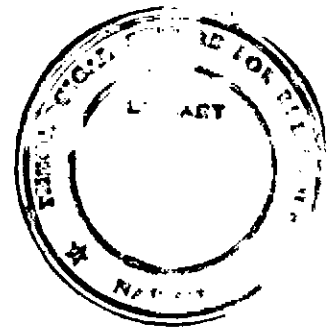
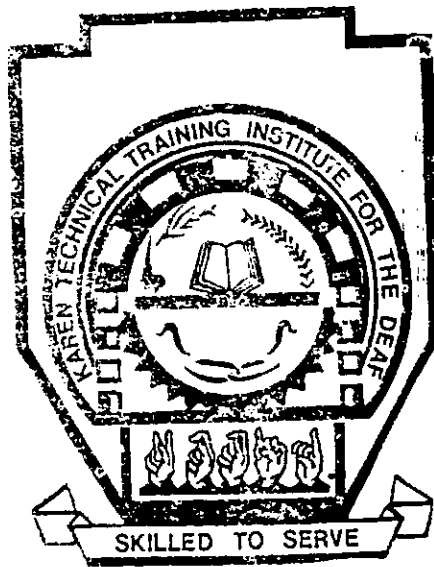


**SAINT MARY'S UNIVERSITY OF MINNESOTA.
C.T.I.E.**

**SOME OF THE MAJOR PROBLEMS RETARDING EDUCATION
PROGRAMME FOR THE HEARING IMPAIRED LEARNERS.
A CASE STUDY AT**



BY: NAZARINE MBOGO.

LECTURER: SISTER MARGARET MARY WANYAMA, SOM.

APRIL, 2001.

NAIROBI, KENYA.

SAINT MARY'S UNIVERSITY OF MINNESOTA

C.T.I.E.

TANGAZA COLLEGE.

**SOME OF THE MAJOR PROBLEMS RETARDING EDUCATION
PROGRAMME FOR THE HEARING IMPAIRED LEARNERS.**

**A CASE STUDY AT KAREN TECHNICAL TRAINING
INSTITUTE FOR THE DEAF.**

BY: NAZARINE MBOGO.

LECTURER: SISTER MARGARET MARY WANYAMA, SOM.

This is a long essay submitted to the Department of Education in partial fulfillment of the requirements for a Bachelor of Science in Education (B.Sc.Ed).

NAIROBI: APRIL, 2001.

Student's Declaration.

I hereby declare that the material used here has not been submitted for Academic Credit to any other Institution. All sources have been cited in full.

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Date..... 14 May 2001.....

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Name..... Brother Robert Smith, FSC, PhD.....

Signature..... [Handwritten Signature].....

Date..... 17/5/01.....

DEDICATION.

This work is dedicated to 'everyone' who cares for the
welfare of the hearing-impaired learners.

And

to my very 'beloved friends' who motivates my spirit of service to
the minority group of the hearing impaired students.

"Positive thinking will change your life as well as change the world around you"

(Napoleon Hills).

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Many people deserve my appreciation for contributing to this work. Abundance gratitude to my beloved mother and father for their great contribution in my life, unique upbringing, challenges and education background. Because of their contribution I have been able to undertake this work. Next, I express my felt gratitude to Karen Technical Training Institute For The Deaf (K.T.T.I.D.) that I visited. The Principal and Deputy Principal and the entire institution for the good work that they are accomplishing and for the respect in enabling me to gather data from them.

Special thanks to the Deputy Principal Mr. Ngethe who patiently held frequent discussions with me and facilitated the smooth collection of data. To Mr. Gachanja in the Kenya Society for the deaf children office for providing most basic background materials to the topic.

Unreserved thanks and appreciation to my personal secretary Deacon Caesar Mburu the Franciscan Capuchin who typed and retyped the work patiently.

I want to express my admiration to Sister. Margaret Mary Wanyama, my lecturer who inspired and helped me to see the good work come to quality end.

I would like to appreciate the assistance of every individual member of the class for support, encouragement and for their considerable contributions.

The research could not have been possible without financial assistance from my congregation. Thanks to everyone who has motivated me to accomplish of this study.

Sister Nazarine Wandia Mbogo.

ABSTRACT.

The research was conducted to establish problems affecting education for the hearing impaired learners. To investigate the study thoroughly, a case study was carried out at Karen Technical Training Institute For the Deaf. The purpose of the research was to identify the major reasons why most hearing impaired people remain below form four the standard level in education.

The objectives were set to create an awareness to the families and society concerning their negative contributions that impair the deaf to further heights than just the hearing impairment itself. The other objective was aimed at exploring and giving suggestions concerning ways of helping the minority group of the hearing impaired community by redesigning their schools and planning their education. The final objective aimed at suggesting ways to overcome low self-esteem by equipping the hearing-impaired child with quality and competitive education that meets the challenges and demands in the current society.

In literature review and field work library materials, questionnaires and interviews were used to investigate the research problem and the findings were obtained on three levels.

- 1). On society level: the major problem portrays the issue being: the deep rooted negative social attitude towards the hearing impaired people.
- 2). On education basis, the major problem felt is the undeveloped education system and lack of proper facilitation of the institutions for the good of the learners.
- 3). Communication-barrier was identified as the basic element that warrants the hearing-impaired learners to be referred to as students with special needs requiring specially trained personnel who will effect communication that facilitates effective teaching and learning.

After reviewing the findings, the researcher observes that the idea of discrimination against the hearing impaired people highlights the aspect of ignorance on the part of society. In order to uproot it, the researcher recommends guidance and counselling sessions to parents and community in close association in the impaired persons.

The hearing-impaired students should be involved in every activity, both in school and at home and the impairment must never be used as an excuse for lack of participation.

Finally, an elaborate educational policy must be put in place to look into the welfare of the hearing-impaired learners and the smooth running of the school.

For further study, the researcher recommends that other problems affecting educational programmes for the hearing impaired be explored in depths.

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CHAPTER ONE

ASSESSING THE MAJOR PROBLEMS RETARDING EDUCATION PROGRAMME FOR THE HEARING IMPAIRED LEARNERS



1.0 INTRODUCTION

Disabled people are oppressed and marginalized in the Kenyan society from the past to the present day. They are oppressed in almost all spheres of life most of which is by the social attitudes. The collective class of disabled includes individuals with; physical, mental, visual and hearing impairment. The disabled need to be helped to develop their potentials and their sense of worth.

Every human being is created in the image of God, he/she deserves to be recognized, to be taken care of, and one's rights be provided for. Declaration of human rights by the United Nations campaigns for the rights of the disabled to be respected and the disabled to be helped to cope with their disability. The society needs to uplift disabled's abilities in order to integrate them into the community without putting them on the periphery.

The voice of the hearing impaired ought to be heard and their presence to be wholly recognized by every individual person. The handicapped are not useless as the Kiswahili term "Wasiojiweza" denotes. The hearing impaired individuals only bear an auditory defect but they have potentials like any other children.

1.1 BACKGROUND OF THE PROBLEM

Hearing impairment is a disability that hinders efficient communication and response because of a defect in the sensory input. There are two categories of the hearing impairment, the deaf and hard of hearing. Majority of individuals with hearing impairment do not learn to speak clearly to be understood. Instead they adopt the use of sign language (SL). The disability causes limitations to the individual to perform certain roles efficiently such as learning in the conventional classroom set up.

Due to the disability, the deaf are segregated against and denied their rights in almost every field in life. Nduromo, in his overview of disabled (of which the deaf are a part) has expressed the society's attitude towards them. In the past, those born with disabilities were killed, at birth. In later years, the charitable organizations and churches took notice of the hearing impaired children and put them in asylums. (Getui P. 110).

"The disabled are denied opportunities for education, especially by parents who put resources meant for the education of their disabled children in more urgent worth while matters which is tantamount to aggravating the disability" (Getui P. 110).

In social areas, the deaf are denied employment opportunities or allocation for business places and housing. Also facilities such as hearing aids which assist them when interacting with people in the society to make communication possible are sold at high prices. Owing to this factor, some hearing impaired people cannot afford to buy these facilities. Thus, integration of the hearing impaired individuals in the society is not easy because there is a defect in the hearing system of the hearing impaired person that hinders effective communication with others. Therefore, without the essential facilities (hearing

aids), integration in the society cannot efficiently be enhanced. Dominic Majiwa as quoted by Getui expresses his views saying "the deaf are probably the most misunderstood and mistreated in Kenya. There is a tendency to use derogatory terms about them while the term is out-rightly discriminative against them (Getui P. 112).

The condition of the hearing impairment calls for special attention on the part of the students in the learning environment. Due to this demand, individuals with this disorder are classified as students with special needs. This is certainly the reason why K.S.D.C ensures that "hearing impaired children are given a chance to learn in the most appropriate learning environment....." (K.S.D.C leaflet, P. 3.).

Teaching a class of students with hearing impairment is not an easy task. It requires commitment, special methods and techniques of delivery. Hearing impairment is therefore, a defect that causes learning disability. However, given appropriate education and instructions the mental and physical abilities could further be improved and increased with specific training. But as Susan expresses in her research work (1998), communication barrier blocks this individual development in most situations.

The population for the deaf is shooting higher than recorded previously. According to observations by Inspectorate of Special Education Section of the Ministry of Education and from Kenya Society For The Deaf Children (K.S.D.C) the enrollment in special education schools for the hearing impairment has risen a great deal. In 1982 enrollment was 1,710 while 1986 the enrollment was 2,156 (Ndurumo, p. 21). But as Susan observes in her research, there is nothing done to assist the hearing impaired learners to go to the institutions of higher learning (KSL, P. 3). Most of the deaf school learners remain below the standard in education, that is form four level, because out of about 37 institutions for the hearing impaired there are about three secondary schools only. Majority of the deaf go up to primary level and after

which they join village polytechnics or vocational training at Grade Test. The concern for the research is to shed some light about the scarcity of high schools for the hearing impaired and to call for action for development of their educational quality.

The society seems to assume to a greater extent that hearing impairment prevents intellectual development and other potentials. A defect in sensory ability does not mean absence of other potentials. What the individuals require is to be exposed to different fields so that they develop to maximum other potentials. From observations most of the deaf who have left school are still dependent on their parents, family, friends or are employed with very little pay. This creates an attitude of helplessness and low self-esteem. They are not prepared and equipped enough to take responsibility. Because of their handicap, the hearing impaired students are denied full participation in the social world of education, socialization and business.

The Human Rights (UN) having noted this discrimination of the impaired individuals emphasizes that the impaired have their fundamental rights as any other citizen. They have rights to the basic requirements such as medical, education ... and services that will enhance their capabilities and skills (Helander P. 22).

There have been a number of researches on different interests carried on which explored some of the problems faced by the hearing impaired. However, the research by Susan closely explores problems encountered by the deaf students at tertiary level.

This study intends to find out some of the problems that affect deaf learners in educational field. It will feature the underdeveloped education program for the minority, social attitude and poverty and the effects of communication barrier as the major problem.

1.2 STATEMENT OF THE PROBLEM

The major problem facing learners with hearing impairment in education is contributed by the society. The hearing impaired are denied opportunities for education especially, by parents who put resources meant for the education of their disabled children into more urgent and worthwhile matters which are superior in their thinking to the empowering the impaired (Getui p, 110). It is important for people to understand that individuals with hearing impairment are "normal" persons like the rest of the hearing persons, except that their sense of hearing is defective which hinders hearing. However, if assisted with hearing aid, and when instructed by specially trained teachers, the individuals would benefit having the opportunity to enjoy equal educational privileges as their hearing counterparts.

The situations is different for the deaf learners. Lack of effective language of communication is a barrier that hinders progress towards empowering for the hearing impaired learners with human potential requirement in education programme. "The hearing people have their own spoken language and culture, in the same way, the hearing impaired have their Sign Language (S L) and culture" (Susan P. 9). It is through SL that foundations and activities for the deaf communicate to people, write and participate in groups (P.10). Lack of communication has narrowed majority of hearing impaired's future vision as their place is already determined by the society within and around them.

The individuals with hearing impairment do not get access to education of equal standard with the hearing. "Deaf people do not have equal access to education" (KSPH, p. 3). Thus, they have less opportunity to learn intensively and extensively a variety of exploitive skills that would offer them a wide range of choices in occupational decisions for their future. The family and community seem to have determined their fate.

Basically, society's general attitude towards the hearing impaired is negative and unsupportive. It has further weakened them through their negative social attitude based on belief that they are "Wasiojiweza" (Getui P. 110). They are inferior people without or with little brains that cannot manage to operate rationally. This kind of attitude causes low self-esteem.

The researcher hopes to explore the study further by taking a keen interest on learners in vocational training. This will hopefully contribute to important findings about why majority of hearing impaired school learners' education remain below the required standard. And why most of the deaf remain on the periphery, in the business/ career world. The study will investigate the major problems retarding education programme for the hearing impaired learner.

1.3 HYPOTHESES

1. There are no social problems retarding education programmes for the hearing learners in Kenya.
2. There are no factors hindering hearing impaired learners from advancing in educational institutions of higher learning.
3. Since hearing impairment causes communication barrier, there are possible ways through which this barrier can be overcome to promote free and easy delivery towards empowering the learners effectiveness.

1.4 SIGNIFICANCE OF THE STUDY (JUSTIFICATION/PURPOSE)

The research is aimed at creating an awareness to families of the hearing impaired children, and to the community about some of their failures which have further contributed to the hearing impaired's disability. As a result, the study hopes to suggest some ways through

which the hearing impaired can be appreciated as any other normal child. It will contribute in pointing out ways of social involvement without thinking of them as handicapped.

The study is intended to appeal for the cooperation of the society in establishment of quality education for promotion of the deaf individuals. The study is hoped to make suggestions about some of the ways of planning education structure with a view to exploring the learner's potentials. The research tries to evaluate the social problems and to explore the vision that leads towards action indicating possible solutions in the society.

The information will be from realistic materials and reliable sources that is hoped to make smooth research further possible, the research findings might be a beginning or a continuation of a deeper search for issues that are major causes of a challenge to the hearing impaired people. It is hoped to give suggestions to a future vision towards promotion of education for the hearing impaired and views aimed at minimizing the low self-esteem among the individuals in question.

1.5 DELIMITATIONS OF THE STUDY

The study is focused on the learners with hearing impairment and society's contribution towards their education. There are several schools taking care of learners with hearing impairment learners in Kenya.

The research will be confined to Karen Technical Training Institute for the Deaf, which is situated in Nairobi within Karen locality. The institute has a capacity of about one hundred students, both girls and boys. It has a wide variety of vocational professions offered at Artisan and Craft levels. Karen Institute will reflect the position of the deaf learners from most of the Kenyan rural and urban environment since it draws students from different corners of Kenya.

1.6 LIMITATIONS OF THE STUDY

The research will focus its attention only on some major social problems retarding education programme for the hearing impaired learners. Due to time constraints and college schedule which demands the researcher's full participation, personal interviews with influential people such as parents and sponsors will not be carried out.

Alongside financial status is quite limiting so that travelling to meet some old institute's boys and girls to provide practical experience about life in the field, will not be possible. This would have helped to develop and enrich the research findings to link the current students' ideas and views of life as it is for those in the business world.

The major hardship encountered in the process of search for detailed information was communication barrier. The communication was basically through sign language which the researcher is not very competent at. Also, formulation of convenient questions to obtain intended responses was strenuous. It demanded a lot of sensitivity and careful selection of words to suit their level.

1.7 OPERATIONAL DEFINITION OF TERMS

Hearing impairment: It is a term used to refer to individuals with hearing loss or with defective hearing. It is an inclusive proposed term to refer to both profound deaf and hard-of-hearing.

Disability: Lack of something necessary. Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human beings.

Hard-of-hearing: A partial hearing impairment. A hearing condition which functions defectively. Their situation can be assisted by use of a hearing aid to amplify the sounds.

Deaf: A person whose hearing is of no practical value for the purpose of communication.

Students with special needs: Refers to the deaf learners whose ability and behavior differ to some extent from what the society considers normal because their condition calls for special attention and facilities to assist them in communication.

Learning disability refers to a disorder that causes learning difficulties. This demands for different learning environment (special schools) and facilities.

Handicap: A disadvantage on a person caused by lack or loss that limits or prevents the fulfillment of a role that is normal according to social and cultural factors such as age or sex of the person.

Regular schools: The usual common learning institutions for learners without any disorder or defect as regarded generally by the society.

Normal refers to usual environment without special reference to limitations and it is used to refer to individuals without any demands of special needs.

CHAPTER TWO.

2.1 LITERATURE REVIEW.

The aim of the study is to investigate how poverty and social attitude , undeveloped education system and communication barrier, retard education programme for learners with hearing impairment.

2.2 POVERTY AND SOCIAL ATTITUDE TOWARDS THE HEARING IMPAIRED PEOPLE.

2.2.1 Poverty.

Individuals with hearing impairment are there in families and society in which people live and have social ties with. Like any other people, the hearing impaired people have rights and needs that must be taken into consideration. For instance, a right to medical services is a basic requirement that every one needs to be assured of in time of need. But since majority of African people 40% - 50% lie below the regional poverty line of approximately one hundred shillings per day, access to health care for the Kenyans is guaranteed for a few (conference of international black Lutheran P. 5). As a result many children are deprived of the necessities of life because poverty is a major hindrance. Early assessment for detection of any abnormality in infants cannot be done in good time. In this view it is unlikely that an accurate account of children born with hearing impairment can be done.

According to an interview conducted with the Principal of Karen Technical Training Institute (K.T.T.I.D.), the hearing impairment among the students is conductive impairment that can easily be corrected through surgery, medicine and sound amplifier. However, due to the fact that majority of students come from very poor families, the problem remains unattended. The family cannot afford the medical fees required for the treatment to be done.

This factor frustrates ambitions of most hearing impaired learners as they do not go through life normally like most other children (without restriction or limitation of any kind).

In a financially stable family, medical services begin before the infant is born, and health care continues after birth. If there is hearing impairment detected, the infant is fitted with the hearing aid in order to assist the child to acquire speech which is facilitated by ability to hear. If the impairment is sensorineural the parents are prepared early enough for special education and sign language. The understanding and ability to socialize largely depends on early acquisition of some form of language for the hearing people and for the one with hearing loss..

In most cases, due to poverty element that hinders basic necessities to be provided for, for every child, children with hearing impairment are discovered late at the school going age. This problem becomes alarming when the child fails to talk or to catch up with classroom demands. This highlight was expressed in a sharing by some students as their personal experience. The child is beaten by parents at home and by teachers at school for being mistaken to be stubborn, rude and mute. Generally, they suffer humiliation and they are ridiculed by their peers in social groupings. This leads the hearing impaired child to isolate him/herself because he is in the wrong placement. There is no security as no one understands him/her. By the time the child is taken for investigation in the assessment centre, he or she is advanced in age for nursery class enrollment. This, in most cases is the reason why children with hearing loss complete their primary level at age eighteen and above.

2.2.2 Social Attitude Towards The Hearing Impaired Individuals.

Traditionally, the attitudes of society towards people with hearing impairment depended on the cultural beliefs and practices, of various ethnic communities. Depending on

community's view of the handicapped, any person with disability was either killed, neglected, feared, segregated, hidden from contact with the public or was over-protected (Helander, 1993).

Usually, a presence of a child born with an impairment in most African communities was seen as a curse from ancestors or as a punishment from God. This was the case among the Aembu, Ameru and the Gikuyu communities. The communities firmly believed that, the disability was caused by witchcraft or an evil eye. A hearing impaired child among the Aembu was referred to as ' kirema' direct translation for 'scarred' to denote impairment. The Gikuyu referred to someone with impairment as ' kionje' (malformed). Among the Ameru people, a child born with an impairment was a revelation that something was indeed, very wrong in that family (Chege, 1985). Hence, cleansing or a necessary action needed to be taken.

Society's negative attitude towards people with hearing defect has influenced the individual's relation towards people with hearing impairment. The individuals are often thought to be stubborn or ignorant chiefly because, the nature of their disability is not a physical one to be recognized on sight. " The society considers a hearing impaired child as deviant, or abnormal. This lack of acceptance creates the greatest limitations for the individual child (Kirima, P. 3). Ndurumo has observed that, individuals with hearing impairment are understood as incapable of undertaking any function such as being an investment for the family. He expresses that the state of being disabled in anyway is looked at as being worthless, " those who cannot help themselves"(Ndurumo, 1993).

In a world congress of Rehabilitation, Malinga quite agrees with Ndurumo's observation as he was quoted stating, " my quarrel with rehabilitation industry is that, you have presented a wrong image of disabled people and their needs, interest and problems. You

have presented them as people who are sick, stupid, and people whose needs and interests are different from other people's and as people who are weak, who need care and protection...."

(Disabled people's international organization world congress of Rehabilitation, Nairobi 1992).

Assessing the situation of the people with hearing disorders this allegation is not quite true as it is assumed that they need constant support and assistance from people. Most of them carry out their activities perfectly well as other people in society do. They travel to various places with ease as long as they know where they are headed for. At other times some travel for adventures, others handle domestic issues fully. While others perform their work as it ought to be and they even make good social ties at times better than the hearing people.

On the other hand, the society's negative attitude is reflected in the way the impaired are presented by the people and by the media which is supposed to create an awareness about them. Koluki (ILO and Rehabilitation International, 1994) expresses the fact about how people with different disabilities are presented. The general group of disabled which includes, the cripples, the blind the deaf and dumb". The group decided to set up a project in the hope to earn a living out of their own efforts. In the first presentation the media adopt, this version; crippled, blind and deaf-dump make jewellery despite their handicaps". About 30 crippled, deaf, dump, blinded poor people have started a jewelry shop on the East side of Harambee Plaza. Most can't walk or sit straight and some have no arms, legs, while others don't hear..... with all their problems and miseries between them, they will try to ignore their ugly fate and fashion some beautiful things " (p.11). This kind of presentation is a crippling image rather than positive one. Its main point of emphasis is on the impairments rather than accepting them as people skilled, trained and capable of performing important qualitative production. The attitude portrayed is quite negative. The hearing impaired are denied their dignity. Due to this mentality in society, the motivation to look to them as

potential beings who are capable of accomplishing qualitative goals in certain fields is not there. Therefore, the thought of establishing developed programmes in the social field like the society has done for the ordinary children, is but on a lower level of gaining basic skills. The hearing impaired are segregated against, because the society is more concerned about making investment in possibilities that is bound to yield more in the future. They are interested in the field of success, achievement which is believed to be in the hearing majority. Rather than viewing them negatively, the society needs the change of attitude. They need to cultivate a positive outlook in order to integrate and to motivate the hearing impaired individuals to take part actively in the activities taking place. It is through this that the community will make more professionals from the hearing impaired people than there are in Kenya today.

It is quite unfortunate that the hearing impaired are not fully accepted as they are in most families. One of the major tasks they are subjected to, is the struggle to make them acquire spoken language for communication. This is usually the case because, people who cannot communicate through speech are regarded inferior. As they go ahead to develop their culture and language of communication which varies from the majority's spoken language, the society tends to exclude them (Woll, p.5). And from onset judgment, they are thought to be below the level of other people in as far as competence in anything is concerned. This is because the society's attitude is negative. The hearing impaired remain unknown fully to a great majority, their potentials and skills remain unexploited because their ideas are not shared. Their language above all, is a mysterious art to many people. The hearing impaired are overlooked because they are a minority group.

According to Meadow as quoted by Ndurumo, he recognizes the gradual development in change of attitude towards impaired people, although it is not completely faced out as a social stigma. He observes that, when it comes to enrollment of the hearing impaired, " the

home environment is oriented towards the restoration of hearing in order to make the child worthily integrated into the hearing society. The hidden motive is that the child is not accepted so long as he/she bears the impairment. (Ndurumo, 153).

The discrimination against the hearing impaired cases is not only exposed in education field, but also observed in other social aspects. The hearing impaired are also sidelined as their integration is not fully realized in every human aspect. The hearing impaired are denied the right to information through mass media. However, there is noted little change as some organisations or individuals recognize the hearing impaired people and they try to incorporate them in their programmes. The Kenya Broadcasting Cooperation (K.B.C.), the Joy Bringers' programme provides an interpreter for sign language. Also, there are episodes of transmission of news in Kenya Television News (KTN) with an interpreter in sign language, especially the inferno disaster of Kyanguli Secondary School.

There are various ways through which society's attitude towards the hearing impaired is portrayed. However, through the cited cases of attitudes portrayed, it is certainly clear that the society has deep-rooted negative attitude in their system of thinking towards the ability of the hearing impaired persons. In order to accommodate them fully, the society needs to accept them as they are with their impairment just as they do in acceptance of differences of other social groups. The society is not motivated towards making utmost efforts to ensure empowerment for the hearing impaired learners, as they do for the regular students. For instance, there are uncountable institutions of learning of all kinds established, such institutions includes; of the British and American systems, advanced and very equipped schools set up by N.G.O's, the churches and individuals. All these are set up to care for the welfare of the hearing children. These are institutions that qualitatively do good work laying a basic foundation for the children, but why doesn't the society develop or establish such

qualitative schools for the hearing impaired learners?. Out of the hearing impaired schools there are in the country , there is not anyone that can compare with most modern schools being set up. This is chiefly because the children with impairment are a minority group, and the society is not very keen about their welfare.

The principal (K.T.T.I.D.) observes that the society is sympathetic about the plight of the hearing impaired children, but it remains at sympathy level. It seems beyond doubt that the motivation towards setting up the institutions that care for their welfare, was not to see to their achievement for the benefit of the society but was because of sympathy and pity. That is to prevent them from becoming a bother to family and society. Hence, this attitude is a hindrance even in the present society. For instance, most parents with hearing impaired children feel that, the impaired children can win consideration to various educational sectors if only the influential persons such as the President, Prime minister or member of Parliament got an impaired child. This is because, it is only then he /she can become concerned to think about their welfare. " Let us hope and pray that the President or the Prime Minister will get a child with hearing impairment or at least with disability" (Office of Special Education Inter-net). This explicitly expresses the periphery at which they are placed. They are not thought of equally as is the case of a regular child and this is a major factor that contributes to retardation of education programme for the hearing impaired learners. This is because families attach bad omen to the presence of any deformity.

2.2.3 Undeveloped Education Programme.

2.2.3.1 Introduction

Among the major problems being investigated as causes that retard education system for the learners with hearing impairment is the aspect of underdeveloped education system.

The researcher will explore ways in which the existing system for the hearing impaired retard education quality.

The researcher has explored the contribution of poverty, social and cultural factors as the basic influence that make the hearing impaired children to be treated indifferently to the present day. The study focuses on these factors as the main reasons of low enrollment rate for the hearing impaired and as the causes of low education quality for the hearing impaired.

Quality education system is an essential attribute that is meant to provide meaningful education that will help the learners to understand who they are, and how they can effectively contribute to the society. It is important to empower the hearing impaired with quality education because it involves the general knowledge, academic, basic skills to maximize their opportunities and develop entire system to meet the country's current demands. The quality education that the study is concerned with must advance from the previous challenges which were to provide minimal basic education and vocational training for self- maintenance to creating schools for students aimed at meeting the new challenges of the vast majority of the elite society. This sort of education is intended to empower and equate the hearing impaired learners with their hearing counterparts. Quality education is hoped to challenge the learners to think independently, develop one's creativity and enable one to understand academic subjects. The school that offers what is helpful for the student, is viewed as a light for the society and an institution of hope where students' life derives its meaning and function from.

2.2.3.2 Education



Education for all children is often times chanted by the Kenya government as a policy that it is working towards fulfilling. "It is

the policy of the government of Kenya to provide education for all including persons with special needs" (visual, hearing impaired.....). The government policy on special education is well documented in sessional paper number 10 of 1965 and number 6 of 1988," education and manpower training for the next decade and beyond" (Republic Of Kenya, Sessional Paper Number 10). However, majority of children especially those with impairments have no much opportunity to acquire knowledge and abilities that will enable them to progress in and contribute to the family and to the advanced science society they are living in today.

According to a report finding by Kenya National Society for the physically Handicapped (K.N.S.P.H.), it accepts that the standard of education offered to hearing impaired people is very low compared to what is taught to the hearing people. After primary education, the hearing impaired people are required to join vocational training courses to study carpentry, tailoring, masonry, metal work and typing for girls. Yet, their hearing counterparts join secondary schools. It is notable that, even after vocational training, the hearing impaired cannot compete with the hearing in the labor market, hearing people have higher qualifications than the hearing impaired. As a result, whenever a hearing impaired gets a job, she /he is graded according to the vocational training qualifications and this leads one to low paying manual jobs (Nabende P. 110).



When the hearing impaired are taken to village polytechnics that offer low quality work to settle them as it is happening to settle school drop-outs and failures, what attitude does

the society portray towards them? That the hearing impaired people are good for those jobs alone. The point of concern is, since these vocational training opportunity easily earns the hearing impaired students a career, should the society be content and sit back that they have done something for them? Why can't the society begin to take concern and plan for the hearing impaired learners as much as they do with hearing students? Why shouldn't the society begin to busy themselves about having the hearing impaired pursuing quality education which ensures quality future? Why should the society increase the amount of low quality work to fix the hearing impaired as it is the case that caters to settle to reduce the number of school drop - out and failures?

The United Nations outlined principles for equal participation for people with impairments in rule number 6 that says, states should recognize the principle of equal primary, and secondary school and tertiary education opportunities for children, youth, and adults with impairments in integrated settings. The state should ensure that the education of persons with impairments is on integrative part system (United Nations, 1994). However, this is not so for the Kenyan government because, although the government does recognize the importance of special education programmes, there is no clear defined policy concerning education of learners with impairments. The policies that exist have not been documented explicitly to guide in the rendering appropriate services to the special learners such as catering for inclusion or mainstreaming programme (Nabende, p. 8). As a result, some of those who have been mainstreamed have not received adequate support such as facilities, specialized teachers and suitable environment to promote learning.

In order to have them given their due services, the government would ensure a strict, clear policy on education is drawn up to guide the education delivery. School systems for the hearing impaired should have organized management to determine how the schools work and

relate with students to meet higher education demands. The management, the teaching and the non-teaching staff must be established to support the learning. Students in such a school would feel supported to think independently through empowerment that would help them to develop potentials both intellectually and in skills. Those potentials would be utilized for self gain, such as developing a positive self-esteem, and for the benefit of the society. Quality education would make the hearing impaired students qualitatively marketable as any other person with high self-esteem.

The failure to make schools for the hearing impaired equally effective, has lowered their standard of living, their sense of worth and has hindered their creative contribution maximumly to the society by maintaining majority of them in the low easy occupations for self- maintenance. The human right to learn to the maximum ability is not respected. Number 6 of the Declarations on the rights of impaired persons, states that they have rights to medical, social rehabilitation, education..... and other services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of integration or reintegration (Helander, P. 224).

According to Ndurumo, hearing impaired are often blamed for their inability to grasp information during classroom teaching when speech and speech reading are used as the method of teaching. This approach leads to a self fulfilling prophecy on the part of teachers and their children. He exemplifies that if a teacher taught with low motivation, there is little or nothing that one can invest in the students. The students will also believe in their inability to learn because of their status. Hence, this is an aspect of negative thinking that leads to failure on the part of the learners, especially in their academic performance (Ndurmo, P. 154).

The researcher noted other reasons why special schools for the hearing impaired do not do so well, is because of the society's attitude, and lack of understanding on the part of

education policy makers and practitioners. Generally, there is lack of what is needed in special education for the hearing impaired, to ensure good quality schools that give quality product students to manage quality services in the society. Thus, with developed education system, which contains value, and added aspects of motivation will ensure quality hearing impaired students who are qualified to compete with the hearing counterparts in almost all social fields.

2.2.3.3 What Is The Catholic Church's View And Response To Education For The Hearing Impaired Learners

The Catholic Church advocates Christian education in fulfillment of Christ's command to 'go out and teach the nations.....' (Matt. 28.19). The church emulates the example of Christ the great teacher as her model in the education apostolate. Therefore, in response to any kind of human learning, the church encourages individuals and congregations who have the mission of education to participate fully. She is also very concerned that the subjects to be taught to be stipulated according to the way she finds it beneficial for the common good. She is also mindful that the environment of learning be suitable for gainful end result of the person not only for skillful utilization, but suited following a Christian education background.

The church feels she is under an obligation to promote the welfare of the whole life of humankind so far as it is related to people's heavenly vocation. Hence, she has a role to play in making it be realized by each and every person. The church has a duty towards promotion of people's life regardless of one's race, condition, or age in promotion of their dignity as human persons in the field of education. Through these insights, it is clear that the church's attitude towards education is quite positive. She views the purpose of education as enlightenment that benefits the individual, family and whole of human society so as to enable a person to

thoroughly fulfill his/her mission for which one was created. It is evident that the church has done considerable work in establishing and managing learning institutions aimed at uplifting the standards of people without discrimination of colour, or religion.

However, in regard to education for students with special needs, the church generally says, one should attach considerable importance to establishment of schools which are of particular great need today such as education for promotion of social work, institutions for those who require special care on account of some natural handicap... and other branches of education. (Flannery, P. 650).

The church is very positive towards priests, religious and the lay who, in a spirit of evangelical councils, dedicate themselves to essential work of education and schools of all kinds and grades. It has been observed that the church has built many special institutions for the hearing impaired learners in Kenya. Out of the 38 institutions for the hearing impaired, there are about half of them initially started by the Catholic Church. The church serves a great role in ensuring safety and dignity for the hearing impaired who were in the past looked at as outcasts, underprivileged or as 'kilema or wasiojiweza'. According to Ndurumo, they were in the past treated with rejection, but the church decided to separate and give them charitable care which catered for education (Ndurumo, P.2).

Although the church's attitude was compassionate to the needs of the hearing impaired children, by establishing rehabilitation schools for them, a general laxity, is observed to have overtaken the exercise of fully developing the learners' education programme. The Catholic church established the first schools for the hearing impaired in western Kenya. Among the first schools were Mumias in Kakamega, and Nyangoma in Nyanza in 1960's. Many among those Catholic missionaries started have remained at the edge of education system never becoming developed to have equivalent secondary schools. Also the schools never got

sufficiently widespread in the country for the learners to have the motivation to aim higher to join secondary schools that promote higher learning.

There are 38 schools and units for the hearing impaired across the country but they are not enough to cater for all the hearing impaired children as Kenya's population keeps increasing due to high birthrate. As a result, establishment of more schools on district basis to enable more hearing impaired children to have access to education in their respective districts is necessary (Nabende, p. 108). This is unlike other regular secondary schools (for the hearing) which are widespread and most of them are so famous for various reasons such as sports or academic performance which motivate primary learners to be enthusiastic to work hard in order to get admissions there. The church, instead established vocational training centres for self maintenance rather than building secondary schools to upgrade the formal education.

Although the church did a great job to recognize the basic needs for the hearing impaired children by establishing some schools, they are required to develop education system fully in order to have the same trend as is the case with regular education for the hearing. The nature of system they initiated in the past (of primary schools an adjacent workshop or vocational training) seems to be the trend to this day for the hearing impaired learners. The challenge in the current society demands a good deal of formal education with ability to acquire and apply theoretical and analytic knowledge. There is need to shift from manual work and manual use of machines, to acquaint them with mind set in the modern way adopting more technology for fast work.

The effect of undeveloped education for the hearing impaired denies them possibilities to get employment of fair wages. Instead, they earn peanut salaries because they remain in the low job grade due to the level of education they obtain. Therefore, there is great need to

improve the system as there is wide range between the earning of the impaired and of the ordinary people due to dictates by educational difference.

The vocational careers the hearing impaired take, have been expanded to higher levels by adoption of new technologies so much so that the highly educated have equally turned to the jobs for self employment. Hence, if the bearers of recognized qualifications have engaged in the same jobs, they freeze the market for the impaired or they exploit them as their casual laborers. The new living conditions call for improvement in the education system because, there are few jobs to accommodate those who have been through education. For the school drop-outs and those with insufficient education, there is no room in employment field. Therefore, one remains forever in the background.

Developed education system is intended to make the hearing impaired students able to evaluate and reason differently. The reversed education system is hoped to contribute to the development of their intellectual abilities as well as to expose them to different realities. This includes their ability to participate in life actively without a feeling of limitation because they have variety of potentials that they can engage in to earn a living like any other person and to serve the society. The education development is intended to enrich the student and to make one understand that being deaf does not mean being inferior. Thus, there is an intention to make them change in attitude about themselves as well.

The church needs to open chances for the hearing impaired people to learn adequately. In doing so, it will invest in them as much as they invest in the hearing people. The church will contribute in creating worth while opportunities for many of the hearing impaired in the society as full participants members. Improved education for the impaired, means raising their standard of living. For instance, Susan K. Kirima a hearing impaired lady but an assistance

administrator of students with disabilities at the University of Nairobi, and Ndurumo who works with Kenya Institute of Education. (K.I.E.).

2.2.3.4 Some Major Problems Encountered In The Education Field Of The Hearing Impaired Sector.

Hearing impaired do not have equal access to education. This could be attributed to an observed factor that most of the instructors do not know the sign language. Alternatively, the 8 - 4 - 4 system is not very suitable for the hearing impaired learners because it involves examinable subjects such as music, Kiswahili, Civics which is difficult for them to grasp. The educators concerned with the welfare of the students fail to comprehend why sign language cannot be an examinable subject in class of other languages(Nabende, P. 3).

The education policy of Kenya is also a factor that limits participation of the hearing impaired people in the area of education (Ministry of Education, 1996). The policy does not committedly define a policy on the education of individuals with impairments. The governing principles have not been compiled into a document to guide the education ministry on how to render services to specific learners with a specific impairment. The absence of a guiding policy has led to lack of a thorough follow-up of the well-being of the hearing impaired students.

Children with impairments are sometimes denied opportunities to learn in regular schools for fear that they will lower the mean score of the school performance in the national level (Muganda, 1998). Since there is no policy established to deal with such cases, there is no action taken against it and discrimination against impaired children is continued. So, there is great need to establish government laws that take into consideration of the needs of the impaired children.

Another problem that causes laxity in education programme for the hearing impaired students is the lack of provisions that promotes learning. There are many teachers who are not specially trained to handle students with the impairment. As a result, the teacher does not sufficiently create situations in which learners have a breakthrough in understanding, or in evaluating learning, or a way to adapt their teaching system.

The inactive role of the government leads to deterioration of the hearing impaired education. In order to facilitate education for the hearing impaired learners, expensive facilities required such as audiological equipments that the government does not provide especially in government-run schools which entirely depend on it. They also need books, well lit classrooms, workshops and dormitories (Republic Of Kenya, 1988). The society has vested the government with the responsibility so that it can manage education for its citizens. But, from a report compiled by the Ministry of Education, it exemplifies that there are only two secondary schools for the hearing impaired with an out put of 25 students annually. This shows that the government is not only unable to supply facilities but it does not afford to establish institutions enough to serve the population of the needy students in the country. Lack of enough schools and lack of required facilities contributes to the low standards of education for the hearing impaired people.

The curriculum of education poses another point of concern that ought to be considered for the well being of the learners. Mugo agrees with this view as he notes that, the department at Kenya Institute of Education that deals with curriculum development for the special education has not been friendly to the learners in this field. He observes that there has not been adoption to curriculum for the hearing impaired as the communication barrier experienced by the impaired has been ignored in the curriculum (Mugo, 1990). This is mainly

because there is no policy on sign language. The inconsistency exerts a lot of challenges to the learners with hearing impairments.

These are some of the major impediments that the study has considered among others as contributing to retardation in education field for the hearing impaired students.

The education ministry has remained slow to act to the demands of increasing population for the hearing impaired, it has remained slow to improve to suit the fast educational growing world of increasing technical and competitive awareness. This has chiefly contributed to the stagnant situation of the schools. The way to ensure quality education might be difficult and slow but it is possible.

2.3 COMMUNICATION BARRIER AS A FACTOR THAT RETARDS EDUCATION FOR LEARNERS.

2.3.1 Introduction

The purpose of this study is to investigate some of the major factors that hamper education programme for the hearing impaired learners. Communication barrier has been cited as a major factor on its own, playing a retarding effect.

Communication is very important to consider in a dialogue where people are involved. It is a way that links people by their ability to communicate. Lack of this important function blocks a get through to the individuals. As a result it destroys any possible future promise for the individuals. When this happens, there is waste of person as a resource, frustrations and experience of insufficiency, misunderstanding between the hearing impaired individuals and the hearing counterparts due to lack of interpersonal communication.

The situation between the two parties is difficult because there is a communication lapse. As a matter of fact, nobody really organizes to be misunderstood, or to misunderstand,

but it just arises and very often it sets up an attitude to the individuals that they are unwanted, unappreciated, looked down upon, or that they are not important. The hearing impaired to a great extent depends on visual ability and they use their hands for communication through sign language. Most hearing impaired people rely entirely on speech reading and manual communication because a hearing aid cannot be useful to them for communication. They use signals to make a conversation with people who understand finger spelling and sign language. Some of them use cued speech in which hand signs and lip reading are combined to represent the sound of spoken words. While this is true, at other times when communication is completely impossible, they use professional interpreters who hear normally and who are well versed in sign language. The main problem of the hearing impaired individuals is not hearing impairment, but the communication barrier that the impairment creates.

2.3.2 Communication Barrier.



Kyle and Woll refers to the hearing impaired as a segregated group because of a difference created by their unpopular language of communication. " The hearing impaired

people are a group set apart from the hearing community. It is not surprising that their language is only now coming into the open" (Kyle and Woll, P. 5). The notable change is associated with a growing international concern for recognition of the rights of minority groups. Some of the problems encountered by the hearing impaired are caused by communication barrier. According to Dominic Majiwa as quoted by Getui, the hearing impaired people are laughed at when seen using sign language. In police stations, the police officers misunderstand them, they beat them up and force them to sign statements they do not understand. In hospitals, there have been cases where wrong medication is given, particularly when the medical personnel has a negative and unlistening attitude towards the hearing impaired. At other occasions there have been cases where the hearing impaired people have been taken to mental hospitals by force (Getui, P. 112).

According to Susan's own experience, she expresses that, she occasionally looked like a lost sheep in the lecture hall since she could neither grasp what the lecturer was saying nor write as her colleagues were doing due to communication barrier. During her visits for medical assistance, she could wait almost the whole day because she could not hear her name when called out. When she got the opportunity to see the doctor, he hurriedly prescribed drugs even without clear perception of the sickness because of communication hindrance. The drugs in return made her case worse. She further explains that communication barrier extends to the religious bounds. The church leaders are unable to make contacts with the hearing impaired. They miss the message delivered in church to the congregation (Kirima, Ps 4,5,6,). Generally there is notable society's negligence to accept sign language as their responsibility to learn to make easy the communication for the sake of the hearing impaired persons. For instance, in areas that deal with general public such as hospitals, offices, courts and in communities where there is a child with hearing impairment.

2..3. 3 Communication Barrier In Classroom Situation

In education field, lack of specialized skills of handling a child with impairment causes insufficiency. Since there are many cases where unspecialized teachers have been appointed to special schools, especially for the hearing impaired, it implies that the teacher teaches insufficiently what they do not know. This shortage of qualified teachers yields little or no effective role in as much as teaching is concerned. There could be the spirit to teach the impaired children, but lack of language for communication causes a great deal of frustration. There is little motivation to be enthusiastic about, while teaching in such an environment as much as there is none, or little for the learners. This is a dragging factor that often occurs in special schools that there is much time spent to communicate a simple message in more than the usual time taken in regular situations. Therefore, lack of specialized teachers, and motivation in a great way causes retardation for the learners.

The researcher considers that appropriate teachers, for the hearing impaired students as their instructors would make good transmission in classroom and social interaction with the students. They would give high support for the hearing impaired creating a bridge between the present challenging curriculum goals as well as creating a bridge between the unique learner's needs in the teaching and learning styles. This would ensure schools give service that serve all students to uplift the better standard of the individual and for the better of the community.

Lack of language for sufficient communication is a factor that affects the education system for the hearing impaired learners since they form the minority group. Their language is not entirely developed to cover up every other requirement found in the vocabulary and field of the hearing counterpart.

2.3.4 Possible Solutions That Could Be Implemented For Improvement

In order to find a solution to the problem of the hearing impaired people, the individuals must first be accepted as being different to the hearing in terms of language of communication. Accepting their difference implies that the hearing people must make efforts to learn Sign Language. This is intended to enable them understand the hearing impaired and their mode of operation. Currently, Sign Language is understood by very few hearing people compared to the entire population.

In educational field, an effort to intervene in narrowing communication barrier is possible if more teachers are prepared thoroughly well to be qualified to meet the students' demands. It involves knowledge of Sign Language which the hearing impaired are believed to adopt easily than drilling them to learn by learning how to talk. So it is not only the hearing impaired learning to speak like the hearing majority population do, but the hearing persons getting to familiarize themselves with Sign Language. This is hoped to make easy the ability to talk and to relate with them comfortably.

Use of Sign Language is an appropriate method through which, when used effectively will enable the hearing impaired to pass the national examinations. If they do well, they hope to join secondary school and colleges. Knowledge of Sign Language by other hearing people such as students will facilitate free and easy communication with them. If this is the case in regular classroom situation, there will be cooperative learning. Students will ask and exchange ideas about certain subjects. Between teacher and students, there is intended to be easy delivery of materials where learning and teaching are made effective. As a result, there will be motivation and enthusiasm for both the learner and teacher.

The limitation of unspecialized teacher is that there are abstract concepts that are difficult to explain in Sign Language. Due to the limitation, a teacher in most cases lacks

equivalent way to convey the point across. Therefore, the statement eventually loses intended effect the learners.

A method considered to be more suitable in bridging communication barrier is the mainstreaming. For it to be effective good management and administration must be ensured in order to help students learn. It is hoped to encourage good collaboration amongst all individuals and to see the smooth running of the school for the benefit of the learner.

Lack of good management is likely to result in overshadowing of the impaired students. This will hinder them from getting attention from the teachers because the teachers may tend to be inclined to pay more attention to the hearing who might be very active in class participation. For example, in the classroom situation here in Kenya, classes are usually filled beyond the normal capacity of forty students. Thus, a teacher is likely to have contact with the hearing impaired learner. Good management is necessary to control overshadowing.

The researcher is for the opinion that, if the regular students are adopted into the schools referred to as special schools, their number must not outweigh that of the hearing impaired students. Alternatively, if the hearing impaired students are mainstreamed, there must be enough specialized teachers who will be made available for interpretation to facilitate learning and teaching as required. In this way, the researcher believes the teaching and learning gap which exists today will be narrowed.

CHAPTER THREE.

3.1 RESEARCH METHODOLOGY

The study was carried out at Karen Institute for the deaf, in Nairobi and it involved only one education institute. Methods applied in collection of data were the primary sources where the researcher gathered materials from the informants in the field of study, and the secondary source where written materials (Published or unpublished), provided more insights concerning the topic. There were more inputs gathered through mass media and personal observations.

3.2 INSTRUMENTS OF COLLECTING THE DATA.

3.2.1 Questionnaires.

The researcher formulated two kinds of questionnaires. A set of questionnaires to the teaching staff and another for the students. The questionnaires were delivered to the deputy headteacher to distribute to different levels. The information targeted from their responses was hoped to highlight facts about families of the deaf students, school environment, society and to some extent, about individuals concerning their perception of the hearing impaired children in relation to the society.

3.2.2 Interviews.

Interviews were conducted at three levels. There was an interview with the students and non-teaching staff that was conducted informally. The students were selected and interviewed at random. While the other interview with the principal and the deputy was structured and conducted formally. The information got from the interviews was very genuine

and handy. It provided enlightening views and concerns about the welfare of students with hearing impairment in as far as education and individual development are concerned.

Also, during friendly visits to the institution, the researcher conducted friendly discussions with the students. They shared their views freely and the researcher made good general observations that qualified many facts provided. They shared aspirations about their future vision.

3.2.3 Research Population And The Sampling.

Karen institute is the project of the Kenya Society for the Deaf (K. S. D.C). It has a population of about 145 people, of whom about 100 are the hearing impaired students and 45 comprises of the teaching and non teaching staffs. In order to obtain reliable information in relation to the topic under study, the researcher targeted the learning impaired students themselves, their educators and the non teaching staff who have close interaction with the students within the institution

The questionnaires were sent out to 40 students and 15 teachers. All the questionnaires were responded to and the number of respondents accounted for 55. The information gathered from these resource persons as well as from reliable literature works, helped to shed light on the topic.

The researcher's choice of sample representations was carefully planned. The principal and the deputy principal were representation for the purpose that, they would give background information of the students as they have it in the records. Also they have better knowledge of the parents/guardians/ sponsors, and in cases where there is intervention for student's support, they are able to qualify for the calling needs that caused the alarm. It was due to the administrative roles and relation with the society within and around their reach that

they are able to give a justified judgment about the society's concerns. As parents, they have great experience and they can give their opinions concerning how the parents should handle the hearing impaired children. As educators who have dealt with this disability for a length of time, they are quite informed about students' potentials over a wide range of time, and they are able to contribute constructive ideas concerning education for the hearing impaired learners. They also are able to make various contributions and critique towards the researcher's limitations.

Interview With Non-Teaching Staff represented the society with whom learners with hearing impairment interact. Their contribution is hoped to offer general feelings about the hearing impaired who have known and understood the students from a close range interaction with them. And it is hoped to investigate about their prior perception of the hearing impaired before they knew how to communicate with them. Their contribution is to represent the ignorant society's general feeling about the hearing impaired people.

Interview With The hearing Impaired Students Themselves. Their responses in discussion and questionnaire, were the initial stages exercises. They were set with a focus on the causes of hearing impairment, problems and challenges people with the impairment disability encounter. Also, they were aimed at finding out about their future aspirations (Plans).

The Responses From The Teachers aimed at exposing the difficulties they encounter with the students in order to investigate the sources so as to establish the plan of action to be carried out, if a solution is to be reached.

In spite of traveling difficulties, challenges and limitations, the researcher was successful in gathering the data as intended. The analysis of the findings will be elaborated in the next chapter.

CHAPTER FOUR

4.1 DATA ANALYSIS

4.2 INTRODUCTION

This chapter presents the findings, analysis, interpretation and discussions of the information gathered from the field through Questionnaires and interviews (formal and informal). The research was carried out at Karen Technical Training Institute for the Deaf (KTTID). A number of 15 teachers and 40 students were given questionnaires through the Deputy Principal and all were responded to very positively. There was a formal interview with the Principal and the Deputy Principal. Each was interviewed individually and their cooperation and responses were very enriching.

The study was focused on investigation of the major problems retarding educational programme for learners with hearing impairments.

The data analysis from the respondents will qualify or disqualify the hypotheses of this research study. The researcher will interpret the data, making critique on the results obtained in the light of personal observations made, contributions of insights from the educators in K.T.T.I.D., and from coordinator of Kenya Society for the Deaf Children (KSDC) who have great contribution to the institute.

The tables are used to show responses from respondents, frequency and their corresponding percentages.

4.3 DATA INTERPRETATION AND DISCUSSION

Table 1(a) shows responses of students and (b) teachers about the major causes of hearing impairment.

Table 1(a)

Responses	No. of Respondents	%
Impairment occurred after birth	28	70
Born with impairment	12	30
Total	40	100

(b)

Responses	No. of Respondents	%
Sickness after birth	6	40
Hereditary genes	4	27
Lack/insufficient medical treatment	3	20
Accidents	2	13
Total	15	100

From table (a), most students lost their auditorial ability later after birth. Most complications are post natal. The possible reasons of the causes are explained in table (b). That the causes are sickness, lack of sufficient medical care and accidents.

Most children become hearing impaired after birth due to sickness such as measles, meningitis, high fever among others. The diseases often cause conductive disorders where the infection affects the transmission of vibrations from passing to the inner ear. Alternatively, the diseases can affect the sensorineural system causing complete neural impairment, leading to deafness. Conductive impairment can be helped through surgery and use of hearing aid to amplify sounds while sensorineural impairment cannot be altered since it is permanent.

Another factor that causes hearing impairment is the hereditary genes where the parents may, or may not be having the hearing impairment themselves but may be carriers of genes with impairment. In such a case, the child inherits the genes but he/she may not have other impairments.

Alternatively, a child may be born with the impairment not because it is an inherited gene, but because of other effects that might have occurred in early pregnancy. For instance, if the mother got severe sickness or accident, the child could get brain damage which could lead to lack of development of auditory nerves. Also, some side effects of drugs taken in early pregnancy could cause such damage to the unborn child. From some findings given by the assessment personnel, it is evident that some children are born with inherited defects in the auditory system which unfolds later in early childhood.

Lack of sufficient medical attention is an indirect factor that allows for the hearing loss, because of ignorance by parents or poverty status. Some parents ignore taking children for medical care before a sickness is severe. The sickness may, in the process of delay affect sensitive nerve that leads to permanent defect of the nerve's function. The poverty factor on greater part hinders many parents from making a consistent follow-up to clinic and to medical centres. The end result causes impairment to a child, or to loss of life as well.

Environmental factors such as accidents of any nature such as explosives, gunshots, bomb blast (1998 in Nairobi) and exposure of children to loud noise could cause damage to the ears. Also, hard blows given in the head lead to loss in hearing. All these factors cause injuries to the sensitive ear tissues and sensorineural system.

It is therefore, concluded that the cases of hearing impairment occurring after birth is higher than the cases where the children are born with the impairment. This is because there are many factors that contribute to hearing loss more than it is the case of heredity.

Table 2(a) shows the responses of the students' feelings towards the treatment they receive at home, and (b) shows the environment they feel is more suitable to them.

Table 2.(a)

Responses	No. of Respondents	%
Treated differently with negative attitude	20	50
Treated the same like others	12	30
Difficult to tell	8	20
Total	40	100

Table 2 (b)

Responses	No. of Respondents	%
School environment is more suitable	22	55
Home environment is more suitable	12	30
Both are suitable	6	
Total	40	100

From the researcher's findings through general interviews of the students, teachers and the field officer, it is evident that most learners come from backgrounds of disadvantaged economic status. Thus, the general feeling by the students is that they are not a priority in the family as far as money issue is concerned. The hearing siblings count first in family budget because they are thought of in association with achievement and investment in future. Some students from the background with both parents in stable employment are under sponsors.

In family social welfare some students feel unappreciated compared to the hearing siblings. When they close school, they usually are eager to share their experiences but their

excitement dies down quickly because most of their new concepts learnt are in different sign language which has no equivalent to the local signs. So, communication is barred by lack of language of expression to suite them. This is unlike the experience of others who receive total attention and they share their experiences fully. From their expression, lack of efficient language causes a major difference.

Some students with hearing impairment experience similar treatment in the family. From information gathered, these are students from families of I - 4 children or from educated parents. However, this is not completely so because one student from such a background expressed a lot of indifference. He expressed that he is often entrusted to a worker for visiting or to a relative as delegate of the parents whenever there is a need.

There was 20% of students who could not make judgement about treatment given at home. This could be because of inconsistency in the manner in which they are treated. However, majority of them have a liking for school environment because in the school, they form a community of same culture. They easily get along in communication, so they express and share their experiences fully. In some ways, the teachers are realistic and friendly in handling most life issues, especially during counselling sessions. The 15% who consider both environments being suitable come from backgrounds where there is someone specially very concerned about them. This could be their siblings, parents or guardians who instill a strong sense of friendship or belonging into them.

Table 3 shows a record of responses by hearing impaired learners expressing how the society relates with them.

Table 3.

Responses	No. of Respondents	%
Hearing impaired people are segregated	22	55
Society accepts them	8	20
Not able to tell	10	25
Total	40	100

According to responses in the questionnaires 65% of students are under sponsors. If this sponsorship is viewed from a positive outlook, it gives a general feeling that the society cares and accepts the impaired individuals. However, most of the sponsors are NGOs, church, Donors from outside the country and a few concerned local individuals. Because of this positive gesture from the society some impaired people feel the society relates with them compassionately, while others are not able to tell whether it is a concern or sympathy. Nevertheless, majority of students, 55% from experience, feel that the society does not appreciate them.

As a result, it is observed that the negative social attitude is more disabling than hearing impairment itself. It is the cause of the inferior self-esteem which makes the society's most underprivileged minority group. This aspect of rejection makes one more impaired, especially when it gets to the mind, the thinking system that they are different and lower than other people.

Table 4(a) shows a record of responses of students and (b) of teachers questionnaires about their views regarding factors that hinder hearing impaired individual from advancing into educational institutions of higher learning.

Table (a)

Responses	No. of Respondents	%
Poverty	15	37
Hearing impaired learners have little or no freedom to choice making of the institution to join. (secondary school/ vocational training institution)	10	25
Negative social attitudes	8	20
Limited institutions for advancement	5	13
Absence of parents	2	5
Total	40	100

Table 4 (b)

Responses	No. of Respondents	%
Economically disadvantaged	5	34
Negative social attitude	4	27
Insufficient number of specialized teachers	2	13
Poor performance	2	13
Few institutions of higher learning	2	13
Total	15	100

In order to make any sensible change or to overcome the problems existing in the education system for the hearing impaired learners, one of the major issues to consider is the change of negative social attitude that is rooted in the mind system of society. It is through this change that individuals will realize how they have further handicapped the hearing impaired learners.

From table 4(a), it is realized that the learners have little to contribute in choice making. The parents, sponsors or educators have the entire influence determining where the child should go to, after primary level. From the interview with the Deputy Principal, the choice of learners towards joining vocational training is facilitated mostly by the educators who advise the parents/sponsors where to take the children. Secondly, there are limited opportunities in secondary schools for them, unlike regular schools for hearing as such, their choices are almost fixedly determined.

Table 4(b) shows 27% believe that lack of specialized teachers lead to lack of advancement in higher institutions. This factor almost explains why the learners perform poorly. So, there is need to ensure that more teachers are prepared adequately to deal with these special learners in order to ensure correct teaching styles are adopted to effect learning styles. Besides, a governing policy by the government is necessary so that the ministry of education lays a strategy concerning how learners with impairment should be taken care of in education.

Change occurs if the entire school community, parents, administration and teachers, the school board and government are totally committed. This will be possible if each party accepts to take responsibility to greater heights for the good of the hearing impaired learners and for the good of the society. They have to work with determined mind that their children need a new design in education because of the changes in the contemporary society. The new

education design that will give them quality education is the only thing that will create an avenue of entry for them towards any opportunity like it is the case with their hearing counterparts. To adopt change to challenge what has been in existence is hard but it is possible.

Table 5 represents a record of responses by teachers exploring the major problems that they experience in Karen Technical Training Institute for the Deaf (K.T.T.I.D) while dealing with the hearing impaired learners.

Table 5.

Responses	No. of Respondents	%
Limited language of explaining concepts, repetition. of previous lesson taught due to constant forgetfulness, short span attention	4	27
Communication barrier due to crash in sign languages (American, Kenyan sign language, and individual local signs)	3	20
Frequent absentism	2	13
Poor academic background	2	13
Low self-esteem	2	13
Under equipment of facilities	1	7
Poor sense of values due to lack of exposure essential information in the upbringing	1	7
Total	15	100

The above table summarizes why learners with hearing impairment are called learners with special needs. It is because of the above differences in behaviour and personality and specific learning difficulties that require a lot of patience from the teacher and teaching style that suits their learning style.

From observation of responses, 13% of respondents feel that low self-esteem is a major retarding factor, in spite of their efforts to uplift them. The researcher absolutely agrees with this finding because from responses gathered from a few during an interview with students believe that they are academically incapable and they cannot compete with the hearing. If anything, only in sports because they have previously beaten a few teams. So, there is need to help them change their attitude by making them believe in their abilities.

Table 6 shows students' response on questionnaire about their experience while communicating with the hearing people.

Table 6.

Responses	No. of Respondents	%
It is frustrating, disappointing, and difficult	28	70
It's alright	10	25
It's not possible	2	5
Total	40	100

From the researcher's experience, observation and contributions from people who have close interactions with the learners with hearing loss, these people are very friendly, interested in participation in social activities and gathering with other people as well. it is the hearing

impaired wish that the society understands their interest to be in close contact, and association with everyone else and to get involved in their communication circles. From the hearing impaired's response, it is realized that the hearing impaired wish is but a dream because 70% experience frustration contrary to their wish. However, there is hope that the society will take recognition of them and participate in finding a solution to the communication barrier. This is inspired by the hope that 25% of the learners feel quite comfortable to engage in communication with persons with hearing loss. The general feeling is that there is some understanding and acceptance. There are many teachers going for specialization for the purpose of handling the hearing-impaired learners as well as other people registering for association membership with the hearing impaired.

Table 7 shows a record of responses on teachers questionnaire expressing suggestions that could help to narrow communication barrier between the hearing impaired and the hearing society.

Table 7.

Responses	No. of respondents	%
Integration of hearing impaired to regular schools	7	47
More teachers to be trained to handle hearing impaired learners	3	20
Encourage hearing people to learn sign language	2	13
Introduce Sign language as a subject in all schools	2	13
Conduct more seminars and workshops for awareness purposes	1	7
Total	15	100

According to the views of majority, integration or mainstreaming seems to be the most suitable way through which the gap between the hearing impaired and the hearing counterparts can be bridged successfully. However, proper planning must be taken into consideration before the system is effected. This is because, in the present situation of Kenyan schools, the situation may not be very suitable for the minority group because the classes are very crowded and the teacher can easily forget him/her, and pay much attention to the majority. Lack of facilities and enough teachers to meet the demands can be a factor to comply with the law of inclusion.

The positive effect is that other hearing children will develop a language of communication with them and they will grow with a positive attitude about them. Thus, the sense of belonging and friendship will be part and parcel of the new generation.

CHAPTER FIVE

5.1 CONCLUSIONS AND RECOMMENDATIONS.

The purpose of this study was to assess the problems retarding education programme for the hearing impaired learners.

The data collection through questionnaires and interviews sessions were able to give varied information both from the students and educators. The analysis indicates that the social problems affecting learning process basically includes disadvantaged backgrounds, negative social outlook towards the hearing impaired people, unspecialized educators, poor performance, lack of consideration of the impaired's choice, and limited institutions of education for advancement. As a result of these problems, the hearing impaired people remain with the basic education of primary level and skills of lowly careers such as shoemaking, carpentry, building/ masonry, weaving, dressmaking, knitting or copy typing.

The researcher does not discredit the great efforts made to this day by the society (church, government, N.G.Os' and individuals) to recognize the status of the hearing impaired people, but the emphasis being put across is that, something more needs to be done to perfect the already established state.

The hypotheses that were scientifically tested gave the researcher an enthusiastic zeal to reach the findings. The first hypothesis stated that, "there are no social problems retarding education programme for the hearing impaired learners". The second hypothesis negated that there were factors hindering the hearing impaired learners from advancing in education in institutions of higher learning. The third hypothesis stated that there were ways through which communication-barrier between the hearing-impaired and the hearing counterparts could be overcome.

From the data analysis, the first and second hypotheses have completely been disapproved. The social problems realized are countless, but the leading ones include, poverty and negative social attitudes. The factors hindering advancement in higher institutions include poor performance, lack of enough specialized teachers and limited institutions. The third hypotheses affirms that there are ways in which communication-barrier can be overcome. 47% responses from teachers felt the problem could be resolved by integrating the hearing impaired children into the regular schools. Also 20% felt that empowering teachers in special training would help to meet effectively the great demand experienced in the country due to increased population of the hearing-impaired learners. Among other suggestions, workshops and seminars to create awareness was raised as part of the solution. Therefore, the researcher observes that there are ways of narrowing the communication barrier.

In conclusion, the researcher realizes that there is more that needs to be researched on in order to unfold the real issues that lie hidden beneath the broad issues. Thus, all issues both minor and major need, to be explored so that the findings are brought to light. When this happens, the society or the concerned parties will begin to take into consideration ways of adopting matters that require consideration in order to effect them.

5.2 RECOMMENDATIONS.

The attitude of discriminating against the hearing impaired people portrays an aspect of ignorance that ought not to be there, because the individuals are normal and potentially gifted in their own ways. This ignorance needs to be addressed to families that have the hearing-impaired children in order to bring necessary understanding and acceptance. If the family environment recognizes their role by making the child fully integrated through involving him or her in every activity, this attitude will spread to the entire society and the barriers will be

overcome. Therefore, there is a great need to give guidance and counselling to parents and community with close association with the hearing-impaired child.

A child with hearing impairment should be motivated to do everything he or she is capable of doing without being overprotected but both in educational and in social activities. In school, teachers, peers and other school staffs should encourage the child to participate fully without giving allowance to use the impairment as an excuse for not participating. The individual should be reinforced because of making contributions but should not be praised for lack of participation because sympathy is destructive to educational progress. Also, understimulation retards self-esteem and the ability to socialize fully. The government on their part in connection to education should establish a reformed policy that will govern educational policies for hearing impaired learners. The policy will ensure that there are challenging forms of learning involved. It will take into consideration appropriate curriculum, funding the school and organizational strategy with systems of governance that facilitate the welfare of the students. Also, faithful inspections of schools that will ensure that students and teachers' assessments take place. This could promote school services to serve the children in the society sufficiently.

5.3 RECOMMENDATIONS FOR FUTURE STUDY.

The study examined three major problems hindering education programme for the hearing impaired learners. As a result, other problems may be explored in order to discover their effects on education as far as the learners are concerned.

The suggestions of mainstreaming hearing-impaired students in regular schools in Kenya should thoroughly be researched on. This will enable people to give enlightened

suggestions offering plans and requirements that must be made available before embarking on effecting the peoples' proposals. This is because the needs to be considered call for much more than the people may think of, in order to ensure the plan meets the intended goal.

"A person explores the unknown everyday by having the courage to act on limited knowledge and in sufficient knowledge" (By Robert Frost).

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APPENDICES

1a.

Sister Nazarine Mbogo
Tangaza College
Christ The Teacher Institute Of Education
P O. Box 15055
Nairobi

Dear Respondent,

I am carrying out an intensive research to investigate problems retarding education programme for learners with hearing impairments.

Your cooperation as a teacher/student of the institute will be of great importance to families with children with hearing impairment and for the entire society to create an awareness about some of their failures which contribute to the hearing impairment's disability.

The study also hopes to make suggestions about some of the ways of planning education structure with a view to exploring the learner's potentials.

I promise that any information given will be treated with great confidentiality and consideration. Thank you in advance for your cooperation.

PERSONAL DETAILS.

Name:.....

Sex: Male..... Female.....

Age.....

1b

STAFF QUESTIONNAIRE

Please, supply brief explanation to the following questions.

Q1. What are three major hindrances to students with hearing impairment in their educational advancement to Secondary school, College, or University?

.....
.....
.....
.....

Q2. Give two factors that lead to the rise of the hearing impairment cases in Kenya?

.....
.....
.....
.....

Q3. Give two suggestions that would help in narrowing communication barrier between people with hearing impairment and the hearing people?

.....
.....
.....
.....

Q4. What three major difficulties do you experience in Karen Institute For The Deaf. while dealing with hearing impaired learners?

.....
.....
.....

1c

STUDENTS QUESTIONNAIRES

Instructions: Tick or supply the applicable information in the following questions.

Q1. What is the occupation of your parents?

- a) Your father.....
 b) Your mother.....

Q2. Who pays your school fees?

- a) Parents
 b) Guardian
 c) Sponsor

Q3. Are there others with hearing impairment in the family? Yes..... No.....
 If yes, how many?.....

Q4. At what age did you begin school.

- a) 3 - 5 years
 b) 6 - 7 years
 c) 8 - 9 years.
 d) Over 10 years

Q5. I was born

- a) with hearing impairment.
 b) Hearing impairment occurred later.

6. At home

- a) I am treated the same like others
 b) I am treated differently because they do not understand me
 c) It is difficult to tell.

Q7. After completing primary eight, I desired to

- a) Join secondary school.
 b) Join vocational training.
 c) I was not sure

Q8. After completing my vocational training

- a) there is more opportunity to advance in training.
 b) there are limited opportunities for advancement.
 c) I am not sure of any opportunity.

Q9. Do you find it easy to interact with other people who have no hearing impairment?

- a) yes
 b) no
 c) there are many difficulties.

Q10. Do you think community accepts people with hearing impairments?

Yes.....No.....

Explain your answer briefly

.....
.....

Q11. Which environment is more suitable for you?

- a) School environment because every one understands sign language.
- b) Home environment because they understand your local signs
- c) Both are very suitable.

Voice of the unheard

Susan Kagwira Kirima became deaf at the age of five. Despite her disability she was made to go through ordinary schools all the way to the university with little assistance. Here, she tells Profile correspondent Ken Ramani of the traumatic experiences she went through in an insensitive school system.

I was born to peasant parents in Meru Central thirty one years ago. I grew up normally until I was five years old when I was struck by a mysterious disease. I choose to refer to this disease as mysterious because even my mother cannot explain clearly what happened to me.

I only recall I was admitted to Nkubu Mission Hospital for some time.

Though I was cured of the illness, the attack left me deaf and my life was irrevocably changed.

Since I could talk, my family believed I could hear as well and it was several months before they realised I couldn't hear.

I was taken to an ear, nose and throat clinic in the hope that my hearing ability would be restored again. They tried all kinds of treatments including cleaning my ears.

After two years of painful treatment, the doctors and my parents gave up.

I joined school late but I could not complete my first year in pre-primary school due to prejudice from both the teacher and my classmates. During break times in school, I would be beaten by a mob of classmates and when I reported to the teacher, he in turn would beat me up for allegedly beating his daughter.

The harassment was so much that I dropped out of school. However, my parents were determined to see me go back to school. The following year I joined Standard One.

Since I couldn't hear, I kept repeating mistakes but my teacher was understanding.

I never got to like school because my classmates hated me. I dreaded break time when other children would surround me and start ridiculing me calling me all sorts of names.

Kirima: Now she can afford to smile and facing page Susan (for right) in animated sign language conversation
— Pictures by Hudson Wainaina

"Sometimes I would wait for treatment for a whole day without knowing that my file had been returned as unanswered"

From Page 5

Although I was still using a hearing aid, it was of no use in lecture halls. However, it at least symbolised my handicap.

I nearly failed my exams in the first year. So I decided to seek assistance from lecturers. As I sought their help, one lecturer took advantage of me and before I knew what was happening I was pregnant.

I reported the matter to the University Administration which convened a meeting at which the case was 'settled' internally, and the lecturer, whose name I withhold, was ordered to be paying me Sh500 every month to go towards the upkeep of the child until I cleared college.

Some of my colleagues also came to my aid and usually lent me their notes, and involved me in group discussions. This at least worked since I could lip-read and concentrated on each person. Seeking assistance from lecturers also helped me a lot since I could be given hand-outs which were never enough for a whole class given that lecture halls were usually jammed with two hundred students and over.

Besides, some friends advised me to report the problems I was experiencing to the dean of students office. This saw me being moved from the dean of students office, to the chief medical officer at the University health service to Kenyatta National Hospital ENT department, Nairobi Hospital and other organisations dealing with hearing problems.

I was finally advised to purchase two powerful hearing aids at a cost of Sh75,000. This was in 1991. Given the poor background I came from, it was very difficult to raise this money. Although the university was willing to assist me buy one, I could not afford the other. As a result of this, I gave up on hearing aids altogether and continued to adjust in different ways.

The Meru district university students association had helped me to buy one hearing aid. But it only came so handy during discussions with groups of friends and not in the lecture theatres.

In other aspects of life at the university like health, I also had problems explaining to the doctor my feelings. The procedure used in the university health clinic — that of calling names of patients was not favourable.

Sometimes I would wait for treatment for a whole day without knowing that my file had been returned as unanswered.

I could not, however, use hospitals here except during free time or weekend when there were no classes as no one would be willing to skip a class to accompany me for medical services.

This is one of the most dangerous situations I had to go through and I think that it is a by miracle that I never suffered any serious illness while at the University.

As in both primary and secondary school, I struggled on and graduated in



Demonstrating her skill in sign language and below Susan at her place of work.

1995 with a Bachelor of Arts degree in employment and Kiswahili.

I managed to be interviewed two times for different jobs and I despaired after I got no response, and stopped looking for jobs altogether.

It is only after I joined the sign language course at the University of Nairobi that I came to know that I was after all not alone. I took only three months to learn this language which takes others up to two years. After this, I joined the Kenya National Association of the Deaf as a member and became a member of the deaf community.

I felt very much at home after accepting my handicap which ceased to be a handicap henceforth but remained only a disability. Being deaf now, I was to use interpreters whenever I needed one. It is through the National Association of the Deaf that I got attachment to work as information officer, before I moved to teach in a school for the deaf under the Teachers Service Commission.

I taught until I got a job at the University of Nairobi as an administrative assistant in charge of students with disabilities. I was put on a renewable contract until recently when I was fully accommodated as a

member of staff.

Through involvement in advocacy work with such organisations like the National Council of Churches of Kenya, among others, I got the opportunity to air my views especially as concerns disability. I also got opportunities to visit developed countries to see how they cope with the challenges of disability especially in Germany where I met so many people with mental hand caps living normally unlike in our developing world where some of us are considered as bad omens.

With my appointment at the university, I hope to do my best to see the situation change for the better. Meanwhile, I am lobbying for appointment of a sign language interpreter to make communication easy and I hope that the university will consider my request as soon as possible.

My ambition, however, is to further my studies. I have one child aged five and half years. I have plans to marry and raise my own children besides those of my late sister.

Since I am the only one with a stable income, I have many financial responsibilities but I am determined that they will not detain me from pursuing my ambitions and I hope through God's wish I shall succeed. **P**



A THOUGHT FOR OTHERS LIKE YOU

By Gakitha Weru

The story of Susan Kagwira transported me back to many years, another place, another time. I was reminded of a boy whose name I only recall as Elijah who was deaf when we were a few children growing up.

My memories of those days are hazy but I can remember that when we joined school, Elijah, who was a couple of years older than us, never went to school.

I remember joining nursery school with his younger sister. As I tried to conceptualise the agony, rejection and loneliness that Susan went through in her childhood, I remembered Elijah was always alone.

Sometimes you would find him sitting on the road side all by himself and he would always run away at the sight of other children.

Other times you would find him by the gate to their home lying on his back with his eyes fixed to the blue skies. What was he thinking, I wonder?

As I read the story of Susan, I found myself asking: "What happened to Elijah? Did he ever go to school? Did he go through what Susan went through?"

I have no way of knowing because his family moved away when we were still young and I have no idea where they are.

Elijah must now be in his late thirties. Is he still locked up in his silent world? Is he still as lonely as he was as a little boy? Is he still rejected by the society?

As I thought of Elijah and as I went through the script of misery that is Susan's story, I could not help feeling angry, very angry.

From the time she was first taken ill at the age of 10, she had been under the care of trained medical personnel.

One would have expected that they would have been in a position to explain to her parents that she required special attention.

She required hearing aids. She required the assistance of people qualified to teach and deal with children with similar problems.

We are talking about a woman whose early years were one long, traumatic nightmare because of the insensitivity with which she was treated by those who should have known better.

It is also clear that there exists a serious lack of

'I felt rejected and lonely

As a result, I hated school so much that my father had to use the cane and even went to the extent of taking me to school until I finished lower primary school.

One thing that surprised the villagers and the school community as a whole was that I always emerged top of the class.

I believe that this was because I had the support from many teachers. This continued until I was in class six. Then I was struck by pneumonia which rendered me speechless and again, I had to miss school and attend the ENT clinic for another two years with the same painful treatment.

Though I regained my speech, my hearing could not be restored. I started lagging behind in class. Finally, I lost interest in school.

All this time my parents were not aware of the traumatic experience I was going through and forced me to stay in school.

But the time I sat for Kenya Certificate of Primary Education, I had resigned myself to a life of misery. I felt rejected and lonely. But to the amazement of everyone, I passed well enough to be admitted to high school.

I was so excited to gain this admission because I thought the students would be more understanding and treat me differently. But alas, how wrong I was!

My first week saw me coming to assembly late since I could not hear the bell. I was thoroughly beaten by the school head and punished for one week in the school compound. I was ordered to cut grass.

Later on, I was summoned by the headmistress. I explained my problem in writing. To my utter shock, I was sent home to bring my parent with the threat that I would not be admitted unless I had a hearing aid.

My father had spent all the money he had on school fees and my sister did casual jobs to get me money for personal effects like soap.

All my father could do was to promise the headmistress that he would go and look for money to buy a hearing aid.

When he failed to return within a week, the head teacher summoned me again and sent me to Kaaga School for the Deaf with the school messenger.

This was the first time for me to see deaf children in a school of the deaf and I wondered why my parents never thought of taking me there.

I was given a hearing aid to return after my studies but my father paid for it after he got some money.

Once the teachers came to terms with my handicap they gave me all the support they could and I began liking school.

However I continued getting problems with fellow students.

The Christian Union leaders started saying that it was because I had no faith in God that my hearing problem could not be healed.

The students also tried their best to block me from reading in class allegedly because I could not pronounce words well.

They even went as far as refusing to share text with me or even having me included in group discussions.

This led me to believe that I was in the wrong school and again in Form Two, I decided to quit school.

My father would, however, not hear of this. This found an opportunity to divulge to my mother the thing I was going through. My mother listened to me with deep understanding and gave me a lot of encouragement.

Despite all the problems, I passed KCSE and was admitted to the University of Nairobi in 1990 to study for a Bachelor of Arts.

Socially, life at the University of Nairobi changed for the better but academically, I was at sea because I was heavily depended on oral lectures.



Resources

Working together with The Media: a practical guide for people with disabilities

By Barbara Koluki

ILO and Rehabilitation International, Geneva, 1994

From: Rehab International, 25 East 21st Street, New York 10010, USA.

Single copies available free to disabled people's organisations in developing countries.

Below is an exercise for small groups taken from *Working Together with the Media*, and reprinted in CBR News. It helps to illustrate some of the differences between negative and positive media coverage.

THE FACTS

A group of people with different disabilities has set up a workshop to produce and sell jewellery. The workers need the income from sales to support themselves and their families. However, there is not much business at present. The workshop needs to build a reputation for good quality products, increase sales and income, and train other workers. A story in the local press could help publicise the workshop.

STORY 1

Crippled and deaf-dumb make jewellery despite their handicaps

About 30 crippled, deaf, dumb and blinded poor people have started a jewellery workshop on the east side of Harambee Plaza. Most can't walk or sit straight and some have lost their arms or legs.

One man who is confined to a wheelchair said that some people used to be beggars. Now with all their problems and miseries between them, they will try to ignore their ugly fates and fashion something beautiful.

With utmost patience and cheerfulness, they sit all day long putting together necklaces, bracelets and rings to appeal to passers-by. To help them feel worthy, perhaps some charitable people could buy these trinkets

STORY 2

Jewellery shop with a difference

A new jewellery workshop run by disabled people has opened on the east side of Harambee Plaza. The workshop employs about 30 adults with different disabilities. Following six months training in necessary skills, workers produce necklaces, bracelets and rings in modern and traditional styles.

Mr Sharif Mousaka, workshop manager, who uses a wheelchair, said: 'Before some of us had to beg for a living. Now we are working to support ourselves and our families. Our jewellery is well-designed, beautifully made and competes well with other products in the market'. Mr Mousaka also said that customers who bring a copy of this story will receive a 10 per cent discount on their first purchase.

The point of the exercise is to learn the difference between a derogatory, tragic patronising portrayal of disabled people, emphasising impairments, as in story 1, and story 2. This em-

phasises workers' skills and training, not their impairments, does not indulge in emotion and drama, and instead emphasises the facts, trying to interest the reader in the new project.

slow, the parents did not realize this until he was 4 years old. For a long time, they thought he was just slow. Or stubborn.

Until he was one year old, Tonio seemed to be doing fairly well. He began to walk and play with things. Then his sister, Lota, was born. Lota smiled and laughed more than Tonio when their mother talked or sang to her. So their mother talked and sang to Lota more.

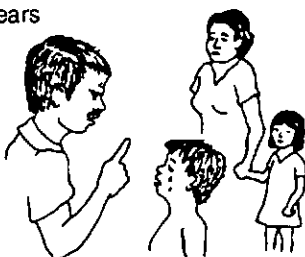
By the time Lota was 1, she was already beginning to say a few words. Tonio had not yet begun to speak. "Are you sure he can hear?" a neighbor asked one day. "Oh yes," said his mother. She called his name loudly, and Tonio turned his head.

When he was 3, Tonio could only say 2 or 3 words. Lota, at age 2, now spoke more than 200 words. She asked for things, sang simple songs, and played happily with other children. Tonio was more moody. Mostly he played by himself. When he played with other children it often ended in fighting—or crying.

Lota behaved better than Tonio. Usually, when her mother told her not to do something and why, she understood and obeyed. Often, to make Tonio obey, his mother would slap him.

One time in the village market Lota asked for a banana and her mother bought her one. A moment later, Tonio quietly picked up a mango and began to eat it. His mother slapped him. Tonio threw himself on the ground and began to kick and scream.

When Tonio's father heard what had happened in the market, he looked angrily at Tonio and said, "When will you learn to ask for things? You're 4 years old and still don't even try to talk. Are you stupid, or just lazy?"



Tonio just looked at his father. Tears rolled down his cheeks. He could not understand what his father said. But he understood the angry look. His father softened and took him in his arms.

Tonio's behavior got worse and worse. At age 4 his mother took him to a health worker, who tested Tonio and found that he was deaf.

Now Tonio's parents are trying to make up for lost time. They try to speak to him clearly and slowly, in good light, and to use some signs and gestures with their hands to help him understand. Tonio seems a little happier and speaks a few more words. But he still has a lot of trouble saying what he wants.

7-year-old brother, Lino, learned about testing for deafness as part of the CHILD-to-child program at school (see p. 450). So he tested his baby sister. When he stood behind her and called her name or rang a bell, she did not turn or even blink. Only when he hit a pan hard did she show surprise. He told his parents he thought Sandra did not hear well. They took Sandra to a small rehabilitation center. A worker there tested Sandra and agreed she had a severe hearing loss.

The village worker explained what the family could do to help Sandra develop and learn to communicate. He gave them many drawings of hands held to make 'signs' for common words.

"Every time you speak, make 'signs' with your hands to show what you mean. Include all the signs and gestures that people already use in your village. Teach all the children to use them too. Make a game out of it. At first Sandra won't understand. But she'll watch and learn. In time she'll begin to use signs herself."

"If she gets used to signs, won't that keep her from learning to speak?" asked her father.

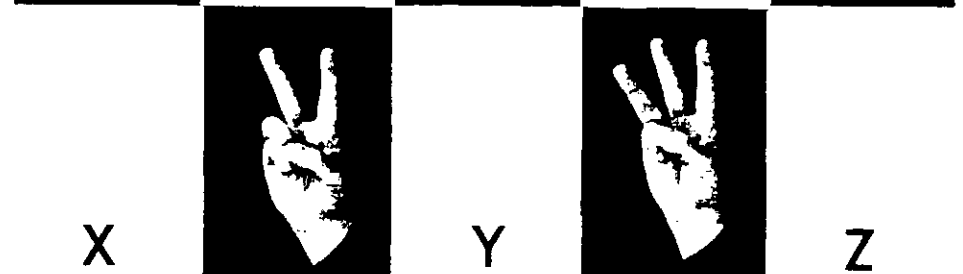
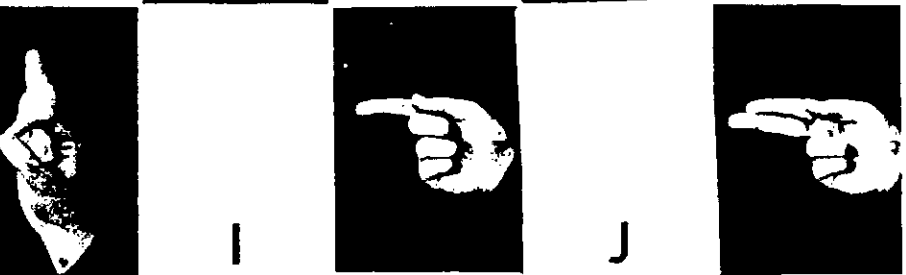
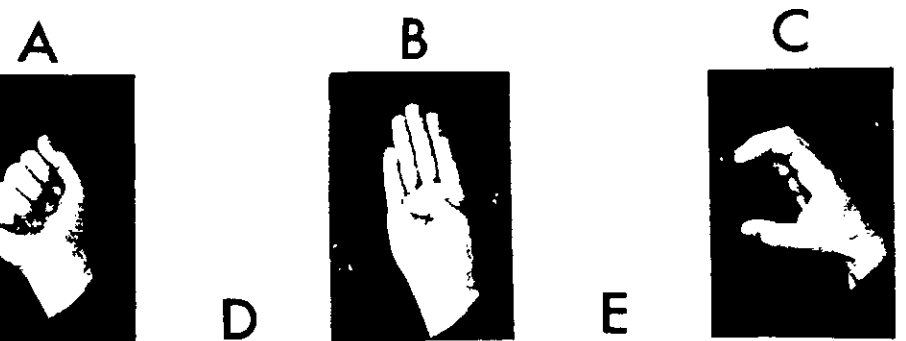
"No," said the worker. "Not if you always speak the words at the same time. The signs will help her understand the words, and she may even learn to speak earlier. But it takes years to learn to speak with 'lip reading'. First, she needs to learn to use signs to say what she wants and to develop her mind."

Sandra's family began using signs as they spoke to each other. Months passed, and still Sandra did not begin to speak or to make signs. But now she was watching more closely.

By age 3, Sandra began to make signs. By age 4 she could say and understand many things with signs—even lip read a few words, like 'Yes', 'No', and 'Lino'. By age 5 she had only learned to 'lip read' a few words. But with signs she could say over 1000 words and many simple sentences.



Sandra was happy and active. She liked to color pictures and play guessing games. Lino began to teach her how to draw letters. One day she asked Lino when she could go to school.





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5 February 2001

To Whom It May Concern:

The students whose names appear on the attached Class Roster are all fourth-year full time students in good standing at Christ the Teacher Institute for Education. In May, each of them will be graduating with a B.Sc. in Education. As part of their final semester, they are enrolled in a research seminar in education, during which they are to conduct research and gather informational data regarding various issues in education, leading to the writing of a major paper. Their lecturer is (Sister) Margaret Mary Wanyama, SOM.

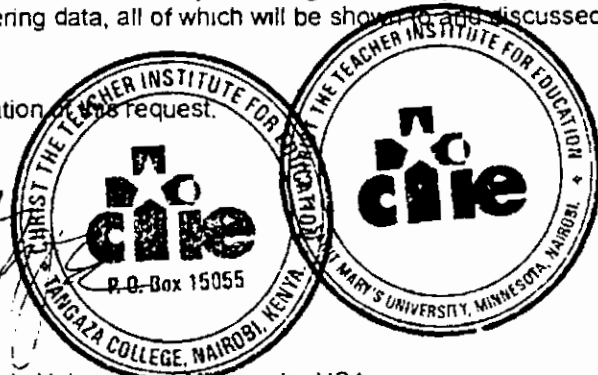
Christ the Teacher Institute for Education is an institute of Saint Mary's University of Minnesota/USA and also an institute of Tangaza College, a constituent college of the Catholic University of Eastern Africa.

In order to accomplish their work, I respectfully request that you allow the particular individual student high-lighted on the attached list the courtesy of having access to your educational institution for the purpose of gathering data, all of which will be shown to me and discussed with you.

Thank you for your kind consideration of my request.

Sincerely,

Brother Robert Smith, FSC, PhD
Director, CTIE
Dean, Nairobi Campus, Saint Mary's University of Minnesota, USA
Associate Dean, School of Education, SMU of MN, USA



CHRIST THE TEACHER INSTITUTE FOR EDUCATION

CLASS ROSTER

05-Feb-01

Course ID: CED493

Teacher: Sr. Margaret Mary Wanyama, SOM

Time: Mon. 16:05

Semester: 2001/1

Description: Seminar: Research Methods

Room: B-3

<u>STUDENT ID</u>	<u>NAME</u>	<u>INITIAL</u>
0043	Ntambabazi, Philomene Nyiramana	
0045	Waeni, Rosa Kamweli	OCBE
9713	Kamau, Seraphine Mercy N.	MC
9715	Kondwani, Rose J.	
9716	Macharia, Pauline Nyambura	PS
9717	Mafuquene, Lucia	IBVM
9720	Mbogo, Nazarine Wandia	MC
9723	Muthij, Peter M.	LSOSF
9726	Njane, Mary W.	
9729	Maingi, Mary Nelly	LSOSF
9733	Teclehaimanot-Beraki	IHM
9734	Teeka, Cecilia Siamanta	FSC
9740	Chuwa, Honorata Stephen	
9743	Mutiswa, Alexander	RA
9804	Henry, Jacintha	
9817	Mpanyula, Jacqueline Sheila	MIC
9845	Martha, Margaret	MSOLA
9942	Ituru, Karuu Julius	NSA

Total Records : 18