

**HEARING IMPAIRED PUPILS' SELF-ESTEEM AND THEIR
ATTITUDE TOWARDS SCHOOLING IN
PUBLIC PRIMARY SCHOOLS IN
GUCHA DISTRICT-KENYA**

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In partial fulfillment of the requirements for the
Degree Masters in Special Needs Education

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DECLARATION A

"I declare that this thesis is my original work and has not been presented for a degree or any other academic award university or institution of Schooling."

Signature _____

Isaac Ole Turett

DATE: _____



DECLARATION B

"I confirm that that the work reported in this thesis was carried out by the candidate under my supervision."

Signature: _____

Supervisor's name:

DATE: _____

DEDICATION

This thesis is dedicated to my beloved parents for their encouragement, sacrifice and unmovable love that led to realization of this work.

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LIST OF ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome.
FPE	-	Free primary Education.
UPE	-	Universal primary Education
EFA	-	Education for All.
BASIC EDUCATION	-	Basic education Development Education.
MOE	-	Ministry of Education.
GER	-	Gross Enrollment Rate
UNESCO	-	United Nations Education Scientific and cultural Organization
HIV	-	Human Immunodeficiency Virus.
SMG	-	Schools Management Guide

ABSTRACT

This study was carried out in public primary schools in Gucha district, Kenya. It explored the relationship between hearing impaired pupils' self esteem and their attitude towards schooling. The objectives of the study were to determine the degree of hearing impaired pupils' self esteem in public primary schools, Gucha district, to examine the level of pupils' attitude towards schooling, as well as to establish the relationship between the hearing impaired pupils' self esteem and their attitude towards schooling. Using a description survey and descriptive correlational design , a total of 120 primary school pupils of classes 5,6,7,and 8, all of whom were hearing impaired from ten primary schools in Gucha district , Kenya, participated in the study. The data were analysed using means, percentage distribution and pearson's product moment correlation. It was found out that the degree of hearing impaired pupils' attitude towards schooling was high (mean, 2.69), hearing impaired pupils' attitude towards schooling was high, and the relationship between hearing impaired pupils' self- esteem and their attitude towards schooling was significant (sig, 0.000). It was recommended that parents with children who have hearing related problems should not only comfort them to feel confident but also, from time to time, show them love, concern, care, guide and counsel them.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Hearing impairment is among the challenges affecting children globally, through in many countries the statistics in the national achieve are not available (Anna, 2010) . It is estimated that more than 250 million people in the world have hearing impairment challenges. Also, it is estimated that in Africa south of the Sahara, more than 1.2 million children aged between five and 14 years suffer from both moderate and severe hearing loss. This affects many things such as pupils' self esteem and attitude towards schooling.

1.1 Historical Perspective

Africa as a continent has a predominantly younger population and poverty is among the problems Africa is facing. This can portly explain the fear that the young are of getting diseases which can cause among other things, hearing loss (Constance, 2007)

Kenya as one of the developing third world countries has the prevalence of hearing loss according to the 2007 national survey for persons with disability. 4.6% of the total population of about 40 million people have some disability .Of this population 12% were persons with hearing loss. In Gucha district it is estimated a hearing loss but the number might change if good research is done by use of standardized tools.

That is why the researcher had to undertake this research study on hearing impaired pupils self esteem and attitudes towards Schooling to ascertain the challenges they face in Schooling. It is therefore geared to break the gap the number of hearing loss and effects through applying preventive, curative and intervention strategies to improve the learner's attitudes towards Schooling in inclusive setting.

Every child has a right to education. The state has agreed to take all measures including affirmative action programme to ensure that the children access relevant

education, (constitution of Kenya, 2010).It is further stated in the same Constitution that persons with disabilities should be assisted to access education. Many are the people with disabilities the hearing impaired pupils. Wekesa (2006) argues that the Republic of Kenya recognizes the importance of basic education development centers. The centers accelerate the attainment of Education for all (EFA).

Self-esteem wants have a relationship with self-opinion (D'souza, 2009). There is an agreement that if learners have no desire for strength, mastery, competence and, achievement there would be nothing worthwhile learnt in education (Okech ,1986) .From Erickson's first two progressive stages in his psychosocial hearing impaired curriculum policy ,we learn the need of teaching and Schooling materials being consistent to consolidate the hearing impaired pupils' self-esteem and attitudes towards Schooling, values of trust, love and independence (Nyambega, 2007). Motivation is a desired to perform something D'souza (1999). Developing the hearing impaired pupils' self-esteem and attitudes towards Schooling is the obligation of an effective teacher.

With the introduction of free primary education in Kenya, many pupils were, up to the present, enrolled in public primary schools. The public were motivated to take all children to school, including the disabled such as the hearing impaired children. Some parents of the hearing impaired pupils were however reluctant to take their children to school because they perceived them as pupils who were not likely to grasp the content taught in and outside class. With time however, given the government and many non government organisations' intervention to sensitise the masses, parents started taking such children to school (Nyambega, 2007). A reasonable number of hearing impaired pupils are now in school.

1.2 Theoretical Perspective

This study was based on the behaviorist theory which was propounded by skinner, a psychologist. It was chosen because of its relevance in linking the two variables.

1.3 Conceptual Perspective

This study addressed two variables namely, hearing impaired pupils' self esteem as an independent variable, and attitude towards schooling as a dependent variable. Hearing impaired pupils are the primary school pupils who have problems with the sense of hearing. They do not hear properly and some do not hear at all.

Self- esteem means one's level or extent of self- confidence which makes one believe in one self and feel that he or she is capable like others.

1.4 Contextual Perspective

Given the efforts of the government of Kenya, civil societies, as well as those of the non governmental organizations, many parents have realized that even the hearing impaired children need to be given chance to study like the rest of the children who are physically not challenged. Many of these pupils study with other pupils who are physically alright. It is however claimed that some pupils give them nick names, others laugh at them, something which is suspected to reduce self esteem among them. It is however not clear as regards the level of their self- esteem and their attitude towards learning. The study was thus conceived carried out.

1.5 Statement of the Problem

Given the free primary education in Kenya and the Government's improved awareness programmes on the purpose of educating children, irrespective of whether they are disabled or not, a good number of parents have responded positively and have taken children to school. Despite this, the hearing impaired pupils' self esteem as well as their attitude towards schooling seem to be low (Fatuma, 2006). However, the authors who raise such claims do not base on empirical data. The current study was thus carried out to establish the level of hearing impaired pupils' self esteem and how it affects their attitude towards schooling.

1.6 Purpose of the Study

The purpose of this study was to investigate how the hearing impaired pupils' self-esteem affect their attitude towards schooling.

1.7 Research Objectives

This study was carried out:

1. To determine the level of hearing impaired pupils' self esteem in public primary schools, Gucha district.
2. To establish the level of pupil's attitude towards schooling in public privacy schools in Gucha district.
3. To establish the relationship between the level of hearing impaired pupils' self esteem and their attitude towards schooling.

1.8 Research Questions

This study was carried out to answer the following questions:

1. What is the level of hearing impaired pupils self esteem in public primary schools in Gucha district, Kenya,
2. What is the level of pupils' attitudes schooling in public primary schools in Gucha district, Kenya?
3. Is there a relationship between the level of hearing impaired pupils' self esteem and their attitude towards schooling?

1.9 Null Hypotheses

There is no significant relationship between hearing impaired pupil's self-esteem and their attitudes towards schooling in public primary schools in Gucha District, Kenya.

1.11 Scope

Geographical Scope

This study was conducted in Gucha District. The area is based on agricultural economy. It was chosen for having a relatively big number of pupils in schools that have hearing-related challenges.

Content Scope

The variables in the study included the hearing impaired pupils' self esteem as an independent Variable and attitudes towards schooling as a dependent variable. The study intended to establish how hearing impaired pupils' self esteem affects their attitude towards schooling in public primary schools in Gucha district, Kenya.

1.12 Significance of the Study

It is hoped that the findings of this research would enable the schools to initiate instructional structures and methodologies in the Hearing Impaired Department with an aim of improving Hearing impaired Self-esteem and attitudes towards so as improve their participation and academic performance within Gucha Districts elected Primary School. That would therefore enhance overall participation and academic performance. The improved participation and grades would improve the rate of transition to higher levels. At the department level, the head of Hearing impaired was provided with data and results of possible solutions to questions that could stand to support efforts to increase the hearing impaired pupils' self-esteem and attitudes, teacher professionalism and instructional procedures. The study shall contribute valuable curriculum implementation information to the various education stakeholders in the Gucha District Primary Schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This study was based on the behaviorist theory propounded by Skinner. The theory states that human and animal behaviors are determined by learning and reinforcement. Whether by classical conditioning or operant conditioning, species acquire new skills, deepening on the effects these skills have on the specie's environment. If an action proves to have a positive outcome (e.g., if by pressing a button, a rat receives food), the organism is more likely to continue to repeat this behavior. However, if the outcome is negative (e.g., if by pressing a button, a rat receives a shock), the organism is less likely to repeat the behavior.

Skinner, and Stimulus-Response (S-R) adherents, believed that behaviorist theory could be used to infer a learning history they held that one could take an animal or person, observe its/his/her behavior, and figure out what had been reinforced previously. Behaviorist reduced all responses to associations, to a pattern of positive and negative reinforcement that establishes links between stimuli and their environmental antecedents and consequences. Responses that were reinforced would be repeated, and those that were punished would not. Therefore what teachers and pupils do in classrooms have effects on pupils learning, the language, methods used by teachers, evaluation procedures, feedback given to pupils in form of rewards and punishments play a big role in leaning and assessment of pupils.

These associations between stimuli, actions, and responses could explain every aspect of human and animal behavior and interaction, but one seemed particularly problematic for the behaviorist theory: language. In 1957, Skinner published his book, *Verbal Behavior*, in which he attempted to apply his form of operant conditioning to language learning. A basic assumption of his was that all language, including private, internal discourse, was a behavior that developed in the same manner as other skills.

He believed that a sentence is merely part of "a behavior chain, each element of which provides a conditional stimulus for the production of the succeeding element.

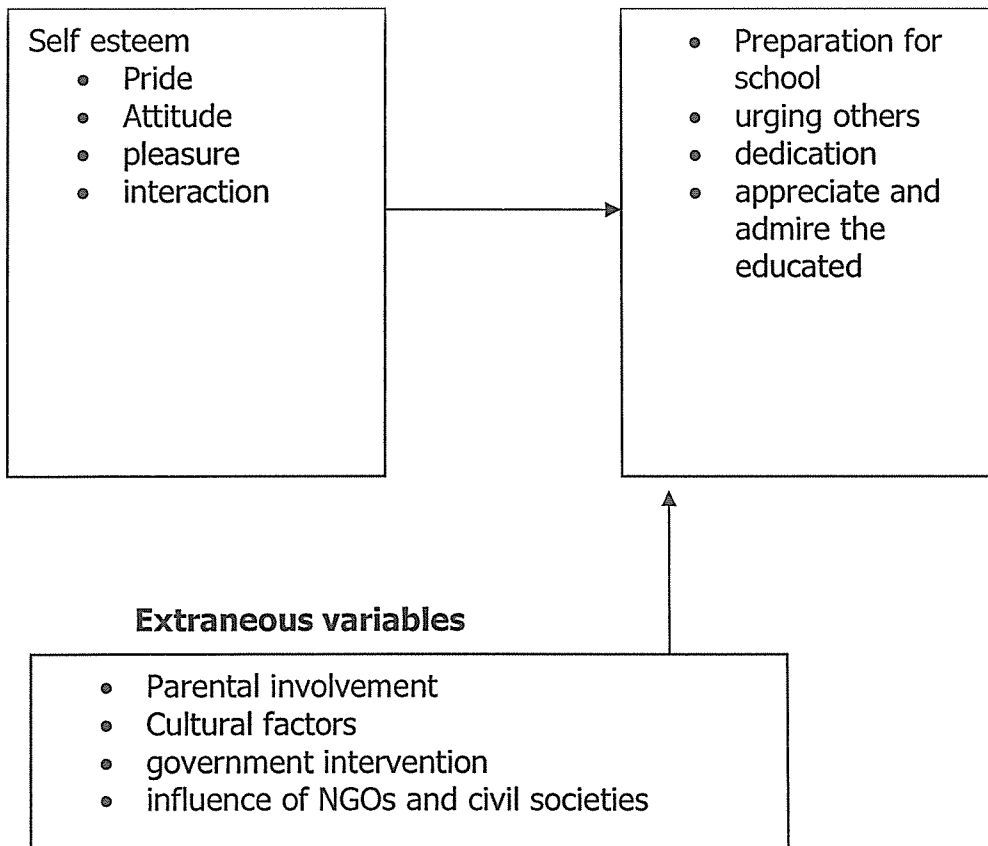
The probability of a verbal response was contingent on four things: reinforcement, stimulus control, deprivation, and aversive stimulation. The interaction of these things in a child's environment would lead to particular associations, the basis of all language.

The theory is based on the Premise that effective language behavior consists of producing responses to the correct stimuli. The link between stimuli and responses becomes habitual as a result of getting reinforcement. If a child produces an utterance which is appropriate to the situation, the mother will reward him or her with some sign of approval. And the response is more likely to occur in similar situations in the future time. If the child produces an utterance which is inappropriate to the situation, he or she will not be rewarded consequently, the child will not repeat the same situation.

2.2 Conceptual Framework

Self- esteem (IV)

Attitude towards school (DV)



The conceptual framework shows that the independent variable affects the dependent variable. It shows that the hearing impaired pupils' self esteem such as in terms of their pride, attitudes, pleasure and interaction with others can affect the way they like schooling, such as in terms of how they prepare to go to school, urging their colleagues to love schooling, the level of dedication as well as appreciating the educated, to be like them in future.

The extraneous variables indicate that the determinants of the hearing impaired pupils' attitude towards schooling are not only their self esteem, but also other factors like parental involvement, cultural factors, the involvement of the government, as well as the involvement of non government education.

2.3 Related Literature

Hearing impairment

The term hearing impairment has been defined in different ways by different authors. It refers to a genetic term indicating a hearing disability that may range in severity from mild to profound. It includes the subjects of deaf and hard of hearing this according to James M. Kauffman (1982).

According to Paul & Quigley (1994), Hearing losses are defined in terms of degree of loss, the age at which the loss occurs and the type of loss for some it is described as slight-to-moderate hearing loss (Moore (1989).

A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition with or without a hearing aid. A hard of hearing person is one who generally it's the use of a hearing aid has a residual hearing sufficient to enable successful processing of linguistic information through audition (A report of the ADHOC committee of define deaf and Hard of hearing (1975)

The severity of the hearing losses is determined by the individual's reception of sound as measured in decibels db. Also between 15 and 25 db is considered slightly

increasing degrees of loss range from mild to severe and profound hearing impairment or to use more common term deafness (Moore 1996)

According to (Okumbe, 1999). Oketch et.al (1986: 33) The waking up early to go to school is a challenge. It should be clearly stated that if there no high rate of self-esteem there is no waking up early to go to school. The degree of self-esteem stimulates communication, perfect and sharpen self expression in the hearing impaired pupils, contends that education should uphold the hearing impaired pupils' confidence .they should hence feel the urge to attend school/classes even if it rains. Therefore that goes to satisfy their needs of being valuable citizens. The researcher to determine the challenges of the hearing impaired pupils' self-esteem and attitudes towards Schooling to try and confirm their importance in objective achievement. Objectives accomplishments are the standards for special education curriculum evaluation is gauged.

The hearing impaired pupils feel that they don't have a number of good qualities. That all in all, is inclined to feel that theirs is a failed story. They feel that they are unable to do things well as most other people. They are unlikely to do all class assignments in time. Properly that was due to low self-esteem; making them feels they have little to be proud of. The inability to educate the hearing impaired pupils by paying attention to self-esteem might have far reaching effects within the communities in not very far future.

The problem of integrating students with special needs has not been adequately addressed .Fatuma (2006) urges that although the abolition of fees in primary enables the government achieve progress in its goal of provision of UPE some parents were still shied of due to fear of stigmatization. Further still any school punished makes them hate school the hearing impaired children subjected to that state results in their school drop outs. Jomiten declaration on education for all (EFA, 1990) made Kenya recommend strategies that would ensure the attainment of basic education. But as Kenya settles into the 21st century, hearing impaired pupils' educational disparity and inequality in education is being observed (Dakar world education in Forum 2000).

According to Hogan (2007), the hearing impaired pupils' do not take a positive attitude towards themselves. Hogan has argued that therefore they don't set clear strategic Schooling concept. On the whole, they are unsatisfied with self. Properly they are not aware that if they study well their future will be bright that would focus the them to concentrate on specific content to be learned within a specific time. They certainly feel un-useful at times since the government has not demonstrated seriousness in terms teacher employment or provision of teaching/Schooling materials. The Education for all (EFA) goal number one obligated the government to expand and enhance comprehensive hearing impaired child Development Programme as essential towards achieving basic primary education goals (NECDP ,2006).They therefore mostly find it unpleasant to be members of the deaf community

The Constitution of Kenya states in Article 28 that every person has inherent human dignity which the school head teacher as custodian of welfare, morality and role model should display cultivates and develops. Administration and management is the key component in improving the hearing impaired pupils' self-esteem attitudes towards schooling. It helps to keep abreast what is happening in a classroom. Effective head teachers and teachers constant promote hearing impaired pupils' attitude towards Schooling by encouraging the use of teaching and Schooling materials. The manager should be sociable, knowledgeable, effective communicator, goal focused, confident, and well trained, a good planner, warm and friendly, patient, humble, morally upright and hard working. The manager should associate with the hearing impaired children and teachers .In associating, headship should know their problems. He or she should know the materials needed in the programme. The managers and head teachers should be knowledgeable about the young children's' intellectual growth. This will enable him or her to know the materials suitable for acquisition of knowledge in hearing impaired attitude towards Schooling. To be a good planner the manager should plan the activities in advance, order and in good time.

The government has placed so much trust in the hands of the Otunga (2011)has argued that teacher should implement the aims ,goals and objective of each centre so

as to champion the individual hearing impaired learner's self-esteem towards schooling. The Laissez-faire style which assumes that individuals have inborn sense of responsibility may not be of great help (common wealth secretariat, 1997) in enforcing change. An effective teacher of hearing impaired pupils has to provide for emotional outlets (Dsouza, 2009). Implementing the designed policies would lead to a learner's self realization and creativity (Wambari, 1992).

Shin (2009) has argued that a learner needs internal motivation to be able to acquire a specific level of self-esteem. A child who is powerfully attracted by an affective teaching or Schooling material shall form a picture in his or her mind and move towards it. Then Schooling becomes self motivated in the process of wanting to discover more. Namwambah (2005) contends that knowledge is the mental grasp of facts of reality which is the main objective of hearing impaired self-esteem and attitudes towards Schooling in elementary levels. Hearing impaired self-esteem and attitudes towards Schooling materials help to actualize reality within the classroom environment and understanding of the content hence enhancing acquisition of knowledge.

Diane et.al (1999) argues that hearing impaired self-esteem and attitudes towards Schooling materials help a learner employ specific approaches in the process of interacting with the content and Schooling experience to which one is exposed to; making them have much interest in all subjects: math, English, science, Kiswahili and social studies.

Though sometimes sign language is not used in teaching or is used in a limited way, It makes schooling enjoyable. The hearing impaired teaching is an occupation requiring specific professional instructional skills. It may also be defined as a specialized instructional interaction function within the school. It is generally performed by a professional teacher. The hearing impaired teacher believing in the work and dignity of each human being recognizes the importance of hearing impaired pupils' self-esteem and attitudes towards Schooling. The teacher also should recognize the

magnitude of the responsibility inherent in teaching the hearing impaired pupils'. When insulted by teachers or by pupils, it makes them hate schooling

Briggs(1992) states that sign language is an essential factor for hearing impaired communication .The ministry of education and Teachers Service Commission(TSC)have these as major issues in teacher leadership .Which therefore the BOG ought to address and streamline within the staff. Becker (2011) argues that many teachers increase their productivity by Schooling new skills and perfecting old ones in the process of teaching and Schooling. The demand for hearing impaired teacher professional development is immense and urgent owing to the high rate of wastage in terms of low self-esteem and school dropout Eun (2011) contends that professional development is the main route to quality teacher and pupil interaction. This inspires quality hearing impaired pupil's self-esteem and attitude towards Schooling. Vygotskian has provided a human development hearing impaired curriculum policy which relies on the notion that more capable teacher supports the holistic development of an hearing impaired learner. Aileen and McKay (2011) have argued for continuous Hearing impaired teacher professional development especially for those who have just completed their education programmes.

Suitable interaction activities. That enables appropriate interpretation and integration of the hearing impaired pupils' self- esteem in improving their attitudes towards Schooling (Njeru and Orodha, 2003)

The head teachers as the supervisors should be an example in demonstrating teaching and curriculum management techniques that should be applied in the stimulating the hearing impaired pupils' self-esteem in improving their attitudes towards Schooling (Turner, 2006) Friendly instructional procedures motivate the teachers to stimulate the hearing impaired pupils' self-esteem mental procedures which the)' use to improve their Schooling. The instructional roles focus on the hearing impaired Teacher professional development. That makes them become knowledge, skill and attitude facilitators (Fsim, 2010).

The Kenya Teachers Service Commission has in place some in-service programmes like SMASSE (Strengthening Mathematics Science in subjects Education). However, the fruits of this type of programmes have not been fully realized within Hearing impaired school context. There is need therefore to seek teacher's views on their continued professional development needs for enhancing hearing impaired pupil academic achievement and quality Schooling (ibid, 2011). . When they do not perform well in an examination, they lose hope. Motivation as advanced by Maslow Hearing impaired curriculum policy of motivation leading to satisfaction of physiological, affiliation, and security needs which improves self-esteem and self-actualization of the teachers as realized in quality performance of hearing impaired pupils(Anthony, 2009). Shaver (2010) contends that the head teacher through motivation has impact on classroom Hearing impaired teacher professional delivery and curriculum transmission .Motivation should be an ongoing process so as to stimulate, skills and attitude improvement beyond the initial training.

Many researchers have carried out studies in a related area for instance: Jensema (1975) analyzed test scored of 6,873 children ages 6 to 19 who had hearing handicaps severe enough to place them in special education programs. He found ten-year-old doing arithmetic and fourteen —year- olds reading at a third-grade level. He therefore noted that in a ten- year period from age 8 to age 18 the average hearing impaired learners increases his vocabulary score only as much as average normal hearing learner does between the beginning of Kindergatten and the latter part of the second grade. He also found that the age at which a hearing loss occurs and the degree of loss influence school achievement. Reading achievement was higher for those learners who lost their hearing at age 3 than it was for those whose hearing loss happened earlier. The academic performance suffered as the degree of loss increased. Jensema's findings concur with that of Quiley (1969) who established a parallel relationship between degree of performance among hard of hearing youngsters. The greater the loss, the worse the academic performance. The hard of hearing had a straight line relationship. Once a loss measured in the severe or profound range (over 70dDb academic performance dropped markedly.

Trybus and Karchmer (1977) reported the progress in reading and arithmetic of 1,543 deaf students over a three- year period. He found out that nine-year-olds with reading comprehension at second grade level and twenty-year-olds testing at a fifth grade level. This meant on average about a third of a year's progress every academic year in reading. They also found a relationship between certain variables and the reading achievement F of deaf learners. Girls and white students tended to do better than did boy and majority group members. The severity of reading problems increased with the degree of hearing loss and the presence of other handicapping conditions. Youngsters who started school at age 5 tended to do better than did those who started earlier or later. Learners whose parents were deaf showed better performance than did learners with hearing parents.

According to Allen (1986) the academic performances of the deaf learners showed some improvement. This he established by analyzing two sets of achievement test scores of learners with hearing impairments one from 1974 and the other from 1983. He reported that for every age from 8 to 18 scores on reading comprehension were higher in 1983 than in 1974. He found the same pattern in math achievement. Although the scores of hearing impaired learners continued to lag behind those of hearing learners, there was an encouraging upward trend over the nine- year period. Although hard evidence is lacking, there is a feeling that improved institutional techniques and opportunities for learning were factors in these gains.

According to Johnson (2001 — 2002) and Moores (2001) a long term problem for deaf individuals is their academic achievement, particularly in the area of reading. By age 20 half of deaf learners tested read below the mid-fourth level leaving them unable to read most newspapers which were written at least at the fifth grade level.

The hearing impaired learners experience reading challenges for example by age twenty half of such learners tested read low the mid-fourth grade level V leaving them unable to read most newspapers which are written at least at the fifth grade level. Deaf learners and to some extent who are hard of hearing have academic difficulties (Trybus 1985) reported achievements test results for thousands of deaf students enrolled in

residential and day schools throughout the county. The eighteen -year olds scored at a second grade level ifl both reading and arithmetic computation. The seventeen year old scored at a third grade level in reading and a sixth grade level in arithmetic scores probably reflected the amount of English involved in each subject. The under achievement in math probably stemmed from the more complex language necessary to read and solve complicated math problem. Learners who are deaf have intelligence quotient that approximate that of their hearing peers (Heward, 2006). They experience difficulties with language skills like: Difficulties in comprehension and use of oral language which affects both speech and language. Difficulties in description of the differing sounds and the accurate production of the sounds due to the affected speech development. Difficulties in mastery of not only the language but also its system of rules for combing sound into words and words into sequences that express thoughts feelings, intentions and experiences. The automatic combing of hearing and language learning may be absent to differing degrees for each learner with a hearing impairment.

The hearing impaired learners usually have the same 1Q score, distribution as do those learners who hear(paul and Quiley, 1994, sclesingnger, 1983; Vernon, 2005. However, they are typically underachievers, lagging far behind their peers, in math and reading (Bess, 1988; Moores, 2004).

Summary of Gaps

Based on the reviewed literature, the following gaps have been identified:

1. The studies and ideas of authors were not carried out in Guchi district, Kenya. Many of them talk of hearing impairment and attitude towards schooling in general, hence a difference in content and geographical scope
2. Theoretically, the studies were not based on Albert Bandura's theory.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

The researcher adopted a descriptive survey study design because of the nature of the investigation. A survey design was preferred because the respondents were relatively many. It was also descriptive correlational because it established the relationship between the independent variable and the dependent variable.

3.1 Research Population

The target population comprised the hearing impaired pupils in the special unit centre schools, studying in classes 5, 6, 7 and 8.

3.2 Sample size

A sample of 104 pupils (respondents) was taken from nine primary schools in Gucha district, Kenya. Only the schools with special unit centers were involved in the study. Thus, the hearing impaired learners in those special centers in classes 5, 6, 7 and 8 were included in the sample. The schools were:

1. Nagenga primary school
2. Mongenga primary school
3. Masisi primary school
4. Ebios primary school
5. Chienga primary school
6. Kenyanya primary school
7. Igoma primary school
8. Ndikuvu primary school
9. Nyamunya primary school

Only the pupils of classes 5, 6, 7 and 8 were included in the sample because they were perceived as being able to fill the questionnaires.

3.3 Sampling Procedure

Purposive sampling was used to select the schools in the sense that, only the schools with special unit centers were considered to participate in the study, of the 232 public primary schools, in Gucha district, only fifteen of them had special units. Out of the fifteen public schools, random sampling was used to choose the nine schools which participated in the study.

Since the pupils in the special units were relatively few, universal sampling was used. All of them studying in classes 5, 6, 7, and 8 participated in the study. Pupils without any hearing-related challenge did not participated in the study. Their teachers identified them for the researcher.

3.4 Research Instruments

There were two sets of questionnaires directed towards pupils with hearing impairment in the public schools; The questionnaires also consisted of the main title and the introductory letter, with a section of bio-data questions, to help classify respondents. All questionnaires were close ended used four scales 1, 2, 3 and 4: where 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree. Respondents were required to rate each item by writing the right number or figure in the space provided before question.

3.5 Validity and Reliability of the Instruments

To ensure the validity and reliability of the instruments, the researcher employed the expert judgment method. After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that they measured what they were designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged. Secondly, a Pre-test was conducted in order to test and improve on the reliability of the questionnaires and lastly a content validity Index (CVI) of 0.9 was obtained using the formula:

CVI = The number of items/questions declared valid

The total number of items/questions

Calculations were indicated in the appendix (IV). CVI which was greater than 0.07 thereby declaring the instrument valid. Reliability of the instrument was tested using Cranach's coefficient alpha (α) and the results obtained $\alpha = 0.75$ (SPSS results) which was greater than 0.70 indicating that the instrument was highly reliable.

3.6 Data Gathering Procedures

Before data gathering

Upon accomplishment of defending and acceptance of the research proposal, the researcher obtained an introductory letter from the college of higher degrees and research of KIU, seeking for permission from the District Education officer to allow him access Pupils to participate in the study.

During data gathering

Due to the nature of work and busy schedule of some prospected respondents, the researcher through District Education officer scheduled an appointment for such respondents. The researcher was available to give necessary explanation on some questions where need was. Then the researcher carried out a pilot study before the actual research to check feasibility of the research instrument in order to make necessary improvement and adjustments in the tool and to avoid time wastage. The researcher also made use secondary data by reviewing available relevant texts books, journals articles, periodicals, manuals dissertation and publication.

After data gathering

After two weeks, primary data was collected through questionnaires which respondents returned back to the researcher for data analysis. Completed (SAQs) were coded, edited, categorized and entered into a computer for statistical package for social scientists (SPSS) for data processing and analysis.

3.7 Data Analysis

Data on completed (SAQs) was edited, categorized and entered into a computer for the statistical package for social scientists (SPSS) which summarized them using frequency and percentage to analyze data on respondent's profile. Means were used to determine the degree of hearing impaired pupils self esteem as the level of their attitude towards schooling, analyze data on the level of leadership styles and the level of employee performance. Pearson's Linear Correlation Coefficient (PLCC) was used to establish whether there was a significant relationship between hearing impaired pupils self esteem and their attitude towards schooling. The 0.05 level of significance was used to determine the strength of the relationship between independent and dependent variables. The following mean ranges and interpretation were used:

The following mean range were used to arrive at the mean of the individual indicators and interpretation

Table 1: Interpretation of the Mean Range

Mean range	Response mode	Level of leadership
3.26- 4.00	Strongly agree	Very high
2.51- 3.25	Agree	High
1.76- 2.50	Disagree	Low
1.00- 1.75	Strongly disagree	Very low

3.8 Ethical Considerations

To ensure that ethics was practiced in this study as well as utmost confidentiality for respondents and the data provided by them, the following was done: (a) all questionnaire were coded; (b) the respondents were requested to sign the informed consent; (c) authors quoted in the study were acknowledged with in the text through citation and referencing; (d) findings will be presented in a generalized manner.

3.9 Limitations of the Study

The anticipated threats to the validity in this study were as follows:

Intervening or confounding or extraneous variables: There was a very big threat on some respondents with personal biases and dishonesty and some had a very high level of disability. To minimize this threat, the researcher requested teachers to assist pupils in answering these question and also avoid being subjective while answering the questionnaires.

Instrumentation: the data collection instrument was not standardized and this problem was solved through testing it for validity and reliability.

Testing: There was a likelihood of research assistants being inconsistent in terms of the day and time of questionnaire administration. This was solved through thorough briefing and orientation of research assistants in order to address this threat.

Attrition: there was a likelihood of some respondents not returning back the questionnaires and this was to affect the researcher in meeting the minimum sample size. To solve this threat, the researcher gave quite more questionnaire exceeding the minimum sample size.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 The level of hearing impaired pupils' self esteem in selected public primary schools.

The first objective of the study was set to determine the level of the self esteem of system of hearing impaired pupils in selected public primary schools in Gucha District, Kenya. This was measured using 23 items in which respondents were required to indicate the extent to which they agree or disagree with each statement by indicating the number that best describe their perceptions. All the twenty three items on hearing impaired pupils' self esteem were like scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 4.

Table 2: The level of hearing impaired pupils' self esteem in public primary schools.

	Mean	Interpretation	Rank
On average, I am very proud of my self	2.92	High	1
All in all, I am inclined to feel that I am a success story	2.86	High	2
I am able to do things well as most other people	2.75	High	3
I feel I have much to be proud of	2.66	High	4
I take a positive attitude towards myself	2.13	Low	5
On the whole, I am satisfied with myself	2.67	High	6
I feel that I have a number of good qualities	3.75	Very high	7
I certainly feel useful	3.22	High	8
I find it pleasant to be a member of the deaf community	2.80	High	9
I believe that I am a fully fledged member of the community	2.31	Low	10
I believe that members of the deaf community are a lot like other people	2.29	Low	11
I feel that I am a person worth on an equal basis with others	1.47	Very low	12
I go to events where the majority of people are hearing	2.42	Low	13
I try to interact with hearing people	2.44	Low	14
When I have to communicate with hearing impaired people who cannot sign, I ask a friend find a relative to speak for me	2.87	High	15
When I do not understand what hearing people say to me, I ask them to repeat themselves	2.73	High	16
I imitate conversation with hearing people with whom I regularly meet at work or in school	2.68	High	17
When I hang out with hearing people who cannot sign, I pretend that I understand everything that is going on	2.65	High	18
I can get along with hearing people just as well as with deaf people	2.41	Low	19
When I am communicating with a hearing person I do not tell them that I am deaf unless I have to	2.55	Low	20
I like building new relationships with hearing people	2.45	Low	21
I can get along well in both the hearing and deaf world	2.44	Low	22
I do not have problems with hearing people	2.56	Low	23
Average mean	2.61	High	

Source: primary data, 2012

Table 2 shows the level of pupils' self-esteem in the aim public primary schools where the study was conducted from. The table reveals that, on average, the hearing impaired pupils' self esteem was high at the time the study was carried out. This means that the hearing impaired pupils had self-confidence and believed in themselves as capable people like any other person.

The hearing impaired pupils feeling that they were not all that worth on an equal basis with the rest of the pupils is this is agreement with Kassin (1998) who put it that the physically and mentally handicapped people tend to under estimate themselves in some aspects.

As a researcher and a teacher, it was good to note that the pupils who were the respondents of the study rated themselves high in the following aspects; the hearing impaired pupils feeling that they were a success story (mean, 2.86); feeling that they had much to be proud of (mean, 2.66); being satisfied with themselves (mean,3.22); feeling releasant to be a member of the deaf community (mean, 2.31); asking hearing people to repeat in case what they have said has not been understood (mean, 2.73); as well such that even if they say something he or she does not understand well, he or she preferred to have understood (mean, 2.65).

By ranking the impaired pupils have means that the hearing impaired pupils have confidence in those areas. For instance, through they are deaf, they are not in a young over that. They feel proud of it. This could be die to sensitization, guidance and counseling they could have received from parents, guardians and at school. Guidance and counseling actually makes a person accept the condition one is in or to find a good alternative or solution for the problem.

Surprisingly, the item that the hearing impaired pupils do not have problems with some hearing people was ranked low with a mean of 2.56. This means that, some hearing impaired pupils have some problems with some hearing people .This could be because, since the respondents were pupils were not yet adults, it possibly some normal pupils were minimizing the hearing impaired or even sometimes laughing at them, hence making the hearing impaired having problems with the normal hearing pupils. This is in agreement with the views of Ndurumo (1993), Hallaha and Kanffuman (1986), Panda(2005) and Walter (1978) who shite that the physically or mentally handicapped who regard themselves to be physically and mentally fit.

Objective two: Level of pupils attitudes towards Schooling in public primary schools.

The second objective was to determine the level of pupils' attitudes towards schooling in selected public primary schools. All the aspects of attitudes towards schooling in selected public primary schools were measured using 15 qualitative questions in which respondents were requested to indicate the extent to which they agree or disagree with the statement by writing the number that best describes their perception. Each of the items on the questionnaires was rated with the aid of four response mode subjects ranging between one to four; where 1= strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Their responses were described using means as summarized in table 5.

pupil's self-esteem and those on attitudes towards schooling using the Pearson's Linear Correlation Coefficient, as indicated in table 6.

Table 4 Pearson's Linear Correlation Coefficient results for hearing impaired pupil's self-esteem and attitudes towards Schooling

Variable correlated	R-value	Sig.	Interpretation	Decision on Ho
Hearing impaired pupil's self-esteem Vs Attitudes towards Schooling	-.355	.000	significant relationship	Rejected

Source: primary data, 2012

The results in Table 4 indicate that Hearing impaired pupil's self-esteem and Attitudes towards Schooling are significantly correlated ($r = -0.355$). The sig. value indicates that there is a positive and significant correlation ($\text{sig.} = 0.000 < 0.05$) leading to a conclusion that Hearing impaired pupil's self-esteem significantly affects pupils' attitudes towards Schooling at 5% level of significance. Basing on these results, the stated null hypothesis of "there is no significant relationship between Hearing impaired pupil's self-esteem and Attitudes towards Schooling" is rejected, and thus the findings showed a negative relationship between Hearing impaired pupil's self-esteem and Attitudes towards Schooling. These results lead to a conclusion that an improvement in the Hearing impaired pupil's self-esteem is likely to improve Attitudes towards Schooling in public primary schools in Gucha District-Kenya.

To get the final picture on how Hearing impaired pupil's self-esteem affects Attitudes towards Schooling, aspects of Attitudes towards Schooling the regression was used. Results of which are indicated in table 7 below; and the remaining aspect were not significant however the overall general picture showed a positive and significant effect.

Table 3:Level of pupils’ attitude towards Schooling in public primary schools

	Mean	Interpretation	Rank
I wake up early to go to school	2.77	High	1
Even if it rains I must attend school/classes	2.55	High	2
I do all class assignments in time	2.34	Low	3
I urge colleagues who are impaired to like schooling	2.55	High	4
Even if I am punished at school it does not make me hate school	2.93	High	5
I am aware that if I study well my future will be bright	3.56	Very high	6
I enjoy both morning and afternoon lessons	1.40	Very low	7
Even though the teacher mentions some words and I do not hear them well, it does not make me hate his/her lessons.	2.47	Low	8
Though sometimes sign language is not used in teaching or is used in a limited way, I enjoy Schooling/schooling	2.57	High	9
I have much interest in all subjects: math, English, Science, Kiswahili and social studies	2.87	High	10
Even if I am insulted by teachers or y teachers or by pupils, it does not make me hate schooling	2.48	Low	11
The people I mainly admire and appreciate are those who are highly educated	2.68	High	12
Even if I do not perform well in an examination, I do not lose hope	2.99	High	13
I like teachers who keep us busy at school	3.50	Very high	14
Average mean	2.69	High	
Overall Average mean			

Source; Primary data 2012

Table 3 shows that on average, the level of hearing impaired pupils attitude towards schooling in selected public primary school was high (mean, 2.69). This means that they had a positive attitude towards schooling, they love and value studying.

4.1 Relationship between hearing impaired pupil’s self-esteem and attitudes towards Schooling

The third objective in this study was to establish whether there is a significant relationship between hearing impaired pupil’s self-esteem and attitudes towards Schooling in public primary schools in Gucha District-Kenya. On this, the researcher stated a null hypothesis that there is no significant relationship between hearing impaired pupil’s self-esteem and their attitudes towards schooling in public primary schools in Gucha District-Kenya. To achieve this last objective and to test this null hypothesis, the researcher correlated the means for the aspects of hearing impaired

Table 5 Regression Model for Attitudes towards Schooling and Hearing impaired pupil's self-esteem

Variables regressed	Adjusted R²	F	Sig.	Interpretation	Decision on Ho
Attitudes towards Schooling Vs Hearing impaired pupil's self-esteem	.120	22.290	.000	significant effect	Rejected
Coefficients	Beta	T	Sig.		
(Constant)	—	31.798	.000	significant effect	Rejected
Aspect 1	-.339	-4.485	.000	significant effect	Rejected
Aspect 2	-.311	-4.077	.000	significant effect	Rejected
Aspect 3	-.182	-2.300	.023	significant effect	Rejected

Source: primary data

The Linear regression results in Table 5 above indicate that Hearing impaired pupil's self-esteem significantly affects Attitudes towards Schooling ($F=22.290$, $sig. =0.000$). The results indicate that the three constructs of Hearing impaired pupil's self-esteem included in the regression model contribute over 12% towards variations in all the three aspects of Attitudes towards Schooling in public primary schools in Gucha District-Kenya (Adjusted $R^2 =0.120$). The coefficients section of this table indicates the level to which Hearing impaired pupil's self-esteem affect Attitudes towards Schooling and this is indicated by Beta values. For example, of all the three aspects in Hearing impaired pupil's self-esteem, Aspect 3 has the biggest impact on Attitudes towards Schooling with a beta value of -0.182 , suggesting that this aspect contributes over -18% towards variations in Attitudes towards Schooling. This is followed by Aspect 2 (Beta= 0.311), and lastly aspect 1 (Beta= -0.339). This implies that for Attitudes towards Schooling to improve and flourish, the teachers public primary schools in Gucha District-Kenya should come up emphasis Hearing impaired pupil's self-esteem in order to boost the attitudes of learners towards Schooling in the district

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings presented in chapter four, the conclusions drawn from each objective and the recommendations.

5.1 Discussion

Objective one: Level of hearing impaired pupils' self esteem

The findings on this objective revealed that pupils with hearing impairment-challenges have high self-esteem. This means that, despite being with such challenges related to hearing, they have self confidence. They feel that they are highly capable like the rest of the children who are not challenged in terms of hearing, or that they can even surpass them.

The hearing impaired did not under-estimate themselves. This finding is in disagreement with the claim of Kassia (1998) who put it that hearing impaired children and others having mental and physical defects tend to have low esteem, some even themselves as failures in life, that some even Wonder what they did to be punished in that way.

Based on the finding of study, only one items in the questionnaires were ranked very highly such as the respondents(hearing impaired pupils) qualities (mean 3,75) However the feeling that they were persons worth on an equal basis with the rest of the pupils and people was ranked very low with a mean of 1.47. The meanings there in respectively were that the hearing impaired pupils felt like other ordinary children without hearing impairment as well as feeling that though they had many talents like other people, they had a feeling that the people without any physical or mental Impairment had some values which were more better than those of the hearing impaired pupils.

Objective Two: Level of pupils' attitude towards learning

Based on the findings of the study on this objective, the hearing impaired pupils' attitude toward schooling was high. In other words, they love schooling so much.

The reasons behind this could be the much satisfaction of the public about the investment in human capital, that when children study, they are more likely to be well off in society in terms of social and economic status in future, than those who did not study.

Also, it could be due to the seriousness of some parents who usually counsel their children. Some parents seem to tell their children that given the impairment they have, if they fail to study, their future would be doomed. This could have made the hearing impaired pupils develop a positive attitude towards schooling. This view is held strongly by Walter (1978) that physical and mentally handicapped people need .

Objective three: Relationship between hearing impaired pupils' self esteem and their attitude towards schooling

The finding on this objective was that the self esteem of hearing impaired pupils correlates positively with their attitude towards schooling. In other words, the self confidence the hearing impaired pupils have affects positively the attitude they have towards being in school to study. This finding relates to the views of psychologists such as Bandura who held that high motivation positively affects one's attitude towards something.

5.2 Conclusions

This study was carried out to establish the level of hearing impaired pupils' self esteem; the level of hearing impaired pupils' attitude towards schooling, as well as the relationship between hearing impaired pupils' self esteem and their attitude towards schooling in public primary schools, Gucha district. The findings were the following:

1. The degree of hearing the impaired pupils' self esteem in the public primary, schools in Gucha district was high. Therefore, even if one has a hearing impairment, one can have high self- confidence.
2. The attitude of hearing impaired pupils towards schooling in public primary schools in Gucha district was high. Therefore, even if a child has hearing-related challenges, he or she can highly love schooling.
3. The relationship between hearing impaired pupils' self esteem and their attitude towards schooling in public primary schools, Gucha district was significant.

Therefore, children with high esteem are more likely to love schooling than those who have low self-esteem.

5.3 Recommendations

Based on the finding of the study, the following are recommended :

1. The head teachers as the supervisors should be exemplary in demonstrating teaching and curriculum management techniques that should be applied in the stimulating the hearing impaired pupils' self-esteem in improving their attitudes towards Schooling. Friendly instructional procedures motivate the teachers to stimulate the hearing impaired pupils' self-esteem mental procedures which the)' use to improve their Schooling. The instructional roles focus on the hearing impaired Teacher professional development. That makes them become knowledge, skill and attitude facilitators
2. Parents should work hand in hand with the teachers of their children to continue guiding and counseling the children with hearing- counseling the children with hearing- impairment to develop more positive attitude towards

schooling. Through the pupils attitude was positive (high), parents and teachers schools continue guiding them and so that their attitude becomes higher or very high.

Areas for future Research

Notwithstanding the efforts made by the researcher, she could not exhaust entirely this particular area; therefore she recommends that the future researchers should focus on the following.

Owing the fact that this study only concentrated on hearing impaired learners self-esteem and attitudes towards Schooling in public primary schools in Gucha District-Kenya, there is a need to conduct a similar study but purely covering the youth since they make the biggest percentage of the entire District. Primary, the researcher also recommends the future researchers to concentrate on how hearing impaired learners can be effectively helped in the Schooling environment

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APPENDIX IB
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear respondent,
Greetings!!

I am a student at Kampala International University (KIU). I am undertaking a research study on **hearing Impaired pupils Self-esteem and their attitude towards schooling in Public primary schools in Gucha District**". as a partial fulfillment of the requirements for the degree of master in special needs education. As I pursue to complete this academic requirement, may I request your assistance by being part of this study? Your responses will be used for research purpose only and your identity kept confidential.

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item an answered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you have received it? Thank you very much in advance.

Yours faith fully,

.....

ISAAC OLE TURETT

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name: **ISAAC OLE TURETT**

Reg. #: **MSE/26191/113/DF**

Course: **Masters in Special Needs Education**

Title of Study: **"Hearing Impaired pupils Self-esteem and their attitude towards schooling in Public primary schools in Gucha District".**

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

Results of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members' _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. **ISAAC OLE TURETT** that will focus on "**hearing Impaired pupils Self-esteem and their attitude towards schooling in Public primary schools in Gucha District**".

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV

RESEARCH INSTRUMENTS QUESTIONNAIRE FOR HEARING IMPAIRED PUPILS' SELF-ESTEEM IN SELECTED PUBLIC PRIMARY SCHOOLS

Direction : Please respond to the options and kindly be guided with the scoring system below. Please write your rating in the space provided

Rating	Response mode	Description	Legend
4	strongly Agree	You agree with no doubt	SA
3	Agree	You agree with some doubt	A
2	Disagree	You disagree with some doubt	D
1	Strongly Disagree	You disagree with some doubt	SD

- ___ 1 feel that am a person of worth, at least on an equal basis with others.
- ___ 2. 1 feel that I have a number of good qualities.
- ___ 3. All in all, I am inclined to feel that I am a success story
- ___ 4. I am able to do things well as most other people
- ___ 5.1 feel I have much to be proud of
- ___ 6. I take a positive attitude towards myself
- ___ 7. On the whole , I am satisfied with myself
- ___ 8. I certainly feel useful at all times
- ___ 9.1 find it pleasant to be a member of the deaf community
- ___ 10.1 believe that I am a full fledged member of the community
- ___ 11. I believe that members of the deaf community are a lot like other people
- ___ 12.1 feel that I am a person of worth at least on an equal basis with others
- ___ 13.1 go to events where the majority of people are hearing
- ___ 14. I try to interact with hearing people
- ___ 15. When I have to communicate with hearing people who cannot sign, I ask a friend or a relative to speak for me.
- ___ 16. When I do not understand what hearing people say to me, I ask them to repeat themselves

___ 17.1 imitate conversation with hearing people with whom I regularly meet at work or in school

___ 18. When I hang out with hearing people who cannot sign , I pretend that I understand everything that is going on

___ 19.1 can get along with hearing people just as well as with deaf people

PART C

QUESTIONNAIRE TO DETERMINE THE LEVEL OF HEARING IMPAIRED PUPILS' ATTITUDE TOWARDS SCHOOLING

Direction : Please respond to the options and kindly be guided with the scoring system below. Please write your rating in the space provided

Rating	Response mode	Description	Legend
4	strongly Agree	You agree with no doubt	SA
3	Agree	You agree with some doubt	A
2	Disagree	You disagree with some doubt	D
1	Strongly Disagree	You disagree with some doubt	SD

___ 1. I wake up early to go to school.

___ 2. Even if it rains I must attend school/classes.

___ 3. I do all class assignments in time.

___ 4. I argue colleagues who are hearing impaired to like schooling.

___ 5. Even if I am punished at school it does not make me hate school

___ 6. I am aware that if I study well my future will be bright.

___ 7. I enjoy both morning and afternoon lessons.

___ 8. Even though the teacher mentions some words and I do not hear them well, it does not make me hate his/her lessons.

___ 9. Though sometimes sign language is not used in teaching or is used in a limited way, I enjoy Schooling /schooling.

___ 10. I have much interest in all subjects: math, English, science, Kiswahili and social studies.

- ___ 11. Even if I am insulted by teachers or by pupils, it does not make me hate schooling.
- ___ 12. I do not mind, whether studying in a special school for hearing impaired or as regular school whichever it is, I study hard.
- ___ 13. The people I mainly admire and appreciate are those who are highly educated. .
- ___ 14. Even if I do not perform well in an examination, I do not lose hope. .
- ___ 15. I like teachers who keep us busy at school.