IMPACT OF COUNSELING ON COMPLIANCE ON USE OF HEARING AIDS
BY LEARNERS WITH HEARING IMPAIRMENT IN PRIMARY SCHOOLS IN
RUIRU, KIAMBU COUNTY, KENYA

BY
SAMUEL ONYANGO ACHERO
E55/22888/2011

A RESEARCH THESIS SUBMITTED FOR THE DEGREE OF MASTER OF
EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY.

OCTOBER, 2015
DECLARATION

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

Signature………………………………..  Date…………………………………

Samuel Onyango Achero
Department of Special Education

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

Signature………………………………..         Date…………………………..

Dr. Beatrice Bunyasi Awori
Department of Special Needs Education, Kenyatta University

Signature  ………………………………         Date……………………………

Dr. Syprine Otieno
Department of Zoological Sciences, Kenyatta University
DEDICATION

To the Lord almighty, through whom everything has been possible. My beloved sons Eddy Otieno Onyango and Brian Ochieng Onyango. To my wife Eunice Atieno Onyango, friends and relatives for their moral support and encouragement that has enabled me reach this far. May God bless you all.
ACKNOWLEDGEMENTS

I wish to acknowledge and sincerely thank all those who in one way or the other contributed to the successful completion of this work.

First, I wish to thank the Almighty God for his providence and grace that has enabled me to come this far. Second, my sincere heartfelt gratitude goes to my academic advisors: Dr. Beatrice Bunyasi Awori and Dr. Syrine Otieno for their relentless support, encouragement, advice and guidance at every stage of the development of the document. I also wish to extend my gratitude to my family members, relatives, friends and colleagues who contributed immensely towards this thesis.
# TABLE OF CONTENTS

DECLARATION ................................................................................................................ ii
DEDICATION................................................................................................................... iii
ACKNOWLEDGEMENTS ............................................................................................... iv
LIST OF TABLES ............................................................................................................. ix
LIST OF FIGURES ............................................................................................................ x
ABBREVIATIONS AND ACRONYMS .......................................................................... xi
ABSTRACT ...................................................................................................................... xii

CHAPTER ONE: INTRODUCTION ................................................................................. 1
1.1 Background to the Study ....................................................................................... 1
1.2 Statement of the Problem and Justification ....................................................... 5
1.3 Purpose of the Study ............................................................................................ 7
1.4 Objectives of the Study ....................................................................................... 7
1.5 Research Questions ............................................................................................ 7
1.6 Significance of the Study .................................................................................... 8
1.7 Scope and Limitations of the Study .................................................................... 8
1.7.1 Scope ................................................................................................................. 8
1.7.2 Limitations of the Study .................................................................................... 9
1.8 Assumptions of the Study .................................................................................. 9
1.9 Theoretical and Conceptual Framework ............................................................ 9
1.9.1 Theoretical Framework ................................................................................... 9
1.9.2 Conceptual Framework ................................................................................... 11
1.10 Operational Definition of Terms ....................................................................... 13

CHAPTER TWO: LITERATURE REVIEW ................................................................... 14
2.0 Introduction .......................................................................................................... 14
2.1 Influence of Guidance and Counseling of Learners with Hearing Impairment on Retention of Learners with Hearing Impairment in Regular Schools .......... 14
2.1.1 Guidance and counseling of Learners with Hearing Impairment in Egypt .... 17
2.1.2 Guidance and Counseling of Learners with Hearing Impairment in Nigeria ... 18
2.1.3 Guidance and counseling in the Contemporary Kenyan Society ............... 19
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Professional Training in Guidance and Counseling</td>
<td>20</td>
</tr>
<tr>
<td>2.2.1 Implementation of Guidance and Counseling in Schools</td>
<td>20</td>
</tr>
<tr>
<td>2.2.2 Assessment of Learners with Hearing Impairment</td>
<td>24</td>
</tr>
<tr>
<td>2.2.3 Educational Placement Options for Learners with Hearing Impairment</td>
<td>25</td>
</tr>
<tr>
<td>2.2.4 Audiological Assessment</td>
<td>27</td>
</tr>
<tr>
<td>2.3 Influence of Guidance and Counseling on Learners with Hearing Impairment</td>
<td>28</td>
</tr>
<tr>
<td>2.3.1 The education Policy for Special Education</td>
<td>28</td>
</tr>
<tr>
<td>2.3.2 Use of Hearing Aids by Learners with Hearing Impairment</td>
<td>29</td>
</tr>
<tr>
<td>2.3.3 Aspects of Non-Compliance on Use of Hearing Aids</td>
<td>30</td>
</tr>
<tr>
<td>2.4 Assessment of Influence of Guidance and Counseling on Use of Hearing Aids</td>
<td>31</td>
</tr>
<tr>
<td>2.5 Cooperation of Learners with Hearing Impairment and Hearing Counterparts</td>
<td>35</td>
</tr>
<tr>
<td>2.6 Summary of the Literature Review</td>
<td>37</td>
</tr>
<tr>
<td>CHAPTER THREE: METHODOLOGY</td>
<td>38</td>
</tr>
<tr>
<td>3.0 Introduction</td>
<td>38</td>
</tr>
<tr>
<td>3.1 Research Design</td>
<td>38</td>
</tr>
<tr>
<td>3.1.1 Study Variables</td>
<td>39</td>
</tr>
<tr>
<td>3.2 Location of the Study</td>
<td>39</td>
</tr>
<tr>
<td>3.3 Target and Study Population</td>
<td>39</td>
</tr>
<tr>
<td>3.4 Sampling Techniques and Sample Size</td>
<td>40</td>
</tr>
<tr>
<td>3.4.1 Sampling Technique</td>
<td>40</td>
</tr>
<tr>
<td>3.4.2 Sample Size</td>
<td>41</td>
</tr>
<tr>
<td>3.5 Research Instruments</td>
<td>41</td>
</tr>
<tr>
<td>3.5.1 Questionnaires</td>
<td>42</td>
</tr>
<tr>
<td>3.5.2 Interview Schedule</td>
<td>42</td>
</tr>
<tr>
<td>3.5.3 Observation Schedule</td>
<td>43</td>
</tr>
<tr>
<td>3.6 Pilot Study</td>
<td>43</td>
</tr>
<tr>
<td>3.6.1 Validity</td>
<td>43</td>
</tr>
<tr>
<td>3.6.2 Reliability</td>
<td>44</td>
</tr>
<tr>
<td>3.7 Data Collection Techniques</td>
<td>44</td>
</tr>
<tr>
<td>3.8 Data Analysis</td>
<td>45</td>
</tr>
</tbody>
</table>
3.9 Logistical and Ethical Considerations ................................................................. 45

CHAPTER FOUR: PRESENTATION OF FINDINGS, ANALYSIS AND
DISCUSSION .............................................................................................................. 47

4.0 Introduction .............................................................................................................. 47

4.1 Demographic Distribution of Teachers of Learners with Hearing Impairment .... 47
4.1.1 Gender of Teachers of Learners with Hearing Impairment ............................... 47
4.1.2 Age of Teachers ................................................................................................... 48
4.1.3 Academic Qualification of Teachers of Learners with Hearing Impairments .... 49
4.1.4 Classes of Learners Selected from the Study Schools ........................................ 50

4.2 Influence of Guidance and Counseling on Retention of Learners with Hearing
Impairment ................................................................................................................ 51
4.2.1 Retention of Learners with Hearing Impairment in Study Schools ..................... 52
4.2.2 Fear and Shyness of Learners with Hearing Impairment ...................................... 54

4.3 The availability of Professionally Trained Guidance and Counseling Teachers in
Public Schools ........................................................................................................... 56
4.3.1 Level of Training in Counseling in the Study Schools .......................................... 56
4.3.2 Teaching Experience of Teachers ........................................................................ 59
4.3.3 Placement of Learners with Hearing Impairment in Class .................................... 61
4.3.4 Frequency of Counseling on use of Hearing Aids ................................................ 63

4.4 Influence of Guidance and Counseling on Use of Hearing Aids in Study Schools . 64
4.4.1 Usage of Hearing Aids by Learners with Hearing Impairment ............................. 65
4.4.2 Positive Attitudinal Change on Use of Hearing Aids After Guidance and
Counseling ................................................................................................................. 66
4.4.3 Maintenance of Hearing Aids in Schools ............................................................. 67

4.5 Cooperation of Learners with Hearing Impairment and their Hearing Counterparts
................................................................................................................................. 69
4.5.1 Head teachers’ Response on Cooperation Between Learners with Hearing
Impairment and their Hearing Peers after Guidance and Counseling....................... 69
4.5.2 Response of Learners with Hearing Impairment on Co-Operation with their
Hearing Peers ......................................................................................................... 70
4.5.3 Cooperation in Regards to Participation of Learners with Hearing Impairment in Group and Class Discussion after Guidance and Counseling ........................................ 72
4.5.4 Performance as a Result of Cooperation Between Learners with Hearing Impairment and Hearing Peers When Using Hearing Aids after Guidance and Counseling ............................................................................................................... 73
4.5.5 Learning Together in an Inclusive Setting ............................................................... 74
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ..... 77
5.0 Introduction ............................................................................................................. 77
5.1 Summary .................................................................................................................. 77
5.1.1 Influence of Guidance and Counseling on Retention of Learners With Hearing Impairment in Public Primary Schools ................................................................. 77
5.1.2 Availability of Professionally Trained Teachers in Guidance and Counseling ...... 78
5.1.3 Influence of Guidance and Counseling on Attitude of Learners with Hearing Impairment Towards the Use of Hearing Aids ................................................................. 79
5.1.4 Cooperation Between Learners with Hearing Impairment and their Hearing Peers 79
5.2 Conclusion ............................................................................................................... 81
5.3 Recommendations .................................................................................................... 82
5.4 Suggestions for Further Research ............................................................................ 83
REFERENCES ................................................................................................................. 85
APPENDICES
Appendix I: Introduction Letter ........................................................................................ 91
Appendix II: Teachers’ Questionnaires ............................................................................ 92
Appendix III: Questionnaire for Headteachers ................................................................. 95
Appendix IV: Questionnaire for Learners With HI .......................................................... 98
Appendix V: Questionnaire for Hearing Learners ........................................................... 100
Appendix VI: Research Authorization Letter ................................................................. 101
Appendix VII: Research Permit ...................................................................................... 102
LIST OF TABLES

Table 3.1: Sample Population ........................................................................................................ 41
Table 4.1: Classes of the selected learners in the four study schools ................................ 51
Table 4.2: Respondents’ views on influence of guidance and counseling on enrolment of learners with HI in the selected public primary schools .......... 54
Table 4.3: Classroom placement of learners with HI ................................................................. 62
Table 4.4: Proportion of respondents with views on frequency of counseling ................ 64
Table 4.5: Proportion of respondents with views on use of hearing aids ......................... 66
Table 4.6: Proportion of respondents with views on positive attitude on use of hearing aids ............................................................................................................................. 67
Table 4.7: Participation of learners with HI in class discussion ............................................. 73
Table 4.8: Performance of learners with hearing impairment .............................................. 74
Table 4.9: Learning together in an inclusive settings ............................................................ 76
LIST OF FIGURES

Figure 1.1: Impact of guidance and counseling on use of hearing aids ............................ 12
Figure 4.1: Gender of teachers of learners with hearing impairment ............................... 48
Figure 4.2: Age of teachers of learners with hearing impairment ................................. 49
Figure 4.3: Academic qualifications of teachers ............................................................... 50
Figure 4.4: Influence of guidance and counselling on fear and shyness of learners with hearing impairment .................................................................................................. 56
Figure 4.5: Initial professional qualification of teachers .................................................. 57
Figure 4.6: Professional qualifications of teachers after advancement of training .......... 58
Figure 4.7: Teaching experience of teacher ................................................................. 61
Figure 4.8: Proportion of persons responsible for maintenance of hearing aids .......... 69
Figure 4.9: Head teachers’ response on cooperation of learners ................................. 70
Figure 4.10: Response of learners with HI on cooperation ........................................... 72
## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APDI</td>
<td>Adolescent Personal Data Inventory</td>
</tr>
<tr>
<td>APD</td>
<td>Adolescent Personal Data</td>
</tr>
<tr>
<td>ASCA</td>
<td>American School Counselor Association</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>CID</td>
<td>Central Institute for the Deaf</td>
</tr>
<tr>
<td>DoH</td>
<td>Deaf Children of Hearing Families</td>
</tr>
<tr>
<td>EEDA</td>
<td>Educational and Economic Development Act</td>
</tr>
<tr>
<td>GAP</td>
<td>Global Aids Program</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>JSCE</td>
<td>Junior School Certificate Examination</td>
</tr>
<tr>
<td>MCE</td>
<td>Manually Coded English</td>
</tr>
<tr>
<td>MHL</td>
<td>Minimal Hearing Loss</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to investigate the impact of counseling on compliance on use of hearing aids by learners with hearing impairment in public primary schools in Ruiru, Kiambu County, Kenya. The study objectives were: to determine the influence of guidance and counseling on retention of learners with hearing impairment in the four selected public primary schools, to establish the availability of professionally trained teachers in guidance and counseling, to promote compliance on use of hearing aids by learners with hearing impairment, to assess the influence of guidance and counseling on attitude of learners with hearing impairment towards use of hearing aids, and to determine the impact of compliance on use of hearing aids by learners with hearing impairment on their cooperation with hearing peers. The research design used in this study was descriptive survey, where structured questionnaires and interviews were used to collect data. Purposive sampling technique was employed to select four primary schools in Ruiru, Kiambu County while learners were randomly selected. Key informants comprised 4 administrators, one from each of the schools and 3 teachers from each of the selected schools. A total of 56 respondents participated in the study. The data was analyzed using statistical package for social sciences (SPSS) computer program version 11.5. Frequencies and percentages were determined based on the objectives of the study. This study established that there was improved enrolment of learners with HI in the study schools in Ruiru District, Kiambu County and there were a significant number of professional guidance and counseling teachers for learners with hearing impairment in the study schools. This study further found that the use of hearing aids by learners with hearing impairment improved greatly after they were guided and counseled on the use of hearing aids and their maintenance for efficiency in the study schools. The study further revealed that guidance and counseling influenced cooperation amongst head teachers, teachers, learners with and without hearing impairment and parents. In terms of policy, this study recommends the government to ensure that every public primary school has qualified guidance and counseling teachers, the training of more specialized guidance and counseling teachers through periodical in-service programmes and that more time be allocated for guidance and counseling in schools.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
Hearing impairment (HI) is a general term used to describe disordered hearing. There are two categories of hearing impairments; deaf and hard of hearing. Deaf individuals are those whose sense of hearing is nonfunctional for processing linguistic information through audition with or without amplification (Gargiulo, 2006). Learners who are hard of hearing are those individuals in whom the sense of hearing although defective, is functional either with or without a hearing aid. For these persons, the use of hearing aids is frequently necessary or desirable to enhance residual hearing (Gargiulo, 2006). A Minimum Hearing Loss (MHL) is a condition where there is difficulty hearing spoken language at a distance or in the presence of background noise, (Kuder, 2003). In Kenya, between 2.3 and 5.6% of school-going children have hearing impairment (Omondi, Ogol, Otieno and Macharia, 2007). Such children require compliance of hearing aids. This necessitates the service of guidance and counseling to assist the learners in the use of the hearing aids.

World Health Organization (WHO, 2012) estimates that, about 360 million people or 5.3% of the world population suffer from hearing disability problem. The report further states that 91% and 9% of hearing impairment cases have been reported by adults and children respectively. In terms of gender, the WHO (2012) reveals that more males than females are affected by hearing impairment. Specifically, 56% of the males experience hearing problems, while 44% of the females have this problem. With regard to regional
prevalence in both children and adults, hearing impairment is greatest in South Asia, Asia Pacific and Sub-Saharan Africa in that order, (WHO, 2012). The burden that hearing impairment poses to countries is said to be twice larger in developing countries. For instance, it is observed that in developing countries, learners with hearing impairment rarely receive any schooling (WHO, 2012).

Guidance and counseling is the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness (Wamocho, 2003). It involves personal help and advice given by professionally trained individuals (Bruno, 2009).

Owiyo (2012), in his study to determine the relationship between anxiety and classroom performance of pupils in Rachuonyo North District, critically analyzed the implication of counseling on the relationship between anxiety and performance. He found that any guidance and counseling in an educational setting must address the needs of the clientele if it is to be effective. A learner with hearing impairment develops anxiety as a result of language and communication barrier hence poor academic performance.

Guidance and counseling would therefore be necessary in all schools and to all learners, including those with hearing impairment. Compliance of hearing aids by learners with hearing impairments could only be possible through guidance and counseling to enable them attain optimal educational levels, self-esteem, confidence, behavior and social adjustment. Therefore, guidance and counseling should positively influence social, attitudinal and academic growth if administered professionally and in good time.
Wamocho (2003) shows that guidance and counseling is helpful in the improvement of learners with disabilities so that they are not directed by others but are self-actualized. The author also found that guidance and counseling enable learners with disabilities to have self-regard to one-self, accept their individual weaknesses and repression of aggression. Enhancement of guidance and counseling to learners in public primary schools with hearing impairment would therefore, promote self-reliance and educational growth through use of hearing aids.

In the United States, assessment for placement is done by a team of professionals such as; special education teachers, parents, psychologists, school nurse and other medical professionals, social workers and counselor (Niparko, 2000). Their system of special education allows for placement on a continuum, ranging from full mainstreaming to a state school for learners with hearing impairments. In Japan, learners with hearing impairment are placed in special classrooms called tsukyu or in regular classrooms. Special schools are reserved for severe cases (Cawthon, 2001). In Germany, most learners with Special Needs (SN) are assessed and placed in special schools according to different categories of disabilities and those with hearing impairment have their own special schools (Houghton, 2003). It is worthwhile to note that learners with hearing impairment are properly examined and placed in the most appropriate programmes for proper learning and transition into adulthood.

In China, a diagnostic team of doctors and school psychologists, special educators and school administrators do the assessment and placement, and in making decisions for placement for learners with hearing impairment, family situations and parental opinions
are considered (Carlberg & Kavale, 2004). In the United Kingdom, the Education Act No 1981 stipulates that a parent or a guardian of the child who has a disability must give consent for a child to be referred for assessment (Moores, 2002). The permission is granted in writing and parents are involved in the assessment and placement process.

A study in America showed that guidance and counseling helps learners with HI to improve on the use of hearing aids, maintenance of the aids, and adjustment of social and academic status (http://www.hearinglossweb.com/olderb.htm retrieved on December 17 2012). Fear for stigmatization is minimized if not completely eradicated after guidance and counseling. The discomfort is turned into comfort and joy while using hearing aids after counseling, and learners are made to understand what it takes to be consistent in using hearing aids and other healthcare services; Non-functional hearing aids are also repaired in time before they are put to use (http://www.hearinglossweb.com/olderb.htm retrieved on 5 Oct. 2012).

Aura (2003) investigated implementation of guidance and counseling programme in selected secondary schools in Butere – Mumias. By combination of both purposive and random sampling methods, some 320 respondents were selected. While some answered the questionnaires, others responded to the interview schedule. She found that all the schools were aware of guidance and counseling, but the constraints that frustrate adequate services were lack of skills (trained guidance and counseling teachers), resources (rooms, chairs, tables etc) and time. The effectiveness of guidance and counseling in secondary schools is affected by limited support from the neighbouring community, Ministry of Education and parents (Mungai, 2004). Reports from Central
Institute for the Deaf (CID) show that parents of learners with hearing impairment celebrate the improvements in general performance of their children. After identification of the problem, intense and consistent guidance and counseling is put in place as early intervention strategy. Learners improve psychologically, socially and academically. (http://CID.wustl.education retrieved on Dec 3, 2012).

Learners with hearing impairment are comfortable in special schools but suffer when placed in general education system due to communication difficulty. The strength of the child’s auditory and oral skills determines his/her success in general education (Ademokoya, 2008). However, more studies need to be focused on guidance and counseling services for learners in public primary schools with hearing impairment on use of hearing aids. Thus this study sought to investigate the impact of guidance and counseling on use of hearing aids by learners with hearing impairment in the four selected public primary schools in Ruiru, Kiambu County.

1.2 Statement of the Problem and Justification
Learners with disabilities share similar needs as their non-disabled peers and as the latter receive guidance and counseling service provided in all schools in Kenya today; those with disabilities and particularly learners with hearing impairment are not sufficiently served as a result of their differences in means of communication. While those with deafness may require sign language interpretations during counseling service, the hard-of-hearing would be required to wear hearing aids to support the amplification of sounds (Galgiulo, 2006). Learners with hearing impairment find it difficult to use hearing aids at the onset since they are uncomfortable when inserted in the ears.
Some learners fear using hearing aids as a technology, for fear of being labeled deaf (http://www.hearinglossweb.com/olderb.htm retrieved on December 17 2012). Labeling deprives them of self esteem, self concept and affects them psychologically in the social sphere (Wamocho, 2003). It therefore calls for guiding and counseling to enable learners with hearing impairment to understand that the more they use hearing aids, the more they become comfortable using them for a long time hence doing away with discomfort and fear. A hearing aid enhances sound amplification for learners with hearing impairment. Guidance and counseling makes learners with hearing impairment knowledgeable hence dispels fear and stigmatization of wearing hearing aids, which initially made these learners to hide or refuse to use them at all (http://www.hearinglossweb.com/olderb.htm retrieved on December 17 2012).

Guidance and counseling creates awareness to learners with hearing impairment that, being labeled deaf if seen wearing hearing aids by peers, does not affect or change their status, but that they should accept themselves the way they are. This helps them solve the problem of isolation and becoming social misfits. Their refusal depends on lack of proper counseling as well as professional counselor. Learners with hearing impairment need awareness and encouragement on the benefit of using hearing aids rather than being stigmatized as deaf. Guidance and counseling teachers therefore need to be professionally trained to handle the growing population of learners with hearing impairment since guidance and counseling is a government policy (Aura, 2003).
1.3 Purpose of the Study
The purpose of the study was to investigate the impact of guidance and counseling on compliance on use of hearing aids by learners with hearing impairment in Ruiru District, Kiambu County.

1.4 Objectives of the Study
i. To determine the influence of guidance and counseling on retention of learners with hearing impairment in the four selected public primary schools in Ruiru, Kiambu County.

ii. To establish the availability of professionally trained teachers in counseling to promote compliance on use of hearing aids by learners with hearing impairment.

iii. To assess the influence of guidance and counseling on attitude of learners with hearing impairment towards use of hearing aids.

iv. To determine the impact of compliance on hearing aids to their cooperation between learners with hearing impairment and non-disabled counterparts.

1.5 Research Questions
i. What is the population of learners with hearing impairment in the four selected schools?

ii. Are there professionally trained teachers for promotion of compliance on use of hearing aids by learners with hearing impairment available in the selected schools?

iii. What is the influence of guidance and counseling on the attitude of learners with hearing impairment towards the use of hearing aids?
iv. What is the impact of compliance on use of hearing aids by learners with hearing impairment on their cooperation with non disabled peers?

1.6 Significance of the Study
The present state of guidance and counseling in public primary schools in Kenya leaves a lot to be desired in regards to the nature of psychological services planned for students with special needs. The findings of this study will help promote attitudinal, psychological and educational change in learners with hearing impairment. Guidance and counseling makes learners with hearing impairment to accept their status, gain confidence, boost their self-esteem, and love for school, compliance and maintenance of hearing aids for academic and social benefit.

1.7 Scope and Limitations of the Study
1.7.1 Scope
The study was carried out in four selected primary schools in Ruiru, Kiambu County. The total enrolment of learners in public primary schools was 16214 and total enrolment of learners in private primary schools was 19080. The study adopted both qualitative and quantitative techniques in gathering data in the four chosen schools in Ruiru, Kiambu County. The four schools were chosen because they had learners with hearing impairments in regular classrooms and in units. The schools were the only regular public primary schools with special units in Ruiru District. The findings of the study could be applied to schools with learners with hearing impairment.
1.7.2 Limitations of the Study
The study only dealt with one category of hearing impairment, hard of hearing. The study limited itself mainly to the impact of guidance and counseling on compliance on hearing aids and emerging issues from the school environment. Only four schools were selected due to time and financial constraints faced by the researcher.

1.8 Assumptions of the Study
The researcher assumed that:

Learners with hearing impairment were getting guidance and counseling in the selected schools for the study. The respondents willingly participated in the study. The findings would promote compliance on use of hearing aids by learners with hearing impairment.

1.9 Theoretical and Conceptual Framework
1.9.1 Theoretical Framework
This study was guided by transitional theory which is a theory connecting Schlossberg's Transition Theory to the Appreciative Advising Models. Learners with hearing impairment, for fear of stigmatization as deaf, do not appreciate the use of hearing aids for amplification of sound so that they communicate fully with their peers with hearing ability. Advice from professional counselors bridged that gap to enable them benefit fully at school and in the social settings. Educational and social development transcend from one level to the other depending on favorable conditions to enhance that growth.

Schlossberg’s Transition is a development theory (Evans, Forney & Guido-Dibrito, 1998) focused on the transitions that learners experience throughout life and the means by which they cope and adjust (Schlossberg, 1995). Schlossberg defines a transition as any
event or non-event that results in changed relationships, routines, assumptions, and roles. When a transition occurs, a process takes place as an individual integrates changes into his or her daily life for example, when learners with hearing impairment are counseled, they will understand themselves, accept the use of hearing aids throughout and excel in both academic and social activities. There are four aspects of a transition that affect how well individuals deal with change. These aspects (named the 4 S Systems) are Situation, Self, Support, and Strategies (Schlossberg, 1995). Situation examines the features of a transition and how they may influence its significance to the individual. Compliance on hearing aids enhances hearing comfort ability and competency of learners with hearing impairment in understanding both educational and social situations. The self variable is composed of a person's outlook on life, as influenced by personal characteristics (including demographics, such as socio-economic status) and psychological resources.

Guidance and counseling on compliance of hearing aids enables learners with hearing impairment to self-actualization, self-esteem and accept themselves the way they are, hence getting rid of fear of stigmatization as deaf. Support refers to the resources available to people. Guidance and counseling on compliance of hearing aids support learners with hearing impairment to boost hearing ability which in the end put them at par with their hearing counterparts. Finally, strategies are defined as actions that individuals take in response to transitions. When learners with hearing impairment embark on use of hearing aids consistently, frequently and efficiently as a strategy, the problem of disturbance of hearing aids in the ear and fear for stigmatization as deaf is solved. By purposefully integrating these four aspects into the Appreciative Advising model,
advisers can effectively empower students to be successful in life. The theory stresses the need to; consider the whole student, be careful not to use labels on learners, facilitate all round growth in learners, expand and add to knowledge base to improve learners affairs practice, collaboration with academic and learners’ affairs, and provides guidance towards enhancing learners learning and personal development.

1.9.2 Conceptual Framework

Figure 1.1 illustrates the relationship between dependent and independent variables.

When learners with hearing impairment are guided and counseled by professionally qualified teachers on use of hearing aids, they become compliance to use hearing aids, dispelling fear and stigmatization. This in the end improves communication among learners with hearing impairment and their peers with hearing both in class and outside the classroom. It equally improves interaction level, participation, confidence, self-esteem and self actualization.

Retention of learners with hearing impairment in public regular schools become easy and enjoyable when they feel they are at par with their hearing counter parts. They develop positive attitude towards themselves and their peers, hence cooperation becomes automatic both at school and in the social settings. Quality guidance and counseling by professionally qualified guidance and counseling teachers on use of hearing aids would enhance educational improvement, social and behavioral adjustment, self-esteem and self concept. The learners developed liking to and use of hearing aids to bring forth a well integrated member in the society.
Learners with Hearing Impairment

Qualified and experienced guidance and counseling teachers for learners with hearing impairment

Guidance and counseling on compliance on use of hearing aids

Compliance on use, care and maintenance of hearing aid

Compliance on use of hearing aids by learners with HI leads to:
- Educational improvement
- Social and behavior adjustment
- Self-esteem and concept
- Develop handling and use of HI aids

Well integrated members of society

Figure 1.1: Impact of guidance and counseling on use of hearing aids

Adapted from: Evans, Forney & Guido-Dibrito (1998).
1.10 Operational Definition of Terms

**Children with Special Education Needs:** All those children and the youth whose needs arise from disabilities or learning difficulties (UNESCO, 1994).

**Disability:** A condition which makes an individual not to function normally in a particular socio-cultural context with respect to age or sex.

**Guidance and Counseling:** A process of helping an individual to develop his/her educational, vocational and psychological potentialities.

**Hearing Impairment:** A general term used to describe disordered hearing.

**Impairment:** An identifiable defect in the basic functions of an organ or any biological part of the body e.g. missing limbs.

**Intervention:** A general name for all of the efforts made on behalf of the people with disabilities with the overall goal of eliminating or at least reducing the obstacles that keep a person who is handicapped from full and active participation in the society.

**Policy:** A comprehensive method and procedure assigned for programme implementation.

**Special Education:** Any form of educational help, wherever it is provided to overcome educational difficulty.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
In this chapter, studies from various researchers and educationists on the guidance and counseling for learners with hearing impairments are reviewed. It is divided into three sections. The first part deals with guidance and counseling; (American learning institutions, Egypt, Nigeria, Ghana and Kenya). The second section reviews literature on studies on hearing impairments; (types, categories, assessment and placement) of learners with hearing impairment in African countries, while the last part deals with government policies related to learners with disabilities.

2.1 Influence of Guidance and Counseling of Learners with Hearing Impairment on Retention of Learners with Hearing Impairment in Regular Schools
Quality education is a critical component of child development and a means of self-empowerment, independence and social integration. Children with disabilities are no exception. They need and deserve educational opportunities as much as other children. In fact, without educational opportunities, children with disabilities face huge barriers to full social and economic participation in society. Lacking adequate educational services and opportunities, children with disabilities will likely grow up to become economically and social dependent and vulnerable to long-term poverty (UNICEF, 2003).

A study by Libarente (2012) on teacher-pupil relationship found that relationship is the most powerful elements within the learning environment that forms the basis for social contact in which learning takes place. Guidance and counseling teachers play a crucial
role in bridging this relationship between learners with hearing impairment and teachers. For learners with hearing impairment to be retained in public primary schools they must have comfort through social interaction with both teachers and peers with and without hearing impairment through effective communication. Learners with hearing impairment could only communicate effectively through use of hearing aids after guidance and counseling on compliance on the use of hearing aids.

Montalvo, Mansfield, & Miller (2007) found that students with greater effort in education demonstrated a higher degree of persistence in schooling when they like their teachers, hence better grades. As teachers and pupils relate, retention of pupils in school activities that promotes academic achievement and social skill development is enhanced. Another reward of teacher-pupil relationship is that pupil’s gets emotional support from peers while teachers have their classes organized. Libarente in his study found that teacher-pupil relationship had immeasurable effects on pupils’ learning and their schooling experience. He concluded that boys and girls receive support and assistance they need and teachers endeavoured to reduce the gender stereotype to provide opportunities for students to develop deep knowledge and understanding as well as self regulatory skills.

Retention of learners with hearing impairment in public schools is important so as to avoid vulnerability of being academic and social misfit in the society. For this to happen with ease, learners with hearing impairment need to be equipped with hearing aids and maximize their uses both at school and in social spheres. Guidance and counseling plays
important role in making learners with hearing impairment compliance on use of hearing aids comfortably, confidently and consistently without fear or intimidation.

In America, most children with hearing impairment (roughly 80 percent) are placed in a mainstream public-school environment with hearing peers and teachers (Salend, 2010). This is done in public school programs to assess fully the factors influencing first and second language acquisition and literacy development. Many challenges confront educators of students with hearing impairment, including diversity in the student population, critical period of language acquisition, the nature of linguistic exposure, sociolinguistic aspects of language policy or planning in the classroom, and the effect of amplification of sound to learners with hearing problems in the classroom.

The US Department of Education reports that 14,787 children received audiology services in early intervention programs in the fall of 2004, while 139,643 children received speech-language pathological services (Ling, 2002). The Department also reports that, during the 2003 school year, 79,522 students aged 3 to 21 years received special education services under the category of “hearing impairment.” Results of recent studies suggest that overall levels of speech statistical trends in the U.S. show diversity of deaf students in public mainstream schools. It also suggests that nearly 90% of deaf children are born to hearing families (Salend, 2010).

Deaf children of hearing families are at greater risk for delay in the identification of hearing loss and thus a delay in the implementation of intervention strategies to combat the effects of hearing loss. With pre-lingual hearing loss, it is difficult to specify which
language is classified as the first language, compared with post-lingual loss (Salend, 2010). Counselors, when consistently and frequently available and allowed to provide direct services to students, teachers and parents, can be a highly effective group of professionals who positively impact on students’ aspirations, achievements, and offer financial aid knowledge (Adelman, 1999; McDonough, 1997 and 2004). However, counselors structurally concentrate on providing information to help nurture and sustain aspirations, guidance on career selection, motivation to achieve, and advice on how to investigate and develop a career. They however, ignore the aspect of sound amplification on the side of hard of hearing learners through usage of hearing aids consistently so as to be independent in their future endeavors.

2.1.1 Guidance and Counseling of Learners with Hearing Impairment in Egypt
Guidance in Egyptian schools, though declared a need at the end of the Preparatory Stage, has not been fully implemented. Priorities at present seem to have been placed on such educational needs to reduce illiteracy which has been estimated at about 62 per cent for individuals aged 15 years and above (www.aisegypt.com/page.cfm?7p_291, retrieved on 2nd Feb. 2013). The attainment of this can only be achieved through adequate guidance and counseling to all stakeholders for positive attitudinal change.

Egypt seems committed to the goal of advancing scientifically and technologically.
Another area espoused is the goal to assure the self-fulfillment of its citizens in ways that would foster and preserve their dignity and worth as human beings ([www.aisegypt.com/page.cfm](http://www.aisegypt.com/page.cfm)). The seeds of establishing guidance and counseling services which would facilitate this goal have been planted in the country. Egyptians are yet, however, to be fully nurtured by educational and governmental officials before such services can be implemented. McLain (1978) states that there is no way to provide counseling services to convince a student that it is just as important to become a skilled worker as it is to become a university graduate when, by government decision, there is a major differentiation in salary and opportunities in life. A counselors’ academic guidance is critical because students’ stress levels are high due to increased levels of expectation that they perform at their best (Campbell & Dahir, 1997). Education reform is looked at in terms of standards driven curriculum, basic skills acquisition; and accountability through high stakes testing (Darling-Hammond, 2004), ignoring the fate of hard of hearing learners.

### 2.1.2 Guidance and Counseling of Learners with Hearing Impairment in Nigeria

A study by Ademokoye (2008) on academic achievement and self-concept of male and female learners with hearing impairments was conducted in Nigeria, among respondents from secondary schools, with learners with hearing impairment identified in various parts of the country. The findings revealed that male learners with hearing impairment did not achieve better than their female counterparts. It was also found that the self-concept of male students with hearing impairment were not significantly different from that of female students with hearing impairment. It was suggested that counselors should utilize
strategies which could enhance the development of favourable self-concept among learners with hearing-impairment in general and hearing impaired students in particular (Ademokoye, 2008).

2.1.3 Guidance and Counseling in the Contemporary Kenyan Society
The government initiatives to establish formal guidance and counseling in Kenya education system, goes back to 1963 (Ominde, 1964) which recommended that schools provide guidance and counseling to students. In 1974, government developmental plans recommended that more time to be granted to designated guidance teachers to attend to students’ counseling needs. The recommendation has not been effected fully; counselors continue to play dual roles of counseling and teaching majorly in secondary schools and to lesser extent, in primary schools. The report of the presidential working party on education and manpower training for the next decade and beyond (Kamunge, 1988) also re-emphasized the need for counseling. None of these recommendations has ever laid emphasis on counseling of learners with hearing impairment especially in public primary schools. Childhood is the foundation of the world’s hope for a better future and any problem that affects children breaks this solid foundation, and therefore, should be addressed (Berllamy, 2005).

According to Global AIDS Program (GAP) (2005), nearly 900,000 children with hearing impairment in Kenya were left behind when HIV/AIDS counseling and testing services in Kenya began increasing dramatically in 2000 (Nyongo’, 2004). Persons with hearing impairment, more than any other persons with disabilities in Kenya, were cut off from this vital information because radio was the prime mode of communication used for
AIDS education and awareness. The family unit and schools can no longer cope with the exodus of population of learners from schools as a result of failure to meet their expectations, and therefore it becomes necessary to incorporate the concept of formal guidance and counseling to meet these challenges (Nasibi, 2003).

Students appreciate guidance and counseling services in schools because it helps them cope with life challenges, and create good learning environment and interpersonal skills. Some students fail to seek counseling because the counselor is too old or too young, unpopular or of a gender not preferred by them (Sabina, 2012). A study by Wamocho (2003), on guidance and counseling for learners with disabilities in Kenya found that guidance and counseling was helpful in the improvement of dependency, time wastages, self-regards and self-acceptance amongst many others. No study has been done to establish the effect of guidance and counseling on learners with hearing impairment in public primary schools in Kenya. This study therefore, focused on establishing the impact of guidance and counseling in public primary schools in Ruiru, Kiambu County.

2.2 Professional Training in Guidance and Counseling
For any impactful counseling to be effected there is a need for professionalism to exist. Professional guidance and counseling counselors must be trained and be posted to schools to offer counseling services to learners with hearing impairment on compliance on use of hearing aids for the good of the learners educationally and socially.

2.2.1 Implementation of Guidance and Counseling in Schools
A study on implementation of guidance and counseling programme in selected secondary schools in Butere – Mumias reported that all the schools were aware of guidance and
counseling, but the constraints that frustrate adequate services were lack of skills (trained guidance and counseling teachers), resources (rooms, chairs, tables etc) and time (Aura, 2003). The availability of professionally trained counselors in schools enhances compliance on use of hearing aids by learners with hearing impairment through consistent counseling. The involvement and concern of trained counseling teachers and other stakeholders are necessary in the process of enhancing compliance of hearing aids by learners with hearing impairment. Reports from Central Institute for the Deaf (CID) show that, parents of learners with hearing impairment celebrate the improvements in general performance of their children as a result of improved use of hearing aids after guidance and counseling. After identification of the problem, intense and consistent guidance and counseling is put in place as an early intervention strategy. Learners improve psychologically, socially and academically. (http://CID.wustl.education retrieved on Dec 3, 2012).

Mungai (2004) carried out a study on factors affecting the effectiveness of guidance and counseling programmes in Kenyan secondary schools. A case study of Thika town of Ruiru educational Zone.. The study focused on the content of the programme in terms of the manner in which it was conducted, the approaches used and the personnel involved in guidance and counseling programmes. This was guided by the principle that these aspects determine how effective any guidance and counseling programme is going to be. It involved five head teachers, fifteen teacher counselors and a hundred students in form three. Four of the schools were public secondary schools with one being a special school and partly sponsored by the government and the Salvation Army Church. The data was
collected through questionnaires, which were administered to the teacher counselors and the students. Interviews were used to collect more information from head teachers, while observation schedules were used to ascertain information on the resources and facilities in the counseling centers. He found that guidance and counseling was established and operational in schools and students considered the programme helpful. Heads of institutions were also supportive of the programme. Its strengths however, depended to a large extent on the commitment of the guidance department personnel and teachers carried out guidance and counseling with a certain degree of proficiency.

Learners with hearing impairment are comfortable in special schools but suffer when placed in general education system due to communication difficulty. The strength of the child’s auditory and oral skills determines his/her success in general education (Ademokoya, 2008). However, more studies need to be focused on guidance and counseling services for learners with HI in public primary schools. This creates a need to investigate the impact of G&C on learners with HI in the four selected public primary schools in Ruiru, Kiambu County.

Owiyo (2013), in his study to determine relationship between anxiety and classroom performance of pupils in Rachuonyo North District, critically analyzed the counseling implication on the relationship between anxiety and performance. He reported that any guidance and counseling in an educational setting must address the needs of the clientele if it is to be effective. Learners with hearing impairment need more direction, understanding, appreciation and modeling for them to be compliant of hearing aids hence
focus in their studies. Parents have a great role to play in dictating home environment that has proved to be important in influencing control and development of anxiety. Lack of compliance on hearing aids by learners with hearing impairment causes anxiety, withdrawal and under performance in educational setting.

A teacher is a very crucial resource in teaching and learning. According to Ndege (2010) a teacher is the only king-pin in educational innovation and that the curriculum is as good as the teacher. Hence, anxious teacher will always have anxious pupils. Mangu’la (2010) indicates that when girls learn in an environment where they feel valued and respected, they demonstrate an increase in self-confidence and self-esteem.

Ndege (2010) carried out a study on factors which influence the academic performance of day secondary schools in Borabu District. The objectives of the study were to find out the influence of: home, school, student and teacher factors on the academic performance of day secondary schools. The study used the descriptive survey design, with a target population of six (6) day secondary schools, seven hundred and thirty eight (738) students, forty seven (47) classroom teachers and six(6) head teachers. The sample of six (6) schools, thirty two (32) classroom teachers, two hundred and forty six (246) students and six (6) head teachers were used to collect data. He found that schools’ poor infrastructure, teacher’s level of training and the manner in which a teacher presents a subject greatly influences students’ attitudes towards that subject. Teacher’s attitude towards the pupil should be good and encourage development of self-image, to reduce anxiety. He also found that, “when a teacher is overloaded, he tends to follow the way of least resistance”. He does not emphasize
learning and cannot cater for individual differences since he has no spare time. He may not make use of teaching aids or make them.

Guidance and counseling services on pupils’ academic performance supplement, strengthen, add real meaning to educational aspirations and improve self-understanding, hence reducing social anxiety which then translates into improved performance. High anxiety is a health issue and can lead to health problems; hence there is need for counselors to engage in early psychotherapy with children from early childhood periodically to arrest any development of anxiety. The government through Teachers Service Commission should implement the policy by employing trained full-time counselors in schools, to handle the rising cases of anxiety of learners with hearing impairment that pose a danger to their future life (Owiyo, 2013).

2.2.2 Assessment of Learners with Hearing Impairment
Ndurumo (1993) and McLoughlin (2005) assert that assessment of children with disabilities starts with identification. According to federal special education laws, the education agencies are responsible for identification of learners with disabilities which is done through screening (Niparko, 2000). Screening is a form of assessment where a general assessment tool is used to identify children with special needs and disabilities (Niparko, 2000). When teachers identify learners with disabilities in school, pre-referral activities are applied in an attempt to ameliorate the problem (Mcloughlin, 2006). When pre-referral interventions do not bring about desired changes, the learner is referred for special education assessment (Richard, 2006). The parent of the child is notified
concerning the assessment of their child and is required to give their consent in writing for assessment to be carried out on the learner (Rogers & George, 2006).

The identification is followed by determination of eligibility (Mcloughlin, 2005). When the assessment procedures have been carried out, results are reported by the multidisciplinary team members including the child’s parents. They make legal decisions about eligibility for special education services (Gargiulo, 2006). If the learner is eligible for special education services, individualized assessment plan (IAP) is designed (Gargiulo, 2006). An IAP describes the steps in assessment and the procedures used in each step. After assessment, results must be reported to the parents whether the student is eligible for special services or not.

2.2.3 Educational Placement Options for Learners with Hearing Impairment

Educational placement is putting a learner with special needs in the most appropriate educational setting or position (Gargiulo, 2006). Some placement options for learners who are deaf or hard of hearing may include; public school classrooms with resource room support, separate classrooms in public schools, separate non-residential schools, public or private, separate residential schools, public or private, home-bound or hospital environments and classroom placement at most appropriate sitting position (Richard, 2006). Some learners with hearing impairment require both hearing aids and lip-reading to enhance their hearing ability. It therefore necessitates their closeness to the teacher so that they may be able to observe the teacher as he/she talks.
According to Bala (2004), labeling is assigning a child with hearing impairment to a general category in the classification system. He further explains that, there are both positive and negative sides of labeling, where the positive part of labeling of a learner leads to improved legislation, improved communication and development of advocacy, but on the negative side, there are possibilities of stigmatization, peer rejection and wrong placement of learners with disabilities based on inappropriate assessment. Any of these negative labeling many a times course withdrawal of learners with hearing impairment from school unless they are adequately and properly counseled by a well trained guidance and counseling teacher.

A study by Kiriungi (2000) in four districts in Central Province of Kenya that sought views on placement options of learners with hearing impairment revealed that the majority of the teachers were not able to communicate effectively with learners who are hearing impaired. Learners with hearing impairment need attention and understanding just like their hearing peers and whenever they feel misplaced, they will opt to vacate. Guidance and counseling plays a role of assuring and re-assuring learners with hearing impairment of the need to be compliant with hearing aids so as to benefit as their peers with hearing. This suggests that a learner with hearing impairment would have trouble in the classroom situation whenever hearing aids are not used due to fear of stigmatization. Learners with hearing aids should be encouraged to consistently use hearing aids despite of problems caused at the start of using them for at the end; they will be comfortable in them.
Gallaudet Research Institute (2005) observed that approximately half of children who are deaf and hard of hearing in the USA are placed in a regular classroom setting with hearing children, and may be served, depending on the IEP, by an itinerant teacher of the deaf or other professionals after counseling. The study found that an estimated 40% children who are deaf and hard of hearing were placed in regular classroom settings where they received sign interpretation and hearing aids services to benefit them just like their hearing counterparts.

In a study on the placement of students with hearing impairment in Nigeria found that they were placed in special units or special schools despite their academic level, communication mode, and degree of hearing loss (Ademokoya, 2008). Educational placement for students with hearing impairment in Kenya includes special schools, separate classrooms in regular education schools, and regular education classrooms alongside students with hearing impairments. Thirty percent of deaf children in Kenya are not attending school or abandon school as a result of hearing deficiency and humiliation from both the teachers and their hearing counterparts (Adoyo, 2007). This study investigated the effectiveness of counseling on the use of hearing aids by learners with hearing impairment in Ruiru District, Kiambu County.

2.2.4 Audiological Assessment
Audiological assessment and counseling form the basis for habilitation of learners with hearing impairment enabling them to become more productive to the society and live an independent life. Through effective audiological assessment, hearing acuity can be ascertained and early intervention initiated (Muriithi, 2012). Through advice of
counselors, learners with hearing impairment are referred for early assessment to establish the extent of the hearing loss. Audiological assessment is a process of assessing performance of an individual with hearing impairment in terms of hearing and the degree of hearing loss (Gargiulo, 2006). For hearing aids to be given to a learner with hearing impairment, audiological assessment ought to be done to ascertain the degree of the hearing loss. The nature and type of the hearing aid are as well recommended to a learner with hearing impairment according to the degree of the hearing loss of the learner. Guidance and counseling would therefore follow to ascertain the effective use of the recommended hearing aids by the learner. The testing is usually conducted in a soundproof room. The person tested wears a set of headphones or a headband and each ear is tested separately. The result is shown on an audiogram, a graph that represents hearing levels from low to high frequencies, to show the degree of hearing loss (Chute, 2002).

The result is used not only to determine the hearing level (Chute, 2002) but also to assist differentiate diagnosis, suggest possible methods of treatment, monitor the rehabilitation (Muriithi, 2012), and to guide the correct educational placement of the learners with appropriate programmes (Faeze, 2004).

2.3 Influence of Guidance and Counseling on Learners with Hearing Impairment

2.3.1 The Education Policy for Special Education
The report of National Committee on Educational Objectives and Policies (NCEOP) suggests that coordination of diagnostic activities is one of the ways of improving and explaining Special Needs Education (SNE) in Kenya (Gachathi, 1976). The need for
appropriate and early assessment, counseling and placement was identified by the Ministry of Basic Education as far back as 1981. A draft policy paper (Yellow document) by the Ministry of Education states that inexpert assessment results in improper placement (Ndurumo, 1993). A small proportion of learners with special needs in many special schools in Kenya were incorrectly placed due to lack of early identification and intervention measures; this made them fail to receive training and formal education (Taskforce for Special Needs Education Appraisal Exercises, 2003).

The Education policy for special education (2009) stipulated the responsibilities of EARCs as; identification, assessment and counseling of learners with disabilities and their parents, running courses for parents of children with special needs, establishment of special needs units in regular schools and making referrals of children with special needs to special schools, units, integrated programmes or for medical examination and treatment, among many other responsibilities not mentioned. The Task Force of Special Education in Kenya (2003) found that there was unqualified workforce in the EARCs, and lack of facilities. It added that the assessment was inappropriately done, leading to labeling and misplacement of learners with disabilities. Thus it is important to investigate the availability of qualified teachers in counseling in the selected public primary schools to enhance the use of hearing aids and educational performance of learners with hearing impairment in Ruiru District.

2.3.2 Use of Hearing aids by Learners with Hearing Impairment
The use of hearing aids by learners with hearing impairment poses a problem due to varied reasons. Some learners with hearing impairment fear using hearing aids for fear of
being labeled deaf while to majority it causes a lot of discomfort in the ear at the start of using hearing aids. A study in America shows that guidance and counseling help learners with hearing impairment to improve on the use of hearing aids, maintenance of the aids, and adjustment of social and academic status (http://www.hearinglossweb.com/olderb.htm retrieved on December 17 2012). Fear for stigmatization is minimized if not completely eradicated after guidance and counseling. The discomfort is turned into comfort and joy while using hearing aids after counseling and learners are made to understand what it takes to be consistent in using hearing aids and other healthcare services. Non-functional hearing aids are also repaired in time before they are put to use (http://www.hearinglossweb.com/olderb.htm retrieved on 5 Oct. 2012).

2.3.3 Aspects of Non-Compliance on Use of Hearing Aids
Hearing impairment is the most frequent sensory deficit in human populations, affecting more than 250 million people in the world (Collins, Andrew & Marrsol, 2002). Lack of hearing has negative impact on the learner both socially and educationally. The frequency of using hearing aid creates compliance on use of hearing aids by learners with hearing impairment. The consequences of not hearing adequately is attributed to; inability to interpret speech sounds, often producing a reduced ability to communicate, delay in language acquisition, economic and educational disadvantage, social isolation and stigmatization. The role of effective counselor is eminent and highly inevitable for the rescue of learners with hearing impairment to be compliant on use of hearing aids to boost their hearing ability. Hearing impairment can affect the whole range or only part of the auditory spectrum, which is for speech (Richard, 2006). The term deaf is used to
describe people with profound hearing loss such that they cannot benefit from amplification (Kaufman & Kaufman, 2004). Moores (2001) asserts that hard of hearing is used for those with mild to moderate hearing loss, but can benefit from amplification consequences of hearing impairment. The implication here is that without proper assessment, counseling and placement, the learners with hearing impairment would be greatly disadvantaged.

2.4 Assessment of Influence of Guidance And Counseling on Use of Hearing Aids
Assessment on influence of guidance and counseling on attitude of learners with hearing impairment was the third objective of this study. Hearing impairment may exist in only one ear (unilateral) or in both ears (bilateral) (Martin & Moores, 2008). It is after the assessment of the learner with hearing impairment that establishes category of hearing impairment. The type of hearing impairment, the severity and age at onset help in categorizing the actual hearing impairment (Filiz, 2002). Miller (2006) states that, there are essentially two distinguishable categories of children with hearing loss; those who are intellectually and physically normal and those with overlays of disability. However, according to Katz and Stitchery (2006), there are three main types of hearing impairment, namely; conductive hearing loss, sensorineural hearing loss, and a combination of the two, called mixed hearing loss.

A study by Ngugi (2014) on barriers to successful implementation of inclusive education for learners with hearing impairments in public day primary schools in Murang’a County, Kenya. The sample size consisted of 51 participants selected through probability and non-probability techniques. She used 5 head teachers, 15 teachers, 5 education officers,
15 parents and 11 learners with hearing impairment. The study established that the major factors hindering the implementation of inclusive was lack of funds to cater for school management and development, lack of trained teachers in special needs education in the area of hearing impairments, and teachers' /parents' attitude towards inclusive education. Regarding the adjustments of systems to accommodate LHI, the study established that only minimal adjustments were made in the schools hence making learning for LHI unfavourable, The study also revealed that there was inadequacy of resources both in EARC and schools therefore inappropriate assessment of learners with hearing impairment could occur leading to wrong placement. It was established that learners with profound cases performed poorly due to the constant transfers from regular schools to special schools and vice versa. The study also established that there was minimal collaboration from the stakeholders and majority of them preferred learners with hearing impairment to be placed in special schools.

Kyamanywa (2011) carried out a study on the relationship between performance management practices and employee performance in public organizations in Uganda. The main objective was to investigate whether there is a relationship between performance management practices (decision rights, incentives, performance contracts, organization resources and performance measurement) and employee performance in public organizations in Uganda. The study was conducted at Kampala City Council and the Ministry of Education and Sports. Data was collected from a stratified random sample of 517 participants and from a purposively selected sample of 32 respondents. The results of the study revealed that the selected performance management practices explained 54% of
employee performance while 46% was explained by other factors. Findings also indicated that the Ministry of Education and Sports had better performance management practices than Kampala City Council. The study findings also established that performance management practices had a significant positive relationship with employee performance apart from incentives that had an inverse relationship with employee performance. Findings also revealed that there was a 3-way order interactive effect among performance management practices. Performance measurement, government policy and employee performance had the most critical interaction effect. For effective and long lasting impact of guidance and counseling of learner’s with hearing impairment on compliance on use of hearing aids, all the stakeholders should play active role for the objective to be realized.

No matter which type of hearing loss, the learner ought to be assisted to hear well through counseling to frequently use hearing aids for its compliance. The type of hearing aids is equally determined after assessment by qualified team of assessors called multidisciplinary (Bala, 2004). An audiologist measures the degree of hearing impairment and its impact on communication (Siegel, 2000). An audiological assessment provides individual data regarding hearing ability for tonal and speech stimuli, auditory function and amplification, (Gargiulo, 2006). A counselor and social worker being part of the multidisciplinary team, plays a key role in molding learners with hearing impairment on compliance of hearing aids as a way of matching their hearing peers.

A conductive hearing loss is present when the sound is prevented from reaching the inner ear and the auditory nerve (Katz and Stitchery, 2006). This can be due to external ear canal malformation, dysfunction of the eardrum or malfunction of the bones of the
middle ear (Collins, 2002). Counselors and other collaborators in the multidisciplinary team may offer appropriate advice depending on the findings of the assessment for placement and administration of hearing aids to learners with hearing impairments. For example, people with conductive hearing loss may notice their ears being full or plugged as they speak softly because they hear their own voice loudly (Eccarius, 2002). He further states that, an audiologist and a physician to explore medical and surgical options should evaluate all people with conductive hearing loss. Karen and Johnson (2002) add that conductive hearing loss due to earwax, middle ear infection and fluid, are often temporary and resolve following medical treatment. Surgery of the middle ear is often an option for some conductive hearing losses and may result in restoration of some hearing.

Conductive hearing loss can also be permanent if there has been permanent damage to any of the middle ear components or due to disease of the middle ear. For persons with permanent conductive hearing loss, hearing aids and/or implantable bone-anchored hearing implants may be an option (Sorkin and Zwolan, 2004).

Sensorineural hearing loss results from dysfunction of the inner ear, which includes the cochlea, the auditory nerve that transmits the impulses from the cochlea to the hearing centre in the brain or damage in the brain (Collins et al., 2002). According to Moores and Martin (2008), the most common causes for sensorineural hearing impairment are damage to the hair cells in the cochlea area, head trauma, tumors and ototoxic drugs such as gentamycin, congenital malformations, and inner ear infection. Sensorineural hearing loss is permanent and there is actually no cure. The best treatment option for sensorineural hearing loss is to be fitted with hearing aids (Gargiulo, 2006). For severe-
to-profound sensorineural hearing loss, cochlear implants may also be an option when traditional hearing aids are unsuccessful (Sorkin & Zwolan, 2004).

Mixed hearing loss is a combination of conductive and sensorineural hearing loss. It is caused by chronic ear infection, a defect in the eardrum, or middle-ear ossicle damage, or both. A mixed hearing loss happens when there is the presence of both conductive hearing loss in the middle or outer ear, and a sensorineural hearing loss in the inner ear involving either the cochlea or the auditory nerve (Katz & Stitchery, 2006). Mixed hearing loss results from anything that causes conductive or sensorineural hearing loss. One situation where mixed hearing loss occurs is in the large vestibular aqueduct syndrome (LVAS). LVAS usually involves just sensori-neural hearing loss, but it can also have a conductive component (Katz & Stitchery, 2006).

2.5 Cooperation of Learners with Hearing Impairment and Hearing Counterparts
For effective counseling to take root, all the stakeholders must be positive and active to encourage these learners with hearing impairment on consistency of using and maintaining hearing aids and its impact in their future lives. The assistive devices, tools and equipment selected for learners with hearing impairment will determine the level of their educational development and achievement (Richard, 2006).

Mangu’la (2010) noted that teacher-student relationship is quite important in the learning of concepts. A good relationship or interaction encourages the learner to participate actively within the lesson and will approach the teacher with ease. On the other hand, where the relationship is weak, normally students are on the losing end since many times
they present with fear and rarely do they participate in class discussions. Learners who are scared of their teachers rarely approach the teacher for help. Where the relationship is strained, girls tend to give up faster than boys. Girls describe their teachers as harsh and some say that if they got good teachers, they would do well in the subject.

A study by Mantzicopoulos (2005) on teacher-students cooperation found that kindergarten teachers reported lower teacher-students’ conflict when schools coordinated activities well, designed to ease the transition between preschool and kindergarten. The activities include communicating kindergarten expectations to parents, arranging kindergarten preview experiences, and encouraging parental involvement. These brought about closer relationships because teachers were given the opportunity to better understand their students’ skills and appreciate their family backgrounds (Mantzicopoulos, 2005).

Mungai (2004) reported that the factors affecting the effectiveness of the guidance and counseling in secondary schools in Thika town, Ruiru Educational Zone are little support from the neighbouring community, Ministry of Education and parents. Nyakondo (2007) conducted a study on effectiveness of the use and management of audiological equipment in assessment and rehabilitation of primary school pupils with hearing impairment in Nyanza Province, Kenya. The findings revealed that the assessment centers and schools lacked modern and suitable tools, equipment and other assistive devices. The current study was therefore designed to determine whether counseling impacts on the use of tools
and materials for maintenance of hearing aids by learners with hearing impairment in public primary schools in Ruiru, Kiambu County.

2.6 Summary of the Literature Review

From the reviewed literature, various authorities on the aspects of hearing impairment and categories of hearing loss by other scholars were presented. Literature was reviewed according to the objectives of the study. The literature review from international and local studies provided gaps to be filled. From the aspects of hearing impairment and challenges learners with hearing impairment face when beginning to use hearing aids need to be addressed. Literature was reviewed according to the objectives of the study. Gaps that were identified included, fear to use hearing aids, availability of personnel involved in counseling on use of hearing aids, lack of maintenance of hearing aids, lack of trained personnel for guidance and counseling of learners with hearing impairment and placement of these learners. It was also noted that the schools lacked basic tools and equipment for maintenance of hearing aids. There was misplacement of learners with hearing impairment for being thought of as hearing learners. The researcher believes that if learners with hearing impairment were given effective guidance and counseling, they would be at par with their non-disabled peers socially, physically and academically.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter describes the methods that were employed in the fulfillment of the research objectives. It entails the research design, study location, target population, sampling techniques and sample size. It includes data collection techniques and analysis. Finally, the research instruments, their administration and presentation to establish their validity and reliability are also discussed.

3.1 Research Design
The descriptive research design was adopted in conducting the study. Research design refers to the procedures used by the researcher to explore relationship between variables (Borg & Gall, 1996). According to Mugenda and Mugenda (2003), a descriptive design reports the way things are through a systematic collection of data from members of a given population. Sundeep (2007) argues that before progress can be made in solving educational problems, descriptive phenomena must be obtained by means of descriptive research. Kombo & Tromp (2006) put descriptive design as research that attempt to describe what is in the social system such as a school. Descriptive design allows the researcher to gather information, summarize, present, and interpret the situation on the impact of counseling on compliance on the use of hearing aids by learners with hearing impairment in Ruiru District, Kiambu County.
3.1.1 Study Variables

Independent Variable
The independent variable was guidance and counseling of learners with hearing impairment.

Dependent Variables
The dependent variables were attitudinal change (self concept, self esteem, stigmatization, confidence etc), adjustment (social, psychological and academic), and sensitization (compliance on use of hearing aids).

3.2 Location of the Study
The study was conducted in four selected primary schools in Ruiru District, Kiambu County in Kenya. Ruiru District has 125 primary schools of which 30 are public primary schools and 95 are private primary schools (D.E.O Ruiru’s office, 2012). The district was selected because it has schools with Special Units and practice integration of learners with hearing impairment in the mainstream classes.

3.3 Target and Study Population
The study consisted of learners with hearing impairment in public primary schools in Ruiru District, Kiambu County. The population of 4 school administrators, 12 classroom teachers, 20 learners with hearing impairments and 20 learners with responsibilities, that is, learners with hearing ability from the four selected schools were used. The total enrolment of learners in public primary schools was 16214 and total enrolment of learners in private primary schools was 19080. Teachers’ establishment in public primary schools was 491 while in private primary schools was 1055. As per records by the end of
December 2011 in the D.E.O.’s office, only seven public primary schools in the district were practicing integrated programmes with mixed nature of disabilities (D.E.O Ruiru’s office, 2012). The total enrolment in these units was 180 with total teacher establishment of 10 in all the seven schools. Ruiru District had a total of 40 teachers who were specially trained to handle Special Needs Education programs.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Technique

Purposive sampling technique was used to select the four primary schools in Kiambu County. The schools were selected because they were some of the few public primary schools which were incorporating learners with hearing impairments in regular classes and in units. From the selected schools, purposive sampling was used to sample teachers for the study. The criteria for selecting teachers was based on the teachers who teach learners with hearing impairment, and so had more contact with them, those who had more responsibilities in these schools, and those who are most experienced in the field of special needs education.

The level of experience of special needs education teachers was realized according to their professional qualification and years of service gotten during physibility study of the schools. The researcher used simple random sampling to select hearing learners (school prefects). The school prefects were preferred respondents on behalf of hearing learners from study classes. Upper primary pupils were purposively selected because they could respond to interviews and fill questionnaires independently.
3.4.2 Sample Size
The study sample size comprised 4 school administrators, 3 teachers from each of the selected schools, which brought to total of 12 teachers, 5 prefects who were hearing learners and 5 learners with hearing impairment from each school (Table 3.1). A total of 56 participants were selected for this study. This number represented more than 20% of the teachers, and learners in the four schools, which is adequate to contribute a sample in a study of this nature (Gay, 1992).

<table>
<thead>
<tr>
<th></th>
<th>Magomano</th>
<th>Matopeni</th>
<th>Githunguri</th>
<th>Gitothua</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Prefects</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Learners with HI</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>56</td>
</tr>
</tbody>
</table>

3.5 Research Instruments
Data was collected from primary and secondary sources. Primary data was collected using three pretested structured questionnaires while secondary data was collected through library search. Each item in the questionnaire was developed to address a specific issue of the objective or research questions (Mugenda & Mugenda, 2003). The research objective of the study formed the basis from which the research instruments were constructed. Likert scale of five points was used in the questionnaires. The questionnaire had both closed-ended and open-ended items. Qualitative and quantitative data collection
methods were used to avoid response and information bias. This was to ensure validity, reliability and accuracy of information derived (Orodho, 2003).

To complement the questionnaires, an interview guide was used to elicit information on the opinion of the learners with HI and prefects towards participation and cooperation in class. This was deemed appropriate as the interview method of data collection was flexible and could be adapted to a variety of situations. The interview guide and the questionnaires were used as guides in getting information on the impact of Guiding and Counseling on compliance of hearing aids by learners with hearing impairment.

3.5.1 Questionnaires
Questionnaires were used because they could collect a large amount of information in a reasonably quick space of time (Orodho, 2003). Questionnaires ensure confidentiality and information needed is easily narrated (Kombo & Tromp, 2009). Questionnaires were free from bias of the interviewer and answers were in the respondent’s own words. Questionnaires were given to headteachers of the schools, which were purposively selected. They were also given to the learners with hearing impairment who knew how to read and write, prefects, and purposively selected teachers from the four primary schools.

3.5.2 Interview Schedule
The interview schedule was chosen because it created an opportunity to develop relationships with the participants so that the researcher could get the full range and depth of information from them. The open-end interview schedule was to emphasize and unearth information that questionnaires could not deliver. The interview complemented data collected from questionnaires.
3.5.3 Observation Schedule
Structured observation was used by the researcher to get more information on the condition of physical facilities in the learning environment. The observation schedule was preferred as it verified the truth of the statement made by the respondents in the context of questionnaires and interview schedule. In addition, the information obtained under this method related to what was currently happening on the ground (Cohen, Mahion & Marison, 2000).

3.6 Pilot Study
Pilot study was conducted in Thome Primary School in Kiambu County. The school was selected because it provided an environment and population similar to the population for the current study. The population of the pilot study consisted of 1 school administrator, 2 teachers, 3 learners with hearing and 3 learners with hearing impairments. These participants were excluded in the actual study.

3.6.1 Validity
The pilot study was carried out to establish the reliability and validity of questionnaires and interview schedule as research instruments, before actual administration in the main study. For instance, unclear directions, cluster questions, and wrong phrasing of questions were open and cross-checked. Two lecturers in the special needs education competent in the area were requested to assess the relevance of the content used in the instruments. Their recommendations were incorporated in the questionnaires and the interview schedules. Ambiguities detected were corrected according to their advice.
3.6.2 Reliability
Pretesting research instruments through test re-test method was used to establish reliability of the instruments. This involved administering the same questionnaires at an interval of two weeks to the same group of respondents, and then comparing the two scores. Respondents of the two tests were excluded from the final administration of the instruments. According to Creswell (2003), qualitative data can be made reliable and valid by triangulating different data sources of information by examining evidence from the sources and using it to build justification for themes. The scores of both tests were correlated and reliability established using the Spearman rank order correlation coefficient (Rho) formula.

\[
\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)},
\]

Where: \( \rho \) (Rho) is Spearman correlation index

- \( D \) is the difference in ranks for a pair of scores
- \( n \) is the number of scores within each distribution.

A reliability measure of 0.75 was established. According to Mugenda and Mugenda (2003), a correlation coefficient greater or equal to 0.75 shows a high reliability of the instruments.

3.7 Data Collection Techniques
After getting clearance and a research permit from Kenyatta University, the researcher proceeded to seek permission from the Ministry of Higher Education, Science and Technology. The researcher sought further permission from the Sub-County Education Officer to conduct research in the schools and those involved in the study. The researcher
visited the schools and requested for permission from the administrators of the schools to carry out data collection through interviews and questionnaires.

The researcher personally carried out interviews of the selected headteachers of each school. The researcher asked face-to-face guiding and prompting questions from interview schedule. The two languages, English and Kiswahili were very important in the research, because there were those who could not explicitly express themselves in one of the language, could use the other alternative one for clarity purposes. Filling and collection of questionnaires was conducted in a natural classroom setting, where the researcher observed participants filling and handing over the questionnaires himself to ascertain the behaviour, participation and response of the respondents.

3.8 Data Analysis
Data was analyzed using descriptive statistical method. Responses from interview schedule was analyzed qualitatively using thematic approach. Quantitative data was analyzed using Statistical Package for Social Sciences program. Descriptive statistics such as frequencies and percentages were used to analyze the data quantitatively.

3.9 Logistical and Ethical Considerations
Permission to conduct the study was obtained from the Dean of Graduate School of Kenyatta University first. The researcher proceeded to Ministry of Research Science and Technology to seek for permit, Kiambu County Education Office, and the schools involved in the research. Confidentiality and anonymity were addressed before conducting the study. To ensure confidentiality, the participants were assured that the information was confidential and it was only for the purpose of the research. To address
the issue of anonymity, the participants were requested not to reveal their names on the research instruments.

Consent was obtained from the respondents and the nature of the research explained. The researcher as much as possible encouraged the research subjects to participate in the study. This was achieved through establishing rapport with the respondents through interaction and prior preparation. The researcher engaged the respondents in ways that facilitated dialogue. The respondents were assured of confidentiality of their responses.
CHAPTER FOUR
PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.0 Introduction
The study aimed at finding the importance of guidance and counseling on compliance on use of hearing aids by learners with hearing impairment in Ruiru, Kiambu County. This chapter deals with the presentation, analysis and discussion of findings. From the analyzed data interpretations were made in order to come up with the findings of the study. The contents of the chapter were in line with the four objectives that were set for the study. Responses were discussed under the following objectives:

- Influence of G&C on enrolment of learners with HI in the four selected public primary schools in Ruiru, Kiambu County.
- Proportion of professionally trained teachers in G&C available for learners with HI.
- Influence of G&C on learners with hearing impairment towards the use of hearing aids.
- Establish the impact of G&C on learners with HI with regards to their cooperation with their non-disabled counterparts.

4.1 Demographic Distribution of Teachers of Learners with Hearing Impairment

4.1.1 Gender of Teachers of Learners with Hearing Impairment
Gender has increasingly become an important consideration in the education sector, with special education sub-sector being no exception. From the sampling, various proportions of the gender representation are as shown in figure 4.1. Out of a sample of 16 teachers of learners with special needs 10 (63 %) were female while 6 (37%) were male. This
showed that there was a gender disparity in favor of females in the general composition of teachers. This may be due to the fact that teaching of learners with special educational needs is presumed to be a feminine career as it entails motherly care and training in daily living skills. Similarly, teachers who are posted to the special units had undertaken SNE certificates, Diplomas or degrees. Most of the special education teachers who had proceeded for further studies in the county were mostly females.

4.1.2 Age of Teachers
Age determines ones status, position and occupation in life, thus becoming an important variable in this study. The current study surveyed persons of different age groups. Majority (62.5%) of the respondents were aged between 41-50 years. Persons aged between 31- 40 and 51-60 years accounted for about 18.75% of the respondents (Figure 4.1).
4.2). This can be attributed to the fact that many guidance and counseling teachers were mostly posted to secondary schools as reported by Mungai, (2004).

![Figure 4.2: Age of teachers of learners with hearing impairment](image)

4.1.3 Academic Qualification of Teachers of Learners with Hearing Impairments

Majority of teachers in the schools (62.5 %) were Form four school leavers, (31.25 %) were University graduates while (6.25 %) were form six school leavers as shown in Figure 4.3. University graduates were formerly form four school leavers who underwent academic advancement while serving as teachers. The findings revealed that these teachers of learners with hearing impairment were determined lots for the improvement of academic advancement of learners with hearing impairment by enhancing their communication level through use of hearing aids via counseling in schools. This finding support Mungai (2004) who reported that effectiveness of guidance and counseling can be realized when all stakeholders are knowledgeable and cooperative.
4.1.4 Classes of Learners Selected from the Study Schools

Classes of learners with HI were considered important in the study to ascertain the distribution and enrolment of learners with hearing impairment in the schools of study and to show the impact of counseling. The number of boys and girls who participated in the study was 10 in each case. The findings of the study showed that 12 representing 60% of the learners with hearing impairment were from class eight, 5 (25%) were from class seven, 2 (10%) were in class four while 1 (5%) was in class six (Table 4.1).

**Table 4.1: Classes of the selected learners in the four study schools**

<table>
<thead>
<tr>
<th>Sampled Learners in the Classes</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
<th>Eight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI</td>
<td>2 (10%)</td>
<td>_</td>
<td>1 (5%)</td>
<td>5(25%)</td>
<td>12(60%)</td>
<td>20 (100%)</td>
</tr>
<tr>
<td>Hearing</td>
<td>3 (15%)</td>
<td>2(10%)</td>
<td>5 (25%)</td>
<td>5(25%)</td>
<td>5(25%)</td>
<td>20 (100%)</td>
</tr>
</tbody>
</table>
The study revealed that a proportion of learners with hearing impairment (60%) were in class eight and were candidates. The result showed that majority of learners with hearing impairments were satisfied with the help and use of hearing aids. The distribution of learners with hearing impairment spread almost in all upper primary of the study classes (Table 4.1). Unlike before the introduction of counseling to learners with hearing impairment, they were not able to use hearing aids as a result of discomfort in the ears at the start of using them. The finding was an indicator of comfort with the use of hearing aids hence progression and continuity of learners with hearing impairment in regular public schools. The spread of learners with hearing impairment in almost all classes was a sign of comfort, self-esteem, confidence, behavior and social adjustment to learners with hearing impairment in public primary schools. The finding supports Wamocho (2003) who revealed that guidance and counseling was not only helpful in the improvement of learners with disabilities from being assisted by others but to be self-reliant. Ademokoya (2008) posits that the strength of the child’s auditory and oral skills determines his/her success in general education hence future life.

4.2 Influence of Guidance and Counseling on Retention of Learners with Hearing Impairment
Due to communication difficulties, learners with hearing impairment were finding it difficult to study together with their hearing peers in regular classrooms in public primary schools. They mostly went to special schools or stayed away from public schools as a result of their communication difficulty. Those with hearing aids failed to use them for
fear of stigmatization as deaf or disturbance of the hearing aids in the ear at the onset of using them.

This study examined influence of guidance and counseling on retention of learners with hearing impairment in public primary schools, as its first objective. While examining their retention in the study schools, the current study focused on key thematic areas. They included; retention of learners with hearing impairment in the study schools, classrooms, adherence to placement options, and respondents’ perceived satisfaction with the use of hearing aids. These key thematic areas were to address attitudinal and behavioral change, eradicating stigmatization to usher in self esteem, self-actualization and comfort due to correct placement in regular public schools. The study findings are discussed below.

4.2.1 Retention of Learners with Hearing Impairment in Study Schools
Guidance and counseling has played a very important role in attitudinal, behavioural and emotional up-bringing of learners in general but more so to learners with hearing impairment. The study revealed that a significant proportion (75%) of head teachers were in agreement that the retention of learners with hearing impairment in all the study classes had improved while 1 (25%) could not notice that improvement (Table 4.2). All the 12 guidance and counseling teachers (100%) strongly agreed that enrolment and retention of learners with hearing impairment improved in all classes (Table 4.2). The positive response could be attributed to the comfort received by learners with hearing impairment when using hearing aids consistently after guidance and counseling. The revelation of the study is supported by the findings of Aura (2003) that guidance and counseling in public schools exist and create awareness in various aspects of life.
Retention in most study classes is an indicator of liking of public primary schools by learners with hearing impairment. The finding of the study is supported by Owiyo (2013) who said that any guidance and counseling in an educational setting must address the needs of the clientele if it is to be effective. The finding is also supported by Libarente (2012) in his study on teacher-pupil relationship who found that relationship is the most powerful element within the learning environment that forms the basis for social contact in which learning takes place. Montalvo, Mansfield, & Miller (2007) found that students with greater effort in education demonstrated a higher degree of persistence in schooling when they like their teachers. Guidance and counseling promotes retention of learners with hearing impairment through developing interpersonal relationship between teacher-pupil, pupil-pupil, and parent-pupil relationship in both school and social settings.

The current study found out that retention of learners with hearing impairment was a sign of a positive attitudinal change by learners with hearing impairment towards public schools and their peers. It also confirms improved communication level by learners with hearing impairment through use of hearing aids. The availability of hearing aids and consistency in using them broke communication barrier hence comfort, courage and self-esteem to learners with hearing impairment. Gargiulo (2006) posits that correct educational placement brings comfort to a learner with special needs in the most improved and appropriate educational setting or position. The fact that learners with hearing impairment are accommodated in these study schools and majority were candidates, confirmed the impact of guidance and counseling on use of hearing aids. Unlike before the introduction and use of hearing aids in public primary schools, learners
with hearing impairment could not survive in regular classrooms due to communication barrier (Kiriungi, 2000).

### Table 4.2: Respondents’ views on influence of guidance and counseling on enrolment and retention of learners with hearing impairment in the selected public primary schools

<table>
<thead>
<tr>
<th></th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td><strong>Head teachers</strong></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>75</td>
</tr>
<tr>
<td><strong>Class teachers</strong></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>12</td>
</tr>
<tr>
<td>%</td>
<td>100</td>
</tr>
</tbody>
</table>

**Key**
- SA: strongly agree
- A: Agree
- U: Undecided
- D: Disagree
- SD: Strongly Disagree

#### 4.2.2 Fear and Shyness of Learners with Hearing Impairment

Learners with hearing impairments feared using hearing aids before guidance and counseling services were offered to them by professional counseling teachers in public primary schools. They were also shying away from their hearing peers as a result of communication difficulties they were faced with.

A question was asked whether fear and shyness that learners with hearing impairment had in using hearing aids was reduced or not after guidance and counseling in schools.
The study revealed that the majority 18 (90%) of learners with hearing impairment said fear and shyness was reduced while 2 (10%) did not agree (Fig. 4.4). Fear and shyness of using hearing aids to enhance hearing for learners with hearing difficulties is reduced if not finished. The study support Rotino (2002) who found out that effective counseling brings improved enrolment and retention in schools, make learners cope with life challenges, create good learning environment and interpersonal skills.

![Bar chart showing influence of guidance and counseling on fear and shyness of learners with hearing impairment](image)

**Figure 4.4: Influence of guidance and counseling on fear and shyness of learners with hearing impairment**

The above results demonstrate that a huge proportion of learners with hearing impairment in Ruiru District are satisfied with guidance and counseling services by qualified teachers. The fact that only 2(10%) of the learners with hearing impairment were not satisfied suggested that the needs of these learners remained unmet. The study findings
revealed that some more specialized approach need to be advanced to meet the demands of all learners with hearing impairment.

4.3 The Availability of Professionally Trained Guidance and Counseling Teachers in Public Schools
A question was asked whether there were professionally trained teachers for promotion of compliance on use of hearing aids by learners with hearing impairment in the selected schools in Ruiru District, Kiambu County.

Analysis of the availability of professionally trained guidance and counseling teachers for learners with hearing impairment was the second objective of this study. The responses were discussed under the following sub-headings; level of training in counseling in the study schools, teaching experience of teachers, placement of learners with hearing impairment in classes and frequency of counseling.

4.3.1 Level of Training by teachers in Counseling in the Study Schools
There was need to establish the level of training of teachers of learners with hearing impairment in the study schools in Ruiru District, Kiambu county. A number of teachers in the selected schools were trained guidance and counseling teachers. Majority representing 37.5% teachers were P1 teachers, 5 (31.25%) were Diploma teachers, while 3 (18.25%) had bachelor of education degree on guidance and counseling of learners with hearing impairment. Only 2 (12.5%) of the teachers were masters’ degree holders (Fig. 4.6). This study observed that distance learning for teachers during holidays in colleges and universities played significant role in promoting guidance and counseling training for teachers in the study schools. Before then, there were no professional guidance and
counseling teachers in primary schools and for learners with hearing impairment on use of hearing aids (Figure 4.5). The increased ambition by teachers for higher cadre in education equally improved professionalism in them with the end result of quality services to learners with hearing impairment. The findings of this study support Bala (2004) who found that positive labeling leads to improved communication, development of advocacy and socialization

![Figure 4.5: Initial professional qualification of teachers](image_url)
Figure 4.6: Professional qualifications of teachers after advancement of training

The study finding also support Aura (2003) who found that adequate services need skills (trained guidance and counseling teachers), resources (rooms, chairs, tables, etc) and time. High level of professional qualification enables one to perform adequately on his or her duties. This is confirmed by responses of teachers and administrators on professional and academic advancement report from the study schools.

Before effective and adequate guidance and counseling was put in place, learners with hearing impairment could not use hearing aids for fear of stigmatization and disturbance in their ears at the onset of their usage. The finding support Ndege (2010) who found that a teacher is the only king pin in educational innovation and that the curriculum is as good as the teacher hence, anxious teacher will always have anxious pupils.
4.3.2 Teaching Experience of Teachers

Many years of teaching as a profession bring a wide range of experiences and make one knowledgeable in his or her work. The researcher felt it was good enough to establish the number of years of service to justify the level of experience in guidance and counseling the teachers of learners with hearing impairment had.

Many of the teachers (62.5%) had teaching experience of between 16 – 20 years in the teaching of learners with hearing impairment, 4 (25%) had teaching experience of 11-15 years while 2 (12.5%) had teaching experience of 21 years and above (Figure 4.7). The number of years in service may be attributed to the fact that they took many years undergoing training to gather knowledge to become highly qualified teachers in guidance and counseling. A total of 12 (75%) had teaching experience of 16 years and above. Guidance and counseling needs expertise to win confidence of clients, and so was the case with learners with hearing impairment; they were made to use their hearing aids without fear of being labeled deaf or disturbance of the hearing aids in the ears by beginners and other problems which were associated with hearing aids. It is apparent from (Figure 4.7) that most teachers had working experience of more than 16-20 years.
The current study has equally established that some teachers of learners with hearing impairment had enormous experience as a result of self determination and ambition. This can be witnessed in teachers’ responses on their initial and current level of professional level (Figure 4.5 and 4.6). Improved professional development, could be the cause of improved experience and service delivery by teachers to learners with hearing impairment who are apparently convinced to use hearing aids (Table 4.5 and 4.6). Teachers (62.5%) and learners with hearing impairment (70%) agreed that there was improved use of hearing aids. The percentage responses was big enough to enable one to be convinced that guidance and counseling teachers’ performance contributed a great deal on compliance to the use of hearing aids. It also confirms that counseling was largely done in the right way without bias or discrimination. The study thus attributes teachers’
improved professional level to greater satisfaction of counseling practices on compliance to use of hearing aids by learners with hearing impairment.

4.3.3 Arrangement of Learners with Hearing Impairment in Class
A learner with hearing impairment needs hearing aids as well as a convenient seating position in order to lip-read the teacher as he/she teaches in the classroom. A question was asked on placement of learners with hearing impairment in the classroom setting. This was aimed at counter checking the professionalism of guidance and counseling teacher had on use of hearing aids by learners to enhance hearing.

When answering that question on placement and arrangement in classroom settings, the teachers revealed that there was convenient placement of learners with hearing impairment in the study schools. They were placed in classroom setting according to individual learners’ requirement as advised by the guidance and counseling teachers. Most learners with hearing impairment lip-read teachers as they taught to elaborate more on what they heard using hearing aids in a classroom. This meant that after guidance and counseling, significant proportion of learners with hearing impairment were placed in a comfortable, convenient and strategic positions in the classroom setting that facilitated understanding. It then became important to understand how learners with hearing impairment were placed, especially in regular classrooms to show professionalism of guidance and counseling teachers in handling learners with hearing impairment in public primary schools. The study therefore sought to establish the seating position in the classroom environment as was advised by the counselors.
Placement was done to these learners in regular schools with their hearing peers. This finding is supported by Baine (2004) who states that, learners with hearing impairments who are placed in regular public schools should be placed at appropriate position within the classroom. The guidance and counseling trained teacher respondents in liaison with class teachers of learners with hearing impairment indicated how they placed learners with hearing impairment in the classroom environment (Table 4.3). This finding is supported by Karen, et. al. (2002) who stated that in case of placement, stakeholders should be informed about the placement and its consequences.

Table 4.3: Classroom Arrangement of learners with HI

<table>
<thead>
<tr>
<th>Response on placement</th>
<th>F</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>75</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>H/teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>33</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Learners with HI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>12</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>%</td>
<td>60</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

The study revealed that a significant proportion (75%) of the head teachers strongly agreed that counselors’ advice on placement of learners with hearing impairment in classroom was followed while (25%) was undecided. Half (50%) of the teachers of learners with hearing impairment strongly agreed, 4 (33%), agreed while 1 (8%) was undecided and 1 (8%) disagreed respectively.
In answering the question on placement by learners with hearing impairment, 8(40%) strongly agreed while 8(40%) agreed that they were well placed in classroom, 2(10%) were unable to tell whether they were well placed or not. Out of 20 respondents, 1 (5%) each disagreed and strongly disagreed respectively that they were not well placed in their classrooms (Table 4.3).

The study findings revealed that majority (81.25%) of the 16 teachers sampled agreed that learners with hearing impairment were well placed in classroom as per the advice of the counselors. Seventeen (85%) of 20 learners with hearing impairment agreed that they were well placed in the classroom. The findings were attributable to the counseling services offered to these learners with hearing impairment by the teacher counselors in the study schools. Adoyo (2007) adds that, 30% of deaf children in Kenya are not attending school or abandon school as a result of hearing deficiency and humiliation from both the teachers and their hearing counterparts. Correct positioning enhances communication in learners with hearing impairment with their teachers because they will be able to follow the facial expression and lip read conveniently hence breaking communication barrier that would bar them from attending school.

4.3.4 Frequency of Counseling on Use of Hearing Aids
Responding to how frequently teachers offered guidance and counseling on use of hearing aids, 8 teachers representing 50% strongly agreed that they offered counseling services to learners with hearing impairments as frequently as need arose, 6 (37.5%) agreed, 2(12.5%) could not tell when exactly they offered guidance and counseling to the learners with hearing impairments while 1 (6.25%) disagreed with that statement. Most
teachers (87.5%) agreed that they offered counseling services to their learners with hearing impairments as frequently as time could allow (Table 4.4). Counseling embraces all areas or things that come as a result of lack of compliance on use of hearing aids by learners with hearing impairment. The finding supports Mungai, (2004) who found that the strength of guidance and counseling depends to a large extent on the commitment of the guidance department personnel, teachers carrying out guidance and counseling and the degree of proficiency. Continuous assessment of progress on compliance on use of hearing aids calls for continuous counseling on the same. This could be attributed to the high level of training and experience they had. In addition to that, it also proved their commitment and dedication towards their duty. Those who could not tell how frequent they offered counseling services on compliance of hearing aids to their learners with hearing impairments may not have maintained proper records of their work plan and Individualized Educational Program (IEP) for their learners.

Table 4.4: Proportion of respondents with views on frequency of counseling

<table>
<thead>
<tr>
<th>View</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>37.5</td>
<td>6.25</td>
<td>6.25</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 Influence of Guidance and Counseling on Use of Hearing Aids in Study Schools
The third objective of this study was on influence of guidance and counseling on use of hearing aids in study schools in Ruiru District, Kiambu County. The study considered the use of hearing aids as a very important aspect of enhancing communication for learners
with hearing impairment. On influence of guidance and counseling on use of hearing aids, this study has presented issues relating to usage of hearing aids, sources and maintenance of hearing aids, performance as well as participation of learners with hearing impairment in class discussion.

### 4.4.1 Usage of Hearing Aids by Learners with Hearing Impairment

Learners with hearing impairment were not frequently using hearing aids for fear of stigmatization as being deaf and its disturbance in the ears at the onset of using it (hearing aids). Guidance and counseling had a big role to ensure that learners with hearing impairment got the idea that the more they consistently use hearing aids, the more their ear got used to the hearing aids.

Responding to a question on the use of hearing aids, 4 (25%) strongly agreed that use of hearing aids had improved since the introduction of guidance and counseling to learners with hearing impairment (Table 4.5) while 6 (37.5%) agreed. Some teachers (12.5%) of learners with hearing impairment could not tell whether there was any improvement or not while 4 (25%) disagreed. Getting used to life with a hearing loss is challenging to most hearing aid users, especially at the onset of hearing loss and particularly using the hearing aids for the first time due to discomfort of the device in the ear.

Majority of teachers (62.5%) agreed that counseling improved use of hearing aids by learners with hearing impairment in the study schools without fear of being labeled as deaf (Table 4.4). The findings proved that learners with hearing impairment got used to hearing aids after realizing that discomfort was just at the beginning of its use. This could
be attributed to expertise, experience, commitment and dedication of teachers in explaining to the learners about the discomfort ensued at first time of use. Failure to notice the difference by two (12.5%) of the teachers could be attributed to lack of commitment in assessing the progress of their learners. This finding supports Mungai (2004) who found that the strength of guidance and counseling depended to a large extent on the commitment of the guidance department personnel and teachers carrying out guidance and counseling with a certain degree of proficiency.

Table 4.5: Proportion of respondents with views on use of hearing aids

<table>
<thead>
<tr>
<th>View</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>%</td>
<td>25</td>
<td>37.5</td>
<td>12.5</td>
<td>25</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.2 Positive Change on Use of Hearing Aids After Guidance and Counseling by learners with Hearing Impairment

The researcher felt there was need to find out whether guidance and counseling influenced use of hearing aids by learners with hearing impairment or not. A question was asked on the same.

Findings on use of hearing aids showed that 8, representing 40% of the learners with hearing impairments strongly agreed, while 6 (30%) agreed that the use of hearing aids had improved since the introduction of guidance and counseling in schools (Table 4.6). Some of learners with hearing impairments (10%) were unable to detect any positive change on use of hearing aids, 2 (10%) disagreed and another 2 (10%) strongly disagreed.
Majority 14 (70%) of learners with hearing impairments agreed that the usage of hearing aids improved. This may be attributed to the fact that the performance of guidance and counseling teachers were above average and assign of presence of professionally qualified, experienced and dedicated teachers of learners with hearing impairment. Some 4 (20%) of the learners with hearing impairments disagreed that there was a positive change on use of hearing aids. This was an indication that, more effort needed to be added to bring a complete change to all hearing aids users. The finding supports Kyamanywa (2011) who found that there was a 3-way order interactive effect among performance management practices. Performance measurement, government policy and employee performance had the most critical interaction effect. Laxity in performance/service delivery of some guidance and counseling teachers as employs of the government, creates a hiccups in the government policy.

**Table 4.6: Proportion of respondents with views on use of hearing aids**

<table>
<thead>
<tr>
<th>View</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>%</td>
<td>40</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

**4.4.3 Maintenance of Hearing Aids in Schools**

It was reported that 11 (55%) of the hearing aids were maintained by parents of the learners with hearing impairment, 8 (40%) by sponsors and 1 (5%) by any well-wisher (Figure 4.8). It is evident that those who bought the hearing aids for the learners with
hearing impairment were the ones responsible for their maintenance. It was also established that learners who depended on well-wisher were more vulnerable and their school attendance was not consistent. This may be attributed to the fact that most of the time their hearing aids were out of use hence causing communication barriers.

The study also revealed that in some cases, lack of dry cells for use in the hearing aids became a problem to such learners until any well-wisher came up to their rescue. Such learners claimed that their parents said it was the duty of sponsors and teachers to repair them. The finding is supported by Ngugi (2014) who found that there was minimal collaboration from the stakeholders and majority of them preferred learners with hearing impairment to be placed in special schools. In special schools, all the responsibilities remain to the school management once learners with hearing impairment are taken in the school compound.
4.5 Cooperation of Learners with Hearing Impairment and their Hearing Counterparts

The study sought to establish the impact of guidance and counseling of learners with hearing impairments with regards to their cooperation with their peers with hearing in both classroom and school settings.

4.5.1 Head teachers’ Response on Cooperation Between Learners with Hearing Impairment and their Hearing Peers After Guidance and Counseling

Out of 4 head teachers from the study schools 3 (75%) agreed strongly while 1 (25%) agreed that guidance and counseling led to improved cooperation both in classroom and out of class setting amongst learners. Through observation, interaction levels of learners with hearing impairment and their peers who were hearing, the head teachers confirmed (75%) cooperation amongst learners with hearing impairment and others in the school. This may be attributed to the improved communication level through use of hearing aids.
after guidance and counseling which resulted in raising self-esteem, confidence, self-actualization and respect amongst the learners with hearing impairment and their peers. The finding supports a study by Wamocho (2003) who found that guidance and counseling helps learners with disabilities to reduce their dependency on others, to be self-reliant and to gain self-esteem. Fear of stigmatization for being deaf led learners with hearing impairment to shy away from their non-disabled counterparts because they could not converse as a result of language barrier. This created barriers in relationship, cooperation and participation in class and outdoor activities (Figure 4.9).

Figure 4.9: Head teachers’ response on cooperation of learners

4.5.2 Response of Learners with Hearing Impairment on Co-Operation with their Hearing Peers

The findings revealed that, overwhelming 65% of learners with hearing impairment strongly agreed that they were cooperating well with their hearing counterparts in their study classes while 7 (35%) said they were not cooperating well (Figure 4.10). The above
results demonstrated a huge proportion of learners with hearing impairment whose hearing aids were well maintained and received counseling positively hence comfortably using them. This may also be attributed to the fact that hearing learners and those with hearing impairment were at par in their communication level after getting used to hearing aids. The fact that only 7 (35%) of the learners with hearing impairment were not cooperating could be as a result of lack of hearing aids, defective hearing aids, poor maintenance of the hearing aids or negative attitude towards use of hearing aids after guidance and counseling. This finding support Owiyo (2013) who found that unless the needs of the clientele are addressed the counseling service may not be fruitful as was intended.
4.5.3 Cooperation in regards to Participation of Learners with Hearing Impairment in Group and Class Discussion After Guidance and Counseling

Majority of teachers (41.7%) agreed that improved use of hearing aids after guidance and counseling enhanced cooperation that led to active participation of learners with hearing impairment in group and class discussion, while 4 (33.3%) strongly agreed. The findings showed that 9 (75%) of assistant teachers agreed that learners with hearing impairment were active in group and class discussion just like their hearing counterparts. This was a vivid indication of good and mutual relationship amongst learners which brought about counseling in these schools. Secondly, learners with hearing impairment would have not participated actively and positively if they were not hearing and understanding the matter being discussed in groups and in class. Shyness and lack of self-esteem which existed amongst learners with hearing impairments, was replaced by courage, confidence and self-actualization after guidance and counseling (Table 4.7).
Table 4.7: Participation of learners with HI in class discussion

| Respondents’ views on participation of learners with hearing impairment in classroom discussion |
|--------------------------------------------------|----------------|---|---|---|---|---|
| C/Teachers | SA | A | U | D | SD | Total |
| Frequency | 4 | 5 | 2 | 1 | 0 | 12 |
| % | 33.3 | 41.7 | 16.7 | 8.33 | 0 | 100 |
| Head teachers | | | | | | |
| Frequency | 4 | - | - | - | -- | 4 |
| % | 100 | - | - | - | - | 100 |

4.5.4 Performance as a Result of Cooperation Between Learners with Hearing Impairment and Hearing Peers When Using Hearing Aids After Guidance and Counseling

Two head teachers representing (50%) strongly agreed that guidance and counseling contributed to improved use of hearing aids which boosted cooperation between learners with hearing impairment and their hearing peers. The cooperation led to improved performance of learners with hearing impairment while the other two (50%) equally agreed on the same. There was 100% agreement by head teachers on that issue of performance. Amongst the twelve assistant teachers asked about performance, 4 (33.3%) strongly agreed while 3 (25%) agreed that cooperation between learners with hearing impairment and their hearing peers led to improved performance of learners with hearing impairment. Majority of assistant teachers (58.3%) also agreed that the performance improved (Table 4.8). The improvement may be attributed to improved communication after guidance and counseling on effective and consistent use of hearing aids in schools. The finding of the study support Owiyo (2013) who found that effective guidance and
counseling in an educational setting must address the needs of the clientele. The finding also support Adoyo (2007) who revealed that 30% of deaf children in Kenya are not attending school or abandon school as a result of hearing deficiency and humiliations from both the teachers and their hearing counterparts. Improved communication by use of hearing aids authenticates harmonious stay of learners with hearing impairment in regular public primary schools hence limiting school drop out.

### Table 4.8: Performance of learners with hearing impairment

<table>
<thead>
<tr>
<th>Respondents’ views on performance of learners with hearing impairment</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Assistant teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>%</td>
<td>33.3</td>
<td>25</td>
<td>33.3</td>
<td>8.33</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 4.5.5 Learning Together in an Inclusive Setting

Respondents were asked whether learners with hearing impairment were happy to be in the same class with their hearing peers in an inclusive setting, in order to determine the influence of guidance and counseling on compliance on use of hearing aids. The data was collected from teachers and learners.

**Teachers**

Majority of teachers (31.25%) strongly agreed while (25%) agreed that the learners related very well. This may be attributed to the fact that the comfort of using hearing aids by learners with hearing impairment after guidance and counseling was convincingly
witnessed through their involvement in class and outdoor activities. The level and extent of such involvement may not have been realized were it not for adequate communication rate. Majority (56.25%) of the teachers of learners with hearing impairment confirmed that learners with hearing impairment enjoyed learning in an inclusive setting. A small portion (12.5%) and 1 (6.25%) disagreed and strongly disagreed, respectively. These teachers may still be holding on an old belief that the attention given to learners with hearing impairment is at the expense of the hearing learners. Burugu (2005) found that lack of previous experience could lead children without disabilities to feel uncomfortable in the presence of a person with disability and in turn cause them to avoid contact if possible.

**Learners with Hearing Impairment**

When responding to a question on how they feel about learning together with their hearing peers, 35% of learners with hearing impairment strongly agreed that they were feeling comfortable. Eleven respondents, representing 55% also agreed that they were comfortably learning together with their hearing peers and discussing with them as their equals in school settings. Another 5% of learners with hearing impairment disagreed with the statement while 5% strongly disagreed. The findings clearly showed that though the level of comfort in usage of hearing aids after guidance and counseling had improved, some learners with hearing impairment were still affected and needed more counseling therapy (Table 4.9).
Table 4.9: Learning together in an inclusive settings

<table>
<thead>
<tr>
<th></th>
<th>Respondents’ views on learning together in an inclusive settings</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of learners with HI</td>
<td>Frequency</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>31.25</td>
<td>25</td>
<td>0</td>
<td>12.5</td>
<td>6.25</td>
<td>100</td>
</tr>
<tr>
<td>Learners with hearing impairment</td>
<td>Frequency</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>35</td>
<td>55</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Hearing learners (prefects)</td>
<td>Frequency</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>35</td>
<td>40</td>
<td>0</td>
<td>15</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
The purpose of this study was to investigate the impact of counseling on compliance on use of hearing aids by learners with hearing impairment in Ruiru district, Kiambu County.

5.1 Summary
The study was conducted in Primary Schools with special units having learners with hearing impairment integrated into the mainstream classes in Ruiru District of Kiambu County, Kenya. The study was guided by the objectives of the study.

The study targeted administrators of the four sampled schools, guidance and counseling teachers for learners with hearing impairment and hearing learners; a sample size of 56 respondents were selected for the study; 4 administrators, 12 teachers, 20 learners with hearing impairment and 20 learners with hearing (prefects). The following is a summary of the research findings:

5.1.1 Influence of Guidance and Counseling on Retention of Learners with Hearing Impairment in Public Primary Schools
Guidance and counseling has led to retention of learners with hearing impairment.

- Majority of the head-teachers strongly agreed that after guidance and counseling, there was improvement in retention of learners with hearing impairment in public primary schools.
• All class teachers reported that in each class there had been great improvement in retention of learners with hearing impairment.

• Majority of learners with hearing impairment said they were treated equally at school.

The findings revealed that guidance and counseling on compliance on use of hearing aids by learners with hearing impairment is a real agent for change in both social and academic improvement for learners with hearing impairment after they are put into use fully. Use of hearing aids after guidance and counseling reduced fear of stigmatization and improved self-esteem, self actualization and confidence to learners with hearing impairment as witnessed through response by head teachers in improved performance. Guidance and counseling on use of hearing aids helped learners with hearing impairment to discover and develop their educational, vocational and psychological potentialities, thereby achieving their optimal level of personal happiness and social usefulness through use of hearing aids. The study revealed that the administration and teachers consult among themselves with the ultimate aim of helping learners with hearing impairment to meet their educational obligations. In the district, the teachers also consulted with other hearing learners to bring harmony in the classroom environment for conducive learning for all.

5.1.2 Availability of Professionally Trained Teachers in Guidance and Counseling
Majority of the teachers were Diploma holders and university graduates, having undergone training at different levels while some were holders of master degree. Four of the administrators interviewed had no training in guidance and counseling. One had a degree
while the rest were P1 certificate holders. Out of the 16 teachers who participated in the study, they were all trained guidance and counseling teachers at different levels.

5.1.3 Influence of Guidance and Counseling on Attitude of Learners with Hearing Impairment Towards the Use of Hearing Aids
Most of the participants in the selected schools showed that there was a great attitudinal change in the learners with hearing impairment on the use of hearing aids. Teachers and all learners strongly agreed on the fact that after guidance and counseling on compliance on use of hearing aids, learners with hearing impairment improved on the use of hearing aids and that there was attitudinal change in all the learners. Learners with hearing impairment strongly agreed that the usage of hearing aids had improved their participation in class since the introduction of guidance and counseling in schools.

The available hearing aids were effectively made good use of after guidance and counseling by learners with hearing impairment. In the selected schools, all four administrators agreed that the usage and maintenance of hearing aids improved greatly and enhanced educational growth amongst the learners with hearing impairment.

5.1.4 Cooperation Between Learners with Hearing Impairment and their Hearing Peers
All head teachers confirmed that guidance and counseling on use of hearing aids brought about improved relationship amongst learners with hearing impairment, teachers and hearing learners. Some head teachers agreed that learners with and without hearing impairment were cooperative and had cordial relationship among themselves. Most teachers agreed that there was effective participation of learners with hearing impairment
in class discussion, while a few did not consider their participation with their peers as effective.

Most of the guidance and counseling teachers felt that they needed more time and resources so that they take part in guidance and counseling of their class members as frequently as need arose. All the guidance and counseling teachers responded that they enjoyed counseling learners with hearing impairment on the use of hearing aids to enhance hearing hence to raise their self-esteem.

Hearing learners agreed that learners with hearing impairment cooperated very well with other classmates after guidance and counseling services on use of hearing aids in the schools. Cooperation between learners with hearing impairment and their hearing peers improved participation of learners with hearing impairment in group and class discussion. Teachers confirmed that learners with hearing impairment actively participated in class and group discussion.

Cooperation between learners with hearing impairment and their hearing peers improved performance of learners with hearing impairment. All the head teachers strongly agreed that cooperation improved since the introduction of guidance and counseling on use of hearing aids in schools.

Most of the learners with hearing impairment strongly agreed with sitting arrangements as a real booster to their hearing hence cooperation and educational advancement. However, a good number of the learners with hearing impairment agreed that they enjoyed working with their hearing peers after guidance and counseling on use of hearing
aids lessons. The study also revealed that the learners felt that guidance and counseling services were important for them.

5.2 Conclusion

Based on the study findings, it is safe to conclude that:

a) The influence of guidance and counseling on compliance on use of hearing aids influenced retention of learners with hearing impairment in the four selected public primary schools in Ruiru, Kiambu County was demonstrated. The services offered by the guidance and counseling teachers in schools played a pivotal role in enhancement of communication for educational and social advancement to learners with hearing impairment, leading to enhanced retention in public schools. A number of the study schools had increased in number of learners with hearing impairment retained in public schools as a result of guidance and counseling services offered in those schools.

Proportion of professionally trained teachers in guidance and counseling on compliance on use of hearing aids in the study schools was fair enough for learners with hearing impairment. Most of the teachers were professionally qualified in guidance and counseling of learners with hearing impairment.

b) Guidance and counseling influenced the attitude of learners with hearing impairment on compliance on use of hearing aids hence boosting their communication ability in the study schools. This was very important to learners with hearing impairment as it helped in improving their self-esteem, self-actualization and confidence in themselves.
c) Guidance and counseling on compliance on use of hearing aids established cooperation in the study schools via enhanced communication between learners with hearing impairment and their hearing counterparts. The head teachers, teachers and learners with hearing impairment agreed that guidance and counseling helped in boosting communication among learners with hearing impairment through consistent use of hearing aids hence treating one another as equals in classroom setting.

5.3 Recommendations
The following recommendations were made based on the findings of the study;

(a) The government through the Ministry of Education should ensure that every public school has qualified guidance and counseling teacher on compliance on use of hearing aids by learners with hearing impairment. This will ensure that learners with hearing impairment receive guidance and counseling services from qualified teachers.

(b) The institutions mandated with training teachers in guidance and counseling should ensure that they offer in-service courses periodically to teachers who had not gotten a chance for further training in guidance and counseling and Special Needs Education. They should train more teachers to cope with the rising demands of the learners with hearing impairment. They should also organize short courses and in-service courses for teachers to ensure that they are abreast with the changing information and skills. They should also offer training to teacher aides and technicians for repair and maintenance of the hearing aids.
(c) The government, teachers, parents, the community, the school sponsors and NGOs should work together to ensure that hearing aids are provided to all learners with hearing impairment and serviced regularly. The government should engage the non-governmental organizations, the faith based organizations and the community in mobilizing resources especially for provision of modern hearing aids that are suitable for these learners.

(d) The Ministry of Education should ensure that guidance and counseling services on use of hearing aids is offered adequately and appropriately to all learners, especially learners with hearing impairment and that the time and space allocated for it is not used for something else or for making up lessons of the examinable subjects like Math and English. Guidance and counseling teachers are less burdened to get time to offer counseling services to the needy learners.

(e) Adequate guidance and counseling services on use of hearing aids be offered to all learners with hearing impairment so that they all benefit from counseling services for the betterment of the entire life time of the learner.

5.4 Suggestions for Further Research
The following suggestions were given as problems for further research:

(a) A similar study should be carried out in other districts to establish the time and space allocation for counseling services for learners with hearing impairment.

(b) A similar study should also be carried out in special schools for learners with hearing impairment as this study only focused on public primary schools with units.
(c) A study should be carried out to establish whether guidance and counseling services is carried out by professionally qualified teachers for other categories of learners with special needs such as those with physically handicap or visual impairment.

(d) A study should also be carried out to establish the effectiveness of the instructional strategies used by guidance and counseling teachers to offer counseling to learners with hearing impairment.
REFERENCES


Centres. Department of Educational Psychology, University of Alberta Edmonton, Iberta Press.


Dear Sir/Madam,

My name is Samuel Onyango Achero. I am a postgraduate student of Kenyatta University conducting a Master’s Degree research on “Impact of counseling on compliance on use of hearing aids by learners with hearing impairment in primary schools in Ruiru, Kiambu County, Kenya”. I would like to carry a study in the following schools; Githunguri, Magomano, Gitothua and Matopeni Primary Schools. Your assistance will highly be appreciated.

In your everyday encounter with learners with hearing impairments, you may have wondered why and how they relate with their peers who are ‘normal’ in a regular classroom setting. Accept to answer these questions to help establish facts on how guidance and counseling have impacted on learners with hearing impairment. I assure you that all the information given here will be treated with utmost confidentiality, and will only be used for research purposes alone.

Please spare some of your precious time to answer these questions. Your cooperation will be highly appreciated.

Thank you in advance.

Achero Samuel Onyango
APPENDIX II

TEACHERS’ QUESTIONNAIRES

BIODATA

Gender:  Male ☐  Female ☐

Ages:  25 -30 ☐  31 – 35 ☐  36 – 40 ☐  41 -45 ☐  46 and above ☐

Highest academic qualification attained:

Form IV ☐  Form VI ☐  University ☐

Highest professional qualification attained:

P1 ☐  Diploma ☐  Bachelor of education ☐  master of education ☐

Did you advance your current professional qualification? Yes _  No _

State your initial level of professional qualification before advancement.

P1 ☐  S1 ☐  Diploma ☐

Are you professionally trained teacher for learners with HI?

Yes ☐  No ☐

Are you a professionally trained G&C teacher?

Yes ☐  No ☐

If no, please explain area you are specialized in---------------------------------------------

-----------------------------------------------------------------------------------------------

Training level as a counselor ------------------------------------------------------------------

Teaching experience (years) as a counselor--------------------------------------------------------

SCHOOL INFORMATION

1. Number of pupils in your class---------------------------------------------------------------
2. Initial number of learners with hearing impairment (HI) in your class-------------------
-----------------------------------------------------------------------------------------------------------------------------------------------------------------

3. The current number of learners with HI retained in your class are…………………………………………………………………………………………

4. Classes you are teaching  _____________________________________________________________

5. Are you a trained guidance and counseling teacher? Yes…………….No………….

6. Training level on guidance and counseling ____________________________________________

____________________________________________________________________________________

SECTION B

Kindly respond to the statements below by ticking the portion that fits your opinion. The statements have five possible responses on impact of guidance and counseling on learners with hearing impairments. Choose only ONE from each statement.

**Strongly Agree 5  Agree 4  Neutral 3  Disagree 2  strongly disagree 1**

<table>
<thead>
<tr>
<th>Statements for the responses</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guidance and counseling on compliance on use of hearing aids promoted retention of learners with hearing impairment in public primary schools.</td>
<td>SA 5 A 4 U 3 D 2 SD 1</td>
</tr>
<tr>
<td>2. After guidance and counseling on use of hearing aids, the use of hearing aids by learners with HI improved</td>
<td></td>
</tr>
<tr>
<td>3. Guidance and counseling has influence positive attitudinal change on use of hearing Aids by learners with hearing impairment.</td>
<td></td>
</tr>
<tr>
<td>4. Cooperation between learners with and without hearing impairment has led to active participation of learners with HI in both group and class discussion.</td>
<td></td>
</tr>
<tr>
<td>5. Hearing impaired learners consider discussing with their hearing counterparts as their equals in school and home settings.</td>
<td></td>
</tr>
<tr>
<td>6. Learners with HI enjoy learning together in an inclusive setting.</td>
<td></td>
</tr>
<tr>
<td>7. Placement of learners with hearing impairment in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>The performance of learners with hearing impairment has been improving since the introduction of guidance and counseling in study schools.</td>
</tr>
<tr>
<td>9.</td>
<td>I take part in guidance and counseling of my class members as frequently as need arises.</td>
</tr>
<tr>
<td>10.</td>
<td>Guidance and counseling on use of hearing aids has improved cooperation between learners with hearing impairment and their hearing peers.</td>
</tr>
<tr>
<td>11.</td>
<td>Cooperation between learners with HI and their hearing peers improved performance of learners with HI.</td>
</tr>
<tr>
<td>12.</td>
<td>Placement of learners with hearing impairment in class is done according to counselor’s advice.</td>
</tr>
</tbody>
</table>
APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

1. Gender: Male ☐ Female ☐

2. Age: 20 – 30 ☐ 30 – 40 ☐ 40 - 50 ☐ 50 and above ☐

3. Enrolment in your school
   1 – 100 ☐ 101 – 200 ☐ 201 – 300 ☐
   301 – 500 ☐ 501 – 1000 ☐ 1001 - 1500 ☐

4. Number of children with disabilities
   1 – 10 ☐ 11 – 20 ☐ 21 – 30 ☐
   31 – 50 ☐ 51 – 100 ☐ 101 - 200 ☐

5. Number of learners with HI in your school---------------------------------------------

6. Number of boys with HI in your school-----------------------------------------------

7. Number of years in the school…………………………………………………………

8. Number of girls with HI in your school ------------------------------------------------

9. Number of years in the school…………………………………………………………

10. Academic qualification
    P1 ☐ Diploma ☐ Degree ☐ PhD ☐

11. Professional qualification
    P2 ☐ P1 ☐ Diploma ☐ Degree ☐
    Bed ☐ Med ☐ PhD ☐

12. Number of years as an administrator.
    0 - 1 ☐ 3 – 5 ☐ 5– 10 ☐ 10 and above ☐

13. Number of teachers for learners with HI in your school -----------------------------
14. Number of teachers for G&C in your school ---------------------------------------

15. Have you attended any in service course (training) in special needs education?
   Yes □    No □

16. How many special needs trained teachers do you have on your staff?
   None □  1 □  2 □  3 □  4 □  5 □

17. Is guidance and counseling services offered in your school to all learners?
   Yes □    No □

18. Do you have committed guidance and counseling teachers in your school?
   Yes □    No □

19. How frequent does he/she offer this service to learners with hearing impairment?
   Daily □  Once a week □  2-3 times a week □  Twice a month □
   Only at crisis times □

20. Does he/she offer guidance and counseling to teachers and other learners?
   Yes □    No □

21. Does the school have audio visual Aids for enhancing learning to learners with HI in your school?    Yes □    No □
## Kindly respond to the statements below by ticking the portion that fits your opinion. The statements have five possible responses on impact of guidance and counseling on learners with hearing impairments. Choose only ONE from each statement.

**Strongly Agree (SA) 5  Agree (A) 4  Undecided (U) 3  Disagree (D) 2  Strongly disagree (SD) 1**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. After guidance and counseling, the use of hearing aids by learners with HI improved their communication and interaction level.</td>
<td></td>
</tr>
<tr>
<td>23. The performance of learners with hearing impairment has been improving since the introduction of guidance and counseling session in school.</td>
<td></td>
</tr>
<tr>
<td>24. The usage of hearing Aids has improved since the introduction of guidance and counseling in the school.</td>
<td></td>
</tr>
<tr>
<td>25. The usage of total communication amongst all the learners, teachers and the administration has greatly improved hence creating harmony in the school environment and classroom settings.</td>
<td></td>
</tr>
<tr>
<td>26. Parents of learners with hearing impairment are cooperating with the administration of the school.</td>
<td></td>
</tr>
<tr>
<td>27. Regular teachers have moderated their methods of communication to accommodate learners with HI.</td>
<td></td>
</tr>
<tr>
<td>28. Regular teachers have adjusted their sound production to accommodate learners with HI.</td>
<td></td>
</tr>
<tr>
<td>29. Learners without HI are co-operative to their counterparts with HI.</td>
<td></td>
</tr>
<tr>
<td>30. Parents of learners with HI meet their obligations for effective learning of their children.</td>
<td></td>
</tr>
<tr>
<td>31. The use of audio visual Aids is used to enhance learning in classroom settings.</td>
<td></td>
</tr>
<tr>
<td>32. There are adequate resources to promote learning of learners with HI.</td>
<td></td>
</tr>
<tr>
<td>33. The available assistive devices are well maintained by the school.</td>
<td></td>
</tr>
<tr>
<td>34. School levies of learners with hearing impairments are paid promptly by their parents.</td>
<td></td>
</tr>
<tr>
<td>35. Placement of learners with hearing impairment in class is done according to counselor’s advice.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV

QUESTIONNAIRE FOR LEARNERS WITH HI

BIO DATA

1. Gender: Male ☐ Female ☐

2. Ages: 6 - 8 ☐ 9 - 11 ☐ 12 – 15 ☐ 16 and above ☐

3. Name of school ________________________________

4. Class: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐

HOME BACKGROUND

1. I have a father and mother Yes ☐ No ☐

2. We stay together at home with
   Father, mother and siblings ☐ Mother and father only ☐
   Mother and siblings only ☐ Mother only ☐
   Father and siblings only ☐ Father only ☐

3. We are treated equally at home Yes ☐ No ☐

4. We play together at home. Yes ☐ No ☐ Not always ☐
   If Not always, what happens sometimes when you are not playing together ________

5. My school levies are paid for promptly Yes ☐ No ☐
   If no, why ______________________________________

6. My parents provides for my assistive devices Yes ☐ No ☐
   If No, how do you get help? ________________________________

7. Fear and shyness is reduced after guidance and counseling. Yes ☐ No ☐
**AT SCHOOL**

Kindly respond to the statements below by ticking the portion that fits your opinion. The statements have five possible responses on impact of guidance and counseling on learners with hearing impairment. Choose only ONE from each statement.

**Strongly Agree   5 Agree   4 Undecided   3 Disagree   2 Strongly disagree   1**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. My sitting place in class is in front.</td>
<td></td>
</tr>
<tr>
<td>9. I use my hearing aid all the time.</td>
<td></td>
</tr>
<tr>
<td>10. In class, we discuss in groups of mixed abilities</td>
<td></td>
</tr>
<tr>
<td>11. Outside the classroom, we associate freely with my hearing counterparts without any gap.</td>
<td></td>
</tr>
<tr>
<td>12. In our class, we practice sharing of our belongings irrespective of size and disability.</td>
<td></td>
</tr>
<tr>
<td>13. I, at times seek assistance from classmates, the teachers and I receive the help.</td>
<td></td>
</tr>
<tr>
<td>14. In the field we enjoy playing together with my school mates.</td>
<td></td>
</tr>
<tr>
<td>15. I enjoy learning together with other hearing members of class.</td>
<td></td>
</tr>
<tr>
<td>16. Before guidance and counseling at school, learning was difficult and boring.</td>
<td></td>
</tr>
<tr>
<td>17. Most of my classmates with hearing can now communicate with me freely using sign language and other gestures.</td>
<td></td>
</tr>
<tr>
<td>18. The usage of the hearing Aids has really improved since the introduction of G/C.</td>
<td></td>
</tr>
<tr>
<td>18 I always use a hearing aids</td>
<td></td>
</tr>
<tr>
<td>19. I used to hide my hearing aids</td>
<td></td>
</tr>
<tr>
<td>20. Introduction of guidance and counseling has helped me alot</td>
<td></td>
</tr>
<tr>
<td>21. Placement of learners with hearing impairment in class is done according to counselor’s advice.</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX V

**QUESTIONNAIRE FOR HEARING LEARNERS**

Kindly respond to the statements below by ticking the portion that fits your opinion. The statements have five possible responses on impact of guidance and counseling on learners with hearing impairment. Choose only ONE from each statement.

**Strongly Agree 5  Agree 4  Undecided 3 Disagree 2 Strongly disagree 1**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with peers with hearing impairments is as normal as working with other learners with hearing.</td>
<td></td>
</tr>
<tr>
<td>Learners with hearing impairment are co-operative just like others with hearing and display maturity.</td>
<td></td>
</tr>
<tr>
<td>Learners with HI actively participate in class discussion just like those learners with hearing.</td>
<td></td>
</tr>
<tr>
<td>There is active participation of learners with hearing impairments in group and class discussions.</td>
<td></td>
</tr>
<tr>
<td>Learners with hearing are co-operative to their counterparts with hearing impairments.</td>
<td></td>
</tr>
<tr>
<td>Before guidance and counseling, learners with hearing impairments were not freely using hearing aids for fear of being considered deaf.</td>
<td></td>
</tr>
<tr>
<td>The level of interaction has improved greatly between learners with HI and those with hearing since the introduction of guidance and counseling.</td>
<td></td>
</tr>
<tr>
<td>Learners with HI have improved in their educational performance since the introduction of G&amp;C in schools.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VI

RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550, 0713 788 787, 0735 404 245
Fax: +254-20-2213215
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote
Our Ref: NACOSTI/RCD/14/013/1629

9th Floor Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date:
19th September, 2013

Samuel Onyango Achero
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 2nd September, 2013 for authority to carry out research on “Impact of counselling on use of hearing aids by learners with hearing impairment in primary schools in Ruiru, Kiambu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR: SECRETARY/CEO
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO 2008:9001 Certified
APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Ms./Institution:
Samuel Onyango Achero
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi,
has been permitted to conduct research in
Research Permit No. NACOSTI/RC/14/013/1679
Date of issue: 19th September, 2013
Fee received: KSH. 1000
On the topic: Impact of counselling on use of Hearing aids by learners with hearing impairment in primary schools in Ruiru, Kiambu County, Kenya.
for a period ending: 31th December, 2013.

CONDITIONS:
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.
2. Government Officers will not be interviewed.
3. No questionnaires will be used unless it has been approved by the relevant Government Ministries.
4. Excavation, filming and collection of biological samples will be subject to further permission from the National Commission for Science, Technology and Innovation.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

CONDITIONS: see back page