

**CHALLENGES TEACHERS FACE IN CURRICULUM
IMPLEMENTATION IN ORDINARY PRIMARY SCHOOLS PROVIDING
INCLUSIVE EDUCATION TO HEARING IMPAIRED LEARNERS IN
MARAkwET, KENYA**

BY

KISIGOT K. CHARLES



**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY IN EARLY
CHILDHOOD AND PRIMARY EDUCATION OF THE DEPARTMENT OF
CURRICULUM, INSTRUCTIONS AND EDUCATIONAL MEDIA OF MOI
UNIVERSITY ELDORE, KENYA**

SEPTEMBER, 2013



ABSTRACT

This study focused on the challenges teachers face in implementing curriculum in ordinary primary schools providing inclusive education to hearing impaired learners in Marakwet. The study was guided by the following objectives: to find out teachers' instructional preparation for handling the hearing impaired learners in regular classrooms, find out teachers' attitudes towards teaching hearing impaired in inclusive classrooms, investigate the instructional methods used by teachers in inclusive classrooms, establish the curriculum evaluation procedures used by teachers as per the government policy on inclusive education and find out other challenges experienced by teachers during curriculum implementation in ordinary classrooms with HI learners. The findings of this study will add knowledge and inspire the local community to provide resources that support learning of the hearing impaired and teacher instructional efforts, guide policy makers and generally inform society on inclusive education matters especially for the hearing impaired. This study was informed by the theory of social cultural activity and inclusion by Lev Vygotsky (1993) that implied that social interaction was useful in cognitive development as well as developing independence, learning independently and solving problems following adult and teacher guidance. The study was conducted in Marakwet districts of Elgeyo Marakwet County. The study employed descriptive survey design where data from hundred (100) teachers from ten (10) schools offering inclusive education in the ordinary schools was collected. Data from ten (10) head teachers of the selected schools were also collected. The study also collected data from two (2) Educational Assessment and Resource Centre personnel and one (1) Quality Assurance and Standards Officer in Marakwet districts. The study used Questionnaires, interview schedules and observation checklist as instruments for collecting data. Data collected was analyzed using Statistical Package for Social Sciences (SPSS) and descriptive analysis and presented using graphs, pie charts and tables. The study found out that most teachers in these schools were not trained on use of sign language and Special Need Education; teachers were ill prepared to handle inclusive classrooms with HI learners; hearing impairment was an obstacle to learning; teachers used ineffective methods of teaching; the regular curriculum was too rigid to respond to hearing impaired learners needs; there were no sign language interpreters in most ordinary schools and that learning in ordinary schools was teacher centered. The study recommends the following: teachers to be provided with the relevant training on Special Needs Education to cope up with the increasing number of HI learners joining ordinary schools; reviewing of the Curriculum and Syllabus of the ordinary schools to accommodate the HI learners and providing instructional materials to schools offering inclusive education.