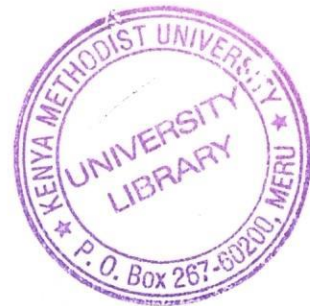


MANAGEMENT CHALLENGES FACING INCLUSIVE
EDUCATION FOR THE HEARING IMPAIRED LEARNERS IN
KENYAN PUBLIC SECONDARY SCHOOLS FOR THE HEARING
IMPAIRED

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ABSTRACT

Hearing impaired (HI) learners have been a subject of educational attention globally, for many years. Infact systematic teaching of these learners is a relatively young field as a result of historical prejudices by hearing educators and parents who believed that HI children were either incapable of learning or had serious limitations to their potential. Fortunately we now have firm evidence that those prejudices were unfounded. The study will address and suggest proactive steps that educators and parents can take in order for the HI learners to fulfil their normal or better potential as future citizens. The study adopted a descriptive survey design and targeted 380 HI learners. A sample population of 133 HI learners, 35 teachers and 2 principals was selected randomly from the existing fully established secondary schools offering inclusive education for HI in Kenya; namely Rev. Muhoro and St. Angelas – Mumias. The study investigated management challenges facing inclusive education in Kenyan public Secondary Schools for HI by examining enrolment, human resource, provision of learning facilities and curriculum delivery. Questionnaires and interview schedules were used to collect data from the respondents. Descriptive statistics was used to analyze qualitative data findings from open ended questions ; while statistical analysis using Statistical Package for Social Sciences (SPSS) version 17.00 was used to analyse quantitative data from closed ended items. Data were presented using simple statistics of percentages, frequency tables, pie-charts and bar graphs. From the findings, low enrolment of HI students into the inclusive education was found to be as a result of lack of funds, lack of parental support and lack of information on the inclusive education programme for HI students. Another challenge to enrolment according to the principals was funding of the programme in terms of restricted funding, difficulties in sourcing funds, lack of capacity to implement funding policies and abrupt pulling out of donors. The study revealed that that provision of human resource and provision of learning facilities were not major management challenges facing implementation of inclusive education in Kenyan secondary schools for HI. Among the challenges in curriculum delivery is inadequate time, poor communication, learner absenteeism, learner ability, teacher incompetence, lack of stakeholder support, inadequate time allocation, too much work, poor communication and lack of enough facilities. In the light of the findings, the study recommended allocating more time to cover syllabus in the inclusive education. Though not major, provision of regular training for well trained and motivated teachers to continually enhance their skills, provision of HI relevant teaching and learning materials, additional funding for inclusive education programme and provision of friendly supporting infrastructure for the inclusive education for HI learners were recommended. The researcher recommended that a similar study may be conducted involving all public secondary schools to determine their preparedness to implement the inclusive education programme for HI, the learner and parent attitude and the factor analysis of various variables in management challenges .