

**TEACHERS ATTITUDE TOWARDS INCLUSION OF PUPILS WITH  
HEARING IMPAIREMENTS IN REGULAR PRIMARY SCHOOL  
IN RUIRU DIVISION THIKA DISTRICT  
KENYA**

**BY**

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## DECLARATION

I, Teresia Wanjiru Kariuki hereby declare that “Teachers attitudes towards inclusion of pupils with hearing impairment in regular primary schools in Ruiru Division Thika District Kenya” is my original work except where acknowledged. This report has not been submitted to any other institution of high learning for the award of either diploma or degree.

Date

9/12/2008

Signed

 Ki

Teresia Wanjiru Kariuki

## APPROVAL

This report resulting from the researcher effort in the area of “teacher’s attitudes towards inclusion of pupils with learning impairments in regular primary schools in Ruiru Division Thika District Kenya” was carried out under supervision. With my approval it is now ready for submission to the academic board of Kampala International University.

Date 9/12/2008

Sign Nabuseta

Supervisor: Nabuseta Debora Taligoola

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## **DEDICATION**

This research report is dedicated to my entire family for their support and their bearing with me during my absence from home during the holiday's face to face sessions.

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## **1.8 DEFINITIONS OF TERMS**

### **Disability**

The condition which makes an individual unable to function normally

### **Inclusion**

The opportunity of persons with disabilities to participate fully in education, employment, recreational community and domestic activities (inclusion international 1995).

### **Integration or main streaming**

The process of educating all children with and without handicaps or disabilities in the same settings

### **Special unit**

This is a class within a regular school where children with special needs attend for educational instruction.

### **Special needs education**

This is education which provides appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment. These are meant to meet the special educational needs of learners with disabilities (distance learning – KISE module 1)

## **ACRONYMS**

S.N.E – Special Needs Education

K.I.S.E – Kenya Institute of Special Education

A.D.L – Activities of Daily Living

U.N – United Nation

L.R.E – Least Restrictive Environment

SLP – Speech language pathologist

As – Audiologists

## **ABSTRACT**

Provision of special needs education is a great milestone in addressing the challenges found in learners with special needs.

This research has been initiated to investigate how attitudes of regular primary school teachers have helped in inclusion of learners with hearing impairment in a regular primary school. The investigation was centered in finding out attitudes towards people with hearing impairment, Salamanca statement and framework for the action and intervention of the hearing impaired and the hearing pupils and teachers in regular primary school.

The findings indicated that most of the teachers in regular primary schools had not had any training in special needs education and most of them did not know the difference between inclusion and integration among others.

The researcher suggests that teachers, parents, educational administrators, inspectors and community at large be made aware of the plight of the hearing impaired in terms of including them in regular schools instead of the current practice where the hearing impaired are isolated in segregated sectors.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 INTRODUCTION**

One of the most important and controversial issues in special needs education at the present is the extent to which children with special needs can be and should be included in ordinary regular classes. Inclusion has become the most effective approach to address the learning needs of all learners in regular schools. International initiatives from the United Nations, the World Bank and non-governmental organizations jointly contributed to a growing consensus that all children have rights to be educated together, regardless of their physical disabilities or learning difficulty and that inclusive and that inclusive education is a human right.

#### **1.1 BACKGROUND**

Advocates of inclusive education feel strongly that persons with disability should be educated within the same school community rather than segregate them. They should be given the opportunity to complete on equal terms with non-disabled children.

According to the United Nations universal declaration on human right 1989(article 26) all children have a right to education regardless of their handicap, ethnic background or social status. Unfortunately this has not been realized in developing countries, Kenya included due to budgetary and other capacity constraints. Even some developed

countries are yet to fulfill this fundamental right to all children especially with special needs.

From comments made by teachers in Ruiru division in different situations concerning learners with special needs, one would not state whether they support inclusion or not. This is because some seem to be positive others totally against while others don't seem to know what it's all about.

The purpose of this study is therefore to investigate the attitudes of primary school teachers towards inclusion of children with hearing impairments in regular schools in Ruiru division of Thika district.

## **1.2 STATEMENT OF THE PROBLEM**

*In Ruiru division the population of pupils in regular primary school has been found to have increased in recent times. The numbers of pupils with hearing impairments has gone up. Special institution to cater for these pupils is hardly in existence in the area leaving the regular schools to cater for them.*

## **1.3 PURPOSE OF THE STUDY**

The purpose of this study is to investigate the teacher attitudes towards the hearing impaired in to the main stream schools. The study examines the teachers' attitude at classroom level and program level.

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

1. To assess the teachers knowledge about inclusive education
2. To find out what teachers think and feel about inclusion and integration of children with hearing impairments.
3. To establish barriers to inclusion of learners with hearing impairments into regular classrooms.
4. To establish feeling of hearing pupils towards inclusion of hearing – impaired peers in the regular classrooms.

#### **1.5 RESEARCH QUESTIONS**

1. What is the understanding of the teacher's concept of inclusive education?
2. What do the teachers think and feel about inclusion and integration of children with hearing impairments?
3. What are the barriers of inclusion of learners with hearing impairments into regular classrooms?
4. What do the hearing learners feel about the inclusion of hearing impaired peers in the regular classrooms?

#### **1.6 SCOPE**

**Geographical scope**

The study area is limited to 10 selected schools in Ruiru division in Thika district. This includes Kalimoni, Thiririka, Kigwe, Gachororo, Kibii, Ruiru, St Georges, Tatu, Jomo Kenyatta academy and Mirimaini.

### **Content scope**

The study will seek to examine the effect of regular teachers' attitudes toward the inclusion of learner with hearing impairments. It will bring out the challenges and possible solutions so that learners with hearing impairments can get opportunities to learn in regular schools.

This will help learners with hearing impairments to become better members with hearing impairments to become better members of the society economically, academically and medically today and in the future.

The study confines itself on

- Teaching approaches employed by teachers who could be having scattered hearing impaired learners in their classes
- Skills and activities of daily living which could be offered to learners with hearing impairment.
- Thoughts and feeling of regular primary schools teachers towards hearing impaired learners.

### **Time scope**

The study will take three months September, October and November 2008.

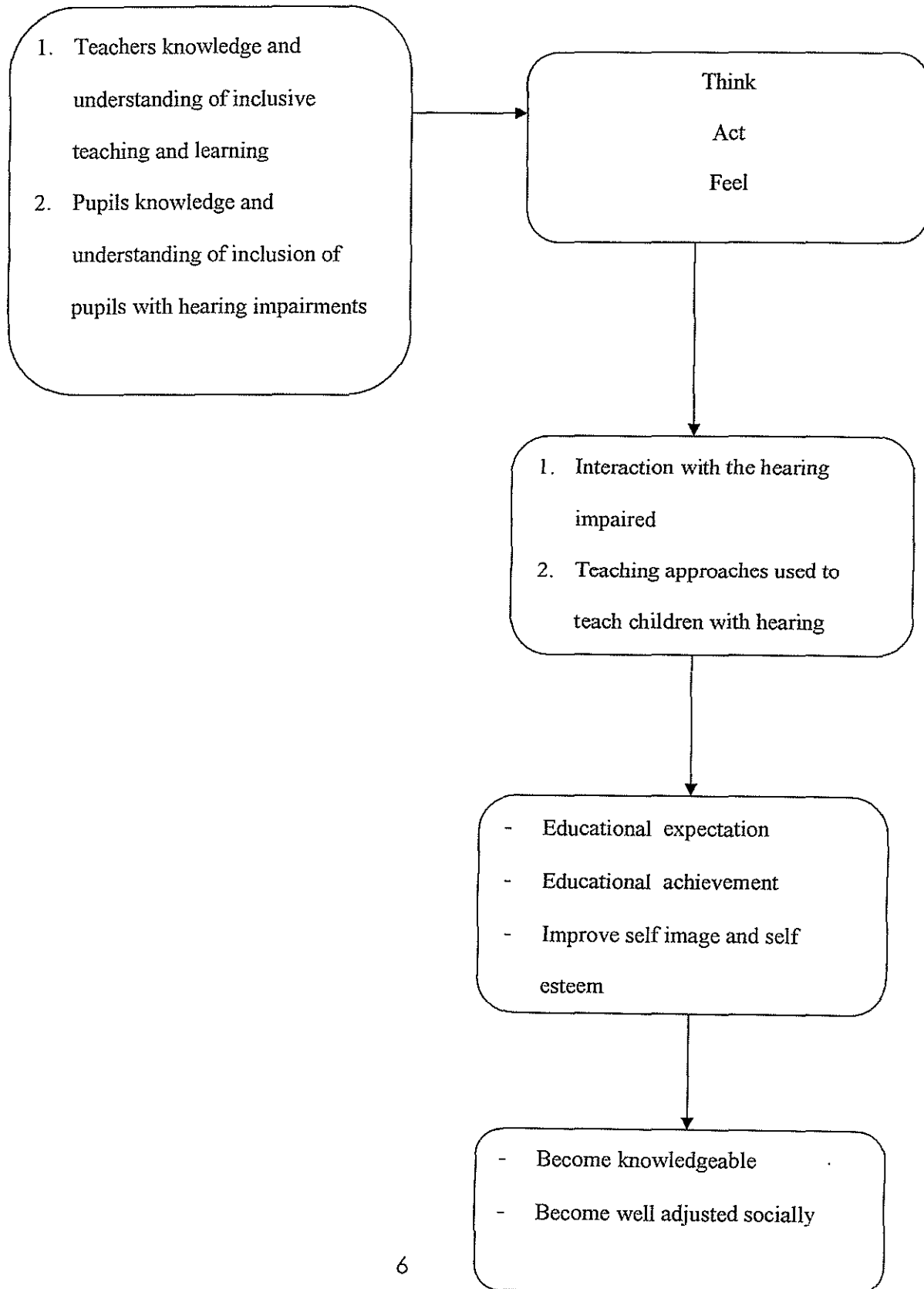


## **1.7 SIGNIFICANCE OF THE STUDY.**

It is important to know the attitudes of the regular primary school teachers because they are the ones expected to put inclusive education into practice.

- The study will help the learners with hearing impairment access education within their environment
- It will help to change the attitude of the regular primary school teachers towards the hearing impaired and desire to assist them.
- The study will also help in modification of teaching methods, educational resources etc, which will improve the quality of education offered to hearing impaired learners in inclusive setting.
- It will help the Ministry in planning for example, training and employing specialist teachers and social workers in regular primary schools.
- It will help in changing the negative attitude of the hearing learners which can motivate socialization between the hearing and the hearing impaired pupils.
- The study will help in changing the community attitudes towards learners with hearing impairment in that it will help in accepting them more easily as members of the community. This will help in removing taboos, culture and beliefs which affect families with children with special needs.

## CONCEPTUAL FRAMEWORK FOR HEARING IMPAIRED



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Historically, the belief and expectation regarding persons with disabilities reflected their image in the society. In the past they were not valued in regard to human rights. History is filled with examples of people with disabilities being marginalized, prejudice, ridiculed, killed or just hidden from the society (Stratford, 1991).

According to the new oxford dictionary of English, attitude is a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior. It's a way of thinking, acting or feeling.

#### **2.1 HISTORICAL BACKGROUND OF SPECIAL EDUCATION.**

According to Randiki (2002) the evolution of special needs education has taken a number of years and in different periods. The period which is the Neglect period was before 17<sup>th</sup> century. He stated that persons with disabilities were considered useless and were rejected by the society. They were looked upon as a curse or punishment from God.

He stated the second period as the Private Tuition Period. This is where some rich families and individuals who saw some potential in children with disability and started to give them education. Some of the examples he has quoted are Didymus (685 AD) who was reported to have been the first person to device touch reading material for visually impaired in Alexandria, Juan Martin Pablo.

Inclusion is not a new concept in education. Related terms with a longer history include mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization, and regular education initiative. Some use several of these terms interchangeably; others make distinctions. Admittedly, much of the confusion over the issue of inclusion stems from the lax usage of several of these related terms when important differences in meaning exist, especially among the most common-mainstreaming, integration, inclusion, and full inclusion.

Mainstreaming and other, older terms are sometimes associated primarily with the physical assimilation of students with disabilities with their non-disabled peers. This may be more a matter of "connotative baggage" rather than intent. Nevertheless, mainstreaming assumes that students with disabilities may share the same physical space (classroom, playground, etc.) with those who have no disabilities only when they are able to do the same activities as everyone else with minimal modifications. Further, the primary responsibility for these students' education remains with their special education teacher.

According to Rogers (1993), mainstreaming has generally been used to refer to the selective placement of special education students in one or more "regular" education classes ... [Mainstreaming generally assumes] that a student must "earn" his or her

opportunity to be mainstreamed through the ability to "keep up" with the work assigned by the teacher to the other students in the class. (p. 1)

For some students with more severe disabilities, this has meant that their opportunities to be around non-disabled peers have been limited to (at most) lunch and recess; others may also have been integrated into physical education, music, art, and/or vocational programs. Typically, however, only students with mild disabilities have been allowed to participate in the traditional core academic content areas (mathematics, language arts, science, history, etc.).

Integration is a carry-over from the civil rights/racial desegregation legislation of the 1960s and before. Consequently, integration is primarily a legal term. It brings a greater implication than simply the physical blending of different ethnicities on a bus, at a workplace, or in a classroom. For schools this has meant not only busing children for appropriate ethnic balance demographically, but also seeking ways of fostering social and academic interactions. Just as in racial desegregation, the term "integration," as used by special educators, conveys the idea that students with disabilities ought to be desegregated from "pull-out" programs, self-contained classrooms, special schools, or institutions, and integrated into the realm of regular classrooms. Further, this change is meant to be not only in terms of physical proximity, but of academic and social integration as well. Sailor (1989) also suggests that special education integration, parallel to racial desegregation, should incorporate the notion that classrooms reflect naturally occurring percentages of those with disabilities (approximately 10 percent) in relation to those without disabilities. This position, however, is not universally held.

Inclusion is a somewhat more values-oriented term than integration, its legal counterpart. "The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends" (Erwin, 1993, p. 1). Supporters of inclusive education use the term to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child ... and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). (Rogers, 1993, p. 1)

Note that both Erwin and Rogers stress the idea, held by many inclusion advocates that students with disabilities should not just be educated with non-disabled peers, but that these educational efforts should be accomplished in the child's neighborhood school-"in the school and classroom he or she would otherwise attend." This means a commitment to move needed services and resources to the child with a disability rather than to place the child in a more removed or segregated setting where services and resources are located. An inclusive education program allows daily and/or weekly time in the school schedule for regular and special educators to collaborate. It seeks to expand the capacity of regular educators to be able to teach a wider array of children, including those with various disabilities, and to expand the roles of special educators as consultants as well as teachers. Also, in contrast to mainstreaming, the primary responsibility for the education of students with disabilities in an inclusive environment rests with the regular classroom teacher rather than the special education teacher. This does not, however, mean that special educators have no direct involvement in the education of these

students. It simply means that the ultimate responsibility for the education of all students in a classroom resides with the classroom teacher in charge.

For inclusion to work, educational practices must be child-centered. This means that teachers must discover where each of their students are academically, socially, and culturally to determine how best to facilitate learning. Indeed, child-centered teachers view their role more as being facilitators of learning rather than simply transmitters of knowledge. Therefore, skills in curriculum-based assessment, team teaching, mastery learning, assessing learning styles (and modifying instruction to adapt to students' learning styles), other individualized and adaptive learning approaches, cooperative learning strategies, facilitating peer tutoring and "peer buddies," or social skills training are important for teachers to develop and use in inclusive classrooms. Soffer (1994) emphasizes that these are not just good special education practices, but are good practices for all teachers.

The remaining term needing definition is full inclusion. Though many use inclusion and full inclusion interchangeably, others make distinctions. Those who advocate for full inclusion believe "that instructional practices and technological supports are presently available to accommodate all students in the schools and classrooms they would otherwise attend if not disabled" (Rogers, 1993, p. 2). Consequently, according to full inclusion advocates, it is very seldom, if ever, appropriate for a special education student to be outside the mainstream classroom setting. On the other hand, there are inclusion supporters who believe that numerous intervening variables make such an "absolutist" stand to be dangerous and irresponsible. According to them, the unique nature of individual disabilities, the school context, the capacity of teachers in terms of

training and experience, and the availability of resources should all be taken into consideration before determining appropriate placement. However, they believe that all schools should be moving toward the greater inclusion of students with disabilities into mainstream classroom settings.

To summarize these terms as used in reference to special education, mainstreaming generally refers to the physical placement of students with disabilities with their non-disabled peers. The assumption is that their disabilities are able to be accommodated with relatively minimal modifications. Integration is primarily a legal term connoting the actual assimilation of different groups together (disabled and non-disabled), rather than just the facilitation of physical proximity. This may require more than minor modifications. Inclusion is the more popular educational term referring to the move to educate all children, to the greatest possible extent, together in a regular classroom setting. It differs from the term full inclusion in that it also allows for alternatives other than the regular classroom when more restrictive alternatives are deemed to be more appropriate

## **2.2 ATTITUDES TOWARDS PEOPLE WITH HEARING IMPAIRMENTS**

Some societies perceive hearing impairments as mental disabilities, others portray hearing impairment as dumb, idiot, mute and violent (Webster and Ellyn Wood, 1985) For many years deafness has been associated with dumbness or lack of intelligence. This stigma of inferior intelligence has been so powerfully been attached to them that it continue to persist to this day in many society especially in developing countries.



### **2.3 SALAMANCA STATEMENT AND FRAMEWORK FOR THE ACTION ON SPECIAL NEEDS EDUCATION.**

A conference held in Spain with more than 300 countries participants representing 92 countries (governments) and of education for all. They adopted the Salamanca statement and principles, policy and practice in special need education and a framework action. The statement reaffirmed the rate to education to every individual as enshrined in 1948 universal declaration of human rights.

According to Kaufmann (1995) the philosophy of inclusive education is focused on educating all learners in one classroom and that each student's unique educational needs are met through adaptation of equipments, specialized instruction and personnel.

Inclusive education therefore involves all children learning together with peers in the same physical environment. After all the community is an inclusive society of people of varying abilities/disabilities, races etc so the children could be prepared with this kind of life. In inclusion it is the school that must make some adjustments to accommodate the child. (Krystensen 1997) (Anderson 1977) (Schultz 1982) emphasizes that class teachers should be given information and advices, additional help of welfare assistance (teacher)

In conclusion from the foregoing review the ordinary class teachers are more likely to have positive attitudes towards a handicapped pupil if they believe they can make a contribution towards his educational development.

## **2.4 INTERVENTION OF HEARING IMPAIRED AND HEARING PUPILS AND TEACHERS IN REGULAR SCHOOLS.**

Cameroon's (1979) found out that hearing impaired children have better relationships with others. Hegarty et al (1981) looked specifically at the problem of teasing and victimization.

This is a feature of handicapped/ non handicapped pupil's interaction which causes great causes to many people. Both parents and teachers fear that the abnormal child will be the object of teasing, ridicule or even bullying at school. To improve the attitude of the non handicapped peers and increase their preparedness to offer positive support (Lynas 1986) postulate that children should be taught about differences, similarities, dependence and interdependence and respect for one another. That all children are unique individual. Giving lectures, group discussion about different handicapped and their implication will be necessary.

In resent study by Reezigi and Pul (1999) Netherlands it was found that many pupils who had been included in regular class has to go back to their special schools after suffering isolation and stigmatization in regular class. This negatively affected their learning and development. Thus if teachers and non handicapped pupils do nit change their attitude towards disabilities, inclusion may lead to many handicapped learners opting to stay out of school or insisting on going to their special schools.

Survey carried out by James Ward (1987) indicate that teachers' attitudes to the integration of individual disabled children reflect lack of confidence both in their own instructional skills and in the quality of support personnel currently provided to them. They are positive about integrating only those children whose disabling characteristics are not likely to require extra instructional or management skills on the part of the teacher. However, teachers' attitudes may be significantly modified by their pre-service training and the nature of their subsequent professional experience. Examination of the skills needed by mainstreaming staff reveals that, while general competence is considered essential, neither regular nor resource teachers seem aware of the need for a structured approach to curriculum objectives. The finding that principals' attitudes are consistently more positive than those expressed by teachers suggests a somewhat unrealistic perception by the former of teachers' current anxieties about integration.

According to Keith K., Ross E. (1998) Research has clearly demonstrated a link between the attitudes of regular education teachers and the success of inclusion of learners with special educational needs. Therefore, the present study aimed to investigate the attitudes of a group of junior primary school teachers from the Gauteng area towards the inclusion of hearing-impaired children into regular classes. A survey research design was employed which utilized a questionnaire as the research tool. Analysis of results indicated that the teachers surveyed were relatively positive in their attitudes towards inclusion. Greater exposure to disability in terms of training and experience was related to more positive attitudes. Similarly, more positive attitudes were related to greater perceived competence in teaching hearing-impaired pupils. All of the teachers surveyed felt that speech-language pathologists and audiologists (SLPs

& As) should be involved in facilitating inclusion of hearing-impaired children. Many of the respondents expressed concern regarding their lack of training, knowledge and skills. The findings from the research project highlight the need for an adequate training and support system for teachers prior to the implementation of an inclusive educational policy and the potential role of SLPs & As in this regard.

According to Mushoriwa 1998 cited in African journal of special needs education, 2001, research finding suggested that the blind child may be included physically he / she may remain socially and academically excluded due to teachers and pupils attitudes.

In Kenya, education of children with hearing impairments was initially provided in segregated, mainly special boarding schools. However research has shown that placing children with hearing impairment in special boarding schools leads to segregation from their hearing counterparts. This in turn isolates them from day to day experiences with hearing and the entire community, where they would live like adults. (Webster, 1985)

This segregation could also create a negative acceptance of these children in the society and may be a barrier to socialization (Lynas 1986). Research further reveals that integration would give them an opportunity to interact with other children without impairment and hence achieve the maximum potential.

Though there has been rapid growth in education sector since independence (1963), there has been little change in the education of the hearing impaired. Majority are still

sent to special schools or taught in special classes (Koech 1999). This explains the need for total inclusive education systems (Hegarty et al 1997).

Most studies done in Kenya have recommended integration of children with hearing impairments. Mwangiri (1989) found that integration of hearing impaired children was possible and should be pursued more. He recommended that more teachers be trained to support and guide the teachers in ordinary schools. This has been realized with launching of distance learning program at Kenya Institute of Special Education (K.I.S.E). Currently it is training teachers from all over Kenya as parallel program to a full time program. Kigotho et al 1998 found that there were 36,870 children between 4 – 15 years of age with hearing impairment assessed by 1997. Of this only 3,151 (8.5 percent) were enrolled in existing special schools and units by 1998. This shows that most children with hearing impairment are not going to school. The existing special schools cannot accommodate the large numbers. Yet there are several primary schools in there neighborhood which can accommodate them hence the need of inclusive education.

Mwaura (2001) conducted a study on teachers' attitude on teaching the hearing impaired children with the hearing. He found that all the teachers who participated were in agreement that they should be educated together with their hearing brothers and sisters. However, he asserted that attitudes could be the greatest barrier or greatest asset to the development of integrated schools. If the education for all is to be achieved, it has to start with change of attitudes (Mwaura, 2001).

## **2.5 FACTORS THAT INCREASE THE LIKELYHOOD OF IMPLEMENTING INCLUSIVE EDUCATION**

According to (Hord, 1991; Boyd, 1992), factors that increase the likelihood of implementing a significant change successfully have been identified and discussed.

Specifically, school leaders must attend to six areas of concern:

- developing and articulating a clear, shared vision of the change;
- planning and providing for necessary resources;
- identifying and providing staff development and training to develop the skills needed to support and carry out the change;
- monitoring and evaluating (including monitoring of evolving personnel concerns about the change through the implementation process);
- providing ongoing consulting, coaching, and staff development to further enhance staff capacity to accomplish the goals of the targeted change; and
- working to create a school context that supports change.

In the case of implementing a more inclusive approach to providing special education and other specialized services in the regular classroom, several of these leader actions are important. School leaders must work diligently to develop and impart a clear vision of what an inclusive classroom looks like and how it functions. They must give significant attention to providing the kinds of ongoing staff development that expands the capacity of both regular and special education teachers to serve students with a variety of disabilities in a mainstream setting (e.g., cooperative learning strategies, team teaching skills, collaborating/team-building skills, individualizing instruction, mastery learning, identifying and adapting to different learning styles). Resources must be provided, including time for collaborative planning, support personnel that might be

necessary, materials, and assistive technologies. Finally, school leaders must be mindful of the changing concerns that their staff, parents, and others have as greater inclusion begins to be implemented. By attending to these issues, a more inclusive educational system is possible

## **2.6 INCLUSION PRACTICES IN OTHER COUNTRIES**

### **South Africa**

South Africa has been isolated for close to three centuries Randiki(2002).He states that when independence was won in 1994, the spirit of the nation disentangled itself and sought was that it would not disenfranchise any section of her people was very strong. The practices of inclusive education emerged as a very forceful new trend for learners with special needs. The desire to have a unitary education system where all forms of discrimination and isolation would be condemned made the concept of inclusive education fit quite neatly. Inclusive education availed to the ANC Government a perfect opportunity to transform its society from an exclusive perspective to a more inclusive one.

Other countries like Lesotho, Britain, Norway, Denmark, USA, Argentina and Canada have also succeeded in implementing inclusive education.

## **2.7 SUMMARY OF LITERATURE REVIEW**

Throughout the literature review, the importance of inclusion has been stressed. It is the core to developing learners with special needs to full healthy personalities that would make them feel included and not segregated. Mutual understanding is developed whereby differences are accommodated and not used to discriminate against fellow human beings. Self understanding is developed and helps him / her to adjust appropriately. The individual accepts oneself with his / her strengths to build on weaknesses. Inclusive education is the most effective means of combating discriminatory attitudes and building an inclusive society. Attention is given to teachers because teachers carry the burden of inclusion. They find themselves trapped between being loyal in implementing the policy and the realities and challenges of everyday life in the classroom.

Inclusive education is being advocated globally however the impact of inclusion in African countries Kenya included is yet to be felt. In theory many countries has shown the interest.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

In this chapter the researcher has discussed the methodology which she used in the study namely; research design, sampling population, sample size, sampling technique, data collection, types of data collected, instruments reliability and data analysis. The study got focused on the research questions in chapter one.

1. Knowledge and understanding of inclusive and integrated education system.
2. Knowledge and understanding of teachers feelings towards inclusion and integration of learners with special needs into the regular schools.
3. Knowledge and understanding of barriers to inclusion of the hearing impaired.
4. Knowledge and understanding of the hearing pupils feelings towards inclusion of the hearing impaired learners.

#### **3.1 RESEARCH DESIGN**

The researcher's research design was survey design. This is where the researcher collected information in a standardized form from groups of people. This is mainly done by selection of samples of individual from known population.

### **3.2 SAMPLE POPULATION**

The study was carried out in Ruiru division. Ruiru division has three zones namely Juja, Gatwanyaga and Kakuzi. Schools that were selected to cover the study are from the three zones

### **3.3 SAMPLE SIZE**

In selecting the sample size, the research made sure that it covered the population. The researcher used ten schools selected in Ruiru division. Two teachers were selected from every school. One of the teachers was from the upper and the other from the lower primary. In total the research had 20 teachers that participated in the study. Two pupils were selected from the already selected schools one from class seven and the other from class eight. The pupils were selected by their class teacher. The reason of selecting standard seven and eight pupils was that they could read and understand the questionnaire.

### **3.4 SAMPLING TECHNIQUE**

The researcher used multi – stage sampling which involved selecting the sample in stage. That is samples were taken from samples.

### **3.5 DATA COLLECTION**

The researcher presented questionnaires to the teachers selected from the sample schools and to the two pupils of the same school. The questionnaire gave information which indirectly gave the researcher ideas of positive or negative attitudes.

### **3.6 TYPE OF DATA COLLECTED**

Data was collected in numerical forms. It was sourced from two regular teachers and two hearing pupils from the sampled schools.

#### **3.7.1 INSTRUMENTS**

The researcher used questionnaires to collect the above information. This was combined with library research. The reason for using questionnaire is because they are reliable and served as data collection tools as very specific questions were used.

#### **3.7.2 RELIABILITY OF INSTRUMENTS**

The researcher started by pre – testing the instrument using two teachers from her teaching station. This was to help the researcher in making any adjustments in the instrument.

### **3.8.1 DATA ANALYSIS**

The data was analyzed in form of tables, frequencies and percentages. This made it easy to make interpretation and conclusion.

### **3.8.2 LIBRARY RESEARCH**

The researcher did a lot of reading from books of different authors concerning education of learners with special needs especially on inclusion. These books were from K.I.S.E and Kenya national library service (Thika)

Other magazines on Special Needs Education (S.N.E) and inclusion and K.I.S.E distance learner's modules.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS OF FINDINGS AND INTERPRETATION**

#### **4.0 INTRODUCTION**

In this chapter, the researcher has discussed the background information of the teachers and pupils respondents which include gender, academic qualification, type of training, teaching experience, type of school among others.

The source of information in the whole of this chapter is from field Data 2008. the rest of the information is based on the research questions as stated in chapter one.

- To assess the teachers knowledge about inclusive education
- To find out what teachers think and feel about inclusion and integration of children with learning impairments.
- To establish barriers to inclusion of learners with learning impairments into regular classrooms.
- To establish feelings of hearing pupils towards inclusion of hearing impaired peers in the regular classroom.

#### **4.1 BACKGROUND INFORMATION**

This is the frequent summary of the teacher's respondents.

#### 4.1.1 Gender of teachers

**Table 4.1 showing gender of teachers**

Gender	Frequency	%
Male	6	30
Female	14	70
Total	20	100

**Source: Field Data 2008**

The table shows that only 6 (30%) out of 20 teachers were male. The bigger percentage (70%) was represented by female teachers.

#### 4.1.2 Teachers Academic Qualification

**Table 4.2 showing teachers Academic qualification**

Academic qualification	Frequency	%
Graduates	2	10
Diploma	3	15
P 1	12	60
P 2	3	15
Total	20	100

**Source: Field data 2008**

Out of 20 teachers only 2 (15%) were graduates. The majority were Primary Certificate holders referred to as P1 and P2 (75%). There were only 3 (15%) diploma holders. The Primary certificate holders had negative attitudes may be because they didn't have a lot of knowledge of learners with special needs and inclusive education. In recent study by Reezigi and Pul (1999) Netherlands it was found out that many pupils who had been included in regular class had to go back to their special schools after suffering isolation and stigmatization in regular class. This negatively affected their learning and development. Thus if teachers and non-handicapped pupils do not change their attitudes towards disabilities, inclusion may lead to many handicapped learners opting to stay out of school or insisting on going to their special schools.

#### 4.1.3 Teacher's training

**Table 4.3 showing type of training**

Type of training	Frequency	%
Regular with special education	4	20
Regular with special education	16	80
Total	20	100

**Source: Field data 2008**

The table shows that only 4 (20%) out of 20 teachers had training on special education. 16 (80%) did not have adequate knowledge on how to deal with children with special needs in education. This could have been a major contributor to the negative attitudes of teachers towards inclusion of teachers with learning impairments. Survey carried out by James Ward (1987) indicate that teachers attitudes to the integration of individual disabled children reflect lack of confidence both in their own instructional skills and in their quality of support personnel

currently provided to them. They are positive about integrating only those children whose disabling characteristics are not likely to require extra instructional or management skills on the part of the teacher. However teachers attitudes may be significantly modified by their pre service training and the nature of their subsequent professional experience.

#### 4.1.4 Teachers experience

**Table 4.4 showing teacher's experience**

Teaching experience	Frequency	%
1-5 yrs	2	10
6-10	6	30
Over 10 yrs	12	60
Total	20	100

**Source: Field data 2008**

Majority of the teachers (60%) had an experience of over 10 years. 30% had an experience of between 6-10 years. While only 2 (10%) were newly employed. It seemed the long experience was affecting the attitude of regular teachers towards inclusion of leaving impaired negatively may be because they felt it was something new which to them looked impossible since most of the them were not used to.



#### 4.1.5 Types of schools

Table 4.5 showing type of schools

Type of school	Frequency	%
Regular	8	80
Integrated	2	20
Total	10	100

Source: Field data 2008

Out of the 10 schools the researcher used only 2 (20%) were integrated while the majority 8 (80%) were regular schools. Teachers in integrated schools had in one way or another interacted with learners with special needs in education. May be this interaction could have made them be positive about learners with special needs. The larger percentage (80%) represent regular schools are rather new. With no great exposure of these learners with special educational needs, the regular teachers might find it a little bit difficult to accept inclusive education. Though there has been rapid growth in education sector since independence (1963) there has been little change in the education of hearing impaired. Majority are still sent to specials or taught in special classes (Koech 1999)

#### 4.1.6 Gender of pupils

Table 4.6 showing gender of pupils

Pupil's gender	Frequency	%
Male	8	40
Female	12	60
Total	20	100

Source: Field data 2008

As presented in the table, 12 (60%) girls and 8(40%) boys filled and completed the questionnaire. Question 2 in the pupil's questionnaire demanded that one pupil was supposed to be from standard seven and the other one from standard eight regardless of gender. Thus there was equal representation from standard seven and eight from each school making a total of 20 who happened to be 12 girls and 8 boys.

#### 4.2 TEACHERS' KNOWLEDGE AND UNDERSTANDING OF INCLUSION HEARING IMPAIRED LEARNERS

Table 4.7 showing teacher's opinions about inclusion of hearing impaired learners

Type of response	Frequency	%
Yes	7	35
No	13	65
Total	20	100

Source: Field data 2008

13 (65%) out of 20 teachers stated that inclusion of hearing impaired is not practicable while only 7(35%) teachers said that it could be done. According to Keith K., Ross E. (1998) research has clearly demonstrated a link between the regular education teachers and the success of inclusion of learners with special needs. Greater exposure to disability in terms of training and experience was related to more positive attitudes. Many of the respondents expressed concern regarding lack of training, knowledge and skills. May be these teachers (65%) thought it was not practicable due to lack of training knowledge and skills.

#### 4.2.1 Rating of teachers understanding of the terms inclusion and integration

**Table 4.8 showing ratings of teachers understanding of the terms inclusion and integration**

Rating	Frequency	%
Good	4	20
Average	7	35
Poor	9	45

**Source: Field data 2008**

45% of the teachers did not know the meaning of the terms inclusion and integration 35% were not very sure about the terms and only 20% said something worthwhile related to the terms.

Table 4.9 shows teachers understanding of the terms inclusion and integration.

#### 4.2.2 Teachers understanding of the terms inclusion and integration

**Table 4.9 showing teachers understanding of the terms inclusion and integration**

Inclusion	integration
<ul style="list-style-type: none"> <li>• Include the hearing impaired in every activity being done by the hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Teach both the hearing and the hearing impaired together</li> </ul>
<ul style="list-style-type: none"> <li>• Include the hearing impaired in class</li> </ul>	<ul style="list-style-type: none"> <li>• Put the hearing impaired in a separate classroom in the school to be taught separately</li> </ul>
<ul style="list-style-type: none"> <li>• Get somebody who knows sign language to interpret what teacher says</li> </ul>	<ul style="list-style-type: none"> <li>• Social integration ousted the classroom</li> </ul>
<ul style="list-style-type: none"> <li>• The hearing impaired socializing with the hearing peers</li> </ul>	<ul style="list-style-type: none"> <li>• Involve the parent in education of their child</li> </ul>
<ul style="list-style-type: none"> <li>• Involve the parent in education of their child</li> </ul>	<ul style="list-style-type: none"> <li>• Include the deaf child in class</li> </ul>
<ul style="list-style-type: none"> <li>• Include the hearing impaired child in school in a special class</li> </ul>	<ul style="list-style-type: none"> <li>• Educate them together</li> </ul>

According to Roger (1993) integration is primarily a legal term. It brings a greater implication than simply the physical blending of different ethnicities on a bus, at a work place or in a classroom. For schools this has meant not only busing children for appropriate ethnic balance demographically, but also seeking ways of fostering social and academic interactions. The term 'integration' as used by special educators convey the idea that students with disabilities ought to be desegregated from "pull out" programs, self contained classrooms, special schools or institution and integrated into the realm of regular classrooms. Further, this change is meant to be not only in terms of physical proximity, but of academic and social interaction as well.

Inclusion is a somewhat more values-oriented term than integration, its legal counterpart, "The time essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in natural occurring setting and activities with their neighborhood peers, siblings and friends." (Erwin 1993 pg 1)

Supporters of inclusive education use the term to refer to the commitment to educate each child to the maximum extent appropriate in the school and class he or she would support services to the child.

#### **4.3 BARRIERS TO INCLUSION OF THE HEARING IMPAIRED IN REGULAR CLASSROOMS AS STATED BY TEACHERS.**

Table 4.10: Barriers to inclusion as stated by teachers

Statement	Frequency	Percentage
1. Teachers negative attitude towards the inclusion of the hearing impaired	17	85%
2. Lack of trained teachers	15	75%
3. Large number of pupils in the class	14	70%
4. Understaffing in schools	14	70%
5. Parents ignorance about the need of education for the hearing impaired children	12	60%
6. Communities negative attitudes towards hearing impaired	12	60%
7. Lack of special equipments for use by the hearing impaired	9	45%
8. Education administrators and inspectors lack of knowledge in special education	8	40%
9. Inabilities to purchase the hearing devices	7	35%
10. Lack of policy guidelines on implementation	4	20%

#### 4.4 Attitudes of pupils towards the learners with learning impairment

**Table 4.11 showing preference of hearing pupils**

Preference	Frequency	%
Yes	14	70
No	6	30
Total	20	100

**Source: Field data 2008**

As presented in the table above, most pupils (70%) preferred to learn alongside their hearing impaired peers in the same class. It was only 6 out of 20 (30%) who preferred not to interact at the classroom level.

Inclusive education involves all children learning together with peers in the same physical environment. After all the community is an inclusive society of people of varying abilities/disabilities, races etc so the children could be prepared with this kind of life.

## **CHAPTER FIVE**

### **SUMMARY RECOMMENDATION AND CONCLUSION.**

#### **5.0 INTRODUCTION**

Presented in this chapter is the summary of research findings and conclusions drawn from them. A summary of the respondents is given first. Recommendations were also given focusing on the research results to each of the research questions which were as follows

- To assess the teachers knowledge about inclusive education
- To find out what teachers think and feel about inclusion and integration of children with hearing impairment.
- To establish barriers to inclusion of learners with hearing impairment into regular classroom.
- To establish feelings of hearing pupils towards inclusion of hearing impaired peers in the regular classroom.

Finally the researcher has given a few recommendations for further research

#### **5.1 SUMMARY.**

The research was conducted in Ruiru division in Thika district, and the information was by ten (10) schools, twenty (20) and twenty (20) hearing pupils.



In summary the research result showed that most of the teacher in regular primary schools had not had any training in Special Needs Education. Out of twenty (20) teachers from ten (10) different schools, only four (4) were trained.

**Research question one: what is the understanding of the teachers' concept of inclusive education**

The first research question sought information on the regular primary school teachers' attitudes towards inclusion of the hearing impaired children in the main stream school. From the data collected from the ten (10) schools, there was strong indication that the regular teachers were not in favor of inclusion of the hearing impaired. They preferred that the hearing impaired be confined to special schools for the hearing impaired to be taught by trained teachers.

Thirteen (13) teachers said "NO" to inclusion while only seven<sup>7</sup> said "YES". Based on these research findings the researcher concluded that there were not enough trained teachers in special needs education particularly in the area of hearing impaired. As such there was no enough manpower to handle hearing impaired in an inclusive setting in Ruiru division.

**Research question two: what do the teachers' think and feel about inclusion and integration of children with hearing impairment?**

The second research question sought the regular primary school teachers understanding of the terms of inclusion and integration. Looking at the research results, it was clear that majority of the teachers didn't know the difference between the two terms. Some teachers repeated statements such as;

- Involve parent in the education of their child.

- Having the hearing and hearing impaired learners in the same class.
- Socialization of the hearing impaired children
- Having the hearing impaired in schools but in a separate room or unit.
- Educating hearing with hearing impaired.
- Including the hearing impaired in the same class, to mean the same for inclusion and integration

The researcher concluded that the majority of regular teachers in Ruiru division did not have necessary education in special needs and specifically the area of hearing impaired to handle an inclusive class. It is no wonder they prefer confinement or segregation of hearing impaired in special schools to inclusion in mainstream.

**Research question three: what are the barriers of inclusion of learners with hearing impairments?**

The next research question sought to identify different barriers to inclusion according to regular primary school teachers .the teachers cited and identified many barriers which were summarized in order from highest in frequency to the lowest.

The teachers' negative attitude towards inclusion of hearing impaired children in the regular classroom was identified as the greatest barrier with 17 out of 20 (85%).

The second highest barrier was as mentioned by the teachers as lack of trained teachers with 15 out of 20 (75%).

Third highest was understaffing and large number of pupils per class with 14 out of 20 (70 %).

Next barrier was community negative attitude and parents' ignorance with 12 out of 20 (60 %)

Next was Lack of special equipments for use by the hearing impaired with 9 out of 20 (45 %).

Followed by Inabilities to purchase the hearing devices with 7 out of 20 (35 %).

The lowest was Lack of policy guidelines on implementation with 4 out of 20 (20 %).

Although the last two were low compared to the others, they also appeared to be contributing to the barriers to inclusion of hearing impaired

From the information collected from this research question of barriers to inclusion, it was clear that inclusion has many challenges it may take quite some time to overcome the challenges. It is regrettable that most teachers are untrained in special needs education and have negative attitude towards special education.

The researcher felt that there was need for regular teacher to be inducted in the education of the hearing impaired. The parent, education administrators and inspectors and the community at large needed awareness about plight of the hearing impaired and what inclusion is all about so that they could support it. These groups are all stakeholders and directly and indirectly hindered inclusion. Educating them on the needs on the needs of the hearing impaired would go along way in changing the negative attitude of the teachers, parents and the community. The education

administrators would be able to offer appropriate guidance, advice and support to the regular teachers in the field.

**Research question four: what do the hearing learners feel about inclusion of learners with hearing impairments?**

The research question was the only one directly to the hearing pupil. The questions sought information on the hearing pupils' preference regarding learning alongside their hearing impaired peers.

According to the research findings the hearing pupils from class 7 and 8 who answered the questionnaire 14 out of 20 (70%) preferred to learn in the same class with the hearing impaired. Only 6 out of 20 (30 %) preferred not to interact with the hearing impaired at classroom level.

From the foregoing research findings and information on research question four, it was clear that majority pupils seem to be in favor of learning in the same class with the hearing impaired and that was very commendable. Unlike the teachers 80 % negative response towards inclusion, mentioned earlier in the discussion the pupils' preference was highly positive.

## **5.2 RECOMMENDATION**

- The following are recommendations based on the four research questions and recommendation for further research.
- The regular teachers to be inducted on the children rights to education including the hearing impaired

- The regular teachers to be motivated by reducing the enrolment per class to include a few hearing impaired and to create time to give individual attention to them.
- The regular teachers should be taken to special schools and units for the hearing impaired to familiarize themselves with the children and how they are taught.
- That the regular teachers be educated on the difference between the two terms inclusion and integration and the advantages of inclusion.
- That the regular teachers visit integrated schools with hearing impaired pupils such as Kilimani primary schools in Nairobi, Moi Nairobi girls. There are other schools in Bondo district run by Cheshire homes and in Embu and Ndia district run by the ACK church where inclusion is practiced where regular teacher could visit.
- That the community be educated on the need to raise funds to purchase hearing devices and any other special equipment needed by hearing impaired children. Examples of such equipments are hearing aids, group hearing aids and audiometers. The community should also hire the services of speech trainers or therapist if none is provided by the government.
- Those regular teachers handling classes with hearing impaired pupils learn sign language.
- That hearing pupils be taught sign language if there hearing impaired pupils in their class in order to be able to communicate with the hearing impaired pupils.

- That the hearing impaired be paired as the comrades with the hearing pupils.
- That the parents of the hearing impaired pupils be taught sign language.
- The researcher also recommended that the implementers of inclusion conduct further research to understand the causes of teachers' negative attitude towards inclusion of hearing impaired.

### **5.3 CONCLUSION**

In conclusion the researcher suggest that the teachers, parents, education administrators, inspectors and the community at large be made aware of the plight of the hearing impaired in terms of including them in regular schools instead of the current practice where the hearing impaired are isolated in segregated schools.

The above suggestions can be carried out through public barazas organized by local administrations or seminars, with facilitators from special schools for the hearing impaired and institutions like K.I.S.E, Kenyatta University and Maseno University

The implementation of inclusion requires planning and colossal sums of money. But where there's a will there's a way. The researchers strongly believed that sooner than later all challenges of inclusion would be overcome and that inclusion of hearing impaired would become a reality.

### **5.4 FUTURE RESEARCH AREAS**

The findings of this research show that the successes of inclusive education programme to a large extent depend on teacher's awareness, attitude and competences to deal with children who are differently able in the classroom. It is

natural that awareness leads to formation of better attitudes and in turn transform into better competences. There is a dire need for curriculum developers to come up with activities that will affect the teachers' attitudes positively towards general inclusion of the disabled children into the regular classroom.

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7. According to your experience what are the main problems facing the hearing impaired in you regular schools?

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8. How can the problems you have mentioned above in item seven be solved?

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9. What challenges do you find in teaching the hearing impaired in the same class as the hearing pupils?

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10. Do the local education administrators help you to solve problems of the hearing impaired in your school?                      yes  no

11. What is the attitude of the parents and the school community about the education of the hearing impaired?

Positive and supportive

Negative and unsupportive

12. In your opinion should the hearing impaired be educated in the regular schools or confined to a special school for the hearing impaired?

Educated in regular schools

Confined in special schools



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## Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. TERESIA WANJIRU KARIUKI

REG. #. BED SNE/14943/62/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:

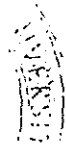
TEACHERS ATTITUDE TOWARDS  
INCLUSION OF PUPILS WITH HEARING  
IMPAIRMENTS IN REGULAR PRIMARY  
SCHOOLS IN RUIRU DIVISION THIRA DISTRICT KENYA

The 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,

  
PP MUHWEZI JOSEPH  
HEAD, IN-SERVICE



# A MAP SHOWING THIKA DISTRICT

