

**EDUCATORS' ROLE IN IMPLEMENTING KENYAN SIGN
LANGUAGE IN PRIMARY SCHOOLS FOR THE DEAF IN
MIGORI AND HOMABAY COUNTIES, KENYA**

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EDU-3-5157-3-2010



**A Thesis Submitted to The Faculty of Education and Social Sciences in Partial
Fulfillment for the Conferment of the Degree of Master of Education in Leadership
and Education Management of Kenya Methodist University**

2013

ABSTRACT

Good academic performance does not just happen, it is as a result of good teaching and overall effective leadership. Head teachers in academically improved schools involve themselves in improving instruction and training and are responsible for day to day assignment of duties and supervision of teachers. This study assessed the educators' role in the implementation of Kenyan Sign Language in primary schools for the deaf in Migori and Homabay Counties, Kenya. The study assessed the Educators' role in the institution of sound classroom management; management of teaching and learning resources; staff development and the head teacher's role in influencing teacher motivation with respect to the implementation of Kenyan Sign Language. Descriptive survey research design was adopted, census sampling was used to come up with the target population, the entire target population of 65 educators in all the five schools for the deaf in the two counties were sampled and included in the study. Data collection instruments included mainly the questionnaires with both structured and unstructured items for teachers and the interview schedule for the head teachers. The data collected was processed, organized and analyzed with the aid of the computer program, Statistical Package for Social Sciences (SPSS) and the results presented in frequency distribution tables, percentages and pie charts. The study established that Kenyan Sign Language was adequately used in maintenance of classroom discipline through effective communication to learners and counseling, and management of learners' behaviour. Procurement of the learning/teaching materials largely depended on the availability of funds and most of the institutions did not have learning resource centres. The findings from this study may enable the policy implementers in special needs education to address the issue of Kenyan Sign Language from a more informed position.