

Related Services Offered to Gifted and Talented Learners with Hearing Impairment in Inclusive Education Programmes in Kenya

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Abstract

The existence of the gifted and talented learners with hearing impairment in inclusive education programmes has had minimal attention. It is against this argument that this study sought to examine related services offered to gifted and talented learners with hearing impairment in inclusive education programmes in Kenya. The study was guided by the Critical Theory and it employed concurrent triangulation design within a mixed methods approach. The target population was made up of the Principal, 28 teachers and 208 gifted and talented learners with hearing impairment, at St. Joseph's Technical Institute for the Deaf in Kenya. Other respondents included, National Council for Persons with Disabilities, Quality Assurance and Standards and Educational Assessment and Research Center officers who were the Curriculum Support Officers in Siaya County, Kenya. The sampling technique used was purposive sampling. The research instruments were; questionnaire, observation checklist, interview schedule and focus group discussion. A pilot study was conducted in Bungoma County with a population of similar characteristics. The reliability of the research tools was ascertained through test-retest and was calculated using Pearson's correlation coefficient (r) to establish the extent to which the instruments were consistent in eliciting the same responses to determine reliability of the research instruments. Validity of the instruments was ascertained by experts who were the supervisors at Jaramogi Oginga Odinga University of Science and Technology. Qualitative data were analyzed by the use of content narrative and thematic analysis techniques and presented in direct quotes and narrative in line with the study objectives. Quantitative data were presented with the help of Statistical Package for Social Sciences (SPSS) computer programme version 22. The two groups of data were analyzed separately, and then followed by convergence model. In this model, data results were compared to make a conclusion. It was significant to carry out the study because it could become a major source of reference to policy makers, teachers, gifted and talented learners with hearing impairment in inclusive education programmes, curriculum developers and support service providers. The major finding was insufficient relevant related services offered to gifted and talented learners with hearing impairment in inclusive education programmes in Kenya. The study recommended that curriculum developers should put more effort on related services offered to the learners, technical education teachers' training should include an aspect of special needs education and a policy developed specific to the needs of gifted and talented learners with hearing impairment. The researcher concluded that provision of sufficient related services may allow gifted and talented learners with hearing impairment benefit from inclusive education programmes in Kenya.

Key Words: Special Needs Education, Inclusive Education, Related Services, Gifted

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