

SOCIAL PROBLEMS EXPERIENCED BY CHILDREN WITH HEARING IMPAIRMENT
IN KITWERU PRIMARY SCHOOL KUJA ZONE, RONGO DISTRICT (KENYA)

BY

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TABLE OF CONTENTS

	Page
Declaration	iv
Approval	iv
Dedication.....	v
Acknowledgement	vi
List of tables	vii
Abstract	viii
Chapter one	1
Introduction	1
Statement of the problem	2
Purpose of the study	3
Objectives of the study.....	3
Significance of the study.....	3
Scope of the study.....	4
Limitations of the study.....	5
Delimitations of the study.....	5
Definition of terms	6
CHAPTER TWO.....	7
Introduction	7
Literature review	7

Primary socialization	9
Secondary socialization.....	9
Adult socialization.....	9
Social problems with hearing impaired children.....	10
Advantages of socialization in learning	11
Implications of limited socialization in learning	12
Intervention measures in socialization.....	13
CHAPTER THREE.....	14
Methodology	14
Study design	14
Target population	15
Study sample.....	15
Research instruments	15
Procedure	16
Description of data analysis procedure	17
CHAPTER FOUR.....	18
Data presentation analysis and interpretation	18
Introduction.....	18
CHAPTER FIVE.....	26
Discussion, summary, conclusions and recommendations.....	26
5.1 Introduction.....	26

Discussion of findings on objective one.....	26
Discussion of findings on objective two.....	28
Discussion of findings on objective three.....	29
Discussion of findings on objective four.....	31
Conclusion	34
Summary.....	34
5.6 Recommendation.....	35

DECLARATION

I, Awino Mary Gabriel Registration number BED/30179/82/DF hereby declare that this is my original work and it has not been presented to any university or institution for award of a degree or any other award.

Name: Awino Mary Gabriel

Signature : 

Date : 16.12.2010

APPROVAL

This work has been under my supervision as a university supervisor and has been submitted with my approval.

Signed : 

Supervisor : Mujuni Evarist

Date : 16/12/10

DEDICATION

I Dedicate this work to my beloved husband Mr. Kawuondi Tom Gabriel and children Fred, Linus, Pius, Dorothy, Luose and Jeremiah for their patience and support throughout my studies. My parents too for their prayers blessings and wishing me well as I pursued my studies at Kampala International University.

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LIST OF TABLES

	PAGE
Table II: Showing Enrolment of other children.....	18
Table II: Showing Number of children with Hearing Impairment	18
Table III: Showing problems of children with hearing Impairment	19
Table IV: Showing Observation with hearing impaired children performing activities	20
Table V: Showing Causes of the social problems.....	21
Table IV: Showing Suggestions on how to improve on the social life of children with hearing impairment	22
Table VIII: Showing observation how the following activities are done.....	23

ABSTRACT

This study was set to find out the social problems experienced by pupils with hearing impairment in Kitweru primary school, Ronga District.

It was carried out in one school. The data was obtained from teachers (N=4), 10 Pupils (N=10) and four parents (N=4). The instruments used were interview guide and observation.

The findings indicated that the social problems of children with hearing impairment are caused by negative attitudes, communication problems, neglect by parents, diseases and fobia.

In conclusion, one can improve on social life of children with hearing impairment by loving them, teaching sign language, guiding and counseling parents, refresher courses for teachers, inclusive setting for integration and co-existence, assessment, sensitization of teachers and parents, proper referrals and care should be given to them.

The recommendations were made that:

-Government should make a provision for the special needs education component to be included in the curriculum for the PTC's (primary teachers' colleges). This will ensure that teachers who undergo public service training are deployed after having acquired knowledge and skills in supporting children with special needs including those with hearing impairment.

- Arrangements should be made to construct and put in place other institutions concerned with the teaching of special needs teachers. This will help in uplifting of the special needs including those with hearing impairment.

- Arrangements should also be made to allow parents of children with hearing impairment to attend sign language lessons at school.

- It should be ensured that every teacher comes out of the college with the knowledge of basic sign language. This may be well done by making sign language a compulsory subject and examinable at the end of the course.

CHAPTER ONE

Introduction

Formerly children with hearing impairment were not considered as far as education was concerned. This was due to the fact that it was not easy to tell whether the children were deaf or not unless one was close to the child or his family. Also some families which had these children would not want people to know that they had a child with hearing impairment. As a such, deaf children were kept indoors. This attitude is however changing due to massive sensitization and policies put in place to protect the disadvantaged children.

Findings by Education Assessment and Research Services (EARS) programme have shown that disabled children have not been fully integrated the regular school system as they have been found to be isolated and not freely accepted by others.

Kitweru primary school caters for children with different types of disabilities. The idea of forming this school came up as a result of finding many children with different disabilities not attending schools in the whole district. The researcher however, has been interested and will focus only on children with hearing impairment.

The school was started with only three teachers but later as the number of children increased, many other teachers developed interest in the teaching of these children with learning disabilities and were recruited to supplemented the existing staff.

Some of the teachers attended short courses and seminars especially in sign language and Braille in order to help these children communicate with their fellow peers.

With the support of the political, civil and religious leaders and well wishers of the school, a number of classrooms and other resources have been put up for the better welfare of these children.

In the district, educational assessment and resource services (EARS/SNE) assisted teachers by training basic needs and skills in teaching. On this note therefore, the district as a whole has come forward to support the school.

The local population in the area where this school is found have fully co-operated with the district leaders so as to provide necessary requirements for the education of learners with hearing impairment. They have also advocated for change of attitudes and beliefs which exist among the society towards children with specific learning difficulties.

For this matter therefore, it is in the minds of local people that “disability is not inability”. This is so because the children with hearing impairment also participate in extra curriculum activities like dance and drama, soccer, singing, digging, sports, among others.

Despite all the efforts towards the well being and the quality education of children with hearing impairment in the school, the point of socialization remains the key consideration and is a challenge to both learners, teachers and parents.

Miles, (1984), stressed the importance of social behavior as a crucial element of establishment and development of human relationships. In reference to the statement above, it was seen that children with hearing impairment are socially deprived from the grassroots and meaningful relationship which may result into isolation hence a hinderance to their effective learning and development.

From the researcher’s own point of view, there is still a big gap between the so-called, normal children and those with hearing impairment as far as efficient learning is concerned.

Statement of the problem.

Children with hearing impairment have been observed to be isolated. They do not freely interact with other children in any grouping whether at home or in school. There are few people who

would like to associate with them and they themselves seem not to be at ease with/ among others.

It is for this observation that the researcher intended to investigate the social problems experienced by children/ learners with hearing impairment in schools, case study of Kitweru primary school.

Purpose of the study

The purpose of this study was to examine the social problems faced by children with hearing impairment in regular primary schools.

Objective of the study

The objectives of the study were:

- To find out the social problems faced by hearing impaired children.
- To find out how children with hearing impairment socialize with ordinary children/ population.
- To find out the causes of the social problems experienced by children with hearing impairment..
- To suggest how these social problems can be minimized.

Significance of the study

The education officers and social workers would use this research findings as a tool to sensitize and advise other education stakeholders about children with hearing impairment and their potentials.

The findings may enable the ministry of education to gain insight of what learners with hearing impairment undergo in an inclusive setting and therefore provide appropriate adjustments to streamline the inclusive education programme.

The study will help the researcher as a teacher to acquire better techniques, methods, skills and approaches in handling children with hearing impairment.

Werner. (1988),. says that a big problem of a child with hearing impairment is learning to communicate. This leads to frequent disappointment and misunderstandings both for the child and other people around him/her. It is noted that children with hearing loss, sometimes are very slow in learning related to other ordinary children. They always feel lonely or forgotten or develop behavioral problems.

Mershark, (1986), indicated that when evaluating the ways in which deaf children's behavior differ from that of hearing age mates, remember that their mothers tend to be relatively controlling, directing, over productive and instructive. The above mentioned factors affect children's interactions with peers and other adults beyond their being related to the quality of the mother- child attachment bond.

Mindel and Vernon, (1987), pointed out that as deaf children mature and recognize oral conversation and reading as modes of communication and learning, their sense of isolation increases. This is especially true when they are placed in situations requiring conformity to classrooms and social activities.

Scope of the study

The study was carried out in Kitweru Primary School of Kuja Zone Rongo District. It was centred on social challenges faced by children with hearing impairment. It covered only 18 respondents selected from teachers, parents and pupils.

Limitations of the study

- Because of other academic programmes facing the researcher, time was not enough for the study. It was therefore necessary to forego other academic duties or at times working at strain which caused fatigue to the researcher.
- One of the tools/ instruments used required meeting the respondents physically and talking to them one by one which took a lot of moreover unavailable time.
- The study proved to be expensive as more funds were needed to meet expenses of transport, designing and printing questionnaires, typing, binding the dissertation among others which was sometimes not readily available.

Delimitations of the study

- The study was carried out in a familiar place where communication and interaction with respondents was easy.
- The high costs involved were lowered by the relatively short distance from the researcher's home to the area of study. There were therefore limited expenses incurred in accommodation as the process of collecting data was going on.
- The researcher sought help from people of good will which kept the costs low as such services as typing were obtained for free or at subsidized costs

Definition of terms

- Social – Living in a group but not separate
- Special needs- These are problem that hinder the effective learning of an individual.
- Hearing impairment – This is a genetic term which includes all categories of hearing loss ranging from mild to profound.

CHAPTER TWO

LITERATURE REVIEW

Introduction:

This chapter presents the news of other writers who have discussed issues related to the education of children with hearing impairment. They have been found to be relevant to the study and their findings may help much in understanding of social challenges faced by children with hearing impairment.

Literature review

Socialization is the integral process in each and every society. Socialization refers to the process by which an individual acquires knowledge, skills and techniques which enables him or her to fit in the society. This means that it is the process by which an individual learns the techniques of living and functioning as a responsible member of his/her society. This implies that social arrangements must be put in place to ensure that the roles and skills are learnt. It also implies that the situations must be defined and classified for the learners in a sense that, there must be rules to be set and followed.

Socialization is the root cause of nurturing a socialized society. Through socialization, both the so-called "normal" and "disabled" members of the society are recognized, helped, and integrated mutually.

Socialization is derived from the term "social" which means an informal meeting or party organized by a group or club. Thus, socialization can also be a process of becoming socialized.

Socialization is the process of the learning roles and expected behaviour in relation to one's family and society and developing satisfactory relationships with other people. In this process, persons acquire knowledge, skills, attitudes, values and interests, characters so as to be integrated into the society or become useful members of the society.

This process should be seen as the transformation of the raw human materials of the society into full membership of society.

Examples of human raw materials may include:

- (a) Newly admitted students into colleges
- (b) A new born baby

- (c) A recruit into the army
- (d) A new member of staff
- (e) A newly married lady
- (f) A new convert in the religious institution.
- (g) A new member in the political party.

It is not a guarantee that if a person is socialized in one society or automatically qualified to be a socialized members in one way or another. There are two types of socialization processes as below;

(i) Status socialization.

(ii) Role socialization.

In status socialization, a person is exposed to a wide range of patterns of socialization meant to prepare the person to occupy a generalized status in life. It is usually manifested in learning the ways of life in families as parents (father and mother), also as community leaders, religious and initiation ceremony leaders.

In role socialization, a person is prepared for specific vocation or function in the society. For example; farming, teaching, nursing, cooking, driving or metal work.

A school as an Educational Institution usually prepares a person for both processes that is status and role socialization. In either socialization process, three factors are essential and they are; the socialized, the socialisers and the environment.

The agents of socialization includes, the family, the peers, the community, the school, religion, mass media, political parties, and socio-economic institution.

To bring out a socialized person, it means ideas, jokes, leisure, etc. have been shared among the society members cross cutting both old and young male and female, ordinary and disabled and it is in this context that there is need to socialize and remove the problems which hamper this process among the Hearing Impaired people in the society.

Kornblum, (1991), defines socialization as the process whereby we learn to behave according to cultural norms by making possible the transmission of culture from one generation to another.

According to the researcher, the above definition is connected due to the fact that our behaviours come out hand in hand with the cultural values of the societies where we originate. This occurs throughout life as we learn new groups and situations.

However, socialization can be divided into three major phases;

- (a) Primary Socialization.
- (b) Secondary socialization.
- (c) Adult socialization.

Primary Socialization

This refers to a new baby moulded into a social being, it occurs with a family and other intimate groups in the child's social environment.

Secondary socialization

This occurs in the later childhood and adolescence when the child learns from the family under the influence of peers and adults outside in the household and the immediate family.

Adult socialization

This is one by which a person learns the norms associated with new status. Examples include parents, in-laws, grand parents, husband and wife.

Chalfaud and Labeff, (1988), defined socialization as the process by which people interact with others to learn the ways of their culture in order to function with it.

In respect with the above statement, it is not the only need why people interact but also to share views or problems with each other so that resolutions may be made.

Socialization process begins at birth and continues in various ways throughout life. We are constantly learning how to adapt to our cultural, physical and social environment as

we involve ourselves with others take on new roles in the family and work, grow older, face new ideas and inventions and eventually confront death.

Cole, (1996), recommended that socialization is the process by which children acquire the standards, values, knowledge, he or she may have his or her unique patterns of feeling, thinking and behaving in a wide variety of circumstances in the society hence living as a happier human being.

Therefore, creation of friendship amongst children with hearing problems makes less likely to be aggressive with their peers and more likely to show sharing or other helpful behaviours towards their friends in actual interaction so as to live happier in their society.

Social problems with hearing impaired children

Davis, (1981), cited that the Loneliness and rejection of children with hearing losses who were in a mainstream in a local school programme has just one or two friends. According to the researcher, the statement above is true due to the fact that children with hearing problems fear to include themselves in other children and this may lead them to become lonely and rejected. This is the work of the teachers and parents to make sure that these children are not excluded in all aspects of life. This will enable them to learn effectively and efficiently.

Mindel and Vernon, (1987), noted that if a profound hearing loss occurs in children, they will virtually be excluded from information and human contact which is ordinarily available through hearing. This means that the loss of that early parent – infant relationship covered through sounds, isolates children from their parents. As deaf children and recognize oral conversation and reading as chief modes of recommendation and learning but unfortunately can not easily participate. Their sense of isolation increases.

Kirk and Ghallagher, (1989), mentioned that Hearing Impairment bring with it communication problems and thus leads to social problems or difficulties. The researcher found out that the above finding is true due to the fact that lack of proper communication may bring about little or no interaction at all with other peers which may probably lead to social difficulties.

Werner, (1973), has found out that a child with hearing loss, the biggest problem is learning to communicate because he/she cannot hear words clearly. The researcher is of

the view that the above finding is correct because it is much more difficult for the child with hearing loss to learn to speak and so he / she may have trouble both in understanding what people want and telling them what he/she wants.

For this statement therefore, this may lead to frequent disappointments and misunderstandings both for the child and other peers.

Ndurumo, (1993), argued that several negative characteristics have been attributed to deaf people due to the paternalistic position held by hearing people. The researcher supports this view and the characteristics are that deaf people are dependent, isolated, submissive, aggressive, impulsive, rigid, emotional, immature, lacking in self confidence, poor social awareness, weak conscience, undeveloped personality, have temper outbursts, impatient and easily irritated.

Hergarty et al, (1990), are of the view that pupils with special needs sometimes behave in anti-social ways and undue attention to themselves through bizarre mannerism and appearance. The researcher contends with the above statement but it should be noted children develop these anti-social attitudes due to the failure by society to understand and appreciate what they are. The communication gap between the deaf child and the hearing peers causes failure to understand and appreciate one another thus isolation and withdraw of the hearing impaired.

Coleridge, (1993), adds that throughout the world, regardless of culture, disabled people have generally been seen as incapable of taking control of their own lives.

The above statement is true due to the fact that up to now even if people with disabilities however much they may participate in several activities, like pottery, music, dance and drama, shoe repairing, basketry, carpentry, they are not recognized appropriately by other peers.

Advantages of socialization in learning

Moore, (1990), stressed an effective social support system at source of assurance that one is valued, cared for, and accepted as a member of the network with shared obligations to one another. The researcher is in link with the above argument because the above support may be found at various levels starting with intimate relationships progressing to friends and extended family members including neighbours in the community and educational materials found in the environment.

Hegarty, (1990), emphasizes that a child's social achievement is an added advantage to both the home and the school influence. The researcher has seen that it is crucial that children with hearing impairment displays acceptable social behaviours at home, school and in the society so that they can lead a comfortable and a happier life hence living as happier human beings.

Miles, (1984), stresses the importance of learning communication and social behaviours as crucial elements to the establishments and development of human relationships. For this matter therefore, the researcher has observed that learner from emotionally disturbed and socially deprived backgrounds formed positive and meaningful friendship with special needs learners in order to avoid isolation.

Giddens, (1994), is the view that socialization develops a sense of self identity and the capacity for independent thought and action. For instance, findings hence revealed to the researcher that if children with disabilities / hearing impairment played and participated in other group activities it would help them to become satisfied as group members.

Mussen et al, (1977); adds that in all cultures, children must be socialized to exercise some control over their aggressive motives and responses. Accordingly, socialization amongst children is so important that they can grow with acceptable behaviours hence acceptable members of the society they live in.

Implications of limited socialization in learning

Berger and Thompson, (1995), are of the view that rejected deaf children when they grow older; their problems get worse to the extent that peers become more critical of each other as adolescence nears. It can be suggested that the above may happen as indicated according to how the people responsible looks after these children. They should be handled carefully.

Kirk and Ghallagher, (1989); recommends that it is not surprising that many deaf children want to be with children like themselves with friends and comfortable. This wanting to be cluster extends into adulthood. It can be noted, this could be the reason why in many large cities we find the culture of deaf people, a group of individuals who socialize with one another and intermarry. This does not mean that deaf people do not want to be integrated in the society but access to hearing members of the society is hampered by communication barrier.

Intervention measures in socialization

The training of parents and programmes for every young deaf children are often provided in homes. The training is available in nursery schools, day care centres and even some public schools.

Peers may be used as helpers to assist in play activities like netball, foot ball, skipping, hide and seek in order to develop play activities. Also play behaviour is the key ingredient in adaptation of learning, cognitive education and socializing with peers.

Kirk and 'Ghallagher, (1989), stresses that teachers of deaf children all agree on the importance of early education.

Even a baby may learn about communication from the facial expressions, lips, head movements, gestures, touch, and vocal vibration of those around him or her. The researcher has realized that this is why it is like that in order to establish effective communication as early as possible.

Even, this speeds up the extent of their readiness to participate willingly.

Everything has got the aims and objectives due to why it is done as it is. According to Kirk and Ghallagher, (1989), Socialisation has got its primary objectives;

These include:-

- To develop communication skills.
- To give deaf children opportunities to share play and take turns with other children.
- To help deaf children use residual hearing.
- To develop readiness in basic English reading and mathematics.

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter the researcher presents the following:

- Research design
- Target population
- Sampling
- Instruments
- Procedure
- Description of data analysis procedure.

Study design:

Study design according to Yin (1994) is an action plan for getting from here to there, whereby, “here” may be defined as the initial set of questions to be answered, and “there” some set of conclusions (answers) about the questions.

This study involves one of the major research approaches namely; Qualitative approach. According to Creswell (1998) qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problem. A researcher builds complex, holistic pictures, analyses words, reports detailed views of informants and conducts the study in a natural setting.

Answers or evidence got from qualitative approach are described in terms of their verbal, written words or other descriptive nature. The questions addressed are such as who, which, where, what, when and why but not how many or how much.

Qualitative approach was chosen for this study because it studies things in their natural settings. The researcher hoped this would help to avoid artificial results / evidence. It also aims at exploitation of social relations and describes reality as expressed by respondents.

There are many different methods under this approach but for the purpose of this study the “Case study” was used. In an attempt to find out social problems experienced by children with hearing impairment one school was chosen as a case study to allow the researcher time to concentrate on specific instances to attempt to identify the various interactive processes at work. Thus also gives an opportunity for one aspect to be studied in some depth due to a limited time scale.

Target population:

There are a number of children in Kitweru Primary School both hearing and deaf. More so not all teachers teach children with hearing impairment It was therefore wise to get information from those who are directly involved in working with the hearing impaired children in addition to hearing impairment children themselves. The researcher therefore got information from selected teachers, parents and children themselves.

Study sample

Out of the targeted population, the following were used as respondents;

1. Four teachers handling hearing impaired children.
2. Four parents
3. Ten pupils

The selection of these respondents was by purposeful sampling. purposeful sampling as put down by Gal et al (1996) is the process of selecting cases that are likely to be information rich with respect to the purpose of the qualitative research study. Purposeful sampling was chosen because

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

Research Instruments:

The instrument used to collect information from respondents in this study was the interview

Wadsworth (1994) describe an interview as a technique for gathering answers (evidence) generally involving one person whose role is to ask usually a series of

questions face to face or occur phone / internet. The questions may be broad, general and unfocused as in open ended / unstructured interview or even specific and prescribed as in structured interview. In this study, there was an interview schedule where some guiding questions were written down before hand. Interviews are advantageous because:

- The researcher gets both the verbal and non-verbal information.
- Both the interviewer and interviewee have chance to ask where one does not understand.
- The interviewer can get information on feelings and emotions in relation to certain questions because he/she can use the respondent physically.

Interviews also have some weaknesses and among them are:-

- They are time consuming because the interviewer must meet each of the respondents convenient time.
- Some of the respondents may not answer frankly and accurately.

Procedure:

The researcher presented set interview questions to the supervisor for approval before setting off to the field.

Authority was then sought from the University and the researcher was provided with a letter of introduction to the area of study for the purpose of seeking permission to carry out research in the area.

The exercise of data collection was done between the months of April and June 2010 following the procedure below:-

- (i) The researcher introduced herself to the office of the Headteacher and produced an introductory letter from the University, for permission to carry out the study.
- (ii) The researcher then sought to interact with teachers and children where sampling was done and respondents selected.
- (iii) Respondents were briefed on the purpose of the study and requested to genuinely answer the set questions.
- (iv) Time schedule was drawn to meet the respondents according to the time available for each of them.

Description of data analysis procedure:

After the data was collected, it was organized qualitatively using descriptive methods with the help of tables. Some of the interesting things respondents told the researcher were directly quoted.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Introductions

This chapter presents the information on the social problem experienced by children with hearing impairment in the school.

The results were obtained from 4 teachers, 10 pupils and 4 parents giving a total of 18 respondents.

Table I: Enrolment of other children

Class	No. of Boys	No. of Girls
P.1	24	26
P.2	16	23
P.3	18	14
P.4	15	18
P.5	23	15
P.6	18	23
P.7	24	15
	138	134
TOTAL		272

Table I above indicates the enrolment of the whole school excluding children with hearing impairment N = 272

Table II: Number of children with Hearing Impairment

Class	No. of Boys	No. of Girls
P.1	4	6
P.2	5	3
P.3	4	4
P.4	5	2
P.5	3	5
P.6	3	6
P.7	4	5
	28	31
TOTAL		59

Table II indicates the number of children with hearing Impairment who were revealed by the class teachers. The numbers of children with hearing impairment is small (N=59) compared to the number of pupils in the whole school (N=272) this implies 22% of the total school enrolment.

Table III: Problems of children with Hearing Impairment

Respondents	Problems of children with hearing impairment
TEACHERS	<ul style="list-style-type: none"> - Does not turn their heads to sound - Low self esteem - Fear to disturb others - Aggressive - Have unclear spoken language - Have physically abnormality of ears - Isolation - Does not follow what is being said - Complaints of ear ache - Withdrawal - Disturb others by frequent requests for pardons - Missing some speech sounds
PARENTS	<ul style="list-style-type: none"> - Poor vocabulary in relation to age - Segregated - Teased (wash out) - Not respected - Abused (stupid) - Neglect by teachers in class - Depends heavily on eyes when talking to others - Find it difficult mix with others.

Table III shows the different problems of children with hearing impairment as observed by teachers and parents. They revealed to the researcher that given chance, the children with hearing impairment may also participate in different activities as other so called normal children.

The researcher mentioned other problems which may also be some of the indicators of children with hearing impairment.

These problems may include

- Sings of restlessness.
- Problems in interacting with other learners in and outside classroom/ schools
- Withdraw from others.
- Signaling / gusting for attention
- Cupping ears to receive information from the speaker
- Forming cliques/ groups mainly of fellow deaf children
- Frequent requests for pardons
- Showing little or no interest in audio information and less participation in sescussion around him/her
- Constant rocking.

Table iv: Observations with learning impaired children performing activities.

Activity	Observation
Playing	<ul style="list-style-type: none"> - Fearful - Some try - Some are okay
Eating	<ul style="list-style-type: none"> - Isolate
Music	<ul style="list-style-type: none"> - Few freely participate - Majoring shy
Physical Education	<ul style="list-style-type: none"> - Some try - Few are fair - Many isolate
Classroom	<ul style="list-style-type: none"> - Some try - Few are fair - Few are good
Greeting	<ul style="list-style-type: none"> - Fearful - Shy

As indicated in the table a number of hearing impaired children exhibit a number of social problems.

6 learners were seen to have problem in greeting fellow learners especially the hearing, 2 were trying and others were fine

In music few were seen not to be willing to participate unless compelled.

- In physical education, 2 pupils are fearful, 3 pupils are okay, 1 pupil is fair while 4 pupils tries.
- In free activities, 4 pupils isolates, 2 pupils are fearful, 2 pupils tries while 2 pupils are okay.
- In class, many of the pupils with Hearing Impairment do their work fairly because 6 pupils are fair, 2 pupils are good while 2 pupils tries.

Table V: Causes of the social problems

RESPONDENTS	CAUSES
TEACHER I	- Negative attitudes - Communication problems - Neglect by parents
TEACHER II	- Diseases - Communication problems
TEACHER III	- Communication problems - Negative attitudes - Diseases
TEACHER IV	- Negative attitudes - Communication problems
PARENT I	- Fear - Negative attitudes - Communication problems
PARENT II	- Communication problems - Negative attitudes - Diseases
PARENT III	- Neglect by parents - Communication problems
PARENT IV	- Negative attitudes - Fear - Communication problems

Table V indicates the causes of social problems in children with Hearing Impairment.

- 3 teachers and 3 parents believe that negative attitudes towards these children with Hearing Impairment is one of the causes of social problems.

- 4 teachers and 3 parents suggest that it is communication problems that hinder these children to develop socially.
- 1 teacher and 1 parent said that it is neglect by parents that causes social problems in children with Hearing Impairment.
- 2 teachers and 1 parent believes that it is caused by diseases.

Table VI: Suggestions on how to improve on the social life of children with hearing impairment

RESPONDENT	HOW TO IMPROVE THE SOCIAL LIFE
TEACHER I	<ul style="list-style-type: none"> - Love them - Teach sign language - Guide and counsel parents
TEACHER II	<ul style="list-style-type: none"> - Teach sign language - Let them study with ordinary children - Sensitization of teachers and parents
TEACHER III	<ul style="list-style-type: none"> - Teach sign language - Guide and counsel parents
TEACHER IV	<ul style="list-style-type: none"> - Refresher courses - Teach sign language - Guide and counsel parents - Let them be in the same class with ordinary children
PARENT I	<ul style="list-style-type: none"> - Let them study with ordinary children - Assessment of pupils
PARENT II	<ul style="list-style-type: none"> - Care should be given to them - Proper referrals - Motivation of teachers
PARENT III	<ul style="list-style-type: none"> - Teach pupils sign language - Inclusive education should be practiced - Sensitization of teachers and parents
PARENT IV	<ul style="list-style-type: none"> - Refresher courses of all persons concerned - Love them - Guidance and counseling

Table VI indicates what teachers and parents suggested about how to improve on the social life of children with Hearing Impairment.

- 4 teachers and 1 parent suggested that in order to overcome these problems, sign language should be learnt.
- 1 teacher and 1 parent added that love should be shown to these children.
- 3 teachers and 1 parent revealed that guidance and counseling of mostly parent should be put into practice.
- 2 parents and 2 teachers suggested that they should study together with ordinary children in the same setting.
- 1 teacher and 1 parent advised on sensitization of both parents and teachers may be much importance in one way or another.
- 1 parent suggested of proper referrals of the learners.
- 1 parent advised on motivation of teachers.
- 1 parent suggested of care to be given to learners for proper growth and development.

Table VII: Observation how the following activities are done

Respondents	Playing	Eating	Singing	P/Education	Writing	Reading
PUPIL 1	Aggressive	Okay	Okay	Okay	Okay	Good
PUPIL 2	Isolates	With difficulty	Tries	Isolates	Isolates	Fair
PUPIL 3	Good	Okay	Tries	Isolates	Isolates	Good
PUPIL 4	Fair	Okay	Tries	Fearful	Fearful	Fair
PUPIL 5	Isolates	Okay	Tries	Fair	Isolates	Tries
PUPIL 6	Fearful	Okay	Fair	Fearful	Fearful	Tries
PUPIL 7	Okay	Okay	Tries	Okay	Tries	Fair
PUPIL 8	Aggressive	Okay	Good	Tries	Okay	Fair
PUPIL 9	Fearful	Okay	Tries	Tries	Tries	Fair
PUPIL 10	Isolates	Okay	Fair	Tries	Isolates	Fair

Table VII shows what the research came out with, after a careful observation.

a) In playing, the researcher observed that:-

2 pupils are aggressive

3 pupils isolate

2 pupils are fearful

2 pupils are okay.

b) In eating, the researcher observed that many pupils are okay / good.

9 pupils are okay / good

1 pupil has got difficulty.

c) In singing, many pupils try to participate.

6 pupils can try to sing

2 pupils are okay or good.

2 pupils are fair.

d) In physical education.

2 pupils are okay.

2 pupils isolates.

2 pupils are fearful

3 pupils can try

1 pupil is fair.

e) In writing;

4 pupils isolates

2 pupils are okay

2 pupils are fearful

2 pupils tries.

f) In reading;

2 pupils are good

6 pupils are fair

2 pupils tries.

surrounding environment of spoken language but prefer sign language. The more the teachers' and everybody's ability to use sign language, the better the environment for the deaf child and better the ability and grow and develop socially, mentally and physically.

Also findings in table 3 indicate that deaf children care neglected by teachers while in class, probably due communication barrier thus teachers are not confident in communicating with these children. Faced with this challenge teachers concentrate their attention to the majority hearing as they tend to think that the minority deaf may not affect their overall class performance at the end of the year. Failure to be attended to has the deaf child odd man-out. Teachers ought to devise means of communication to benefit the non-leaving students and learning effective for all.

Ceaser, (1996), stresses that most teachers are faced with the task of delivering content to learners which requires effective communication that involves sitting arrangement, class teaching and use of learner-centred learning. Therefore for effective teaching and full participation of all learners, teachers should always be equipped with methods, educational materials, subject matter, teaching techniques and means of communication in handling children with hearing impairment.

Further more, findings in table 3 illustrate that deaf children fear to express themselves in class in a way of answering and asking questions for fear of disturbing others. This inferiority complex together with the teachers lack of confidence in communicating with deaf children, eventually makes teacher lose interest in children with Hearing Impairment. Deaf children develop low self-esteem, thus teachers, peers (hearing pupils) and the whole school too accord them low value leading to stigmatization. Viable means to break down these barriers is through positive teacher intervention efforts and structured long term contact with the handicapped.

Discussion of findings on objective two

Objective two meant to find out how children with hearing impairment interact with ordinary children and entire population. According to the findings in table 4, deaf children have problems in freely interacting with other learners either in class outside classroom school activities.

Failure to communicate and be understood by those around you and your failure understand what they say have you an odd man out. This has created a feeling among the hearing that deaf can't or take long to understand and therefore such names as "Kasilu" implying stupid are labeled against them. However, it should be noted that these are the conclusions of the hearing impairment because of their failure to understand the language suitable to the deaf (sign language) forgetting that they too fail to understand the deaf if they communicated to them in signs so that the hearing also turn "deaf" in the community of the deaf. This language and communication barrier therefore does not favour positive co-existence between the deaf and the hearing and this makes deaf feel are not liked by the hearing and therefore isolation and withdraw.

In supplement of the above, Kizito and Sakwa, (1994), stress that; "To give the deaf child a right to free choice of his favourite means of communication and interaction in any situation, total communication is necessary". Total communication implies that all forms of communication are used simultaneously i.e. one has supplement his expression and with patience and kind tone of express. Lack of hearing causes poor speech and hence difficulty in understanding of what teachers want and telling teachers what they (the hearing impaired) want. This has to frequent disappointments and misunderstanding from both the child and teachers.

Kizito and Sakwa further believe that the most effective way of fulfilling those basic needs necessary for positive living for the deaf child is the ability to communicate with people around him. A person's failure to make interactions with other people and the environment may result into social problems like stereotypic behaviour patterns not good for society and the child itself. In order to avoid such behaviours, teachers and parents as well should be committed to learning sign language as communication and interaction are the keys to all life events of the child.

Some responses from teachers and parents indicate that they attribute the causes of social problems of deaf children to fear. They are quick to point out fear have not been above to single out what brings fear among the deaf children.

Fear is borne by inferiority complex and the feelings of hopelessness. These feelings can be as a result of the past experience. The deaf children have grown

in, observed and treated in a more challenging manner and in fear not to get similar experience; they tend to isolate themselves from hearing. Teachers in their assumed cordial interaction with these children should be able to trace the causes of this fear among deaf children to freely interact with others.

Also findings in tables 3 (chapter four) have revealed that deaf children fear to freely ask questions in class for fear to disturb others. Also teachers in their responses hinted on this when they answered that deaf children disturb others for distracting their attention while learning is in progress in a way of constantly request for pardon in order to clearly understand the concepts. This is made worse with teachers inability to express themselves in signs well understood by the deaf which the hearing children and teachers as well have labeled "disturbing". With this connotation the deaf have grown knowing that they seem to be a burden to others. Therefore to liberate themselves out of this blame, they have resorted to living a solitary life where they cannot disturb others. Therefore their fear and withdraw from others is not without cause but as a result of negative attitude towards others which is reciprocal of what others think about them.

Parental neglect and deprivation of the deaf child also creates uncertainly, hopelessness and self resentment among these children. Children who lack care have limited chances of free interaction since few would like to associate with them. As a result deaf children develop negative attitude towards the hearing group, mistrust resentment and fear to freely mix with others. The reactions of the hearing children and teachers towards the deaf also kill the attempt try to associate with them.

Discussion of findings on objective four.

Objective four states; to suggest how these social problems can be minimized

Primary school teachers need more support in inclusive education with hearing impairment to enable them learn proper ways of handling these children.

The inclusion of pupils with leaning difficulties in ordinary schools and classrooms is part of a large world- wide human rights movement aspects of life.

The concept of inclusive education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organizations, most notably the United Nations. Standards of UN policies such as those embodied in the UN convention on the Rights of the child (1989) the UN standard rules on the equalization of opportunities for persons with Disabilities (1993) and the 1994 UNESCO Report on the Education of children with disabilities (Salamanca statement) all affirm the rights of all children to equal Education without discrimination within the mainstream Education system.

Although this means different things in different places, there is a universality to the underlying human rights philosophy of inclusion which suggests that the concept is destined to persist rather than represent latest educational fad or bandwagon. For this reason, therefore the study of education of pupils with learning difficulties is rightfully placed in a context of inclusion.

Guidance and counseling of parents with children with hearing impairment should be put into practice in such a way that they should let the child know that they have confidence in him/her and are proud of him/her and also the whole family loves him and needs him. For this matter therefore, parents have to talk to the child and allow other peers or people to talk to him or her as much as freely as possible.

Parents are required to be patient with the child, spare time for her/him. They should also co-operate with the doctor, or health examiner, the education specialist, the teacher and the head of the school if they require their help and co-operation in any manner in helping the child.

Section ten of the children's statute (1996) states that "The parent of a child with disabilities and special educational needs and the state shall have the duty to have the children examined and assessed as early as possible.

Educational assessment and Resource services (SNE/EARS) staff working within the education department. The role of this staff is to ensure that learners with special educational and rehabilitation needs are enrolled and retained at school and that their educational needs are met both at home and school. They also guide teachers in identifying and providing for their children's learning needs in the classroom.

Deutsch, (1967), also feels that cognitive growth may be the best therapy for self realization. The emphasis of such a programme should be to develop language perceptual skills, memory and ability for verbal mediation.

Children who have hearing loss is either congenitally or accidentally and because of this problem their speech development is also adversely affected. They need to acquire their language concepts and skills in speech and speech reading through special instructions that is lip reading. Whether the hearing impaired children need specialized instruction in a class depends on:

- The degree of hearing loss.
- The age when the loss occurred.
- The amount of special training already received and
- The amount of language, speech and speech reading proficiency attained before the hearing loss.

Guidance of hearing impaired children should entail problems of social and personal development also because the children with hearing difficulty show some problems in their personal and social development. The handicap in the development of their language creates in them a barrier for normal communication with other children or adults. This barrier impedes the personal and social development of these children as is the case with any other individual.

One of the most significant aspects of the social handicap from which these children suffer is increased dependence of others which the hearing impaired begin to realize and hence their inadequacy leads to some sense of inferiority or guilt and development of poor self-concept.

There is also need for carrying out refresher course of teachers, parent and the community in order to make hearing impaired children fit in the society they are living in.

Hatt, (1996), has considered an analytical approach to examining the matching of teaching approaches to pupils' learning needs. She advocates positive intervention in

considering the individual needs of pupils by identifying deficiencies in a pupils' functioning or something missed through prior experiences or restricting in the learning environment which can be addressed by the teacher.

Provision of educational learning materials to the learners so as to enable learners not to forget easily the material learnt and enjoy the lesson taught.

Gross (1993), Lewis, (1995), state that it is important in enabling access for pupils with educational needs because in many schools teachers have become proficient in considering how best to adapt and modify materials and approaches to ensure that all pupils participate fully in the lesson.

Conclusion:

The current advocacy does not favour special school, therefore children with hearing impairment should be placed in the mainstream schools to create a conducive environment for future co-existence since there will never be all special would" for the "graduate" of special schools. Children need to grow with and know each others and they develop and grow. Therefore among the things to be put into consideration are; teachers teaching children in mainstream should have compassion and love for assisting learners with Hearing Impairment and accept them as they are, have free interaction with them, coming to their level, building good rapport and teacher-pupil and pupil-pupil relationship and knowing their likes and dislikes. Above all teacher should endeavour to get more knowing about helping these children by going for further studies, attending refresher courses and workshops on special needs.

Summary

Having discussed the results presented in the previous chapter (chapter four) on the social problems faced by children with hearing impairment, below is the summary of the findings.

Children with hearing impairment suffer a number of social challenges because of the environment they grow in. The unfriendly environment turns their unfriendly to their surroundings, hence no sense belonging among the deaf and the hearing.

Teachers' attitude and attempt to favour the hearing children in class at the expense of the deaf group also isolates them further.

Lack of care and attention from parents, teachers and peers also makes the child with hearing impairment an odd man out.

Failure and laxity of the local authorities to enforce state laws has also affected the social growth and development of children with hearing impairment. The "Education for all" policy has not been fully motivated especially by the local leaders to make sure all children are enrolled in schools. As a result few children with disabilities have been left out in the field of education. Findings in table E show that only 59 deaf children are in school out of 272. Their social status therefore remains low and they thus develop inferiority complex.

Parents too have not played their role of safeguarding, guiding and counseling deaf children into self respect and respect for others that would help them earn the respect of others.

5.6 Recommendation

After data analysis, the following recommendations were made;

- Government should make a provision for the special needs education component to be included in the curriculum for the PTC's (Primary Teachers' Colleges). This will ensure that Teachers who undergo public service training are deployed after having acquired knowledge and skills in supporting children with special needs including those with Hearing Impairment.
- Arrangements should be made to construct and put in place other institutions concerned with the teaching of special needs teachers. This will help in uplifting of the ways about how to handle children with different disabilities.
- Arrangements should be made to allow parents of children with hearing impairment to attend sign language lessons at school.
- It should be ensured that every teacher comes out of the college with the knowledge of basic sign language. This may be well done by making sign language a compulsory subject and examinable at the end of the course.
- There is need for government to work hand in hand with the Ministry of Education and Sports (MOES) to open the colleges for training sign language to all people regardless of age, ability and status.

- The community should be sensitized to work on their own and put off their eyes on the donors.
- Seminars and workshops should be put in place to all primary schools to enable children with Hearing Impairment appreciate and learn sign language. Children will be able to make an improvement in the social communication hence effective interaction.
- Parents need to be sensitized most especially those who have Hearing Impairment children concerning their education.
- Non Governmental Organizations (NGO's) should be involved in order to sensitize the public about causes and prevention mechanics of Hearing Impairment through radios, newspapers, television, teachers, etc.
- Policy document should be put in place by the Government to guard against violating the rights of Hearing Impaired people.
- Provision of funds for the refresher courses.
- Provision of assistive devices for example Hearing moulds.
- Sponsorship for teachers and other stakeholders for upgrading.

In conclusion, when children with Hearing Impairment are not segregated in the community in any way, this will enable them live effectively and efficiently hence happier human beings.

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