

A Reflection on Challenges Faced by Deaf Trainees in Effective Social Interaction in St. Angela Mumias Vocational School, Kakamega, Kenya

DOI: <https://doi.org/10.47175/rissj.v3i2.427>

| Brenda Mumbua Nzioka^{1*} | Ong'ang'a H. M. Ouko² | Isanda Becky³ |

^{1,2,3}Department of Early

Childhood and Special Needs
Education, Kenyatta
University

*brendanzioka@gmail.com

ABSTRACT

The purpose of the study was to establish the challenges deaf trainees face in their social interactions. The study focused on St. Angela Mumias Vocational School for the Deaf, Kakamega County. The study was anchored on the Theory of Mind by David Premack (1978). A case study design was adopted. The study target was 103, including 95 deaf trainees, one principal, and 7 trainers. Purposive sampling technique was employed to select 3 trainers and the principal, while simple random sampling was used to select 39 deaf trainees. This study adopted a mixed-methods data collection approach. Questionnaires comprising both open-ended and close-ended questions were used to collect data from the principal and deaf trainees. In contrast, semi-structured interview schedules were used to collect primary data from trainers. Quantitative data was coded and analyzed using Statistical Package for Social Sciences (SPSS version 21). Descriptive data was represented in the form of mean, median, mode, correlation, frequency distribution tables, graphs, pie charts, and percentages. Qualitative data were coded systematically by hand, analyzed thematically and presented in narrative form. The findings revealed that only 27.8 % of deaf trainees interacted with the hearing trainees and they also do not share their problems and secrets. Based on the results, the study recommends that the government, through the Ministry of Education, decentralize sign language training to the villages and community settings to assist in enhancing communication between the Deaf and the hearing.

KEYWORDS

deaf trainees; hearing peers; challenges; social interaction

INTRODUCTION

Social interaction refers to the dynamic, changing sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions of their interaction partner(s), (Okutoyi, Edwards, & Mbagaya, 2016). Children with hearing loss may experience lower levels of social inclusion than their typical hearing peers and communication skills may be an influential factor (Constantinescu-Sharpe, Phillips, Davis, Dornan, & Hogan, 2017).

In South Africa, during the 11th International conference for the World Federation of the Deaf (2015), the Deaf education and Deaf community in South Africa was one of the plans. This pointed out some challenges within the deaf trainees, one of them being the inability to integrate into mainstream society after they are done with schooling or training. This is because as deaf children grow, they cannot communicate with their family

members. After all, the members don't know sign language and are also hesitant to learn. At the same time, trainees can also not get to vocational centres because society is not ready for them (Tau, 2015). This limits their social interactions in an inclusive setting because they experience social stigma and prejudice during classroom interactions with peers, playground interactions and out-of-school interactions. Also, with deaf trainees, their levels of social interaction are limited to the time, duration and level of content with the interactions between them, their siblings, their parents, peers and their extended family (Blose & Joseph, 2017). This makes them feel embarrassed and ashamed while communicating with members of their families and peers in public places, with dissatisfaction from some extended family members who label and isolate them. Such unhealthy interactions with the extended family negatively influence their social interactive well-being (Moroe, 2018).

In East Africa, Tanzania, trainees with Hearing Impairment in vocational schools usually feel uncomfortable in the classroom when concentrating on their hearing problem because they want to be like their hearing peers, making them opt not to be part of the class and out of class activities (Weber, 2016). In 2004, the National Policy on Disability was enacted and social protection, non-discrimination, equality of opportunity, and recognition of the HI were some of the tenets (Tungaraza, 2018). These made families with deaf trainees ensure inclusion and take care of them just like any other child and provide the necessary care while interacting with the deaf trainees. Within families, parents (biological parents, primary caregivers, grandparents, aunts, uncles and older siblings) mould their children's abilities and behaviours as a primary mode of social interaction (Wamoyi, Wight, & Remes, 2015).

Deaf trainees at St. Angela vocational school have mild, moderate, severe and profound degrees of hearing loss. There are also hearing trainees within the institution making it an inclusive setting. This dramatically influences them because the trainees tend to group themselves and create close relationships depending on their various degrees of hearing loss, family backgrounds and levels of communication. As a result, this builds: misunderstanding, poor self-esteem, frustration, fear, unfamiliarity, social isolation, averseness and emotional problems (Hankins, 2015). Low-income family dynamics negatively influence the social life of deaf trainees (Otieno, Wanjohi, & Ouko, 2021). To create positive social relationships, a deaf trainee should have low, medium, or high social assertion, self-control, and social cooperation skills (Ashori, 2019).

In Kenya, studies on deaf children reveal that they are affected by prejudice, oppression, and rejection by other members of the society (Imonje & Nyagah, 2018). They have poor relationships with hearing peers compared to deaf peers. However, only a few studies focus on the social interaction of deaf trainees and most on young children. Also, most focus on educational achievement leaving out the social aspect. Specifically, the study sought to establish challenges associated with social interactions among deaf trainees, in St. Angela Mumias Vocational School for the Deaf, Kakamega county, Kenya.

Empirical Studies and Knowledge Gaps

Deaf trainees often cope with social interaction difficulties in daily life situations and these make challenges exist between them and the people they interact with. When deaf trainees enter a vocational school, they experience more social difficulties as language and communication become more important with age. This is important for social interaction (S. D. Antia & Kreimeyer, 2015). Deaf trainees do not work well in an inclusive environment due to limited social interaction with their hearing peers. As a result, they see themselves as visitors rather than members (Yiu & Tang, 2014). When family members do

not use sign language to communicate, deaf trainees may suffer from emotional and communicational isolation within the family (Berkowitz & Jonas, 2014). In Nigeria a study titled *Parenting Children with Hearing Impairment: The Milieu of Parents' Practices and Experiences* whose findings were presented in a journal of intellectual discourse parents of children below twelve expressed that fighting among deaf children is a phenomenon and temper is one of the aggressive behaviours since they become angry very easily in cases where they have problems with their friends and siblings instead of solving in a better way they end up physically hurting one another (Badzis & Idris, 2019)

RESEARCH METHODS

Research Design and Target Population

The study adopted a case study design because it allows the researcher to conduct an in-depth analysis of a phenomenon. It also used key informant interviews that allowed the informant (teachers of deaf trainees) to speak freely and confidently (Orodho, 2012). Survey research was used in studies in which an individual as unit of analysis. It involves some individuals who must serve as respondents of informers. Descriptive survey designs were used since they tend to be utilized when gathering data about individuals' convictions. The target population comprised 95 deaf trainees, the school head and 7 trainers in the vocational unit, making it 103.

Sampling techniques and Sample Size

generalization. As a result, the researcher sought 40% for trainees and trainers. The researcher used proportional allocation for this study as shown below:

$$ni = n * \frac{Ni}{N}$$

Where “*ni*” is the sample size in the *i*th group, *N* is the total sample size, *n* is the sample size and “*Ni*” is the group size.

Therefore, 3 out of 7 trainers were selected depending on how long the trainer has been within the institution.

For the trainees, simple random sampling was employed because the population within the vocational unit is adequate. Thirty-nine girls were randomly selected from the class attendance lists, above a third of the total population.

Research Instruments

The survey utilized questionnaires and interview schedules to gather data from the respondents. Questionnaires were used in collecting data from the deaf trainees and school principal and interview schedules for their trainers.

Pilot Study

The pilot study was done before the real research to ensure that all items in the instruments were clear and prevent vagueness of the items. It was conducted in St. Angela Mumias vocational school where 2 trainers and 10 deaf trainees participated. This is because they were in the same environment and had characteristics similar to those who will be involved in the study. The 12 participants selected did not take part in the actual survey, as this was done by the researcher herself with the aid of class trainers. Piloting was done to check the legitimacy and unwavering quality of investigate rebellious. The instruments were evaluated for substance legitimacy which is the extend to which the shape inner parts such as the utilize of rectify dialect, decision structures and whether demands are to the rise to

of the imagined respondent. The analyst utilized certified devices to talk the points of the study. Reliability was established using the test-retest method applying the Spearman rank-order formula. A correlation coefficient of 0.87 was found which was more than recommended 0.7.

Data Collection Procedures, Analysis and Presentation

Before data collection, the researcher inquired for consent from National Commission for Science Innovation and Development (NACOSTI). Amid the information gathering prepare, the researcher gone by the schools and made courses of action for gathering information. Questionnaires were self-administered to the respondents and afterward meet sessions were organized on the concurred date helpful to the school. Quantitative data is collected and recorded through questionnaires; at that point the edited, coded, and tabulated data is analyzed utilizing the 24th edition of the Statistical Software Package for Social Sciences (SPSS). The rates and measurable frequencies portrayed are utilized for closed-ended questions. Also, frequency tables and bar graph presentation were used.

RESULTS AND DISCUSSION

General and Demographic Information

The respondents were inquired to indicate their age. The results were tabulated in Table 1.

Table 1. Age of Respondents

Age group (years)	Deaf trainees	
	f	%
13- 15 years	12	33.3
16-19 years	18	50.0
20-25 years	6	16.7
Total	36	100%

As indicated by the outcomes in Table 1.1, 50.0% of the deaf trainees in this research were aged between 16 and 19 years, 16.7% between 20-25 years and 33.3% between 13-15 years. The results revealed that most of the deaf trainees who took part in this study were aged between 13 and 19 years.

Social Interaction between Deaf trainees and their peers

The study looked at the social relationships among deaf trainees. This was done to evaluate who they interact with while in school because it is an inclusive setting. This was also to help point out communication and participation in activities both in and out of class.

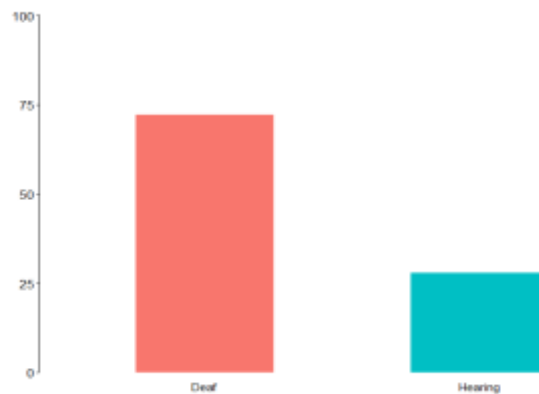


Figure 1. Presents the Results

Figure 1. shows that, majority of the deaf trainees (72.2%) interacted with the deaf trainees, whereas 27.8 % interacted with the hearing trainees. This means that more than a seventh of the deaf trainees interact closely with their fellow deaf trainees compared to those who closely interact with their hearing peers. This concurs with the studies of Getachew & Mulukwen (2017) and Yuhan (2013) who emphasized that deaf children in inclusive education settings have close relationships with their deaf counterparts because they use the same language and informal senses but, face difficulties in interacting and forming positive relationships.

From this, the researcher wanted to understand the respondent's associations with the people they closely interact with while in school. This was done through the administration of a 4-level Likert scale as seen in **Table 2** below:

Table 2. Relationship with Trainees

	Overall (n=36) <i>n (%)</i>	Deaf (n=26) <i>n (%)</i>	Hearing (n=10) <i>n (%)</i>	P values -
Sharing ideas				
Agree	28 (77.8)	23 (88.5)	5 (50.0)	0.041
Disagree	8 (22.2)	3 (11.5)	5 (50.0)	
Sharing new knowledge				
Agree	31 (86.1)	24 (92.3)	7 (70.0)	0.232
Disagree	5 (13.9)	2 (7.7)	3 (30.0)	
Freely communicate with peers				
Agree	31 (86.1)	2 (84.6)	9 (90.0)	1.000
Disagree	5 (13.9)	4 (15.4)	1 (10.0)	
Good relationship				
Agree	32 (88.9)	22 (84.6)	10 (100.0)	0.469
Disagree	4 (11.1)	4 (15.4)	0 (0.0)	
Freely participate in-class activities				
Agree	27 (75)	17 (65.4)	10 (100.0)	0.086
Disagree	27 (75)	9 (34.6)	0 (0.0)	
Freely participate in games and out of class activities				
Agree	28 (77.8)	18 (69.2)	10 (100.0)	0.123
Disagree	8 (22.2)	8 (30.7)	0 (0.0)	
Sharing problems				
Agree	17 (47.2)	13 (50.0)	4 (40.0)	0.868
Disagree	19 (52.8)	13 (50.0)	6 (60.0)	
Sharing secrets/private information				
Agree	16 (44.4)	15 (57.7)	1 (10.0)	0.0274
Disagree	20 (55.6)	11 (42.3)	9 (90.0)	
Understanding one another/coming to conclusion				
Agree	29 (80.6)	21 (80.8)	8 (80.0)	1.000
Disagree	7 (19.4)	5 (19.2)	2 (20.0)	

Table 2 shows the interaction results between the deaf trainees and their fellow peers (both hearing and deaf). The interaction questions between the deaf trainees and their peers were transformed from 4 to 2 scales: Agree (Strongly agree and agree) and Disagree (strongly disagree and agree).

The results revealed that the majority of the deaf trainees, 77.8% shared ideas, 86.1% shared knowledge, 86.1% freely communicated with peers, 88.9% had a good relationship with peers, 75% voluntarily participated in the class activities, 77.8 voluntarily participated in games and out of class activities, and 80.6% had a good understanding with one another or concluding with their fellow peers. The sharing of ideas and knowledge among the deaf trainees facilitates effective communication and hence enhances social interaction. The outcomes are reinforced by the findings of Fannin (2013) who established that during interactions, deaf trainees apply the rules of social interaction through: persistence in contact, information sharing, cultural norms, ability to disclose personal aspects of their lives, communication freedom and self-determination which allow them to discuss in pairs, small groups or large groups within a given setting or activity. Also, the study results also indicate that trainees have good relationship with other peers as indicated. The functional relationship among the deaf trainees enhance social interaction. (Kigotho, 2016) noted that the good relationship among the deaf trainees contribute strengthening the bonds among them as they associate.

The participation of deaf trainees in every activity depends on several factors such as environment, personal characteristics, and environmental factors. These will affect their interaction with each other. These findings corroborate with the results of (Getachew & Muluken, 2017) who established that deaf trainees reported to have valuable social relationships with their deaf equals because they can interact with each other through sign language and informal senses. However, this is affected by the age of trainees and their levels of hearing loss because during integrated activities like play they group themselves. Furthermore, it is also affected by the social class of the deaf individuals which is molded from home by their families and parents.

In addition, there was a significant association between deaf trainees sharing knowledge between hearing and deaf trainees (P-value = 0.041) and sharing secrets/private information between hearing and deaf trainees (P-value = 0.027). However, the majority of the deaf trainees, 52.8%, did not agree to share their problems, and 55.6% did not share their secrets/private information with their peers. This corroborates with the findings of Marschark and Kigotho who noted that, Deaf children are at risk of social learning because of limited social-emotional experiences, social skills and emotional maturity. They experience emotional insecurity and are difficult to develop trust because of previous incidents that may have occurred at the family level.

Challenges faced by deaf trainees in social interaction.

Hearing loss adversely affects the way people interact socially and their self-confidence. Hearing loss can cause loss of self-confidence, tension, depression, misery, and anxiety (Hankins, 2015). The purpose of the study was to identify the challenges faced by trainees with hearing impairments in social interaction. The results are shown in Table 1.3.

Table 3. The social challenges faced by deaf trainees

No	Statements	Mean	SD	Item importance	Importance level
1	I am having difficulty interacting with family members	1.84	0.90	7	Low

2	I am having difficulty interacting with friends	1.73	0.75	10	low
3	I feel discrimination between me as a deaf and my normal brothers	2.08	0.83	3	Low
4	In my life, I do not practice social activities inside the school or the stage that followed	1.84	0.48	6	Low
5	I am not involved in any social activity outside of school	2.66	1.22	1	Medium
6	I do not communicate through social media networks with deaf or hearing impaired people.	1.84	0.72	8	Low
7	I feel afraid of dealing with others	2.34	0.86	2	Medium
8	I feel like an unwanted person	2.08	0.77	3	Low
9	I feel like a pathetic person	1.89	0.70	6	Low
10	I suffer from social and psychological problems, and feel the need for a social or psychological assistant.	1.93	0.59	5	low

The values displayed in table 3: (7) affirm that the social difficulties confronting the deaf were in the low level and the qualities for the members about friendly difficulties were from (2.66 - 1.73) which is between medium to low, statement (5) (I am not engaged with any friendly action outside of school) positioned first with (2.66 out of 5.00) which is of medium, and Statement (2) (I am experiencing issues collaborating with companions) positioned last with (1.73 out of 5.00) and it is at low level. This can be clarified by the outcomes gotten from investigations of Holman, Drummon, Hughes, and Naylor, (2019), Frajtag and Jelinic, (2017); Mulwafu, Kuper and Ensink, (2016), that asserted that hearing loss causes social confinement and cooperation challenges with children, Besides, hearing misfortune impacts people's connection with others, family, companions, and environmental factors. Notwithstanding, the assertion (7) is at the second matches with Holman, Drummon, Hughes, and Naylor, (2019), which referred to that meeting impeded guaranteed an absence of comprehension and sympathy from encompasses, family members. Social connections and fellowships in youth are related with a broad scope of variables connected with mental prosperity. They can be viewed as defensive elements against life stressors and formative difficulties, for example, those looked by deaf children. Family and schools are significant agents of socialization and child's socialization relies upon accomplishment of their coordinated effort.

One of the trainers was also asked to explain some of the challenges faced by deaf trainees in their day to day social interactions. She narrated that:

“When certificate students join school they don't want to participate in extra-curricular activities and in class they work in isolation. Differential in sign language affect them and this stops them from building new relationships. Some view others as they are from different socio-economic class. The worst happens when they realise amongst them there are hearing peers” (Trainer 1V-Questionnaire)

Another trainer also noted that:

“In the certificate class most trainers have low self-esteem and avoid participating in games and class activities. When we give them assignments to do in groups, they sometimes refuse and prefer doing individually..... They also do not like sharing their problems with others and in situations of disagreements they rarely discuss peacefully and end up fighting...” (Trainer II-KII)

This finding indicated that deaf trainees face challenges in building new relationships and feel that they are viewed differently by the hearing just as noted by (Yiu & Tang, 2014). Similarly, deaf teenagers find difficulties being part of a new group that they are not used to and have challenges in various transitions such as from secondary school to vocational or from primary school to vocational this creates a significant challenge in promoting social interaction among them such that they cannot comfortably participate in curricular and extra-curricular activities within the school. DeCaro and Foster conclude that deaf trainees experience sensations of depression in school since they can only with significant effort take part in friendly exercises with their companions because of communication challenges. They may likewise start recognizing themselves as helpless people and try not to participate in school activities (DeCaro & Foster, 2018). They also have angry outbursts and end up fighting in moments of solving arguments; such violent behavior inhibits the social well-being of the deaf trainees because it creates interpersonal problems. This corroborates with the findings of Badzis and Idris although in this case it is experienced among teenagers (Badzis & Idris, 2019).

CONCLUSION

Deaf trainees feel lonely in school because they cannot easily participate in social activities with their peers due to communication difficulties, forcing them to group themselves into minority groups. They also begin to think that they are unarmed people and avoid participating in school activities. Many deaf trainees report that although they participate in social activities with their hearing peers, their relationship is short-term and casual. The trainees also have interpersonal problems that are a result of the inability to peacefully solve problems and arguments.

Recommendation

The government through the Ministry of Education needs to decentralize KSL training to the villages and community settings to assist in reducing communication and interaction challenges between deaf trainees and other members of the society including the family which is the basic unit of any society.

REFERENCES

- Antia, S., Knoors, H., & Marschark, M. (2019). Co-enrollment and the education of deaf and hard-of-hearing learners: Foundations, implementation, and challenges. In Co-enrollment in deaf education. (pp. 1-24). New York, NY, US: Oxford University Press.
- Antia, S. D., & Kreimeyer, K. H. (2015). Social competence of deaf and hard-of-hearing children: OUP Us.
- Ashori, M. (2019). The effectiveness of life skills training on the social skills of deaf students. *Biomed J Sci & Tech Res*, 19(3), 14276-14280.
- Badzis, M., & Idris, R. G. (2019). Parenting children with hearing impairment: The Milieu of parents' practices and experiences. *Intellectual Discourse*, 27(SI# 2), 899–921-899–921.
- Berkowitz, M. C., & Jonas, J. A. (2014). Deaf and hearing siblings in conversation: McFarland.
- Blose, Z. M., & Joseph, L. N. (2017). The reality of every day communication for a deaf child using sign language in a developing country. *African health sciences*, 17(4), 1149-1159. doi:10.4314/ahs.v17i4.24

- Constantinescu-Sharpe, G., Phillips, R. L., Davis, A., Dornan, D., & Hogan, A. (2017). Social inclusion for children with hearing loss in listening and spoken Language early intervention: an exploratory study. *BMC Pediatrics*, 17(1), 74. doi:10.1186/s12887-017-0823-y
- DeCaro, P. M., & Foster, S. B. (2018). Interaction between deaf and hearing students in postsecondary educational settings. In *Deaf students in postsecondary education* (pp. 118-146): Routledge.
- Getachew, W., & Muluken, A. (2017). Academic and Social Conditions of Deaf Children in Inclusive Educational Setting: The Case of Selected Primary Schools of North Gondar Zone, Ethiopia. *Research on Humanities and Social Sciences*, 7(21), 9-20.
- Hankins, R. C. (2015). Social Interaction between deaf and hearing people.
- Hayes, A. M., & Bulat, J. (2020). Disabilities inclusive education systems and policies guide for low-and middle-income countries.
- Imonje, R., & Nyagah, G. (2018). Influence of capacity building of academic teaching staff in mainstreaming disability interventions for students with special needs in public universities in Kenya. *International Journal of Humanities and Social Sciences (IJHSS)*, 7(6), 55-68.
- Kigotho, L. W. (2016). Barriers faced by students with hearing impairment in inclusive learning environment, a case of the University of Nairobi. University of Nairobi,
- Moroe, N. (2018). The experiences of hearing young-adults growing up in deaf-parented families in Gauteng.
- Okutoyi, J., Edwards, K., & Mbagaya, C. (2016). Effects of Stuttering on Social Interaction among Young Adolescents in Kakamega County, Kenya. *Scholars Journal of Arts, Humanities and Social Sciences*, 4, 828-835. doi:10.21276/sjahss.2016.4.7.12
- Olsson, S., & Gustafsson, C. (2021). Longing to Belong : Hard of Hearing Young Adults' Experiences of Social Identity and Group Membership. Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:mdh:diva-54773>
- Orodho, A. (2012). *Techniques of Writing Proposals and Research Reports in Education and Social Science Research Methods*: Maseno. Kenya: Kanezja Publishers.
- Otieno, O., Wanjohi, G., & Ouko, H. (2021). Family Income Dynamics' Ramification Pre-Primary School Pupils' Reading Readiness in Siaya in Kenya. *International Journal of Research and Innovation in Social Science (IJRISS)*, v(v).
- Pandey, P. P. a. M. M. (2015). *Research Methodolody: Tools and Techniques*. Retrieved from Romania:
- Powell, D., Hyde, M., & Punch, R. (2013). Inclusion in Postsecondary Institutions With Small Numbers of Deaf and Hard-of-Hearing Students: Highlights and Challenges. *The Journal of Deaf Studies and Deaf Education*, 19(1), 126-140. doi:10.1093/deafed/ent035
- Roslan, S., Azizan, C., Chong, A., & Asimiran, S. (2015). Personality-Major Congruence among the Hearing-Impaired Students in Malaysian Polytechnics. *Asian Social Science*, 11. doi:10.5539/ass.v11n26p337
- Tau, I. (2015). Deaf children remain seen, not heard. Retrieved from <https://health-e.org.za/2015/09/29/deaf-children-remain-seen-not-heard/>
- Terlektsi, E., Kreppner, J., Mahon, M., Worsfold, S., & Kennedy, C. R. (2020). Peer Relationship Experiences Of Deaf And Hard-Of-Hearing Adolescents. *J Deaf Stud Deaf Educ*, 25(2), 153-166. doi:10.1093/deafed/enz048
- Tungaraza, F. D. (2018). Sixty years of special needs education in Tanzania: Celebrating audacity, commitment and resilience. *Papers in Education and Development*(31).

- Wamoyi, J., Wight, D., & Remes, P. (2015). The structural influence of family and parenting on young people's sexual and reproductive health in rural northern Tanzania. *Culture, Health & Sexuality*, 17(6), 718-732.
- Weber, M. L. (2016). 10 Challenges Deaf Students face in The Classroom. Retrieved from <https://www.gettingsmart.com/2016/08/21/10-challenges-deaf-students-face-in-the-classroom/>
- Wells, T. S., Nickels, L. D., Rush, S. R., Musich, S. A., Wu, L., Bhattarai, G. R., & Yeh, C. S. (2020). Characteristics and Health Outcomes Associated With Hearing Loss and Hearing Aid Use Among Older Adults. *Journal of aging and health*, 32(7-8), 724-734. doi:10.1177/0898264319848866
- Wolters, N., & Isarin, J. (2015). Reciprocity in school peer relationships of deaf and hard-of-hearing early adolescents: Promoting empowerment. In *Educating deaf learners: Creating a global evidence base*. (pp. 311-335). New York, NY, US: Oxford University Press.
- Yiu, K.-m. C., & Tang, G. (2014). Social integration of deaf and hard-of-hearing students in a sign bilingual and co-enrollment environment. *Bilingualism and bilingual deaf education*, 342-367.