

**UNIVERSITY OF NAIROBI**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**HEARING IMPAIRED LEARNERS IN  
SCHOOLS IN KENYA:**

**A case Study of their Integration in Regular Schools in the City of Nairobi.**

**BY**  
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**REG.NO: C50/P/8916/2005.**

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of Arts Degree in Counseling Psychology**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

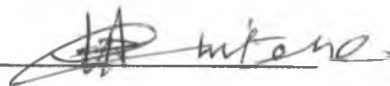
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This research project has been submitted for examination with my approval as a university supervisor.

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## **DEDICATION**

This research project is dedicated to my husband Dr. Kajirwa and my children Emma, Velma, Perris, Presley, Wesley and Edgar Kajirwa.

## ABSTRACT

This study investigated Hearing Impaired Learners (HILs) in regular schools in Kenya: A case study of their integration in selected schools in the city of Nairobi. There was need to establish the factors that influenced the integration as it appeared not successful as expected during the time of its implementation. Out of 72 respondents sampled for the study, 70 completed the questionnaires. This involved 40 pupils with hearing impairment, 12 special teachers, 14 regular teachers and 4 head teachers. The research instruments were the questionnaire and observation schedule.

It was important to establish whether personal factors like gender and age of learners influence the integration of the hearing impaired learners. This was necessary as some learners may have been admitted to school late due to lack of early intervention.

Administration and managerial factors can influence the process and extent of integration of HILs in schools. According to Ann Hodgson, Louise and Seamus in their book "Learning together" school organization is one of the conditions to be met prior to integration in the regular classroom.

There was the need to determine the attitude of the pupils and the teachers towards integration of the HILs in schools. The general society in which the hearing impaired learner is to be integrated both academically and socially has negative attitudes towards the impaired learners. Does this have any impact to the whole process of integration?

The adequacy of physical facilities in schools can enhance successful integration. It was equally important to investigate if provision or non provision of these has a positive or negative bearing on integration. It was seen to be important to study the process of supervision and inspection in the schools where the HILs were integrated. This would give an insight if there was direction given in achieving successful integration. In the process of integration, what are the challenges

that the administrators face as they implement the policy of integration. Globally provision of services to the learners with special needs education is not easy.

The interventions made by the Ministry of Education in enhancing the successful integration of HILs in regular schools were also to be identified. Since the introduction of the integration policy, some steps have been taken to make this a success. However, other interventions if implemented could lead to a more successful programme.

The study found out that there were more female teachers than male teachers in the selected schools, that more female learners were enrolled than the male learners. The findings indicated most of the learners were born with deafness. That administration and management gave minimal support to the success of the integration programme. Further findings indicated that both the pupils and the teachers had negative attitudes towards the integration of the hearing impaired learners.

From the findings, physical facilities particularly textbooks, exercises books and desks were adequately provided, however hearing aids and sign language books were inadequate. The process of supervision and inspection in the schools where HILs were integrated was done on rare basis. The findings indicated that most teachers preferred using the oral approach in subject delivery of content.

The study also found that the administrators faced challenges like role conflict among the teachers, and lack of enough funds to provide sufficiently for the needs of the hearing impaired learners.

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## ACRONYMS AND ABBREVIATIONS

<b>EARC</b>	:	Education Assessment Resource Centers
<b>EFA</b>	:	Education for All
<b>FPE</b>	:	Free Primary Education
<b>GOK</b>	:	Government of Kenya
<b>HI</b>	:	Hearing Impaired
<b>HILs</b>	:	Hearing Impaired Learners
<b>KCPE</b>	:	Kenya Certificate of Primary Education
<b>KIE</b>	:	Kenya Institute of Education
<b>KISE</b>	:	Kenya Institute of Special Education
<b>KNEC</b>	:	Kenya National Examination Council
<b>KSDC</b>	:	Kenya Society for the Deaf Children
<b>KSL</b>	:	Kenya Sign Language
<b>MOEST</b>	:	Ministry of Education, Science and Technology
<b>NGO</b>	:	Non – Governmental Organization
<b>QASOs</b>	:	Quality Assurance and Standard Officers
<b>SE</b>	:	Signed English
<b>SEE</b>	:	Signed Exact English
<b>SNE</b>	:	Special Needs Education

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Problem

Education plays a crucial role in shaping children's future, giving them tools to hold life together. Mutua and Namaswa (1992) concede that education is the prime mover of economic growth of a country. Education is also viewed to be principal means of improving the welfare of individuals (Orodho, 1997). The strength and importance of education can be seen through the implementation of international declaration protocols and conventions as resolved in the world conferences on Education for all (EFA) and by the Millennium Development Goals. The United Nations Convention of the rights of the child views education as a fundamental human right.

In light of the significance of education, the government of Kenya has taken various steps in providing education to the citizens. In 1963, the enrolment in primary schools was 891,553 in 6,058 institutions. In 1986, the enrolment was 4,885,925 in 13,392 institutions (Presidential Working Party, 1988). The major increase being attributed to the abolishment of tuition fees in 1974 for primary 1 to 4 learners. With the introduction of free primary education in January 2003 there was an increase of 18 percent from 5.9 million in 2002 to 7.2 million pupils in 2004 in public schools (GOK sessional Paper No. 1 of 2005). The government of Kenya has introduced various reforms to ensure that the right to education is attained by means of providing an inclusive and quality education which is not only accessible but relevant to all citizens (Moest, 2004).

With the government commitment of providing education to all regardless to their social economic status of the learners, special needs has not been left out. Education is considered to be a necessity for human development. It gives an opportunity for those with special needs to be self reliant rather than dependent. Special schools or units cater for pupils who are visually impaired, physically challenged, mentally challenged, cerebral palsy, gifted and talented and the hearing impaired. The government effort has been realized through different programmes established in special schools, special units and currently the inclusive settings.

In 1963, the enrolment of learners with various disabilities was 1,373 in 26 special schools and units (Ndurumo, 1993). In 1985 the enrolment was 6,504, it rose to 7,102 in 1986 and 8,525 in 1987 (Presidential Working Party 1988). The enrolment of the pupils living with disability is still very low, noting that 10 percent of Kenya's population comprise of people with disability. The number of special units and schools are too few and not well spread countrywide to cater for the scattered population of people with disabilities. Regular primary schools are well distributed in the country and as such they could provide that much needed venue for learning to the pupils with disabilities. The government of Kenya introduced the aspect of integration of learners with disabilities in regular schools which has not effectively kicked off.

The hearing-impaired learners form a portion of children with special needs. This is because they have a hearing loss, which makes them unable to respond to the sounds in the environment.

The integration programme for the hearing impaired is a situation where the learner is put in the same learning environment with the normal hearing learner. The need for integration was emphasized in the early 1980's. This was also based on Gachathi Report of 1976, which stated that the government of Kenya was to establish additional services to facilitate integration of the

handicapped into regular schools. In America, the government stresses the importance of learning and the circumstances in which mainstreaming and inclusion can be successful for the deaf students. Inclusion in America began in the 1970's. There is always need to identify and evaluate the perceived benefits and risks before making placement and implementation decisions. The influence of the quality of communication and the relationship built by and with the students are paramount to success. In 1975 a law on individual with Disabilities Education Act was established. This made education a reality to the pupils with disabilities. The aim was to give children a free and appropriate public education in the least restrictive environment. In Sudan, the Sudanese National Society for the deaf (SWSD) a member of the Arab association of the Deaf focuses on teacher training as the foundation for the deaf education. It is advocating for integration of the deaf children in society by training family members in sign language and the other skills necessary for communication.

The situation of integration in Kenya is established as had been recommended in the Gachathi report of 1976. The report further recommended that the curriculum for these learners be designed to fit them for return to the hearing society after schooling. The commission urges that every effort to be made to counter a tendency to isolate handicapped persons from their fellows (Republic of Kenya, 1976).

Some of the interventions the government has undertaken include: giving additional grants of Kshs 2,000 to special needs learners under the free primary education; grants of Kshs 10,000 to each public school to remove the existing barriers that make the environment to be unfriendly; grants of Kshs 17,400 to 151,000 depending on the enrolment to each special unit to facilitate procurement of the necessary teaching and learning materials and equipment (Moest 2005). The

government also trains teachers in special needs education at diploma and degree level at universities like Maseno, Moi and Kenyatta.

Similarly there have been challenges in the implementation of inclusion on issues of access, equity and quality. They include: guidelines on inclusive policy; unreliable data on number of children with SNE; inadequate facilities; lack of coordination among service providers; inadequate personnel and inappropriate placement (Moest ,2004).After all these years integration has not lived up to the expectations as expected. Kenya currently is documenting inclusion in its educational policy framework and has provisionally projected availability of at least one special educational unit in every institution by the year 2015. Many pupils with disabilities are not found in our regular primary and secondary schools hence this study. The researcher wanted to establish the factors that affect integration of the hearing impaired learners in regular schools in Kenya. Though the government of Kenya has thrived to improve provision of special needs education services, the society at large lags behind in the integration exercise.

Establishing and maintaining a special school is quite expensive, hence such should be left only to those learners who have severe impairment. On the other hand, putting all the hearing – impaired learners in special schools widens the social gap between them and the normal society.

The study sought to establish the factors that have led to the slow pace of integration of the hearing impaired into regular schools in Kenya – a case study of selected schools in Nairobi City.

## 1.1 Statement of the Problem

Despite the many efforts directed to realization of special needs education of Kenyans, there is a wide gap on the issue of integration. The Ministry of Education in Kenya has adopted an integration policy whereby the children with disabilities are placed in regular schools (Moest, 2004).

Traditionally special education had been put in separate institution from the regular ones (Republic of Kenya -Dec 1976). This likely contributed to the attitudes that the special needs learners be treated in isolation. The need to make the hearing impaired be self-reliant and be fully integrated in the society can not be underestimated. When segregation continues then, we actually are denying them opportunity to use their capabilities and try to live a normal life.

Integrating the hearing impaired learner accords him or her chance to improve on communication skills. The persons with Disabilities Bill (1997) recommended that, such persons need to be accorded with equal opportunities, quality education and access to necessary support services.

The hearing impaired learners being a minority have been born and raised among the hearing society. Just like the any other persons they have to be attended to, by public services providers and this can not be achieved if they are not integrated. However the accessibility to, and the relevance of special needs education is hampered with some factors like awareness of the society at large.

In the integration programme the hearing impaired learners are taught together in one class irrespective of the extent of the hearing loss. Already the HILs have a language acquisition problem, KISE (1993). How then does the integration programme cater for this? It is imperative that the Ministry of Education which is responsible for providing an appropriate regulatory framework makes specific guidelines on how to carry out the integration of the hearing impaired.



The sessional paper No 1 of 2005 stated that special education had not been mainstreamed in all education sub-sectors and programmes. All efforts should be coordinated to make the implementation a success.

Teachers handling the learners of SNE have to be trained on the methodology of content delivery, of which many of the teachers in the regular schools have not received. Hence, teachers too, are challenged in as much as they make efforts in promoting harmonious interaction between the hearing and the hearing impaired learners. However, much clarification is needed on how this policy should be worked out. When implementing policies, there is need to translate the policy options into specific strategies which will later be turned into plans with actions, time lines and resources (1996).

Though the government of Kenya continues to encourage integration as a reform to reach the majority of the special needs education learners who were estimated to be 700 000 within the primary school going age where only 26000 had been enrolled (Moest, 2004). It is from such low enrolment of pupils with disabilities in schools that the researcher wanted to investigate the factors that affect the integration of hearing impaired learners in regular schools, a case study of selected schools in the city of Nairobi.

## **1.2 Research Questions**

The following research questions were formulated to help investigate the factors influencing the integration of hearing impaired learners in schools in the city of Nairobi.

- a. What are pupils and teachers personal factors that influence the integration of hearing impaired learners in the regular schools in the city of Nairobi?
- b. What are the administrative and managerial factors that influence the process and extent of integration of hearing impaired learners in the regular schools in the city of Nairobi?

- c. What are the attitudes of teachers and learners towards the integration of hearing impaired learners in regular schools in the city of Nairobi?
- d. Are the existing physical facilities in schools adequate to enhance successful integration of hearing impaired learners in regular schools in the city of Nairobi?
- e. How often is supervision and inspection of schools by field education officers done to enhance successful integration of hearing impaired learners in regular schools in Nairobi City?
- f. How is the syllabus content in the regular schools with integration programme, structured to adequately address the needs of hearing impaired learners?
- g. What challenges do administrators face in enhancing successful integration of the hearing impaired learners in regular schools?

### **1.3 Objectives of the Study**

#### **Main objective**

To investigate the factors influencing the integration of hearing impaired learners in regular schools, a case study of selected schools, in Nairobi city.

#### **Specific Objectives**

The study hoped to meet the following objectives:

1. To identify pupils and teachers personal factors that influence the integration of the hearing impaired learners in regular schools in the city of Nairobi.
2. To investigate the administration and managerial factors which influence the process and extent of integration of HILs in schools in the city of Nairobi.
3. To determine the attitudes of teachers and learners towards integration of HILs in schools in the city of Nairobi.

4. To investigate the adequacy of physical facilities in enhancing successful integration of the HILs in the city of Nairobi.
5. To study the process of supervision and inspection of regular schools where integration is done in the city of Nairobi.
6. To assess the syllabus content adequacy for the integration of hearing impaired learners in regular schools.
7. To identify challenges the administrators face in enhancing successful integration of HILs in regular schools in Nairobi city.

#### **1.4 Justification of the Study**

The justification of this study basically was the need to objectively establish factors that affect the integration of hearing impaired learners in the regular schools in the city of Nairobi so that the schools involved can take necessary action to enhance the success of the integration. Education is an important factor in development as it makes people to be productive in the society. Integration of the hearing impaired learners in regular schools is recognized as one of the means of achieving human development. By getting educated the learners will acquire skills and knowledge for their survival.

It is hoped that the findings of this study will be useful in identifying and streamlining constraints that hinder successful integration. The stakeholders may use the findings to evaluate their performance at different levels.

The ministry of Education may use the findings to improve the education of learners with disabilities specifically the hearing impaired in the country. The findings of the study will add to the growth of knowledge on the integration of learners with hearing impaired in regular schools in Nairobi city. The study will help future researchers in identifying priority areas in which to carry out more research on learners with disability specifically in-Nairobi

city and also in other parts of the country. It will also enable the researcher to have a better understanding of factors influencing integration of hearing impaired learners in regular schools in general. It is also hoped that educational administrators will recognize the unique problems that learners with hearing impaired go through in regular schools.

### **1.5 Scope of the Study**

The study was carried out in the city of Nairobi in the regular public schools which provide integration of the hearing impaired learners. The study focused on the factors influencing their integration. It did not consider learners in other schools outside the city with same impairment. Though views of other stakeholders like the educational officers and parents were important to the study they were not included due to time and financial resource factors.

The study was done in an urban area hence the findings can only be generalized to other schools in Kenya with caution because factors which affect the integration may vary from one part of the country to another.

### **1.6 Basic Assumptions of the Study**

The following assumptions were made:-

1. Respondents will give accurate, truthful and honest responses to the items in the questionnaire.
2. Adequate provision of special physical facilities, learning and teaching aids in schools will make integration of hearing impaired learners in schools a success.
3. Sufficient and proper supervision by head teachers and field education quality assurance and standards officers should ensure the success of integration of hearing impaired learners in regular schools.
4. Skills of proper administration and management may improve learning of the HILs.

5. Positive attitudes of all stakeholders towards integration of hearing impaired learners in schools will make integration a success.

### 1.7 Definition of key terms

**Hearing Impairment:** This is a hearing disability which may be mild, moderate, severe or profound.

**Impairment:** It refers to any loss or deficit of psychological, physiological, or anatomical structure of function.

**Kenya Sign Language:** It is a non oral method of communication. It is a language which has been structured to be used by the hearing impaired persons in Kenya.

**Special Education:** This is a system of education whereby there is an adapted curriculum, specialized teaching methods and special facilities provided to enhance learning.

**Inclusive Education:** Used interchangeably with integration.

**Regular Learners:** Refers to learners whose sensory functioning operates at a normal level and are placed in the regular primary schools.

**Articulation:** Refers to the movement of the speech organs employed in producing a particular sound or consonant.

**Deaf:** Refers to a hearing impaired person whose auditory channel cannot serve as the primary sensory means by which speech and language are received and developed.

**Decibel:** Refers to a unit of measurement that expresses the intensity of sound when establishing the amount of hearing loss.

**Residual Hearing:** Refers to the quantity of the remaining hearing left after the ear has been damaged.

### **1.8 Organization of the Study**

This study is organized into five chapters. Chapter one is devoted to the introduction and includes background to the study, statement of the problem, main objective of the study, specific objectives of the study, research questions, justification of the study, scope of the study, basic assumptions and definition of key terms. Chapter two has information on review of related literature, theoretical frame work and conceptual frame work. The literature focuses on what scholars and researchers have found and said about integration, methods of teaching the hearing impaired learners, communication modes and counseling. Chapter three is devoted to research methodology. It presents the research design, the target population, sample and sampling procedure, data collection procedure and data analysis techniques. Chapter four presents the findings of the study on hearing impaired learners in regular schools in the city of Nairobi. Both inferential and descriptive statistics have been used in examining relationships between variables in the study. Finally, Chapter five provides summary, conclusions and recommendations made from the findings of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

In this chapter, the study focused on hearing impaired learners in regular schools in Kenya. The chapter is divided into nine sections. Section one is devoted to the historical development of special education in Kenya and specifically on learners with hearing impairment. Section two is on integration of learners into regular schools. Section three is devoted to conditions needed to start integration while section four is on the methods of teaching the hearing impaired learners. Section five has information on counseling. Section six has information on administration and management of regular school where integration is carried out. Section seven is on the concept of attitudes. Section eight presents summary of literature review, Section nine is on the theoretical framework and Section ten presents the conceptual framework.

#### 2.1 Historical Development of Special Education in Kenya

Special education provides appropriate modification in curriculum teaching methods and medium of communication in order to cater for the individual difference. It is an individualized application of procedures that are designed to communicate the unusual forms of children development (Shea, 1997). Before formal education was provided to children with special needs, negative attitudes were attached to such persons. Having a handicapped child was believed to be a curse, demon or punishment. This resulted into people neglecting, hiding, abusing and exploiting them.

Early programmes for handicapped children in Kenya were started in the late 1940's. These were for the visually impaired and mentally challenged. In the early 1960's the government of Kenya set up a committee on the care and rehabilitation of the disabled whose terms of reference were to: ascertain the number and types of disabilities ; investigate the existing facilities for education

and settlement for each disability; facilitate a broad-based programme of training and placement of the handicapped, the ultimate aim being to ensure that they achieved economic independence; examine and make a report on existing machinery for co-coordinating services of the disabled persons.

The report resulted into the Government Sessional paper No. 5 of 1968 in which the Kenya government made an official commitment to the provision of services for the disabled persons.

Another intervention the government undertook was establishment of special education inspectorate in 1971, in order to have effective management and supervision of programmes.

In the effort to create greater public awareness of disabilities, the government declared 1980 the year of the disabled. Later the Kenyan nation through the initiative of the retired president Moi, helped raise ksh 21 millions towards the improvement of the welfare of handicapped persons. In 1989 the people of Kenya joined hands once again to supplement the support for handicapped persons by raising a staggering figure of ksh 76 millions. There continued to be rapid development and expansion of special education programmes, a notable one was the establishment of educational assessment and resources centers (EARCs) in 1984 throughout the country which was to coordinate activities of identification and education placement of the handicapped children (KISE 1993). The Kenya government was assisted by the Danish government to set up these assessment centers.

In Kenya, Special Education provides services for persons who are visually impaired, hearing impaired, physically handicapped, mentally challenged and multiple handicapped. The special education programmes strive to achieve objectives like early identification, promotion of public awareness, provision of skills and attitudes for adjustment to the environment and promotion of integration of the handicapped into formal education (Presidential Working Party, 1988).



The Sessional paper No. 5 of 1968 of the G.O.K on special education detailed the framework for the government policy on the disabled (Presidential Working Party, 1988). Though the government has strived to improve provision of special education services, the society at large lags this effort and this calls for more awareness on special needs education.

The hearing impaired child is unable to hear within normal limits of about three feet from the speaker. This could be due to dysfunction of the auditory mechanism, which causes the hearing loss. To integrate such a child in a regular school calls for adequate support from all stakeholders. This study sought to determine if this was practical on the ground.

Kirk and Gallagher (1983) classified hearing loss in four categories. The mild have 26-54 decibel, the moderate have 55-69 decibel, the severe have 70 to 89 decibel and the profound have 90 decibel and above. The hearing loss has implication on education. The greater the hearing loss the more academic difficulties one experiences (Moores, 1987).

The education of the hearing impaired in some countries started long ago. In the 16<sup>th</sup> century the Spain authority forbade deaf persons without speech to inherit titles and land. However, generations of inbreeding had resulted in the spread of hereditary deafness among the noble families. This led to the need to start teaching speech. After Spain, the next country to become interested in the issue of teaching speech to the deaf was England. By 1760, Thomas Braidwood established Britain's first school in Edinburgh, where oral and written skills were taught.

In France, Charles Michel an elderly priest gave religious instruction to two deaf sisters by use of signs, this led to the opening of a school in 1789 where French sign language was recognized.

Thomas Gallaudet, a clergyman from Connecticut in America went to Europe to seek more about educating the deaf persons. He played a major role in establishing America's first permanent school. Alexander Graham Bell who had married a deaf woman advocated for sign language. He

believed the use of sign language in education held the deaf community together and that teaching of speech and lip-reading would integrate the deaf into the hearing world.

There was conflict among nations on which way to go, oral or manual, that is the use of sign language. In 1878, for the first time an international congress of those concerned in education of the deaf was held in Paris. After two years another one was held in 1880 in Milan, Italy. This second congress had a big impact on the teaching of the deaf. It voted overwhelmingly in favour of the resolution that the pure oral method ought to be preferred to manual in the teaching of the deaf.

For almost a century, there were moves to change the above resolution. For instance in Britain, many deaf communities, publications by the deaf, and welfare services led to yet another change. In 1974, the British Deaf Association started to speak out more vociferously for sign language. In 1982, they produced a manifesto asking for official recognition of British sign language.

The hearing impaired learners in Kenya started receiving formal education in 1958, when the units of the deaf were established (KISE, Module 9). The earliest units were the Agakhan units for the deaf in Nairobi and Mombasa respectively. Later on in the early 1960s special schools were established at Mumias in western province and Nyangoma in Nyanza province. Most of these activities were carried out by charitable and Church organizations. The Agakhan Education services pioneered the programmes at the Agakhan units, while the Catholic Church mission initiated for the establishment of the Mumias School and Nyangoma School. The training of the teachers for the deaf in Kenya started in 1964 at the then Central teachers college, the present site of Kenya Institute of Education. At this time what the official policy advocated for, was the use of speech and speech reading. The enrollment of the HILs has been on an increase. In 1985, the learners were 2187, in 1986 they were 2360 and by 1987, the enrolment shot to 2475

(Presidential Working Party, 1988). In 1988, the hearing impaired learners in Kenya received education in 22 residential schools, and 2 units in regular primary schools. So far there are 41 residential schools and 75 units for the hearing impaired according to the Kenya country report.

## 2.2 Integration

Reinhert (1974) defines integration as an educational program, which has adopted methods in which the children with special needs are guided in their learning. Education Integration is the process of bringing students with disabilities into daily contact with non – handicapped students in an education setting (Njoroge, 1991). Hallahen and Kauffmann (1991) say that integration program of the mainstreamed child needs to be planned carefully, placing him or her is not enough, there is need for guidance in classroom participation. Including the hearing impaired learner in the regular class has been an extremely complex issue across the globe. Most of the adults deaf have campaigned for the need of special schools where the hearing impaired can easily communicate through the use of their natural first language. Kaupinnan (1994) suggested that the basic goal of educating the deaf child is not actually to normalize but to give them possibilities of participating in the society in adult life. He stated that a deaf individual risked isolation if put together with the hearing pupils who have limited sign language. How will they get an opportunity to participate fully, if they are surrounded by learners who are hearing? Integration has been said to be political and also a social controversy in many countries. The Federal Republic of Germany has supported the need for integration in order to counter the danger of social isolation for the handicapped children. By 1990 the concept of integration was viewed as: integration as objective; integration as cooperation, integration as presentation. Institutions for the deaf were divided into categories for the deaf, for students with impaired hearing and students with impaired speech as stated in the Federal Republic of Germany country report for 1990. In his paper Dr Karuga (1990) said integration programme in Philippines were

divided into three major types: full integration for blind and deaf; partial integration for the deaf in regular classes; and self contained special classes for those with behavioral problems and the hearing impaired.

Some scholars have wondered whether the regular teachers, Special needs educators and regular learners work in partnership for the benefit of the integrated learner. How are classrooms modified to cater for their needs? Anita & Stinson (1999) stated that basic problems faced when the hearing impaired and the hearing learners are educated together are lack of mutual class access to communication. The researcher wondered whether this happened in Kenyan schools hence the need for this study.

Several commissions of education made their recommendation on special education. The Ngala Mwenda committee of 1964 emphasized need for production oriented education for those with special needs. The Koech report of 1999 highlighted the importance of early intervention for the learners with special needs education. Based on these and many other reforms there have been changes in the education systems in Kenya. The need of integration programme was emphasized in the early 1980's as stated earlier, depending on the Gachathi Report of 1976 that encouraged the importance of such programmes. At the same time there were similar changes supporting integration policies in countries like Britain, where most of the pioneers in special needs educators had taken their training (Mwauru & Kas, 2009). Learners in the integrated programmes were and are still provided with education geared towards normalization. Currently, the Total Communication Philosophy is being used in all primary schools to teach academic subjects. However, teachers are encouraged to emphasize on the teaching of speech and language development (Presidential Working Party, 1988).

The government policy currently is advocating for integration. The rationale for integration include: educating as many handicapped children in regular schools; to make them socially acceptable and be provided with the better opportunity for understanding; to make the children get assimilated into the type of social life other children experience early enough and to give the children equal chances as other children to explore their environment.

Since then, integration has not lived up to the expectations as there are difficulties including lack of proper policy structures/guidelines, poor implementation, inadequate itinerant teachers for peripatetic services and above all lack of awareness on different levels of integration, its benefits and limitation.

Karuma (2006) noted that 87 percent of teachers in Githunguri division do not have relevant knowledge to work with SNE learners and that they need training on the same. Nyaguthi (2004) in her thesis on challenges facing integration of exceptional learners suggested that the process of integration be improved and advocated for all in the regular schools. She further stressed that the government, donor community and civil society should educate the mass and especially the parents of the handicapped children on the importance of integration. The researcher wanted to find out whether any meaningful step has been taken to this effect. According to UNESCO (2005), inclusion ought to ensure that every child receives quality and appropriate education within the regular schools. In this way, integration is more complex than mere physical placement of children with special needs in the regular classroom.

As Jenkins, Pious and Jewell (1990) put it, inclusion implies that the regular classroom should change to accommodate all different learners and in the process, desirable services be offered to all children within the regular classroom. Conceptually in inclusion deaf children are members of the regular classroom. Friend and Bursuck (1996) have reiterated that in order to make the

classroom inclusive all learners, regular teachers should work in partnership with special needs educators to make adaptations in the curriculum and to structure the classroom in a manner that allows for effective learning by a diverse group of learners. Inclusion means enabling all students to participate fully in the life and work of mainstream setting, whatever their needs. For inclusive education to be effective, governments, schools and all stakeholders have to adopt their approach to curriculum, teaching support and funding mechanism.

Biklen, Lehr, Searl and Taylor, (1978) have identified some of the philosophical premises that advocate for inclusion and these include: preparing individuals for life, learning from typical peers, having normal life experiences, changing attitudes of individuals without disabilities, challenging societal rejection and teaching democracy. Inclusion involves adopting a broad vision of Education for All (EFA) by addressing the spectrum of needs of learners, including those who are vulnerable and marginalized such as the abused, and the refugees.

Millennium Development Goals (MDG) on Education also provide a framework of reference on making EFA a reality by 2015 while the Salamanca Statement on the principles, policy and practice in special needs education has also provided' valuable reference points for inclusive education as it provides a framework for thinking about how to move the policy into practice.

At the core of inclusive education is also the human right to education, pronounced in the Universal Declaration of Human Rights in 1949. A logical consequence of these rights is that all children have the right to receive the kind of education that does not disseminate on any grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender and disability. Specifically the rights include access to free and compulsory education, equality, inclusion, non-discrimination, the right to quality education, content and learning process. The researcher

wanted to identify the content and quality of education given to learners with hearing impairment in schools in Nairobi.

One of the greatest challenges in an inclusive classroom and which is of concern in this paper is managing pupils with hearing impairments in an inclusive setting. Liu and Long (1996) have reported deaf children in inclusive settings experiencing a number of problems some of which include: rapid rate at which tasks in the classroom are discussed, abrupt and quick turn taking in the discussions, rapid change of the conversational theme or topic, the high numbers of speakers involved in a group discussion. These may create difficulties in the control of the communication scope and may result in the deaf not benefiting from the group discussion.

The benefit of collaboration and teaming according to Anita and Stinson (1999) is that both the classroom teacher and the specialist teacher of the deaf can broaden their perspectives and work for the good of the learners. This study sought to identify the kind of collaboration that exists between the classroom teacher and specialist teacher of the deaf. Jones (2006) has emphasized the importance of deep meaningful learning. This kind of learning has been found to be more effective in the in-group activity discussions. The inability of the hearing impaired learner to discuss and communicate academic issues easily in spoken language in an inclusive setting may make group participation for the deaf, even with an interpreter difficult, a situation which may affect learning and final academic success.

Russel- Fox (2001) has observed that for an effective inclusion process, a professional relationship should be developed with audiologist, sign language interpreters, and speech and language therapists. In addition communication lines should be kept open. Visual and tactile aids should be used as much as possible, in the classroom. Language in-group activities should be encouraged by allowing time for children to start and finish communication.

## 2.3 Conditions needed to start an Integration Programme

According to Ann & Hegarty (1984), they have given conditions to be met prior to the integration of HILs or in the regular classroom. These conditions are:

### 2.3.1 School organization

- (a) The school should have teachers who are concerned and have basic knowledge of the HILs.
- (b) Hearing impaired children to have residual hearing to maximize on the opportunity.
- (c) Classroom teachers to have knowledge on the use and maintenance of the hearing aids.

### 2.3.2 The Pupil

- (a) The pupil should be able to use any residual hearing.
- (b) The pupils' language and speech skills are not to be below those of the classmates.
- (c) The social and emotional maturity is equal, or nearly equal to that of hearing classmates.
- (d) The pupil to be sufficiently self-confident, independent and determined.
- (e) The nature and severity of the handicap has to be considered.

### 2.3.3 The Classroom

- (a) The acoustic properties of the classroom must have soft furnishing to reduce noise reverberation.
- (b) Better seating position to enable the learner to lip read with ease.
- (c) The speech rate of the teachers and other learners to be moderate.
- (d) The speaker should always face the hearing impaired child.
- (e) Use of many visual cues as possible when teaching e.g. pointing to the objects and diagrams.
- (f) The time table layout.
- (g) The size of the class.

### 2.3.4. The classroom Teacher.

- (a) She or he must have good listening skills.



- (b) Be keen on, on-going discussion of both the hearing and hearing impaired learners.
- (c) Encourage growth of positive attitude among the learners.
- (d) To observe the child's functioning in variety of academic/social settings.
- (e) To continuously receive refresher courses on how to handle the HILs.

### *2.3.5 Administrative Ground work.*

A good learning atmosphere depends on good administration ground work. The plan begins six months prior to the placement with a survey of schools nearest to the child's home. A peripatetic teacher who serves as a link between the school administration and the child must be identified. He or she discusses the programme with the administration of the school suggesting its benefit to the HILs. The classroom teacher of the integrated learner must be involved as his or her cooperation is very important.

Gearheart & Weishahn (1980) points out that the attitude of the regular teachers and the hearing pupils towards the hearing impaired is very crucial for successful integration. They also insist on the need of supportive parents and family members. According to Wendy Lynas (1986) integration in the unit gives the hearing impaired learner the opportunity to form close relationships with others who are also made aware of the deafness and its educational implication. The disadvantages include; friendships made at school are difficult to sustain out of school; traveling to and from the unit is both tiring and expensive and the child can be labelled by others.

The Warnock report (1978), distinguishes three main forms of school integration namely: location, social and functional. In the location integration special units or classrooms are set up in the regular school, and they share the same site. The hearing impaired learner may spend little or no time with the regular learners. In social integration, children attending a special class or

unit share out of classroom activities with the regular learners or join each other on social and leisure activities. Functional integration is achieved when location and social integration leads to joint participation in educational activities. It is considered to be the fullest form of integration as learners with special needs attend part time or fulltime regular classes and make full contribution to the activities of the school. Although, in Kenya most schools have adopted location and functional integration, there is need for these approaches to be reviewed in our education system with aim of harmonizing integration.

#### **2.4 Methods of Teaching the Hearing Impaired Learners**

A teacher is like a facilitator when delivering the subject content to the learner. The teacher's role is to use appropriate teaching methods and at the same time reinforce the learners' response. According to Johnson (1971) the methods a teacher employs will vary according to the age-range, the standard of attainment and the type of learners. He went further to state that a teacher must have a clear aim, plan and prepare, teach in stages, evoke interest and maintain good relationship with the learners. Some of the teaching methods used in instructing the hearing impaired are stated below.

Oralism-approach is a philosophy in the education of the hearing impaired learner and maintains that a language should be oral. The learners are to observe what the teacher says on his or her lips. This supports lip-reading. The oralism schools of thought do not encourage the use of sign language. Facial expression is emphasized in this approach. For instance a teacher should not teach the word sad and yet shows happiness on his or her face. The other approach that is near to oralism is the oral/ aural approach where the use of speech, lip reading and hearing aids are emphasized. The learner is encouraged to speak, and make maximum use of the residual hearing by using the hearing aid. Prior to the introduction of total communication in Kenya in 1988, this is the approach that was used from 1958.

The Manual approach involves visual means of communication. This is used commonly by the hearing impaired learners and among the deaf community. The person signing has to bear in mind the aspects of the signing space, the hand shape and the movement of the hand. In the bilingualism approach the learners are taught with the use of two languages simultaneously. For instance the teacher uses KSL in explanation of a concept say in social studies and gives summary in written form on the blackboard.

The philosophy of Total communication approach advocates for the use of any mode of communication that the teacher feels is suitable in an inclusive learning. One of the modes is reading and writing which helps learners to comprehend what they read. Sign exact English is where signing is done exactly on how the word or words appear, hence much attention is paid to the grammar of the English language. In the speech reading mode, the hearing impaired learners observe the speaker by looking at the shape of the lips. With the Pantomime mode, sequences of events are used to express ideas. This is done through use of body language and gestures. It is commonly used in guided composition writing. The other mode is finger spelling, where the alphabetic letters are used to form hand shapes that represent letters of the written alphabet for instance one can finger spell the word table using hand shape for the alphabet. In signed English, spoken English is expressed using signs; the main idea is to sign as you speak.

The sign language mode is mostly used by the hearing impaired persons. It has its own grammar and vocabulary. Each country has its own sign language which has been largely advocated for by the deaf adults. In 1982 the British sign language was recognized by Britain, while the Sweden government recognized the Swedish sign language in 1983. The Kenyan government recognized the Kenyan Sign Language in 1990. The visual aids mode of communication is very

important as the hearing impaired learner makes better use of the visual process, when presented with diagrams, sketch pictures, charts, drawings and real objects.

Communication is an interactive process involving exchange of information. Language is a conveyor of communication, but the language used is not always English, nor is it always spoken. Communication can always occur through sign language, body language or facial expression. Frequently communication occurs through a combination of these.

Arguments for and against methods of communication exists. The hearing impaired does not benefit from this argument instead they delay progress. Which method works best for the HILs depends on their needs, methods used and skills of the teachers.

Liu and Long (1996) emphasized the importance of deep meaningful learning that is associated with hypothesis construction, problem solving and conceptual organization as opposed to memorization and retention of facts. This kind of learning has been found to be more effective in the in-group activity discussions. The inability of deaf children to discuss and communicate academic issues easily in spoken language in an inclusive setting may make group participation for deaf even with an interpreter a difficult situation, which may affect learning and final academic success. Special institutions in Kenya follow the regular curriculum, which is extensive and demanding. The timing for the completion of the curriculum is also unrealistic for the HILs as the teaching and learning processes are slowed down due to the processes involved. The researcher wanted to find out what was being done to curb this problem.

## **2.5 Counseling**

According to Gichinga (1999) basically counseling is a relationship. Counseling is helping an individual to work out his or her problem by looking for alternatives in coping up with situation. Joseph Perez (1965) said counseling is an interactive process between the counselor and the counselee. The difference being that the counselor is trained to give these services while

the counselee is vulnerable and needs assistance. Rogers (1961) viewed counseling as a series of contacts with the individual who is to be assisted to change attitudes and behaviour. The methods of counseling generally include the insight-interpretative technique and the supportive technique. School counselors have specific roles in the learning institutions. Two of the key roles states that they help persons who are presently experiencing problems, and assist individuals to plan and get maximum benefit from an educational experience which will help them discover and develop their potential. Counselors have the mandate to make referrals for their clients to other specialists or institutions as they coordinate the use of services beyond those he or she can provide. This is very relevant to the special needs education learners, who may display multi-complications.

Olu (1984) suggested that the counselors help the parents as they provide information to them about educational and occupational opportunities. They also assist them to develop realistic perceptions of their children's development in relation to the capabilities. He crowns this by stating that counselors serve as consultant to the members of the administrative and teaching staff especially in identifying pupils with special needs.'

The integration program can be a total failure both socially and academically if the counseling services are not rendered to the parents, the integrated learner and the regular teachers, prior to the start of the programme. Although a section of hearing-impaired students especially the post-lingually deaf and those who are hard of hearing can be educated with their hearing counterparts in public schools. Anita and Stinson (1999) have empirically documented that the outcomes of the academic and social integration are not satisfactory. It has been pointed out that there are some difficulties that are inherent in inclusive practices such as the regular classroom teachers who possess negative attitude towards integration. Further, although the rationale of integration

is to foster friendship and provide access to full curriculum, Jones (2006) has reported that this only works for some deaf groups of children where there are viable groups to support and befriend one another and where they are nurtured in communicating naturally in signs. It has also been noted that placing a deaf child in a regular classroom requires increased instructional, collaboration, counseling and management demands on the part of the regular classroom teacher.

How is this teacher motivated to undertake such duties without bias?

The specialist teacher of the deaf should be prepared to disseminate information on psychology and culture of deaf people to the regular teachers and pupils. This will assist the regular teachers and may enhance the establishment of effective communication and culture. The information so provided can also promote understanding and will create positive attitudes to other hearing and HII.s. Children in the inclusive settings should have access to deaf adults. Social contact and support to the children and their parents is crucial for the social-emotional and linguistic development. In the absence of an established deaf indigenous sign language, the inclusive process can be very challenging and requires careful facilitation.

## **2.6 School Administration and Management**

The administration and management of a learning institution is an important aspect in achieving success. The public schools that offer services to the hearing impaired learners are managed by the government. The ministry of Education, Science and Technology plays an important role in this management. For effective management of the special schools, the ministry of education established the special education section in 1975. The main objective was to streamline and coordinate the activities involved in this provision (Mwaura & Kas, 2009). According to the structure, there are officers at the headquarters level, provincial level and district level. They are in charge of administration, curriculum development and implementation of policies.

At the headquarters in Nairobi, there is the department of special needs education, in which each of the four major handicapping conditions namely : the visually impaired, the physically challenged, the mentally challenged and the hearing impaired are based.

At the provincial and district level there is an officer who coordinates the activities for the four section. Head teachers are appointed by their employer who is the Teachers Service Commission. This is done in accordance with the Education Act of Kenya, section 18(1) and (2) (code of regulation for teachers 1986 :25).They therefore become the driving force of the institution in the capacity of a leader. According to Kamlesh and Namwambah (2007), whether one is elected, appointed or seconded to lead, the important issue is the responsibilities to be undertaken. They go further to say that the tasks of leadership are to be understood by the leader. Some of the tasks include: establishing vision and setting direction, articulating values, involving others in decision making and representing the organization.

Head teachers are answerable to the area education officers in the division who is the immediate boss. Head teachers have been given the mandate to run the school daily activities with the guidance and direction from the officers from above .One of the key roles of a head teacher is to supervise the content of the subject delivery by the teachers in his or her. Head teachers liaise with the education officers at division or district level on matters of staffing. In order to have a harmonious management of the public schools, the ministry of education encouraged the creation of a team to manage the institutions. This school management consists of the head teacher, the deputy and the senior teacher.

Most of the special schools for the hearing impaired are residential. They are managed by the Board of governors. Integration is done mostly in the regular schools, a case study of this research. The management of the four schools: the Agakhan primary school, Joseph Kangethe

primary school, Race Course primary school and Dagoretti special school are not similar due to the differences in the background of the school establishment. Joseph Kangethe and Racecourse schools are managed by the school management team in coordination with the Parents teachers association. The Agakhan primary school is managed by the school team, the PTA and the Agakhan Education Services who are a major stakeholder in terms of the physical facilities and part of the teaching and non teaching staff .The Dagoretti special school is a residential public school managed by the School management team and the Board of governors.

Harmonious management of a school is crucial for all the stakeholders, particularly the head teacher, the teachers and the learners. Mworira (1993) examining factors affecting K.C.P.E performance in central Imenti division, Meru district, concluded that the following factors contributed to poor K.C.P.E results in the area she studied; lack of adequate learning resources, frequent transfer of teachers, heavy teaching load, inadequate preparations by teachers, inadequate and sub standard methods of evaluation and inadequate revision by the candidates.

All these factors affect learning of pupils. The researcher wanted to know the situation in the integrated schools in Nairobi.

## **2.7 The Concept of Attitudes**

Callahan and Clark (1983) define the term attitude as a tendency to act in some manner towards a person, structure or idea. They are cultural in nature and as a rule, are formulated through the socialization process. They argue that once formulated they in turn often influence further socialization. Hartley (1947) said that social attitudes are specific resultants of past experiences and personal needs which influence the individual perception of past experience of, and response to communities. Attitude is seen as a learnt pre disposition to respond in a consistently favourable or unfavourable manner. Moki Munyui (2008) in his research on the challenges faced in the provision of free primary education in Nairobi district stated that the changes of attitude



about the disability has come over due to medicine, technology and growth in the population.

This indicates that as a society develops in terms of education and technology there is a change in the perception of issues. It has been said that the biggest problem in advancement of the provision of services is the negative attitude of the society. Some of the sociologists and social anthropologists believed that changes bring about improvement. According to Lewis H. Morgan a society passes through successive stages from the savagery to civilization (Indrani 2005:176).

The hearing impaired persons also have their stake on this issue of attitudes. Some of them do not want to admit they have an impairment they do feel they will be rejected as they have been brought up to believe that their condition is not normal. On the other hand some children are happy about telling others about their condition. This depends on the degree of acceptance that the child has received from the significant others. Otiato (2002) observes that learners require love and understanding in the areas they experience difficulties as a show of positive attitude.

Griffin (1984) conducted a research study to find out the administrators attitudes towards the gifted and the handicapped learners. The respondents were given a check list to indicate whether they agree or disagree with the statements designed to measure their belief system. The data analysis indicated that the administrators held more positive attitude towards the gifted than the handicapped (KISE bulletin: 1992). It is equally important for the parents, teachers and the administrators to show positive attitudes towards all children in general. Debre (1965) observes that some of the basic needs of the children are: need to be loved, to be accepted and be appreciated, need to develop a sense of trust, to have a satisfying experience, and to be assured that the world is a dependable place.

In a classroom situation, the hearing impaired learner need more time and just like the other children they have to be listened to. Having a positive self-image is vital to the deaf child. One

way of developing this is to provide equality of opportunity in the school. It is not good to underestimate their ability because once they feel they are excluded from certain activities they lose confidence and self esteem. The researcher wanted to find out the attitudes of learners, teachers and head teachers towards integration of special pupils in regular schools.

## **2.8 Summary of Literature Review**

Literature reviewed showed that there was need to have a policy framework that is well thought out to enhance proper integration of learners with hearing impairment in regular schools. The syllabus content should be clearly and carefully analyzed to cater for the needs of such pupils vis-à-vis the normal ones. Classroom teachers should be well prepared and be ready to work in collaboration with specialist teacher for learners with hearing impairment in order to make integration a success. A lot of research has been done on integration of children with special needs into regular school programmes in general. The researcher was specifically interested in one category of such children – the hearing impaired. The study sought to investigate the factors influencing the integration of learners with hearing impairment in regular schools.

## **2.9 Theoretical Framework**

The major theories that guided this study were the Piaget's theory of intellectual development and the classical liberal theory of equal opportunity.

### *2.9.1 Piaget's theory of intellectual development.*

Hearing impairment is a hearing disability, which makes an individual to have a hearing loss. This in one way or another does affect the development of an individual. The researcher has linked this study on Jean Piaget's Theory of intellectual Development. Cognitive development deals with thinking, problem solving, intelligence, and language, (Black and Pucket 1996). In Piaget's theory, he emphasized that knowledge has a purposeful goal in an individuals life as it helps one to adapt in the environment. In relation to the hearing impairment, those who have

severe impairment can be integrated socially. Since, some of them cannot make it academically, they can be given basic knowledge on the daily living activities, to enable them reduce the level of dependence on others.

In Piaget's theory, cognitive development comes in stages. The four stages are the sensor-motor stage, pre-operational concrete operational and the formal operation. He said that the stages appear in a sequence. The second stage pre-operational is very relevant to this study. It is at this stage that language as a symbolic function appears. This is the time that most parents or guardians realize that their children have a maladaptive language. There is need of early integration in the society. "Children proceed through these stages at their own rate, and the age at which each stage is negotiated varies from child to child" (Kaplan 1991). Some of the hearing-impaired children do develop at a slower rate this may hinder their self actualization at higher stages. Due to this, the aspect of special education becomes handy as the curriculum is adaptive. As Piaget's theory outlines the progression of stages, it has to be born in mind that the hearing impaired learners have to be given the subject content they can comprehend, be given enough time to conceptualize the content taught before moving to the next stage. This will enable the learners to develop skills which depend on experience and maturation of an individual. The aim of integration should be to promote a mutual understanding of the differences between the hearing and the hearing impaired which will assist in its effectiveness.

### *2.9.2 Classical liberal theory*

The classical liberal theory of equal opportunity and social Darwinism states that each individual is born with a given amount of capacity. It continues to assert that a large extent of it is inherited and cannot be substantially changed. Some of the hearing-impaired learners became deaf through

inheritance from their parents lineage. This condition of hearing impairment cannot be changed, but an education system can be designed to lessen some barriers.

In line with this theory, the education curriculum in place ought to be responsive to their needs. For instance, the curriculum of special needs education has been adapted, though much is still to be done. A good education curriculum should facilitate and not limit the capabilities of learners. The theory emphasizes social institutions like education to encourage the aspect of treating people equally. Hence social integration of the hearing impaired learners can be realized, through participation in co-curriculum activities on equal terms. The vision of equal opportunities where every individual has access to the kind and amount of education that suits his or her inherited capacity has been taken well of through provision of special needs education, where the HILs learners fall.

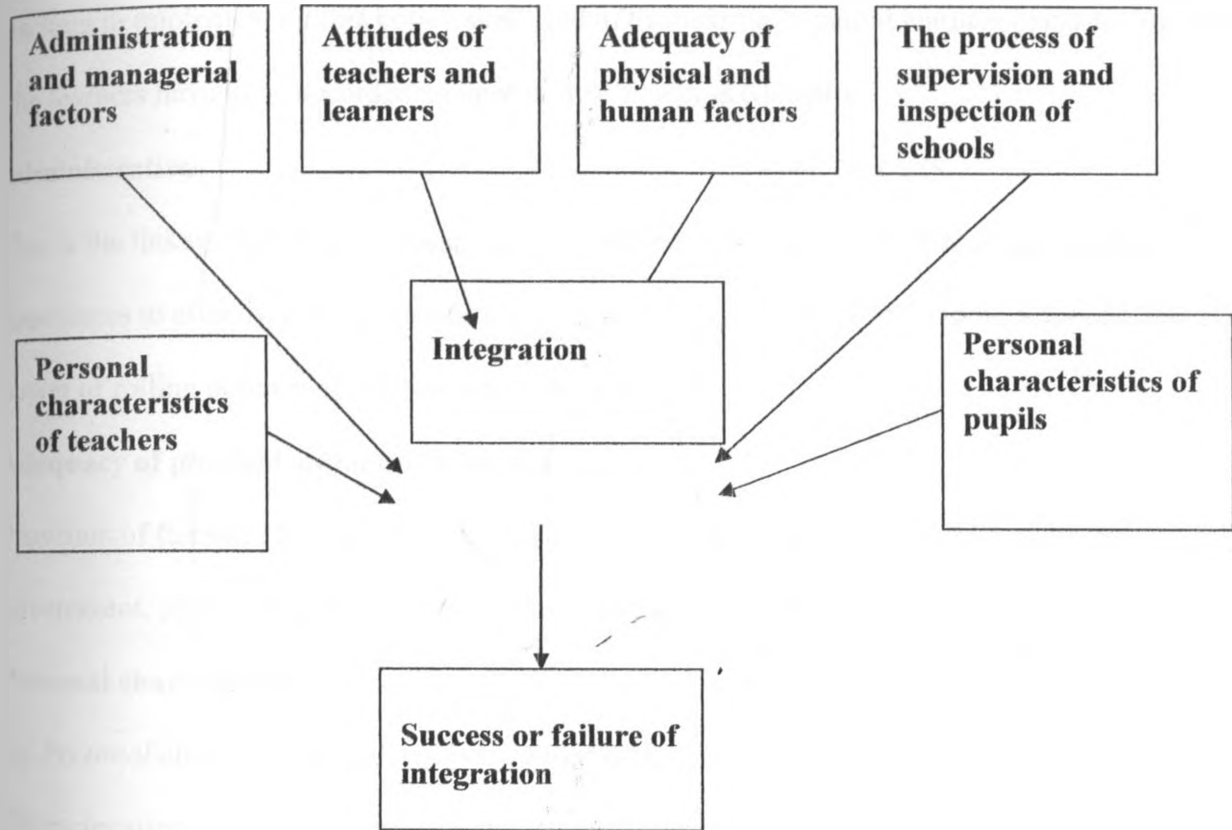
The GOK has played a major role as far as this theory is concerned. This has been realized when provision of Kshs 10,000 was given to all primary schools in Kenya to modify their environment in readiness for the inclusive education (Moest, 2004). When the GOK introduced FPE in 2003, there has been an upsurge in enrollment from 5.9 m to 7.2 m in 2004 (Moest, 2004). This theory was found relevant to this proposed study for the fact that the content delivery to a large number of learners will not urge well for the hearing-impaired learners hence make them withdraw from school prematurely. This will have a negative impact on education. Many learners who would otherwise be at home have got an opportunity to socialize with the large population, bearing in mind that the disabled form 10 percent of the total population of the society.

### **2.10 The Conceptual Framework of the Study**

The conceptual framework examines major determinants which have an influence on the factors influencing integration of learners with hearing impairment into regular schools. The variables which are found here include administration and managerial factors, personal characteristics of

pupils, attitudes of teachers and learners towards integration, availability of special, physical and human resources in the schools under the study, the process of supervision and inspection done in schools and the arrangement of content to be taught. The expectation here is that if these variables are well balanced and implemented, then integration will be a success.

**Figure 1: Conceptual Framework of the Study**



## **2.11 Operational definition**

### **Integration**

Integration is an educational placement procedure for exceptional learners. It is based on a condition that each child should be educated in the least restrictive environment in which his or her needs can be satisfactorily provided. The participation of the learners, teachers and head teachers in implementing this policy shall lead to the hearing impaired learners being self-reliant. The learners have to be accorded an opportunity to access education.

### **Administration.**

This is the linkage between the policy makers and implementators. The role of administrators contributes to effectiveness of integration. For the rationale of integration to be achieved, the power of rolling policies into action lies with them.

### **Adequacy of physical and human factors**

Provision of facilities like hearing aids, textbooks, writing materials, playgrounds by the government, parents and aid agencies lead to conducive learning.

### **Personal characteristics**

*(a) Personal characteristics of teachers looked at gender.*

Characteristics of teachers was based on gender. Teaching experience was measured in years. Their professional qualifications was measured on level of training achieved.

*(b) Personal Characteristics of Learners*

The learners stated their gender, the level of primary education, period of stay in an integration programme measured in years. Also indicated was the whether one was born deaf or acquired deafness.

## **Process of supervision and inspection**

This is the harmonization of what is being taught and how teaching is done. The process of supervision was based on a given period of a day, week, month, three months and a year.

## **Attitudes**

It's the action of likes or dislikes displayed by an individual. Attitudes have an influence on socialization process. The attitudes of teachers and learners will determine the rate at which integration will be viewed to be relevant in the society.

## CHAPTER THREE

### RESEARCH ETHODOLOGY

#### 3.0 Introduction

This chapter outlines the methodology to be used in the study. It describes the location of the study, research design, target population, units of observation, sample size, research instruments sampling procedure, and data analysis techniques.

#### 3.1 Location of the Study

The region under study was Nairobi city which is about 1,795 meters (5,889 ft) above sea level. To the west of Nairobi City are the Ngong Hills, Mt Kilimanjaro is on the south eastern part, and Mt Kenya is on the northern part. The population of Nairobi was estimated to be 3.138,295 million people in 2009. It is a cosmopolitan city. The divisions located in Nairobi include: Central, Dagoretti, Embakasi, Kasarani, Kibera, Makadara, Pumwani, and Westlands.

The study was carried out in schools that offer formal education to hearing impairment learners within Nairobi. The Province was selected because it has the highest number of special units close to each other in the country. This made it appropriate for the researcher to access adequate information about integration of hearing impaired learners in regular schools within Nairobi province. Nairobi city was also chosen for the fact that being in the urban area it could be receiving donors, or having some of the best facilities and also the possibility of having high turn up in enrollment of learners.

The following institutions offer formal education to hearing impaired learners at primary level. They include; (1) Racecourse Special Unit found within Racecourse Primary School in Pumwani division; (2) Dagoretti Special Unit within Dagoretti Special School in Dagoretti division; (3) The Agakhan Special Unit within Agakhan Primary School in Westlands division; and (4) Joseph Kang'ethe Special Unit within Joseph Kang'ethe Primary School in Kibera division.



From the schools where the study was done, Agakhan School and Dagoretti School are not close to slums, while Joseph kang'ethe school and Racecourse school are close to the slums of Kibera and Mathare respectively.

### **3.2 Research Design**

A research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Mugenda and Mugenda, 1999). For the purpose of this research a combination of research designs were employed. A survey design was used. Mugenda and Mugenda, (1999) say, a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This study revealed the state of things regarding integration of hearing impaired learners in regular schools. Resources both physical and human attitudes and policy frame work on the issue are among the variables analyzed. A survey research could be descriptive, exploratory or involving advanced statistical analysis. This design was appropriate for this study because the researcher intended to use descriptive statistics to analyze the data generated from questionnaires and observational guides.

Brinker (1988) says the common research methodology used today is survey. Survey research is a method that involves asking a relatively large number of people with the same set of standardized questions. The researcher used questionnaires as an instrument to collect data.

Ex-post facto research was combined with survey. According to Kerlinger (1967) an ex-post facto research is one in which the independent variable or variables have already occurred and which the researcher starts with the observation of dependent variable or variables. He or she then studies the independent variable or variables in retrospect for their possible relations to and effects on the dependent variable or variables. The investigator cannot manipulate the variables in an ex-post facto design. This design was found to be suitable as a variable such as attitude of

teachers and learners towards integration of hearing impaired learners in regular schools cannot be manipulated.

### **3.3 Target Population**

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. A target population is defined as those which a researcher wants to generalize the results of a study. Nairobi city has four special units offering education to hearing impaired learners. The schools have a total of 95 pupils with hearing impairment. This research targeted all of them, to find out how they cope with learning impairment in targeted schools. Teachers and head teachers in these schools were expected to give their views on the situation on the ground. Regarding the number of pupils with hearing impairment per school, Racecourse Primary School had a total of 27 pupils of which 10 were boys and 17 girls, Dagoretti Special Unit had 6 pupils comprising of 3 boys and 3 girls, Agakhan Primary School had a total of 30 pupils 12 being boys and 18 girls and Joseph Kang'ethe Primary School had 32 pupils of which 10 were boys and 22 girls. The schools had a total of 135 teachers and 4 head teachers. Racecourse primary had 7 special teachers and 22 regular teachers. Agakhan had 42 regular teachers and 8 special teachers. Joseph Kang'ethe had 26 regular teachers and 4 special teachers. Dagoretti had 22 regular teachers and 4 special teachers.

### **3.4 Units of observation**

According to Mugenda & Mugenda (2003), the unit of observation is the subject, item or entity from which we measure the characteristics or obtain the data required in the research. The unit of observation in this research was the hearing impaired learners and the teachers.

### **3.5 Units of analysis**

Singleton et al (1988) defines units of analysis as the objects and events under study, while Barbie (1995) says it is what the study strives to understand. Mugenda and Mugenda (2003) define it as the major entity that is being analyzed in the study. In this research the unit of analysis was the integration of the HILs in regular schools.

### **3.6 Sample Size**

Brinker (1988) notes that target population is a large population from whom a sample population will be selected. A sample is a representative of cases from the larger population. Mugenda and Mugenda (1999) say where time and resources allow, a researcher should take a big sample as possible. With a large sample, the researcher is confident that if another Sample of the same size were to be selected, findings from the two samples would be similar to a high degree. Gray (1981) suggests that for correlation research, 30 cases or more are required, for descriptive studies, 10 percent of the accessible population is enough and for experimental studies at least 30 cases are required per group. The rule of thumb here should be to obtain as big a sample as possible. For this study the researcher involved 40 pupils with hearing impairment from Racecourse, Dagoretti, Agakhan and Joseph Kang'ethe Primary Schools, 12 special teachers, 16 regular teachers and 4 head teachers. This formed the sample size of the study. Selection of the head teachers was done through purposive sampling while all other respondents were through simple random sampling. The number of respondents drawn from each of the four schools involved in this study is reported in table 3.1.

**Table 3.1 Number of respondents in the sample by school.**

<b>SCHOOL</b>	<b>PUPILS WITH HEARING IMPAIRMENTS</b>	<b>SPECIAL TEACHERS</b>	<b>REGULAR TEACHERS</b>	<b>HEAD TEACHERS</b>	<b>TOTAL</b>
Racecourse	10	3	4	1	18
Dagoretti	3	3	4	1	11
Agakhan	12	3	4	1	20
Joseph Kang'ethe	15	3	4	1	23
<b>Total</b>	<b>40</b>	<b>12</b>	<b>16</b>	<b>4</b>	<b>72</b>

Source: Researcher

### **3.7 Research Instruments**

The tools used for data collection were questionnaires and observational schedule. There were three types of questionnaires. The first one was for pupils with hearing impairment; special and regular teachers filled the second one, the third one was filled by head teachers. The questionnaire consisted of six parts. Part one contained items, which elicited responses on the background information of the respondents. Part two contained items which elicited responses on administrative and managerial factors which affect integration. Part three inquired about the attitudes of pupils and teachers towards the integration of the hearing impaired learners. The statements were where necessary, abbreviated and simplified in order to make sure that only one issue was involved and that ambiguity was avoided. The scores were assigned a five point like scale as follows:

The positively stated items were scored as follows:

- Strong Agree (SA) = 5 points
- Agree (A) = 4 points
- Undecided (U) = 3 points
- Disagree (D) = 2 point
- Strongly Disagree (SD) = 1 point

For the negatively stated the key was reversed so that

- Strongly Agree (SA) = 1 point
- Agree (A) = 2 points
- Undecided (U) = 3 points
- Disagree (D) = 4 points
- Strongly Disagree (SD) = 5 points

Reversing the scoring of the negative items has the advantage of reflecting positiveness towards the object in question. The score were added for all the items to give a measure of the attitudes of the students. The maximum score was 40 points representing extremely positive attitudes. On the other hand, the lowest score was to 8, representing the perfectly negative attitudes. A perfect neutral attitude level was represented by a score of 24. Attitudes level classified as positive, neutral or negative. The attitudes score for the various ratings are as follows:

Score	Attitude rating
8-23	Negative (N)
24	Neutral (NR)
25-40	Positive (P)

Source: Researcher

Part four had items on physical facilities in schools to enhance integration; Part five had items which elicited responses on supervision and inspection done in the involved schools to enhance quality assurance and standards of education. Part six had items that elicited responses on the content of syllabus offered in the school regarding hearing impaired learners and strategies that can be employed to improve on the education offered.

An observation schedule was also constructed to generate data on the physical facilities available for learners with hearing impairment in schools where integration is done.

### **3.8 Sampling Procedure**

The researcher used the simple random sampling procedure to select the respondents for the pupils with the hearing impairment, Special teachers and the regular teachers. Simple random sampling is a procedure in which each of the population has an equal chance of being selected (Chava& David 1996). For the head teachers of the schools where integration is carried out, the sampling procedure used was the purposive sampling. The researcher used this as there is only one head teacher per school.

### **3.9 Data collection**

Permission to conduct the research in the schools involved was sought from the respective head teachers. On the appointment date the researcher distributed questionnaires to the respondents for filling and also went round observing how learning takes place in the schools with special reference being made to learners with hearing impairment. The pupils were requested to sit in their respective classroom from where they filled the questionnaire as the special needs education teachers interpreted for the learners who experienced language problems.

### **3.10 Data Analysis Techniques**

The study used both quantitative and qualitative approach to data analysis. The qualitative data from open-ended questions was first coded. The coded data and quantitative data was analyzed

using descriptive statistics. Part one of the questionnaires was analyzed using frequencies and percentages. The analysis was done according to the specific objectives.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### **4.0 Introduction**

The purpose of this research was to investigate the factors influencing the integration of hearing impaired learners in regular schools a case study of selected schools in the city of Nairobi. In an effort to meet this purpose, several objectives and research questions were laid down. In order to attempt to answer the research questions, three categories of respondents participated in filling items in the questionnaires. These included the head teachers, teachers and pupils in the regular schools where integration is done.

This chapter presents the findings of the study and their interpretation. The analysis and interpretation were systematically developed as indicated in the stages that follow. Descriptive statistics were used to analysis and present the data. This data is presented in percentages and frequencies. Study findings are discussed as per objectives. Out of 72 questionnaires distributed to the respondents, 70 were duly filled and returned. This was 97.2 per cent response rate which was considered adequate representation of all teachers and pupils in the selected schools in Nairobi city.

#### **4.1: Personal factors of Pupils and Teachers in the Sample**

The first objective was to identify pupils and teachers personal factors that influence the integration of the hearing impaired learners in regular schools in the city of Nairobi.

The pupils with hearing impairment and teachers were requested to give information concerning their personal factors. Their responses are presented in the tables below.



**Table 4.1.1 Gender for pupils**

Gender	Pupils	
	Frequency	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Source: Field Data

From the table 4.1.1 above, majority of the pupils were females (70%) while 30% were males.

This finding could be an indication that parents seem to enroll the female learner to school quickly as compared to the male learner. Most parents would do this for fear of insecurity, when children are left in the home. Also it is common in the society to see a difference in height of a male and a female of the same years.

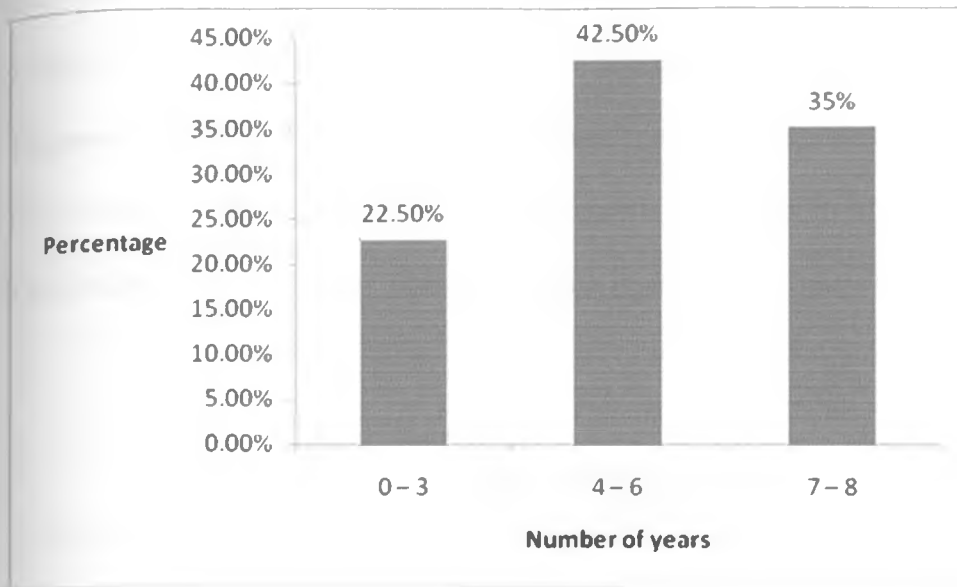
**Table 4.1.2 Gender for teachers**

Gender	Teachers	
	Frequency	Percentage
Male	14	47%
Female	16	53%
Total	30	100%

Source: Field Data

Table 4.1.2 showed that from the teachers the majority were females with (53%) while 47% were males. This probably could be an indicator that within the society, there are more female teachers than males teachers in the primary schools. Another view could be that female teachers being motherly in nature understand how to deal with the learners at the primary level.

**Figure 4.1.1: Number of years pupils with hearing impairment have been in a regular school.**



Source: Field Data

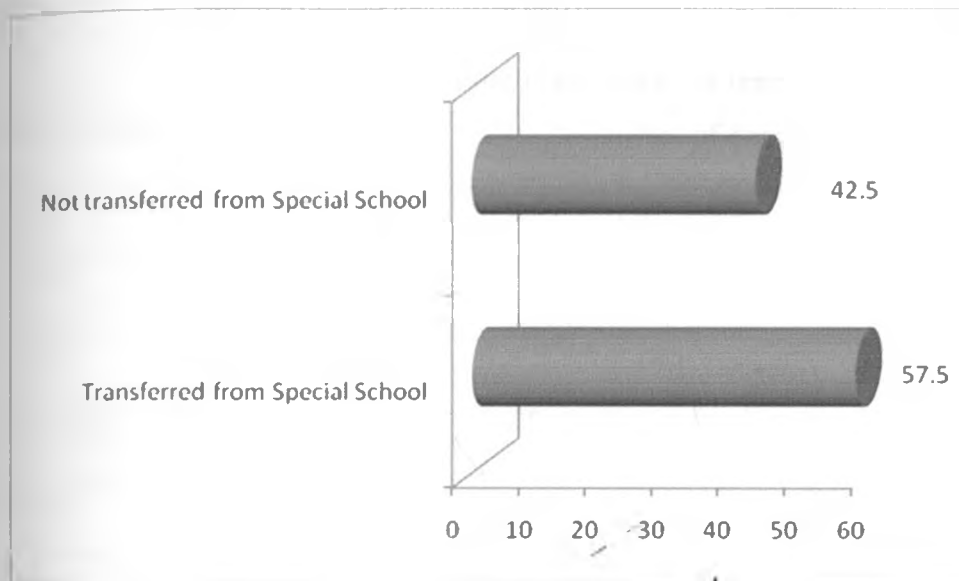
On figure 4.1.1, it can be seen that majority of pupils 17 in number have been in a regular school for 4 to 6 years (42.5%). The findings show that 14 of the pupils represented by 35% had been in a regular school for 7 to 8 years. The remaining 9 pupils (22.5%) had been in a regular school for a period of 0 to 3 years. In general, over 77.5 % of the pupils have been in such schools for 4 years and above. This is considered to be a good level of experience for them to give valid views about integrated schools as they have been in the programme for the considerable time.

When asked whether they were born with the impairment or acquired it ,26 of the respondents represented by 65% said yes, while those who acquired were represented by 35% that is 14 of the respondents. Nolan Tucker (1981:18-24) state the causes of hearing impairment include: the prenatal, peri- natal, post natal causes and others like accidents. From the findings it implies that majority of the HILs have been born with deafness which could be related to hereditary and which the society has little to control.

The other acquired 35 percentage was due to peri natal causes which include circumstances at birth time or post natal causes that are due to diseases like viral infection .As for this range the society if given awareness on such causes can participate on reducing the acquired impairment.

**Figure 4.1.2: Pupils transferred or not transferred from Special Schools to regular schools.**

There was the need to know whether the pupils had been in a special school before being transferred to regular school. This information is revealed in figure 4.1.2.



Source: Field Data

The figure 4.1.2 shows that majority of the pupils 23 in number (57.5 %) sampled had been transferred from special schools to regular in schools and 42.5 % represented the 17 learners who had not been transferred to regular schools. This was crucial for the study because such respondents compared learning in special schools with regular schools. This is an indication that the society is becoming aware of having their hearing impaired children in regular schools.

When learners were asked to give reasons why they preferred special school to the regular school these were their response; they had many friends within the school; they had enough time to do extra-curricular activities and some indicated that they were assured of food. For instance one

respondent wrote “ home food is a problem, father is not work” Those who preferred a regular school against the special school said they were always with their family members, while some indicated they had a chance to share many things with the regular learners. Social integration cannot be undermined, because after the schooling period where do the HILs go? They have to join the large society of the hearing populace.

Teaching experience was also of vital information for this study. Table 4.1.3 shows the teaching experience in years for the teachers who participated in the study.

**Table 4.1.3 Teaching experience for teachers in the study.**

No. of years Taught	No. of Teachers	Percentage
0 – 3	4	13.3
4 – 7	7	23.3
8 – 11	14	46.7
Above 11	5	16.7
Total	30	100

Source: Field Data

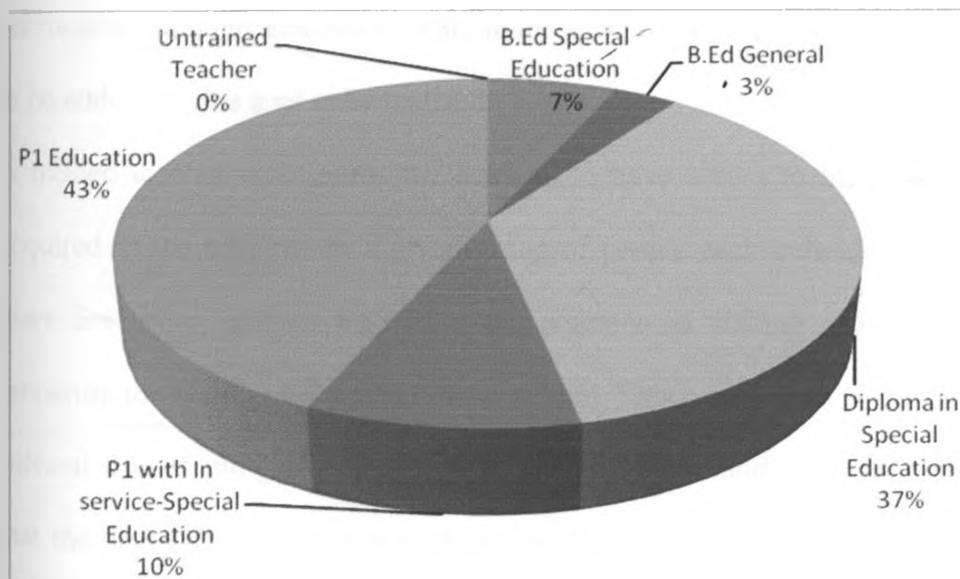
Table 4.1.3 shows that majority of teachers (46.7 %) had teaching experience of 8-11 years.

In general, 26 teachers had a teaching experience of 4 years and above. They are therefore the right people to give reliable and valid information about state of affairs in the regular Schools where integration is carried out. In the society, people have a common saying that practice makes perfect, the more years a teacher delivers his or her service the more they internalize themselves with the knowledge and skills in the teaching service. In the teaching of the hearing impaired learners there are some classroom guidelines that a teacher has to adhere to, they include: enough light to reflect lip reading; using facial expression; ensuring the learner is attentive; maintaining a good level so that the learner is able to observe the teacher without straining (KISE journal

1997). In my observation of the actual teaching in a class where the hearing impaired was integrated, I witnessed a teacher talking when turning to write on the blackboard. This act is not encouraged at all when teaching the hearing impaired learner because they do depend so much on what they visualize from the teachers lip movement. Maybe the regular teacher had not been inducted on such tiny emphasize that have impact on learning. There is then the need for each school administration where integration is done to have continuous refresher courses or to conduct induction courses for the new members of the staff who have not taught the hearing impaired learners. Hegarty & Moses (1988) suggested that provision of special needs education without the necessary resources and without access to further training could affect achievement of objectives outlined to be achieved.

Professional qualifications of teachers were also necessary to the quality of information gathered in this study. Figure 4.1.3 reveals this information about the teachers

**Figure 4.1.3: Professional qualifications of teachers in the study.**



Source: Field Data

The figure 4.1.3 reveals that, 13 teachers (43%) had Primary 1 certificate of education, while 11 teachers (37%) had Diploma in special education. The findings indicate that 3 teachers (10 %) had a Primary 1 teacher's certificate with an addition of in service training in Special Education. It was also revealed that 2 teachers (7%) had B.Ed in Special Education. Lastly 1 teacher (3%) had a B.Ed General. The figure also indicated that there were no untrained teachers in the selected school in the study. It can be noted that all the teachers have acquired fundamental training in the teaching profession. This could be an indicator that teachers have an opportunity to have additional training to their profession. On the other hand it demonstrates that the training facilities are accessible.

As the findings indicate, some teachers have attained a degree, others a diploma in special needs education, while some have an in-service course in the same. This is a step forward in the government's desire to have many teachers to be trained and have basic knowledge in special needs education to meet the objective of inclusive education. According to the government planning it had been projected that by 2015, each public primary school ought to have at least one teacher who has attained training in the special needs education. However, more efforts have to be added for this goal to be realized.

A trained teacher will enable the learners to have access to the various skills she or he has acquired in the training. In a given group of people each individual has different capabilities; there are some teachers who have the potential of linking education to the life skills and preparing the child to the world outside school. This can be seen in extracurricular activities like cultural dances and games. The Britain National deaf children society publication (1989) stated that the deaf children learn to be excellent dancers. This is achieved through a combination of feeling of the music and watching other children dance. Here in Kenya, the hearing impaired

learners have demonstrated their skills in dancing. The Mumias secondary Vocational for the deaf girls had a thrilling performance in the Scottish dance in 2009. Equally on the same the hearing impaired learners of one the school in this study The Agakhan school performed well in an Indian dance at the provincial level in 2006 .School outings are valuable in building independence and confidence in children.

#### 4.2: Administrative and Managerial factors affecting Integration

The second objective was to investigate the administration and managerial factors which influence the process and the extent of integration of HILs in schools in the city of Nairobi.

There was need to gather information on administrative and managerial factors that influenced the integration of hearing impaired learners in regular schools.

Table 4.2.1 shows the responses of pupils on the administrative and managerial factors such as discipline.

**Table 4.2.1 Pupils response on Administrative and Managerial factors affecting Integration**

	Yes		No	
	Freq	Percent	Freq	Percent
Are there cases of indiscipline in the school	30	75	10	25
Do you think the school administration is supportive enough for the success of integration	17	42.5	23	57.5

Source: Field Data

Table 4.2.1 reveals that 30 pupils, who were the majority, agreed that there were cases of indiscipline in the school as it is represented by 75 percent while 25% did not agree. The findings indicate that the learners are able to tell out there is a problem on the side of discipline. This indeed is a show that they have the capability of making a difference between what is moral and immoral in an institution.

**Table 4.2.2 Teachers response on Administrative and Managerial Factors**

	Yes		No	
	Freq	Percent	Freq	Percent
Are there cases of indiscipline in the school	25	83	5	17
Do you think the school administration is supportive enough for the success of integration	9	30	21	70

Source: Field Data

Table 4.2.2 shows the response of teachers, 25 of them represented by 83 percentages agreed that there were cases of indiscipline in the schools while 17 % stated that there were no cases of indiscipline in the schools. This finding demonstrates that in the society groups of people do show sense of responsibility by accepting that indeed a problem exists.

When asked about the causes of indiscipline, the pupils expressed views such as lack of money, poor family backgrounds and presence of same school rules. Deaf children just like other children have hopes, fears and anxiety as they grow up and develop. It is normal for them to be suspicious and emotional to others around them like the other children, family members and professionals. Children do react if they have difficult upbringing. From the response given by the pupils, five of them expressed a similar idea that they if they have not had supper the previous day they will get food from their friends bags in school. Based on Freud's theory's, during the anal stage some children may develop all kinds of expulsive behaviour such as cruelty, temper tantrums and messy disorderliness (Olu 1984:122). Dialogue with the deaf children can help us understand aspects of their personal identity not immediately expressed. Their means of expression may not be readily understood. There is the added complication that the deaf children may not be able to communicate easily.



According to the pupils the support given by the school administration for the success of integration was 42.5% as 23 of them (57.5%) did not acknowledge to that. Could be those who said there is no support expected much more than what they receive.

As for the teachers, indiscipline cases were attributed to nearness to slum areas for example Joseph Kange's primary school is close to Kibera slums, while Racecourse primary school is close to the Mathare slums. Life in the slums has a lot of challenges which can have a bearing on the upbringing of the children. Some teachers cited that the influx of refugees in the neighbourhood had a bearing on discipline in the school. Poor parenting was also mentioned as a cause of indiscipline in the schools. Family conflicts, particularly between the mother and the father could lead to roughness in the children. Hard economics time has effect on children upbringing. At times the children in the urban areas are used to sell items like ground nuts, oranges, tomatoes bananas in the estates or along the streets to supplement the family income.

For teachers 9 of them represented by (30%) agreed that the administration supports the success of integration while 21 represented by (70%) stated that there was no support. A teacher in one of the school said the HILs are provided with the same material other hearing learners get, hence they are supported.

When teachers were asked whether there existed declining standards of education in the regular school with integration programme, 18 of the respondents represented by 60% said yes, while 12 that is 40% disagreed. For those who stated yes, their comments geared towards the accumulation of mean score of the school, which was seen dropping due to inclusion. What then should be done in such a situation? Perhaps there is need for further studies on how best the measurement of academic achievement should be graded.

On the challenges the school administration faced in ensuring integration is a success the head teachers stated that sourcing funds to meet the requirements of the integrated learners was not easy. It should be noted that provision of the hearing aids is expensive. More so it is recommended that the classrooms where the hearing impaired learners are must have acoustics walls, a factor that is expensive to fulfill. The other challenge is getting adequate teachers to handle the special needs education of the learners. It was also expressed that some parents both for the regular and the hearing impaired were difficult to deal with. From one of the head teachers, she stated that a parent for the regular children was not pleased with the integration programme. Some of the parents for the hearing impaired learners are indeed hard to handle, this should be understood that some are still undergoing the denial stage or they are overwhelmed with the challenges that accompany such children.

**Table 4.2.3 Teachers views on Integration**

View	Yes		No	
	Freq	%	Freq	%
Do you think integration of hearing impaired learners is a success	10	33.3	20	66.7
Do you conduct guidance and counseling programs for the pupils before integration takes place	25	83	5	17

Source: Field Data

The table above shows that 20 teachers represented by 66.7% disagreed that integration of hearing impaired learners was a success, while 10 of them represented by 33.3% agreed it was a success. The reasons cited were low academic results and that most of the learners felt frustrated. Two teachers expressed that being a class teacher for the integrated learner was stressful as they have no much skills in handling the learner. One teacher said he got annoyed with some of the HIL's who kept on holding their ears which had the hearing aid. The discouragement was because the learners lost touch in the communication. The learner cannot be blamed largely

because the hearing aid could be picking a lot of noise in the background hence making one to be uncomfortable. Perhaps the teachers could not be aware of the effect of the background noise.

When a learner has a hearing aid he or she at times experiences irritations. Other people in the society could be of the view that the individual is hearing, indeed a hearing aid just amplifies the sound.

The findings also indicated that the schools conducted guidance and counseling programs for the pupils before integration took place as was agreed by 83 % while 17 % disagreed. The head teachers on their part cited that before integration they put into consideration the aspect of the learner's ability to cope with integration. When inquired on how the counseling programs were organized, they tended to agree that the head teacher, classroom teachers, special needs education teachers, hearing impaired learner and the parent/guardian discussed about the strengths and weaknesses of integration.

On how the school administration dealt with such cases of indiscipline, the pupils acclaimed that their parents were normally called for discussions on the specific problem in their presence. The teachers cited that they dealt with indiscipline cases by giving them manual work, counseling them and calling their parents/guardians.

#### **4.3 Findings on learners and teachers attitudes towards integration of HILs in regular schools.**

The third objective was to determine the attitudes of teachers and learners towards integration of HILs in schools in the city of Nairobi.

This section analyses the findings on one of the research questions that sought to find out attitudes of teachers and learners towards the integration of hearing impaired learners in regular schools in the city of Nairobi-Kenya.

**Means representing pupils' responses on items concerning integration of HILs regular schools?**

Attitude item	Means
1. The feeling I have towards integration of learners with hearing impairment in a regular school is a good one.	2.34
2. It is better to separate special learners from normal ones for better learning	1.78
3. I would be supportive for a friend who takes his or her child with disability to a regular school.	1.89
4. I feel happy and excited when someone mentions to me about learning in a regular school.	2.42
5. I have a definite negative reaction of integrating the hearing impaired learners with the hearing learners in the same school.	3.21
6. Learning in a regular school that has integration programme is fascinating and fun	1.11
7. I would rather learn in a special school than a regular school.	2.31
8. Learning in a regular school that has integration programme is boring.	1.45

Source: Researcher

**Table 4.3.1: Attitudes of learners towards their integration of in regular schools.**

	Pupils	
	Freq	Percent
Positive	15	37.5
Neutral	02	5
Negative	23	57.5
Total	40	100

Source: Field Data

Table 4.3.1 gives the summary of the attitude scores obtained by the pupils. The findings indicate that majority of the respondents had a negative attitude towards integration. From the pupils, 23 of them (57.5%) had a negative attitude on their integration in regular Schools.

**Means representing teachers responses on items concerning integration of HILs in regular schools?**

Attitudes Item	Mean
The feeling I have towards integration of learners with hearing impairment in normal schools is a good one.	1.88
It is better to separate special learners from normal ones for better learning to take place	2.34
I would be supportive of a friend who takes his or her child with disability in a regular school.	1.96
I feel happy and excited when someone mentions to me about teaching in a regular school that has integration programme.	1.94
I have a definite negative reaction of integrating the hearing impaired learners with the hearing learners in the same school.	2.03
Teaching in a regular school where integration is done is fascinating and fun.	2.14
I would rather teach in a special school than in a regular school.	2.93
Teaching in a regular school that an integration programme is boring.	1.04

Source: Researcher

**Table 4.3.2: Attitudes of teachers towards integration of HIL's in regular schools.**

	Teachers	
	Freq	Percent
Positive	6	20
Neutral	5	17
Negative	19	63
Total	30	100

Source: Field Data

For the teachers 19 of them represented by 63 % expressed a negative attitude for integration while 20 % had a positive attitude. The teachers who were neutral are represented by 17 %. Those with a positive attitude were 15 represented by 37.5 %, while 5% remained neutral. The negative attitude amongst the teachers could be attributed to the general perspective the society beholds of the handicapped/impaired persons.

From the above findings it can be noted that there is a long way to be covered in creating public awareness on the need to have the society to accept and recognize that each individual is different from other people. Accepting needs of individual helps in assisting them to achieve their potentials.

Teachers have a big role in fostering a feeling of confidence in the child. If a learning environment is conducive, the child develops good attitudes in understanding his/her world and feels free to explore it. The attitudes of teachers to integration may well have a major effect on the implementation of this policy (Buckley 1988).

Pupils with impairments could be feeling that they were being looked upon in terms of slowing the learning pace in the school. The teachers had problems of syllabus coverage due to communication barrier and yet they are expected to produce good performance in the national examination. Attitudes of fear and doubt which are reflected in overprotection of the child from a normal situation will affect the child. When children note they are accepted it promotes creativity, confidence and interest to venture into various activities.

Societal attitudes towards a given group of people have a big impact in determining their position in their respective societies. Children have spent most of their years with the parents or the guardians who need to develop positive attitudes to them, after this is accomplished then it shall be possible for the hearing impaired learners to have positive attitudes towards themselves.

parents have to guide sibling rivalry which may create an unfriendly home environment. There should be cultivation of warm relationship at home and school to bring about the sense of confidence.

#### 4.4 : Adequacy of physical facilities in regular schools with the integration programme.

The fourth objective was to investigate the adequacy of physical facilities in enhancing successful integration of the HILs in the city of Nairobi

There was need to find out if physical facilities for teaching and learning were adequate in the regular school with the integration programme. This information was gathered from pupils and teachers.

**Table 4.4.1: Pupils response on adequacy of physical facilities**

	Pupils			
	Yes		No	
	Freq	Percent	Freq	Percent
Textbooks and exercise books	38	95	2	5
Auditory gadgets	5	13	35	87
Sign language books	10	25	30	75
Tables and chairs.	36	90	4	10

Source: Field Data

The table 4.4.1 revealed that textbooks and exercise books are adequately provided by the school administration as was agreed by 38 pupils represented by 95 %. On the provision of auditory gadgets the learners indicated that this was not well provided for as stated by 87% of them. As for the tables and chairs majority of the learner indicated the situation was well as shown by 90 percent.

**Table 4.4.2: Teachers response on adequacy of physical facilities**

	Teachers			
	Yes		No	
	Freq	Percent	Freq	Percent
Textbooks and exercise books	29	97	1	3
Auditory gadgets	2	7	28	93
Sign language books	8	27	22	73
Tables and chairs.	24	80	6	20

Source: Field Data

Table 4.4.2 had the response from teachers who were in agreement with the learners on the adequacy of text books and exercise books as indicated by 29 of them at 97%. For the provision of auditory gadgets 28 teachers revealed that this was inadequate, on the same note 22 teachers represented by 73% showed that sign language books were not enough.

From the findings in the above tables, adequacy of most of the physical facilities could be attributed to funds availed from free primary education programme. When the government of Kenya introduced Free Primary Education in 2003, schools were given funds to purchase text books for the course work. Supplementary books especially for story book reading were also purchased. Exercise books and other writing materials are provided. This has assisted particularly the class of people in the society who earn 1 dollar per day. It can also be seen as a government effort of working towards the achievement for education for all. In one of the schools- The Agakhan Primary School, text books, story books and references books were well maintained. There is a library and two librarians. Indeed pupils walk to the library for the library lesson. This was encouraging.



Auditory gadgets, specifically hearing aids were not provided by the schools. This is indicated as 35 of the pupils represented by 87% and 28 of the teachers represented by 93% stated in the response. It was revealed that the auditory gadgets are provided by the donors. At the same time, some parents who are able bought the gadgets for their children. Hearing aids do assist the HILs especially those with residual hearing. They are expensive to buy and they need battery replacement often. Some of the parents can't afford to buy, let alone maintaining them. At the same time the government does not provide for them. Other agencies particularly non-governmental organizations do assist in providing. At Joseph Kang'ethe Primary School, most of the pupils with hearing aids had been provided for by the Ear Drop Organization. This could be an indicator that other agencies in the society are involved in helping the government efforts for providing education. According to the findings, sign language books are also inadequate. Sign language books for the hearing impaired are a great source of reference in teaching. Most of the signs to be used can only be accessed in this vital book. Before the introduction of the Kenya sign language in 1990 ( KISE ,1993) the educationist were using the American sign language to which the deaf adult were against on the basis of the culture. The books are quite expensive for the schools or parents to afford. If the efforts to make HILs to communicate are to be achieved, then there is need to avail the books for them. At Racecourse Primary School, most of the HILs were sharing one book. The teachers were also experiencing the same problems though to a greater extent as they are to prepare lesson using the same.

Tables and chairs were adequate as was shown by 90 % of the pupils and 80 % of the teachers. These facilities are important in learning. Their presence makes learners to have good learning environment. When they are not provided for, learners are likely to develop problems with their backs if they have to write on their laps while seated on the floor. When parents were relieved

from buying books, they could have directed their efforts to purchase of tables and chairs. From the schools involved in this study, some are better than others on this issue, which is normal in any society. However, at Joseph Kangethe Primary School and Racecourse Primary, more of these ought to be added. While observing the physical facilities specifically for extra curricular activities, Racecourse Primary School had a very big field, where learners can play freely. The Agakhan had two swimming pools, one for the lower primary and the other one for those from middle to upper primary. It was encouraging to see the HILs learners very active in swimming. The presence of the Agakhan Education Services on the management has a positive impact on this school. They do have swimming instructors who guide the learners on what to do.

**4.5: Inspection and supervision by quality assurance and standards officers in the regular schools where integration is done.**

The fifth objective was to study the process of supervision and inspection of regular schools where integration is done in the city of Nairobi

Figure 4.5.1 illustrates the process of inspection and supervision of the regular Schools as reported by pupils.

**Table 4.5.1: Pupils response on inspection and supervision reports**

	Pupils	
	Freq	Percent
Yearly	22	55
Termly	15	37.5
Monthly	03	7.5
Weekly	0	0
Daily	0	0

Source: Field Data

The study shows that most of the inspection and supervision was carried out on a yearly basis as was cited by 22 of the respondents represented by 55%, 15 learners indicated it was on termly basis, and 7.5 percent said it was on the weekly basis.

**Table 4.5.2: Teachers response on inspection and supervision reports**

	Teachers	
	Freq	Percent
Yearly	10	33
Termly	14	47
Monthly	6	20
Weekly	0	0
Daily	0	0

Source: Field Data

Table 4.5.2 shows the response of teachers on inspection and supervision. The findings revealed 33% for yearly basis, 47% for termly basis and 20% for monthly.

From the findings it indicated that there was no inspection and supervision done on a weekly or daily basis. Learning institutions are managed by personnel who are answerable to the employers. The ministry of education has given the mandate to the officers in the department of quality assurance. In any society people are supervised in relation to their performance. The quality assurance officers get to the schools to give advice and even to detect faulty implementations.

When asked what the inspectors looked for, the pupils cited that they checked in their exercise books, class registers, on the walls for charts and the cleanliness of the classrooms. The quality assurance officers check in the children books to confirm if what the teachers have written in

their schemes of work is being followed. At the same time, they want to find out after teaching does the teacher give a written exercise? Is it marked? Is correction done by learners?

The teachers acknowledged that the officers checked on their professional records for example the schemes of work, lesson plans, class registers and continuous assessment records. Teachers are professionally supposed to prepare work of each subject for the whole term. This gives them direction on syllabus coverage. It is during the subject delivery that they evaluate the content. For the hearing impaired learners, some subjects are difficult to teach and achieve the objectives. How does HILs internalize the content of Kiswahili? a language they rarely speak or write. Curriculum developers ought to be in a real classroom teaching across the country to come up with what is practical on the ground. During the research, I had an opportunity attending a social study lesson. In as much as the teacher was trying to explain by using various methods the integrated learner was lost. This then calls for mainstreaming teachers to adapt alternatives. According to the publication of the National Deaf Children Society it is suggested that such teachers must use whatever skills and extra time to give practical encouragement to the HILs.

In addition, the officers checked on physical facilities, financial records and the filling systems. Since the introduction of free primary education, primary schools have been receiving funds. In relation to special needs education, in 2005 each school received Ksh 10,000 to make their learning environment friendly to learners. Was this realized? It is only through having the assurance and standard officers checking the accounts books that much can be known on how the funds were and are put in use.

On whether the administration implemented the recommendation of quality assurance officers most of the respondents said there were some minor changes in the cleanness and time

management. However after some weeks all is back to previous conditions. One teacher wrote, “when head teachers have a clue that there is inspection within the division, they tend to put things in order” Does this show that inspection should not be put in a program? Or are the head teachers not being sincere? Could they be having a lot of work: to teach, manage the school, keep records and attending meetings?

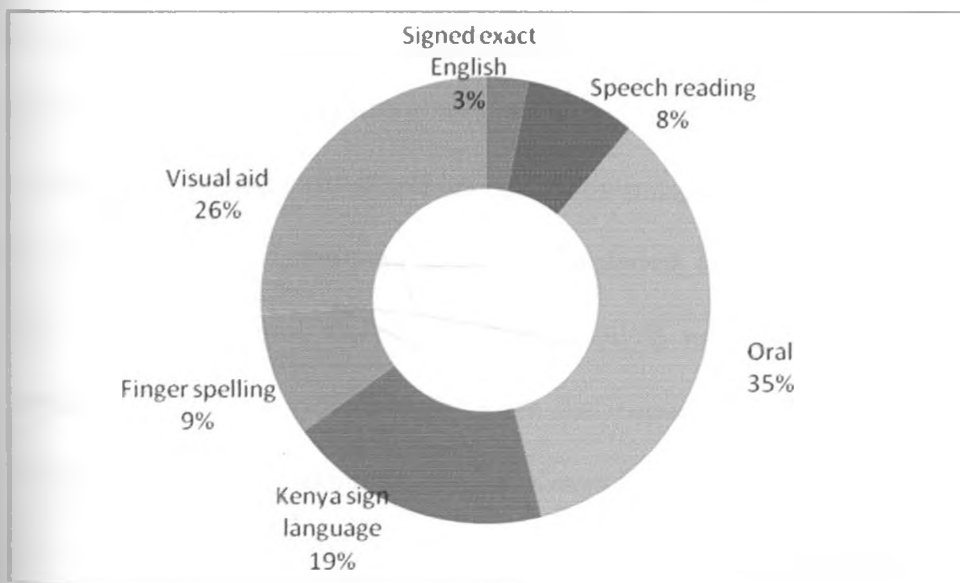
In conclusion is it justifiable for quality assurance and standard officers, to be in a school for like eight hours and come up with a conclusion that all is well or not well in a school? Are the officers accompanied by one of them who is knowledgeable in special needs education especially when visiting a special school or a regular school that has a unit?

#### 4.6: Syllabus content adequacy for the hearing impaired learners in regular schools.

The sixth objective was to assess the syllabus contents adequacy for the integration of hearing impaired learners in regular schools.

The study further sought to establish the various teaching methods employed in the schools and the various views on syllabus content adequacy.

**Figure 4.6.1 The teaching methods for the hearing impaired learners in regular schools**



Source: Field Data

Findings from the figure above indicate that oral was the most preferred teaching method by 10 teachers as was shown by 35%. Oral method is whereby the teachers use speech in their instruction. Signing is not encouraged. From this finding oral method was preferred most likely because both the regular and special needs education teachers use it. Also it is natural to the hearing members in the society to use it easily. Visual aid was chosen by 26%, this method when used helps learners to get the concepts with ease. For instance in teaching about the physical facilities- the learners will see rivers on the drawn map or in the Atlas.

Kenya sign language was chosen by 6 teachers represented by 19%. When teaching in a school where integration is done, one has to learn some of the signs for communication. This is regardless of whether one handles the learners in a particular subject. Why is this so? How will you communicate with the HILs when you meet them on the corridors, at breaktime/ lunch time/ extra curricular activities. It is therefore important that teachers are encouraged to have interest in Kenya Sign Language for effective communication with the HILs. Finger spelling and speech reading was cited by 9% percent of the respondents, could be an indication that teachers are not keen on the usage. Finally 3% chose signed exact English. The advantage of this method is on the correct English grammar. Many teachers would not prefer the method as it is cumbersome and it also slows down the whole subject content delivery. This method must be encouraged as it promotes reading and writing and hence improves dependency.

On the reasons why specific methods were preferred, there were various explanations of views. Oral method is natural. One respondent stated "I prefer this method because the HILs will interact with the society." Actually when the learners leave the school environment they shall join the bigger society which has limited Kenya Sign Language. How shall they cope up?

On visual aid, the respondents seem to share the views that they make a classroom look a really learning environment with good display. Another respondent stated that the visual aids material can be used as reference both for learners and teachers in future. Four of the respondents had an idea that visual aids program improve the artistic skills for the learners. This shows how different people have varying perception of the same idea.

Speech reading was among the least preferred method. This is what one respondent put across "I would find it personally difficult to get what the other person is saying if I were hearing impaired. Another respondent said "I like this method because the HILs pay a lot of attention to you." On finger spelling many who chose it were for the idea that it does help in clarification of the subject content being taught. A respondent said "I like finger spelling as it is fun to use the fingers and form a word."

On the problems encountered by the integrated learners, the teachers stated that the content of the syllabus was a burden to the learners. Also cited was the communication problem between the integrated learners with their regular teachers and regular learners. It was also reported that the integrated learners expressed low self esteem especially in academic performance.

When inquired on how they overcame the syllabus content problems, the teachers indicated that they regularly went over the difficult topics and simplified the written notes. On communication barrier, they encouraged the regular teachers and the regular pupils to have interest in sign language.

When asked about the various strategies that ought to be put in place to improve the integration of learners with hearing impairment in normal schools, the teachers cited that there was need to carry out accurate assessment before placing the learners in this programme. Another strategy suggested was early intervention.

#### **4.7: To identify the challenges administrators face in enhancing successful integration in regular schools.**

The seventh objective was to identify challenges the administrators face in enhancing successful integration of HILs in regular schools in Nairobi city.

The response to this was from the four head teachers of the regular schools where integration was being done. One of them stated that there was need for a revisit on the issue of integration policy. She further expressed that the regular teachers find it hard to deliver the content to the HILs. Still in her remarks she indicated that even some of the special needs education teachers give sentiments of dissatisfaction on less success being achieved on integration.

All the four head teachers had views on the aspect of funding on the need of the government to increase the share for the learners who have impairments as the materials they require are expensive. Another challenge they revealed was that there was always role conflict between the regular teachers and the special need education teachers. One of the head teachers gave a reference of how the said teachers shift blame when the learner performs below average.

A more challenging situation three of them expressed was that of being on the receiving end because the education officers demand high mean score while the teachers struggle to get the same from the HILs learners with little success.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the study, conclusions and recommendations for possible action and for further research.

#### 5.1 Summary

This study aimed at investigating the factors influencing the integration of HILs in regular Schools in the city of Nairobi, which was chosen due to the fact that it has a quite good number of regular Schools where integration is done compared to other parts of the country. The variables that were analyzed in the study included Administrative and Managerial factors, Attitudes of pupils and teachers, Physical Facilities availability, Supervision and Inspection and syllabus content.

The objectives of the study were to determine if personal factors influence the integration of HILs in schools in the city of Nairobi, to identify administrative and managerial factors which influenced the integration of HILs in schools. Also the objectives aimed at determining the attitudes of pupils and teachers towards integration, investigating the adequacy of physical facilities in the schools and to study the process of inspection and supervision of regular schools where integration is done. Other objectives were to assess the syllabus content adequacy of HILs in regular schools and to identify the challenges administrators face in enhancing integration

Four selected schools were involved in the study. These are Joseph Kang'ethe, Dagoretti, Agakhan and Racecourse primary schools. A total of 40 pupils with hearing impairment participated in the study. 12 special teachers 14 regular teachers and 4 head teachers also participated in the study. The respondents were selected through simple random sampling from the category of teachers and learners, while for the head teachers purposive sampling was used.

Collection of data was done through the use of questionnaires and observation schedule.

Descriptive statistics was used to analyze the data.

## 5.2 Conclusions

The study revealed that there were more female teachers than the male teachers as represented by 53% against 47% in the selected schools and that female learners were enrolled in school at an earlier age as compared to the males.

Also revealed was that, majority of the hearing impaired learners represented by 65% had been born with deafness, while 35% had acquired the impairment. This then calls for public awareness on how prevention of deafness can be done.

On teaching experience 46.7% teachers had taught in the schools where integration is done for over 8 years, an indication that they would give valid information on integration. Majority of the teachers had basic training in the teaching profession, some had gone in for an in-service training, diploma and degree in special needs education. There was none who was untrained, an indicator that in the society teachers have an access to education advancement.

On administration and management of the schools where integration is done, indiscipline was said to exist as shown by 75% and 83% of pupils and teachers respectively. The major causes of these indiscipline cases were directed to poor child upbringing, nearness to slums, poverty level and family conflict. Learners and teachers indicated that the administrators gave minimal support to the success of integration.

From the teachers views on integration they stated that the HILs learners felt frustrated which led to low self esteem hence affected their confidence. Guidance and counseling was carried before the HILs were integrated, this is a good step. However, there was an expression of negative attitude towards the integrated learner as indicated by 57.5% of pupils and 63% of the teachers.

This could be because of the society perception of people with impairments, however public awareness on the importance of accepting such individuals has to be encouraged.

In response on adequacy of physical facilities both the teachers and learners were in agreement that there were enough textbooks, exercise books and tables. However, there was need for other facilities like the sign language books and the hearing aids to be provided despite the fact they are expensive to purchase.

Inspection and supervision by the quality assurance and standard officers were done on rare basis; this ought to be stepped up. Most teachers preferred to use the oral method as indicated by 55% followed by visual aids at 26%. Few of the teachers chose using Kenya sign language, there is need for them to have interest in this language for an effective communication with the HILs.

The head teachers stated the challenges they face in enhancing integration included role conflict of teachers, less funds to meet the needs of the HILs and unsatisfactory performance in academic by the HILs in general.

### **3.3 Recommendations**

1. The recommendations made were that the Government of Kenya to train more teachers on SNE in order to have enough personnel for the integration programme.
2. There is need for enough facilities for both curricular and co- curricular activities to be provided for in schools where integration takes place.
3. The government and other well –wishers to assist in providing hearing aids to learners who cannot afford.
4. That more efforts by the educationists to be directed to advocacy for inclusive approach.
5. The Kenya national examination council to come up with new modalities of evaluating the HILs at the end of their primary education.

#### **5.4 Recommendations for further research**

Further study on the same area may be done extending it to cover more schools in the country. Investigation on the role of parents and community support in regular schools that have integration programme. A serious study is needed on the job satisfaction and motivation of teachers in special school.

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**APPENDIX A**  
**LETTER OF INTRODUCTION**

**Janet Muhalia Kajirwa**  
**University of Nairobi**  
**P.O. BOX 30197**  
**NAIROBI.**

Dear Respondent,

**RE: QUESTIONNAIRE ON HEARING IMPAIRED LEARNERS IN REGULAR  
SCHOOLS IN KENYA.**

I am a postgraduate student in the University of Nairobi, undergoing a Masters of Arts Degree Course. Currently I am carrying out a research on the above named topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help to improve learning conditions of learners with hearing impairment.

Your response will be treated as confidential. Therefore do not indicate your name on the questionnaire. Please complete all the items in the questionnaire.

Thanking you for your cooperation.

Yours Sincerely,

**JANET MUHALIA KAJIRWA**

## APPENDIX B

### QUESTIONNAIRE FOR PUPILS WITH HEARING IMPAIRMENT

This questionnaire consists of questions asking for general information about you. The information is for research purposes only and will be used to make recommendations on education of learners with hearing impairment. The information you give will not be shown to anybody. Do not indicate your names on the questionnaire.

#### Instructions

Please indicate by putting a tick (✓) on the response that applies to you.

#### 1.0 Personal characteristics

Name of School .....

Gender: Female ( )

Male ( )

#### 1.1 In which class are you?

Standard 1( ) 2( ) 3( ) 4( ) 5( ) 6( ) 7( ) 8( )

#### 1.2 For how long have you been integrated in this regular school?

(i) 0-1 years ( ) (ii) 2-3 years ( ) (iii) 4-5 years ( ) (iv) 6-8 years ( )

#### 1.3 Were you born with hearing impairment condition or you acquired after some time?

.....  
.....

#### 1.4 (a) Were you in a special school before being transferred to the regular school?

Yes ( )

No ( )

(b) If 'yes' which school would you prefer?

.....

(c) Give reason(s)

.....

.....

**2.0 Questions on Administration and Management of regular Schools with integration programme.**

1. Are there enough special education teachers in your school?

Yes ( )

No ( )

2. Do you think the school administration is supportive enough for the success of integration of hearing impaired learners in this school?

Yes ( )

No ( )

3. In your own opinion, what do you think the school administration should do to improve on education of learners with hearing impairment in this school?

.....

.....

.....

4. Are there cases of indiscipline in your school?

Yes ( )

No ( )

If 'yes', what do you think are the causes of such cases?

.....

.....

5. How does the Administration deal with such cases?

.....

.....

**3.0 Attitudes of learners with hearing impairment towards their integration in regular schools.**

The following statements are an expression on certain aspects which have a bearing on the integration of learners with hearing impairment in regular schools. Indicate your level of agreement on your attitude towards the following statements.

STATEMENT	SA	A	U	D	SD
1. The feeling I have towards integration of learners with hearing impairment in regular schools is a good one.					
2. It is better to separate special learners from normal ones for better learning to take place.					
3. I would be supportive of a pupil with hearing impairment who joins an integration programme in a regular school.					
4. I feel happy and excited when someone mentions to me about learning in a regular school with an integration programme.					
5. I have a definite negative reaction of integrating hearing impaired learners with the hearing learners in the same school.					
6. Learning in a regular school with an integration programme is fascinating and fun.					
7. I would rather learn in a special school than in a regular one.					

8. Learning in a regular with an integration programme school is

boring.

--	--	--	--	--

#### 4.0 Physical Facilities

1. Are there enough text books and exercise books for all pupils in the school?

Yes ( )

No ( )

2. Does the school provide the hearing impaired learners with special auditory gadgets to boost their learning?

Yes ( )

No ( )

3. Does the school have enough sign language books for the learners?

Yes ( )

No ( )

4. Are there enough recommended tables and chairs in the classroom?

Yes ( )

No ( )

#### 5.0 Inspection and Supervision

1. How often do Quality Assurance and Standards Officers (QASO) inspect and supervise the teaching and learning in your school?

Daily ( )

Termly ( )

Weekly ( )

Yearly ( )

Monthly ( )

Rarely ( )

2. What do they look for in their inspection? .....

.....

.....

3. Does the administration implement their recommendations?

Yes ( )

No ( )

Give reasons for your answer. ....

.....

.....

4. Do you think the number of times per term for their inspection is adequate?

Yes ( )

No ( )

6.0 **Comments (If any)**

.....

.....

## APPENDIX C

### QUESTIONNAIRE FOR SPECIAL AND REGULAR TEACHERS

This questionnaire consists of questions asking for general information about your self. The information is for research purposes only and will be used to make recommendations on education of learners with hearing impairment. The information you give will not be shown to anybody. Do not indicate your names on the questionnaire.

#### Instructions

Please indicate by putting a tick (✓) on the response that applies to you.

#### 1.0 Personal Characteristics of Teachers

1. Name of School .....

(a) Gender: Female ( )

Male ( )

(b) What is your teaching experience?

(i) 0-5years ( )

(ii) 6-10 years ( )

(iii) Over 10 years ( )

(c) For how long have you taught in regular school with an integration programme.

(i) 0 – 5 years ( )

(ii) 6 – 10 years ( )

(iii) Over 15 years ( )

(d) What is your professional qualification?





Yes ( )

No ( )

4. In your own opinion, what do you think the school administration should do to improve on the education of learners with hearing impairment? .....

.....  
.....

5. Do you have indiscipline cases in your class?

Yes ( )

No ( )

6. How do you deal with such cases whenever they occur?

.....

7. What do you think are the causes of indiscipline cases in your school?

.....  
.....

8. In your own opinion, what challenges do you think the school administration face in ensuring integration is a success. ....

.....  
.....

**3.0 Attitudes of teachers towards integration of learners with special needs in regular schools.**

The following statements are an expression on certain aspects which have a bearing on the integration of learners with hearing impairment in regular schools. Indicate your level of

agreement on your attitude towards the following statements. Beside each statement is a five – point scale from which you are to select your most appropriate feeling to the statements. Tick (✓) for strongly Agree if you feel that the statement strongly applies to you. Agree if it does not apply so strongly, undecided if you are not sure about it, Disagree if it does not apply and strongly Disagree if you strongly feel that it does not apply to you at all.

STATEMENT	SA	A	U	D	SD
1. The feeling I have towards integration of learners with hearing impairment in regular schools is a good one					
2. It is better to separate special learners from normal ones for better learning to take place.					
3. I would be supportive of a friend who takes his or her child with disability to an integration programme in a regular school.					
4. I feel happy and excited when someone mentions to me about teaching in regular school with an integration programme.					
5. I have a definite negative reaction to integrating learners with disabilities with normal ones in schools.					
6. Teaching in a regular school with an integration programme is fascinating and fun.					
7. I would rather teach in a special school than a regular one.					
8. Teaching in a regular school with an integration programme is boring.					

#### 4.0 Physical Facilities

1. Are there enough text books and exercise books for all pupils in the school?

Yes ( )

No ( )

2. Does the school provide the hearing impaired learners with special auditory gadgets to boost their learning?

Yes ( )

No ( )

3. Does the school have enough sign language books for the learners?

Yes ( )

No ( )

4. Are special teachers enough in your school to deal with learners with hearing impairment?

Yes ( )

No ( )

### 5.0 Inspection and Supervision

1. How often do quality assurance and standards officers inspect and supervise the teaching and learning in your school?

Daily ( )

Termly ( )

Weekly ( )

Yearly ( )

Monthly ( )

Rarely ( )

2. What do they look for in their inspection? .....

.....

.....

3. Do you implement their recommendations? .

Yes ( )

No ( )

Give reasons for your answer. ....

.....

4. Do you think the number of times per term for their inspection is adequate?

Yes ( )

No ( )

### 6. Syllabus content adequacy in integration of hearing impaired learners in regular schools

1. How do the hearing impaired learners cope up socially with hearing learners?

(a) Not so Well ( )

(b) Fairly Well ( )

(c) Well ( )

2. From the list given, tick the teaching methods you prefer to use when handling the hearing impaired learners

(a) Signed Exact English ( )

(b) Speech Reading ( )

(c) Oral ( )

(d) Kenya Sign Language ( )

(e) Finger Spelling ( )

(f) Visual Aid ( )

Give reasons why you prefer the methods you have selected above.

.....

2. Do you follow K.I.E syllabus or just text books in your class work

Yes ( )

No ( )

Sometimes ( )

3. Do you think you are overloaded in terms of the lessons you teach?

Yes ( )

No ( )

Not always ( )

4. Do you carry out remedial teaching to learners with severe hearing impairment?

Yes ( )

No ( )

5. Integration of the hearing impaired is a success

(a) Strongly Agree ( )

(b) Agree ( )

(c) Disagree ( )

(d) Strongly Disagree ( )



APPENDIX D

QUESTIONNAIRE FOR HEAD TEACHERS IN REGULAR SCHOOLS

The researcher is a student at University of Nairobi. Please kindly answer the items in the questionnaire. All responses will be treated confidentially.

1. Gender: Female ( ) Male ( )

2. For how long have you been a head teacher in this school?

- (a) 0 – 5 years
- (b) 6 – 10 years
- (c) Over 10 years

3. The integration programme has been in your institution for a period of

- (i) Less than 5 years ( )
- (ii) 5 to 10 years ( )
- (iii) 11 – 15 years ( )
- (iv) Over 15 years ( )

4. Do you agree that there are declining standards of education in your school because of the integration programme?

- Yes ( )
- No ( )

Give reasons for your answer.

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5. How many learners with hearing impairment are in your school? ( )

6. Do you think integration of hearing impaired learners in regular schools is a good idea?

Yes ( )

No ( )

Give reasons for your answer.

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7. Do you conduct guidance and counseling programmes for pupils in your school with more emphasis on benefits of integration?

Yes ( )

No ( )

If yes, how is the programme organized?

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8. Do you have indiscipline cases in your school?

Yes ( )

No ( )

How do you deal with such cases whenever they occur?

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9. What are some of the considerations you make before allowing hearing impaired child to be integrated?

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10. In your own opinion, what challenges do you think the school administration face in ensuring integration is a success?

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11. Explain some of the recommendations which can make integration a success.

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**THANK YOU**

**APPENDIX E**  
**OBSERVATION SCHEDULE**

<b>ITEM</b>	<b>ADEQUATE</b>	<b>NOT ADEQUATE</b>
1. Text Books		
2. Auditory Gadgets		
3. Sign Language Books		
4. No. of Special Teachers		
5. Teaching Speed		
6. Desks		
7. Library		
8. Co – curricular Facilities for Learners with Disabilities		