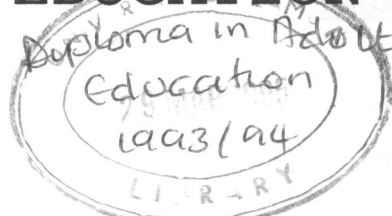


37

THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT FOR ADULT EDUCATION



DIFFICULTIES ENCOUNTERED BY HEARING IMPAIRED
PUPILS ENROLLED IN THE NORMAL SCHOOL SYSTEM
THE CASE FOR KASAMA AND MBALA DISTRICTS

A RESEARCH PROJECT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DIPLOMA IN
ADULT EDUCATION OF THE UNIVERSITY OF ZAMBIA

1993/94

BY

FREDA MUSONDA SIMULINGA

TABLE OF CONTENT

<u>TOPIC</u>	<u>PAGE</u>
Dedication	i
Acknowledgement	ii
Abstract	iii
 <u>CHAPTER ONE</u>	
Rationale	1
Statement of the Problem	2
The Purpose of the Study	2
The Objectives of the Study	2
Relevance of the Study	3
Definition of terms	3
Delineation	4
Limitation	4
 <u>CHAPTER TWO</u>	
Literature Review	5
 <u>CHAPTER THREE</u>	
Methodology	11
a) Target and sample population	11
b) Instrument of Data Collection	13
 <u>CHAPTER FOUR</u>	
Data Analysis	14
 <u>CHAPTER FIVE</u>	
Discussion of findings	20
Conclusion	23
Recommendation	24

APPENDICES

Bibliography	25
Questionnaire for hearing impaired pupils and teachers	

DEDICATION

This work is dedicated to my husband Kedrick and to my five children Chella, Naulapwa, Chansa, Kapembwa and Wilombe.

They missed me a lot during my studies.

ACKNOWLEDGEMENT

I would like to pay tribute to my Project Supervisor Dr. W. Chakanika, whose help and constant guidance enabled me to complete this research project. I equally extend my appreciation and gratitude to the Head of Department of Adult Education Dr. M. Kamwengo and all lectures in the Department.

In addition, I wish to acknowledge with thanks, permission given to me, to use Resource from Lusaka College for the Teachers of the Handicapped for reviewing literature.

Finally, gratitudes to my husband Kedrick Simulinga who looked after the children alone during the period of my studies.

ABSTRACT

Education for the hearing impaired persons in Zambia before independence was not valued until 1977, when the hearing impaired were integrated in normal schools. Later on studies were conducted to investigate on the impact of integrating the hearing impaired in normal schools. The present study is an investigation of the difficulties encountered by the hearing impaired enrolled in the normal schools in Kasama and Mbala Districts.

The research was conducted in September 1974 with a view to investigating learning conditions of the hearing impaired. The purpose was to understand the teaching and learning process used in these schools, suitability of the infrastructure for hearing impaired, the impact of the existing social relationship on the teaching and learning process of the hearing impaired.

The sample of the participants in the study was hearing impaired pupils and 10 teachers out of the target population of 70. Information was obtained by use of questionnaire from all the intended respondents. The result of the study indicates that hearing impaired faced a lot of difficulties in the normal schools. As a result the hearing impaired developed a negative attitude towards integrated education. Arising from the study suggestions and recommendations were made which are intended to improve the position of the hearing impaired in integrated schools.

CHAPTER ONE

RATIONALE

After independence in 1964, the new Government found it necessary to broaden special education in Zambia which was lagging behind. This is the type of education which is suitable for people who are physically, visually, mentally and auditory handicapped. Later in 1987, integrated schools and units were established in which the hearing impaired pupils started to be enrolled in the normal school system. The purpose of integrating the hearing impaired pupils was in response to the recommendations in the Education Reforms (Zambia, 1977) and the campaign by the World Health Organization (1982), calling for the integration of the disabled persons into the normal school system as soon as possible.

The idea of integration was supported by the understanding that it would give courage and self-reliance to the hearing impaired pupils. Furthermore, Henry (1992) argues that integration encourages the hearing impaired to compete more successfully in life. However, since the establishment of integrated schools in the country, it has been observed that most studies which have been conducted deal with the impact of integrating the hearing impaired in the normal school system rather than investigating the problems these people encounter within the system. Therefore, there was need to carry out research which would investigate the problems faced by hearing impaired pupils enrolled in the normal school system.

STATEMENT OF THE PROBLEM

The study investigated the problems faced by the hearing impaired pupils enrolled into normal schools in the Districts of Kasama and Mbala in Northern Province. The focus was on the physical conditions of the buildings and relationships which obtained in those schools, including the teaching approaches and the instructional aids used in the classrooms.

THE PURPOSE OF THE STUDY

The purpose of the study was to investigate the problems faced by the hearing impaired pupils enrolled in normal schools. The concern was to understand the teaching/learning approaches and instructional aids used in the schools, as well as determine the suitability of the structures such as classrooms for the hearing impaired pupils. It was also necessary to establish whether the hearing impaired had been accepted and accommodated by normal pupils and their teachers.

OBJECTIVES OF THE STUDY

The study sought to investigate the following:

- Whether hearing impaired pupils had difficulties in interacting with normal pupils;
- the suitability of the physical structures of the classrooms for the hearing impaired pupils;
- the type of instructional aids available in these schools; and
- the teaching and learning approaches used in these schools.

RELEVANCE OF THE STUDY

The study was undertaken to ascertain whether integrated school system was appropriately catering for the needs of the hearing impaired. The availability and accessibility of teaching and learning materials as well as the experience of using them were also determined. Arising from the findings, suggestions and recommendations were made on how to improve the education system of the hearing impaired. These would be helpful for future research on the hearing impaired. In a related vein, the findings will be brought to the attention of the policy makers in the hope that any problem encountered by the hearing impaired would receive remedial attention.

DEFINITION OF TERMS

Hearing Impaired: According to Quigley (1982:7)

hearing impaired is when a person has difficulties in understanding sounds because he cannot... hear and has difficulties in speech which may be present or absent.

Integrating: This term refers to the acceptance of the handicapped persons in any society to enable them to operate as normally as possible.

Parlet (1977:15) sees integrating as the "process of changing segregational attitudes towards the disabled...in the field of special education."

DELINEATION

The study was restricted to Kasama and Mbala Districts only because of the limited funding and insufficiency of time, within which it was expected to be completed. Besides, the researcher also undertook other courses within the same period.

LIMITATION

The researcher faced some difficulties during the study. Moving from one place of study to another was a problem due to the poor state of the roads and lack of reliable public transport. Another difficulty was that most of the teachers were unco-operative. With regards to the pupils, majority encountered difficulties in comprehending and writing some works. Thus, the researcher translated words into sign language and wrote for them where necessary since the time was short. Nevertheless, the research exercise was completed in two (2) weeks time.

CHAPTER TWO

LITERATURE REVIEW

The study investigated the difficulties encountered by the hearing impaired pupils enrolled in the normal school system in Kasama and Mbala Districts. Several scholars e.g (Henry, 1992; Maswabi, 1984; Mubita, 1982) have researched on the education of the hearing impaired children. It will therefore be necessary to review some of this literature.

The information regarding the numbers in various categories of loss of hearing is best given in hospitals and clinics because that is where diagnosis of the extent of deafness is done. Hearing impairment varies from one person to another. Samuel (1972) categories hearing impairment into three (3). The first one is what is known as CONDUCTIVE DEAFNESS. This refers to all hearing loss which derives from the outer ear to the end of the middle ear. For instance, from malleus to stirrup and incus. These are the three ossicles or small pieces of the body substance found in the tympanic cavity. The tympanic cavity is the hollow space of the middle ear for auditory purposes. While as the malleus is the bone which looks like a hammer among the ossicles. It works as a vibrator in the inner ear (Oxford Dictionary, 1976:806).

The second category of deafness is known as SENSORI-NEURAL DEAFNESS. This affects the normal functioning of the inner ear from the cochlea to the brain. The cochlea is the spiral tube that forms

part of the internal ear, converting sound vibrations into nerve impulse (Oxford Dictionary, 1976).

The third deafness is referred to as CENTRAL OR MIXED DEAFNESS. This includes all auditory path ways leading from the inner ear to the brain and all it's interpretive areas. Samuel (1972) argues that in education, the principle consideration is the degree of deafness, the age at which it was sustained and the nature of education therapy which could be given.

Streng (1958) uses the decibels (dB) as the unit of measuring the intensity of a sound. She defines a decibel as a unit for comparing two currents, voltages or power levels, equal to one tenth of a bel. These units are marked on the hearing aids from 10dB to 9dB. She classifies deafness in five (5) different categories. The first one is for children with mild loss (20 - 30dB) in the better ear in the 'speech range of frequencies.' They learn speech and are on the boarder line between the normal hearing and those with significant defective hearing.

The second group of deafness is of children with marginal loss (30 - 40dB). These have difficulties in following group conversation if placed at a distance of more than one metre from the group. The third category is the moderate loss (40 - 60dB). Individuals with this type of hearing loss learn language and speech through the ear when it is amplified for them and when the auditory sense is aided

by visual stimuli. The fourth type of hearing loss is severe (60 - 70dB). Such individuals have trainable residual hearing. Nevertheless their language and speech will develop spontaneously, although before that stage is attained they will continue to communicate through the use of specialised techniques. They are on the boarder line between the partially hearing and the profoundly deaf.

The last category had to do with persons who have high hearing loss which is greater than (75dB). Such people cannot understand the language by ear alone, unless with the amplification of sound.

For integration to work well and more effectively, it has to be classified. Warnock (1978) identifies three (3) forms of integration. The first one is the **LOCATIONAL INTEGRATION**, referring to the existence of special units or classes which are set up in ordinary schools or where special schools and ordinary schools share the same site. The second one is **SOCIAL INTEGRATION** where both deaf and hearing children eat, play and consort with each other. They also have the organised out door activities which are carried out at the school. The third type of integration is **FUNCTIONAL INTEGRATION**. This occurs when the locational and social association of children with special needs with their normal hearing peers lead to joint participation in educational programmes. The deaf join the regular classes of the school on part-time or full-time basis.

The purpose of identifying these three forms of integration is to determine the appropriate form of integration necessary for each child.

A study by Maswabi (1984:19) on integrating the hearing impaired pupils in normal schools revealed that integration is not good, because the hearing impaired need separate schools where they easily assert themselves among their friends. Integration of hearing impaired in normal schools makes a child grow up timid due to constant teasing from friends. They have to be protected from people who would have adverse effects on their normal growth. In special schools, children have the opportunity to build up their self-esteem which would prepare them for various roles in society.

Maswabi (1994:19) further condemns the co-education of normal pupils on account that it contributes to poor results. On the other hand, Mubita (1982:22) points out that "integration is possible as long as the deaf... themselves are prepared for it and that as a placement would be beneficial to them and would not affect their learning." Some psychologists (Vernon, 1968; Dale, 1967) carried out studies on the integration of hearing impaired children in ordinary schools within their countries in U.S.A.

One of their discoveries was that not all children would benefit from attendance in a group at an ordinary school. they also comment that a few deaf children respond well to the large and

existing classrooms of today's ordinary schools. the majority, however, seem bewildered by ordinary schools, this is inspite of being taught by teachers qualified in special education. The hearing impaired are never completely at home in large groups and almost one third (1/3) of the children presently enrolled in these schools have another handicapped in addition to their hearing problem. They may be dull, incurred brain damage, cerebrally palsed or psychologically maladjusted (Mykleburst, 1960). Hence, hearing impaired seemed better catered for in schools meant for them only, where they receive complete acceptance from everyone because the number of pupils is small. It should also be mentioned that some find it difficult into make friends with normal children. Instead, they are often happier and learn better when they are grouped together with children with same impairment. Dale (1967:105_) confirms that the enthusiastic integrationsists... remember that it is just as unkind to deny... deaf children the company of those who hear normally.

Another discovery is that, even with very skilled teachers, normally hearing and hearing impaired children at integrated schools cannot be satisfactory taught subjects together by one teacher. The presentation is either too rapid for the deaf one or too slow for those with normal hearing. Children tend to play with other children in their own class (Dale, 1967:105).

In integrated schools, evidence has shown that less attention is

accorded to hearing impaired pupils. Drawing upon experience in integrated schools in U.S.A, Brill, Vernon and Pricket (1976) have expressed reservation about streaming because the deaf are not provided with necessary support services. Such integration typically involved placement of a deaf child in a spatial contiguity to hear children with occasional help from speech therapists or resource teachers but with little or systematic attention to curriculum modifications, social-emotional development or sensitivization of teachers and hearing students to the needs of the deaf.

It is apparent from the Literature Review above that hearing impaired seemed to have encountered problems if integrated in normal school system. Since these investigations were undertaken elsewhere other than in Zambia, it became imperative to replicate this exercise here. The findings of such a study would be beneficial to the recipients of special education in this country.

CHAPTER THREE

METHODOLOGYTARGET AND SAMPLE POPULATION

The researched were the hearing impaired and their teachers. The study focused on the three schools, Makasa Unit in Kasama District with 15 pupils, Chila Unit with 30 pupils and Mambwe Unit with 15 pupils both of which are in Mbala District. The three (3) schools had a total of 10 teachers. The target population therefore was 70. From this target population a sample of 25 was selected as follows; seven (7) pupils were drawn from Chila Unit, four (4) from Makasa Unit and another four (4) from Mambwe Unit. In addition all the ten (10) teachers were included in the sample.

It is useful to point^{out} however, that the sample was small and questions to the questionnaires were few because of the difficulties in dealing with people with such disabilities. For instance, it was necessary for the researcher to spend time assisting respondents in interpreting words into sign language. It was discovered that more time is required for one hearing impaired pupil to fill in a questionnaire than it would take a normal pupil to complete this exercise. The researcher spent two weeks collecting data from the sample. The pupils found it difficult to put their sign language in written form for responses to questions 11 and 12. The interviewer had to write on their behalf and then read out to them for confirmation. The time for data collection was insufficient, therefore, within this time limit the researcher

attempted to deal with a sample of only 25.

The systematic or interval sampling procedure was used when drawing a sample of pupils only, since all teachers were included in the sample.

The systematic technique is used to obtain a sample from the defined population. The defined population was put on a list in random order. It was simple, quick and avoided biases since it was drawn from the unbiased list population. To use this technique the researcher divided the population by the number needed for sample (Borg and Gall 1979:185). The first step was to determine the sampling interval which is the equal length between the units to be selected. The length was determined by the ratio using the formula shown below:-

$$x = \frac{a}{b}$$

x stands for interval length
a stands for size of population
b stands for size of sample

$$x = \frac{60}{15}$$

Therefore $x = 4$

The technique of selection was based on the selection of elements at equal intervals, starting with randomly selected elements on the population and thereafter every fourth (4th) unit was selected for sample until the sample size was determined.

INSTRUMENTS OF DATA COLLECTION

The research instrument for data collection was a questionnaire. To solicit the feelings and facts of respondents the questions were clarified to the respondents by the use of sign language. The purpose of clarifying the questions was to avoid the likelihood of misinterpretation. Questions on the pupils questionnaires were 12 while those on the teachers questionnaire were 15. Each question for both teachers and pupils required a Yes or No response in the space provided. each respondent was identified by a symbol in place of their respective names. Students were designated an alphabetical letter (i.e. a - o), while as teachers were given Roman numerals (i.e. i - x).

HEARING IMPAIRED PUPILS

FREQUENCY DISTRIBUTION

POSITIVE

QUESTION	X	F
1	3	III
2	14	HHH HHH IIII
3	12	IIII IIII II
4	1	I
5	6	HHH I
6	5	HHH
7	15	HHH HHH HH
8	5	HHH
9	15	HHH HHH HH
10	0	0

FIGURE
1(a)

NEGATIVE

QUESTION	X	F
1	12	HHH HHH II
2	1	I
3	3	III
4	14	HHH HHH IIII
5	9	HHH IIII
6	10	IIII HHH
7	0	0
8	10	IIII HHH
9	0	0
10	15	HHH HHH HH

FIGURE
1(b)

TEACHERS FOR HEARING IMPAIRED PUPILS

CHAPTER FOUR

FREQUENCY DISTRIBUTION

POSITIVE

QUESTION	X	F
1	4	IIII
2	3	III
3	2	II
4	0	0
5	0	0
6	4	IIII
7	10	IIII IIII
8	0	0
9	2	II
10	9	IIII IIII
11	0	0
12	7	IIII II
13	6	IIII I
14	4	IIII
15	0	0

FIGURE

2(a)

NEGATIVE

QUESTION	X	F
1	6	IIII I
2	7	IIII II
3	8	IIII II
4	10	IIII IIII
5	10	IIII IIII
6	6	IIII I
7	0	0
8	10	IIII IIII
9	8	IIII III
10	1	I
11	10	IIII IIII
12	3	III
13	4	IIII
14	6	IIII I
15	10	IIII IIII

FIGURE

2(b)

CHAPTER FOUR

DATA ANALYSIS

The sample size of 25 was picked from the target population of 70. All the intended researched were reached. The data collected from the respondents was summarised using tabulation tables for easy interpretation of the findings into meaningful language that could be comprehended. Tables 1a and 1b respectively show the positive and negative responses for the hearing impaired pupils. Tables 2a and 2b respectively show the positive and negative responses for the teachers. On the other hand, tabulation tables 1 and 2 for the hearing impaired and 4, 4 and 5 for teachers were used to analyse data shown in tables 1a, 1b, 2a and 2b.

TABLE 1

Tables 1 and 2 below reflect responses of the hearing impaired pupils.

QUESTION	FREQUENCY		PERCENTAGE	
	YES	NO	YES	NO
Do you play together with normal hearing pupils?	3	12	20	80
Do you fight with normal hearing pupils?	14	1	93.33	6
Do the normal pupils laugh at you?	12	3	80	20
Do you like learning together with the normal hearing pupils?	0	15	0	100
TOTAL	29	31	48.33	51.66

The above responses shows that 20% of the hearing impaired pupils played with normal pupils; 93% fought with normal pupils; while 80%

indicated that they were ridiculed by the normal hearing pupils compared to 20% who stated that they were not laughed at. All the respondents were in disfavour of learning with normal hearing children.

TABLE 2

QUESTION	FREQUENCY		PERCENTAGE	
	YES	NO	YES	NO
Do you learn at the same pace with normal hearing pupils?	1	14	6.66	93.33
Do teachers help you in class work?	6	9	40	60
Do teachers attend to you as a hearing impaired pupil?	5	10	33.33	66.66
Is the work given too much for you?	15	0	100	0
Do you use the same books with the normal hearing pupils?	15	0	100	0
TOTAL	42	33	56	44

Results in the above table reveal that 93% of the hearing impaired pupils did not learn at the same pace with the normal hearing pupils. When it came to help rendered, only 40% of the respondents stated that normal pupils gave assistance to them in classwork. 67% respondents indicated that they received no attention from the teachers, while 100% complained of heavy work load. In terms of books used, all respondents pointed out that they used the same books with the normal hearing children.

Table 3, 4 and 5 below reflect responses of the teachers.

TABLE 3

QUESTION	FREQUENCY		PERCENTAGE	
	YES	NO	YES	NO
Are you a trained teachers in special education?	4	6	40	60
Do you use sign language and signed English when teaching the hearing impaired pupils?	3	7	30	70
Is sign language difficult for you?	6	4	60	40
Are the teaching and learning approaches the same for both hearing impaired and normal pupils?	2	8	20	80
TOTAL	15	25	37.5	62.5

The responses in table 3 show that the proportion of trained teachers is 40% and only 30% used both sign language and signed English when teaching the hearing impaired pupils. It was also alluded by 60% of the teacher respondents that sign language is difficult. It was equally stated that teaching and learning approaches are not the same for both hearing impaired and normal pupils. As shown by the respondents, 80% stated that hearing impaired required different teaching and learning approaches from those used for normal pupils.

TABLE 4

QUESTION	FREQUENCY		PERCENTAGE	
	YES	NO	YES	NO
Does the Ministry of Education provide learning and teaching materials?	0	10	0	100
Are teaching and learning materials available in schools?	0	10	0	100
If available, do you know how to use them?	4	6	40	60
Do hearing impaired pupils use hearing aids in class?	10	0	100	0
In the classroom acoustically treated?	0	10	0	100
TOTAL	14	26	35	65

Results in table 4 show that the Ministry of Education did not provide learning materials. This explains why the teaching materials were not available in these schools. Furthermore, according to the response, 60% of the sample did not know how to use the teaching and learning materials even if they were available. According to the findings, all the hearing impaired pupils use hearing aids in class. All the respondents revealed that classrooms are not acoustically treated.

TABLE 5

QUESTION	FREQUENCY		PERCENTAGE	
	YES	NO	YES	NO
Are the hearing impaired pupils free during the learning situation?	2	8	20	80
Do the normal hearing pupils mock the hearing impaired pupils?	9	1	90	10
Do normal hearing pupils steal aids from the hearing impaired?	7	3	70	30
Is there any social interaction among the pupils?	0	10	0	100
Do you think integrating the hearing impaired in normal schools a good idea?	0	10	0	100
Do you enjoy teaching hearing impaired pupils?	4	6	40	60
TOTAL	22	38	36.66	63.3

According to the responses in the above table, 80% of the hearing impaired pupils were not availed the opportunity to participate in the learning process. The normal pupils mocked the hearing impaired and many of them stole their hearing aids. There was no social interaction among the pupils. With regards to the teaching staff, 60% of them indicated that they did not enjoy teaching the hearing impaired and they argue that integrating hearing impaired in normal schools was not a good practice.

CHAPTER 5

DISCUSSION OF THE FINDINGS

In this Chapter the data analysed in the preceeding Chapter is interpreted. This is apart from the conclusions and recommendations which have also been made. The findings showed that majority of the hearing impaired pupils did not play with normal children. This is because the latter ridiculed the former which often resulted into a fight between them. It was revealed that the hearing impaired pupils did not learn at the same pace with normal hearing pupils. There was also the discovery that the former did not render assistance to the latter in their classwork.

The study also pointed out that the teachers did not attend to hearing impaired pupils and that the academic work which is given to them is beyond what they can cope up with. A further finding is that many teachers were not competent with sign language, which made it difficult for them to communicate with the hearing impaired pupils and vice versa. Sign language means non verbal communication done by use of fingers.

With regard to the resources used in the class, the study revealed that the same books were used by both hearing impaired and normal pupils. As a result, the hearing impaired pupils found learning unexciting and difficult. This is reflected by the fact that all the pupils interviewed did not like to learn with normal pupils.

They attributed their position to several factors namely: that they were always behind during classwork because they did not match with the normal pupils. This was so because the teachers relied on oralism without accompanying signs as a means of disseminating information. They were thus unable to lipread some words while other words sounded in-intelligibility to them. It is therefore evident that the hearing impaired learn better at a slow pace. A related factor is that normal pupils laughed at the hearing impaired whenever the latter were unable to get the right concept or responded wrongly. Infact, normal pupils either stole from hearing impaired pupils or forcibly wrestled items from them.

The negative attitude of the normal pupils towards the hearing impaired made the latter feel out of place. Turning to the teaching staff, the pupil respondents favoured only a few of them, who were trained in the handling of the hearing impaired. Trained teachers were preferred because they presented material in a manner which appealed to respondents. Besides, they created a classroom climate which enhanced an exchange of ideas between the teachers and pupils.

However, data from teachers sample showed that only 40% of the respondents were trained to teach hearing impaired. Another discovery is that only 30% of them were able to use both sign language and signed English, i.e. structures and tenses. It is useful to note that the hearing impaired do not benefit much from

a learning situation which largely relies on learning approaches which are suitable only for normal pupils. Aside from the above, teaching and learning materials were not available in most of the schools because Government did not provide them. The only exception was Sister Mary Costello of Mbala Catholic Diocese who has provided limited instructional devices to some of the schools. The situation was exacerbated by the fact that classrooms were not acoustically treated and were thus not suitable for the learning of the hearing impaired pupils.

The data from teachers also showed that the hearing impaired could not freely participate in the learning process as their contributions were often ridiculed by the normal hearing pupils. In a related vein, majority teachers had not communicated with them. Furthermore, these teachers preferred against integrating the hearing impaired into normal schools, arguing pupils encountered a lot of difficulties.

CONCLUSION

It can therefore be assumed that because only four (4) of the teachers sample were trained in special education, then the teaching and learning procedures for the hearing impaired were ineffective and inefficient. Added to which is the contention that the teachers were lukewarm towards the hearing impaired. This is understandable considering that most of the teachers lacked the skills necessary to communicate with the deaf. The position of the hearing impaired is further exacerbated by the normal pupils who ridicule them. This also develops a negative attitude in the hearing impaired towards normal children. These findings point to a clear need for both the community and the Government to look into the plight of the hearing impaired pupils with a view to improving their position in the integrated school system.

RECOMMENDATIONS

After investigating on the difficulties which are encountered by hearing impaired pupils enrolled in the normal school system, several suggestions can be made:

- i) that teachers who deal with hearing impaired pupils but are not trained in special education, should be exposed to short courses and refresher programs in this field.
- ii) that the Government should strive to provide these schools with all the equipment and materials.
- iii) that the physical infrastructure in these schools should be constructed in a manner as to be sensitive to the needs of the hearing impaired; and
- iv) that the deaf awareness programs should be mounted with a view to promoting a positive attitude in the society towards the hearing impaired.

BIBLIOGRAPHY

- Borg, W.R and Gall, M.D 1979. Educational Research: An Introduction: New York, Mickay Co.
- Dale, R. 1975. Integration of Handicapped Children in Society. New York, Free Press.
- Henry, K. 1992. Integration of the Hearing Impaired Children in Ordinary Schools. Research Project, Lusaka
- Mubita, J. 1982. Integrating of hearing impaired pupils in main stream. Research Project, Lusaka
- Maswabi, A. 1984. Integrating of hearing impaired children in ordinary schools. Research Project, Lusaka
- Mykleburst, H. 1960. The Psychology of Deafness. New York, Grume and Stratton.
- Parlet, S. 1977. Towards Integration. New Jersey Staples Printers.
- Quigley, S. 1982. The Education of the Deaf. New Jersey Staples Printers.
- Samuel, K. 1972. Education Exceptional Children. New York: Houghton Mifflin Comp.
- Streng, A. 1958. Classification of Deafness. New York: Houghton Mifflin Comp.
- Vernon, L. Brill, H., and Prickett, P. 1968. The handicapped child in the United States and special Education. Washington: Bureau of Education.
- Warnock, F. 1978. Education Exceptional Children. New York: Houghton Mifflin.

Government of the Republic
of Zambia 1977.

Educational Reforms.
Lusaka Government Printers.

World Health Organization, 1982.

"Education for the Disabled
Person"

Zambia Nation Association
for the Deaf 1969.

Deaf Awareness Pamphlet
Lusaka.

THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION

QUESTIONNAIRE FOR THE HEARING IMPAIRED PUPILS

INTRODUCTION

Please answer the questions below by ticking the right answer in the space provided. NOTE that the information you give is intended for academic purposes only and will be treated with confidence.

EXAMPLE: Is your mother a woman? Yes No

1. Do you play together with the normal hearing pupils?
Yes No
2. Do you fight with normal hearing pupils?
Yes No
3. Do normal hearing pupils laugh at you?
Yes No
4. Do you learn at the same pace with the normal hearing pupils?
Yes No
5. Do they help you in class?
Yes No
6. Do teachers attend to you as a hearing impaired pupil?
Yes No
7. Is the work given too much for you?
Yes No
8. Do teachers use sign language when teaching you?
Yes No
9. Do you use the same books with the normal hearing pupils?
Yes No

10. Do you like learning together with the normal hearing pupils?

Yes

No

11. Please explain your response in question 10.

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

12. Please list some of the problems you have encountered as a result of your integration into normal school system

(a)

(b)

(c)

Thank you for your co-operation in answering the questions.

THE UNIVERSITY OF ZAMBIA
CENTRE FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION

QUESTIONNAIRE FOR TEACHERS OF HEARING IMPAIRED PUPILS

INTRODUCTION

Please answer the questions below by ticking your answer in the space provided. NOTE that the information given will be treated confidentially. Please ensure that all questions are answered. Postage is provided to return questionnaires.

EXAMPLE: Is sugar sweet? Yes No

1. Are you a trained teacher in special education?
Yes No
2. Do you use sign language and signed English when teaching the hearing impaired pupils?
Yes No
3. Are the learning and teaching approaches same for both hearing impaired and normal pupils?
Yes No
4. Does the Ministry of Education provide learning and teaching materials?
Yes No
5. Are teaching and learning materials available in school?
Yes No
6. If available, do you know how to use them?
Yes No
7. Do hearing impaired pupils use hearing aids in class?\
Yes No
8. Is the classroom acoustically treated?
Yes No
9. Are hearing impaired pupils free during the learning situation?
Yes No
10. Do the normal hearing pupils mock the hearing impaired?
Yes No

11. Is there any social interaction among the pupils?

Yes No

12. Do normal hearing pupils steal aids from the hearing impaired pupils?

Yes No

13. Is sign language difficult for you?

Yes No

14. Do you enjoy teaching hearing impaired pupils?

Yes No

15. Do you think integrating the hearing impaired pupils in normal schools a good idea?

Yes No

Please put any suggestions you may have below.

WE HAVE COME TO THE END OF OUR QUESTIONNAIRE. I THANK YOU VERY MUCH FOR YOUR CO-OPERATION IN ANSWERING QUESTIONS.