

**CHALLENGES EXPERIENCED BY HEARING IMPAIRED  
PUPILS IN LEARNING KISWAHILI LANGUAGE: A CASE  
OF KUJA AND MASENO PRIMARY SCHOOLS FOR THE  
DEAF IN NYANZA PROVINCE, KENYA**

**ONDICHO ROSEMARY M. NYAUNDI**



**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS OF THE DEGREE OF**

**MASTER OF PHILOSOPHY**

**IN**

**KISWAHILI LANGUAGE EDUCATION**

**DEPARTMENT OF CURRICULUM, INSTRUCTION AND  
EDUCATIONAL MEDIA**

**MOI UNIVERSITY**

**P.O BOX 3900**

**ELDORET**

**OCTOBER 2007**



## ABSTRACT

The purpose of this study was to establish learning challenges hearing-impaired pupils experience in learning Kiswahili Language in schools for the deaf in Nyanza Province of Kenya.

The study was a descriptive survey research. The instruments for data collection included questionnaire, observation schedule and document analysis.

The 2 schools and pupils who participated in this study were purposively sampled from Kuja and Maseno schools for the Deaf. Due to low enrollment in these schools, all pupils in classes 6 – 8 participated in the study. The pupils were divided into two categories: pre-lingually and post-lingually deaf. Head teachers and teachers of Kiswahili in the selected schools also participated in this study.

Data for the study was analyzed for descriptive statistics. Data collected and analyzed showed that pupils and teachers experienced several challenges. The most severe ones were lack of signs for Kiswahili words, negative attitude of pupils towards Kiswahili, insufficient learning resources and lack of understanding the language because learners have very limited vocabulary to use.

Recommendations made in line with the challenges experienced include; K.I.E to make adaptations in the curriculum so as to meet the learners' individual needs; increase time for Kiswahili lessons; translate the signs into Kiswahili and make Kiswahili language optional in the national examinations among others. Also suggested was a nation-wide study to determine the impact of the challenges at different levels of learning.