☐ K.J.S. E ☐ K.C.E ☐

3. What is your profession?

   U.T☐ P3 ☐ P2☐ P1☐ ATS ☐ DIP ☐ BED ☐

4. Marital Status

   Married ☐

   Single ☐

5. How old are you?

   20-25 years ☐

   26-30 years ☐

   31-40 year ☐

   40 year and above ☐

6. Teaching experience

   1 yr-5 yrs ☐

   6yrs-10 yrs ☐

   11 yrs-15yrs ☐

20 yrs and above ☐

7. What is your position in the school?

HT ☐

DH ☐

ST ☐

TR ☐

8. Do you have any hearing impaired learners in your school?

Yes ☐

No ☐

9. How did you come to know the learners identified are hearing impaired?

Examination ☐

Assessment ☐

Observation ☐

10. Do learning resources cater for learners with hearing impaired?

Yes ☐

No ☐

11. What are the performances of hearing impaired learners in your inclusive setting?

Good ☐

Fair ☐

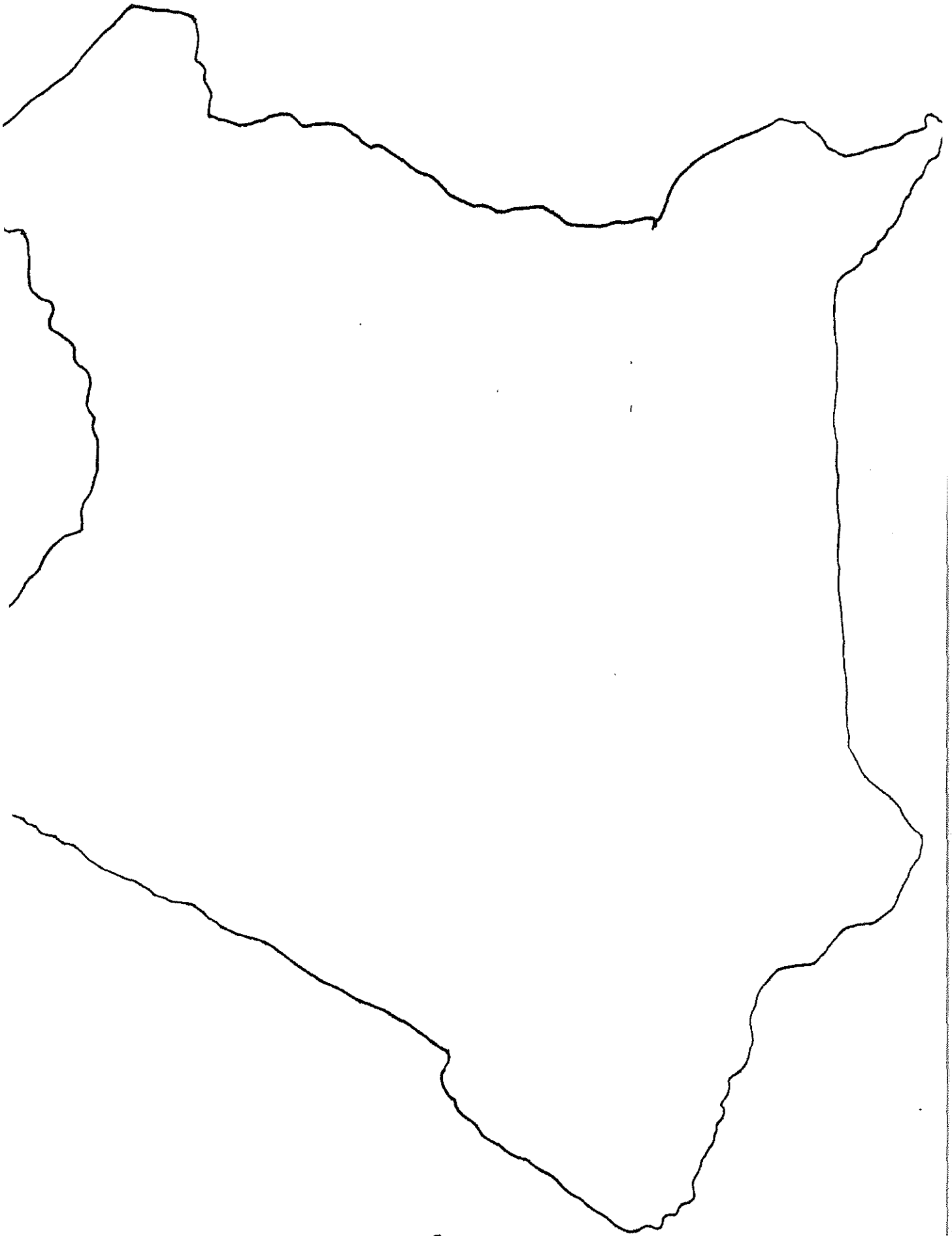
Bad ☐

12. What are some of the teaching methods do you use in teaching learners in your inclusive setting?

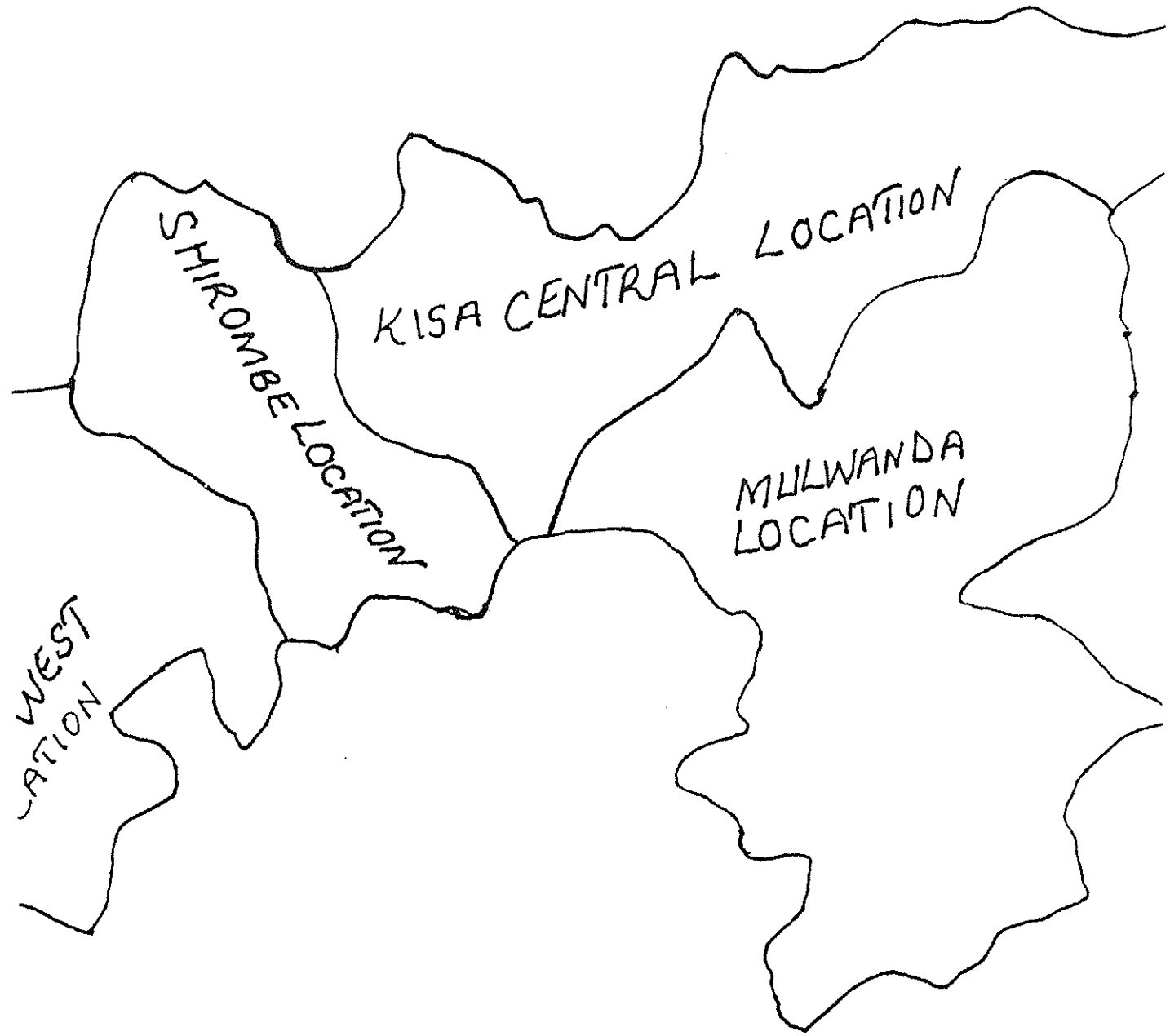
Total communication ☐

Lecture method ☐

APPENDIX B. MAP OF KENYA



KHWISERO WEST ZONE



LETTER OF IDENTIFICATION

Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

[illegible] 2008

TO WHOM IT MAY CONCERN:

Dear Sir Madam,

RE: INTRODUCTION LETTER FOR ~~MS/MRS~~/MR. BONAVENTURE C. MUTWASI

REG. # BED/13641/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL) pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Hearing impaired learners and academic performance, Khwisero West Zone Kenya.

His research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE