ABSTRACT

The purpose of this study was to investigate factors that influence the implementation of the curriculum for the hearing impaired in Webuye School for the Deaf situated in Bungoma District of Western Province. The research design was a case study. The target population were teachers of Webuye School for the deaf. The sample size was 18 teachers. The sampling procedures used were simple random and stratified sampling. The following research instruments were used; questionnaires, interview and observation guides. Content validity used to establish the validity of the research instruments. For reliability, split half method was used. Pearson’s correlation coefficient between the scores of the two halves was used. While carrying out these interviews, special emphasis was put on the influence of the following factors on the implementation of the curriculum: Qualifications of the teachers and their training in special education, in-service courses, teaching and learning resources, physical facilities, the scope of the syllabus, methods of instruction and time allowed for the implementation of the curriculum. After analyzing the results, it was found that all the factors mentioned above combine to influence the implementation of the curriculum in Webuye School for the Deaf. For example, it was found that the school was understaffed in terms of man power to implement the curriculum. It was also found that almost all the teachers in the school are not trained in special education and the majority of them have never been in-serviced. On the basis of these findings, recommendations were then made. Professionalism should be improved on by the Government cooperating with Non Governmental Organizations (NGOs). This will ensure the increase of professional trained teachers at all levels in our schools and certainly will ensure a successful implementation of the curriculum for the hearing impaired. It was also recommended that the Ministry of Education particularly the Inspectorate should work hand in hand with the Teachers Service Commission (TSC) to ensure that the posting of the teachers and the teaching in schools like Webuye is going on smoothly. This can be achieved by posting teachers with relevant qualifications. For in-service courses, it was recommended that the duration should be extended to at least 3 weeks at any given time. Frequent workshops bringing together teachers from different environments and experiences should also be encouraged. For teaching experience, it was recommended that TSC should limit the number of unnecessary transfers of the teachers in order for the teachers to acquire enough experience. For teaching and learning experiences, it was recommended that the Government and NGOs should pull their resources together to ensure that the teaching and learning resources are adequate. For the scope of the syllabus, it was recommended that the government was to reduce on the number of examinable subjects. It was also recommended that special evaluation methods should be designed by the Kenya National Examination Council to cater for the interests of the hearing impaired. For the methods of instructions, it was recommended that only one sign language should be used in schools. This sign language that should have been decided upon should be culturally relevant to the Kenyan situation for its users. For the influence of time, it was recommended that the curriculum developers at the Kenya Institute of Education (KIE) should work in conjunction with other stakeholders to come up with appropriate time schedules that can give positive results. Suggestion for further research more research can be carried out on the role of the stakeholders in promoting education for the hearing impaired.