

**HEARING IMPAIRED AND ACADEMIC PERFORMANCE
IN PRIMARY SCHOOLS IN CENTRAL ZONE MUMIAS
DIVISION, KENYA.**

PRESENTED

BY

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DECLARATION

I Wycliffe M .Anekaya declare that this research report is entirely my own original work except where acknowledged, and that it has not been submitted to any university or institution of higher learning for the award of degree.

Signed-----*Anekaya*-----Date-----*11th/08/2009.*

APPROVAL

This research paper has been submitted for examination with my approval as the candidate's university supervisor.

Name:-**MR. KYAZZE SSANYU EDWARD** Date-----*14th/August/2009.*

Signed-----*Kyazze*-----

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CHAPTER ONE

1.0 INTRODUCTION

The researcher intends to investigate factors affecting the academic performance of children with hearing impairment in primary schools, central zone Mumias Division.

Most teachers lack skills of teaching children with hearing impairment. Teachers have developed negative attitudes towards children with hearing impairment.

Teachers who handle these children in regular schools and even some teaching in special schools and units experience communication problems, as they do not understand sign language (Kenyan sign language or American Sign Language in order to communicate effectively, children with hearing impairment problem.) Due to this disability, most children with hearing impairment face a lot of rejection and neglect even by their own parents where by some of them (parents) hide children these children in houses, toilets, which leads to late intervention or no placement at all.

There is only one special school in Mumias Central Zone. The school lacks skilled personnel and relevant resources. The curriculum used by these children is an adopted type of curriculum which caters, cuts across every child, both in special and regular schools.

Generally the researcher intends to investigate factors affecting academic performance in this special school in order to lay strategies on how they can be reduced or eliminated to enhance effectiveness in the national examinations performance.

1.1 BACKGROUND INFORMATION

People with hearing impairment can be categorized into two: the hard of hearing and the profound or deaf. Persons who are hard of hearing have residual hearing and are able to perceive some sound from the environment or spoken language.

In Central, zone, Mumias Division, there is only one special school for the deaf by the name St. Martin Primary School for the deaf. There are twenty regular schools in the same area of study. The hearing impaired children are not admitted in these schools because teachers lack awareness, skills, teaching methods and also lack of resources and teaching materials to use when handling these children with hearing impairment. Educational resources are also not adequate in these regular schools too.

1.2 STATEMENT OF THE PROBLEM

Once the teachers are equipped with the relevant and modern skills and support devices appropriate for the special needs, the researcher firmly believes that the current situation whereby learners with hearing impairment are not being attended to adequately resulting to the same children having low self-esteem in learning institutions hence performing poorly in National Examinations. The researcher wishes that the hearing impaired learners be assisted as much as possible to exploit their potential in education maximally.

1.3 PURPOSE OF THE STUDY

The main purpose of the study was to investigate the academic performance of the hearing impaired learners.

1.4 OBJECTIVE OF THE STUDY

- i. To investigate the methods and approaches used in teaching learners with hearing impairment.
- ii. To assess the attitude of teachers towards learners with hearing impairment.
- iii. To assess the suitability of the curriculum offered to learners with hearing impairment.

1.5 RESEARCH QUESTIONS

- i. How do learners with hearing impairment perform in National Examinations?
- ii. What method/approaches used by teachers in teaching learners with hearing impairment?
- iii. What are the attitudes of teachers with hearing impairment?

Impairment

Damage to a part of the body either through accident, diseases, genetic factors or other causes.

Disability

The loss or reduction of functional ability of part of the body/

Hearing impairment

This is a generic term indicating a hearing disability ranging in severity from mild to profound.

Attitude

Acquired reaction systems to person.

Discrimination

Treating persons differently on the basis of his/her disability.

Communication

The process of exchanging ideas and experiences between two or more people in which the person sending message expects a feedback for the process to be complete.

Wendy (1986) cites that same teaching styles and teaching situations prove difficult for learners with hearing impairment to cope with for example class discussion, question and answer session.

Harlan (1991) in support of this states that learners with mild hearing loses have many difficulties in school situations. They are disadvantaged when compared academically to the hearing peers at risk to become frustrated and isolated from other learners.

The following are indicators of possible hearing loss:

- Difficulties in following instructions
- Difficulties in understanding spoken language
- Frequent absence from school because of ear ache.

The teacher should seek appropriate modification of the instructional methods to benefit learners with hearing impairment if the teacher uses teaching techniques that include exhibits demonstrations, experiments and simulations to provide experiments experiences that tend to provider understanding.

Other techniques a teacher may use to promote understanding are:

- Repeating main points to emphasize a given concept.
- Providing non-verbal cues using facial expressions, body movement and gestures.
- Providing written material with graphic pictorial forms such as diagrams, pictures graphs and graphic outlines.

According to Nduruma (1986) suggest that teachers graduating from colleges should be proficient in the use of different sign language system as Bilingualism, signed English Natural, Sign language, merely awarding graduation certificates without ensuring that teachers are proficient in the method they will use to teach hearing impaired children only perpetuates academic and learning deficits in the hearing impaired-learners. Role play is a dynamic version of teaching that deals with a specific case that may or imitated by the learner. It is learners to emulate of act out the role of the characters in a given situation.

2.2 ATTITUDE OF TEACHERS TOWARDS LEARNERS WITH HEARING IMPAIRMENT

Before the 17th century people with special needs all over the world were considered socially and physically less capable, hence they were not easily accepted and regarded as part and parcel of the family and community, notwithstanding the issue of giving them education.

Meadow (1975 & 1984) states that socially, children with hearing impairment have personality and characteristics different from those of children who have "normal" hearing. Deaf learners normally are excluded from communicating with the population at large. Children with hearing impairment group up in relation isolation.

According to Randiki (2002), many people with disability suffer neglect and rejection. This was because of families, peers negative attitude towards disability and more so one with hearing impairment. The disability was regarded to be caused by witchcraft, curses or punishments from disabilities are isolated and their needs are not adequately provided.

Hallan (1991) states that children with disabilities were labeled as cripple, dumb, idiot, moron or imbecile. Most labels used to designate learners with hearing impairment carried negative connotations.

Meadow (1980) states that teachers have low attitude towards teaching the deaf because of their low academic achievement and thus have low expectations. Teachers in turn are also not motivated to work hard since their employers underplay them. In Kenya some efforts are being made to improve the salaries of the deaf education. Educationally the government should instill training programmes for the teachers handling learners with hearing impairment and this will help the teachers to remove the negative attitude they hold towards learners with hearing impairment.

Hartnet and Naisha (1993) state that the teacher has to be warm and caring, capable of perceiving unrealized potential in every child and ready to appreciate every improvement a child makes and hence advance from there.

Bezen (1989) stressed an important characteristic

“The teacher is not any more the only one who has knowledge and teaches lessons. His role is to organs monitor, support, evaluate and encourage different learning process in children and also have a compensatory role when necessary.

The attitude of the entire staff in a school is so vital especially the classroom teacher who would be with a child with hearing impairment most of the time. For the successful work the teachers needs appropriate, additional, professional training. The teacher needs to know well the characteristics of their development, specific factors that influence their learning and the need of creating positive atmosphere in the learning environment.

2.3 SUITABILITY OF THE CURRICULUM

The introduction of a national curriculum into schools for the first time was a landmark in the education of all the children and had significant implications for those with hearing impairments. It was looked forward for eager anticipation and hopes of equal access to education, although there was a realization that there was fundamental need to sufficient resources to facilitate access rather than dis-application for fair assessment rather than merely a measure of disability. (Ephick 1989 cited in (Gregory 1998)

Unfortunately, the national curriculum in its form produced specific difficulties for the education of learners with hearing impairment, Gregory (1998) states that the majority of special educational needs programme encountered problems with the amount of content that had to be covered. Additional help was needed by deaf children outside the rigid curriculum for example, language work, listening activities, communication therapy among others meant that while deaf learners engaged in this, they would miss other legally determined areas of the curriculum.

The national curriculum is examination oriented and hence does not provide provision for the child with hearing impairment cannot acquire knowledge and understanding of other subject matter. Because of the variety of deficits and nature of techniques needed to teach the deaf, the child needs a small special class and a

modifications on the syllabus coverage (content) teaching materials and teaching methods.

According to the task force (2003) national Examinations are based on the central curriculum developed at Kenya Institute of Education they are terminal, summative and their purpose is mainly for selection, placement and certification. These examinations measure academic achievement and use the mean score type of grading they are therefore not responsible to the needs of some learners with hearing impairment.

According to Kirk and Gallagher (1983) they stated that the curriculum requires a number of experts and other professionals in the field of hearing impaired. Much of the education has focused on special methods and procedures for teaching common skills and language with hope that these skills would allow Hearing Impaired Learners to cope with curriculum. However, hearing impaired seems to have been burdened because of lack of trained personnel, enough facilities, and lack of hearing aids

According to Koech report (2000) the working party received submission that the primary education curriculum (8-4-4) system is overcrowded in terms of the number of subjects being studied and examined in relation to time available. The commission therefore came up with the following recommendations.

The primary schools curriculum is reviewed to allow for options in vocational subjects and more time to be allocated to cover the curriculum to be development for hearing impaired learners and those with other disabilities, aimed at developing balanced academic knowledge and communication skills.

There is urgent need for modifying the current curriculum so as to adequately address the special education need for hearing impaired learners. However, it must be observed that the working party recommendation implied that children being in the same school environment experience the same curriculum

CHAPTER THREE.

METHODOLOGY

3.0 OVERVIEW

In this chapter researcher covered research design, sampling procedure, sample population, research instruments, procedure of the study, data analysis.

3.1 RESEARCH DESIGN

The research design used was qualitative in collection of data. This facilitated the use of questionnaires properly by the respondents during the filing and recording. This method enabled the researcher to interact with respondents at the time of filing the questionnaires. It is a good technique of research because it involves direct touch to the researcher and respondents can be measured easily.

3.2 SAMPLING PROCEDURE

A sample is a group of participants from and is a representative of a large population. The researcher used random sampling to provide equal chances of participation for the teachers, pupils. The school sampled out for the research was St. Martin School for the Deaf because it is the only school for the deaf in central zone Mumias.

3.3 SAMPLE POPULATION

Population comprises of 5 parents, 10 teachers, 5 pupils and head teacher. The researcher chose on them because of the literacy level, experience and knowledge on hearing impaired learners

3.4 RESEARCH INSTRUMENT

The instrument of data collection was a questionnaire. The researcher used open ended and closed ended questions. The closed ended questions were the questions where the respondents gave specific answers given by the researcher. In the open ended questions, the respondents were required to express their own idea and opinions in their own words.

3.5 PROCEDURE OF STUDY

To administer the questionnaire the researcher visited the school and sought for permission from the head teacher to test the head, teachers, pupils and the parents. For data analysis, write up and submission of the research respondent.

3.6 ORGANIZATION OF DATA

The arrangements of data were grouped into groups to get the meaningful relations of ideas and opinions about the study from the responds. The data was written and analyzed in tables as it appears in chapter four.

They will have a column for response frequently and percentage. The researcher will scrutinize the completed questionnaires to check errors and omissions and see how to correct them. The analysis will be based on each question and general recommendation; conclusion will be derived from the analysed data as it appears in chapter five.

The table indicates that 50% of respondents who were teachers use lecture method. The head teacher does not use lecture method. The headteacher does not use lecture method. Out of 5 respondents 30% of pupils stated that oral method is used while 20% of parents use lecture method.

From the findings above 50% teachers use discussion method, 100% by head teacher 40% of pupils stated that teachers use discussion method. While 60% of the parents use discussion method.

Q3. Which teaching method is effective to learners with hearing impairment?

Table 3

Method	Variable	Frequency	percentage	Number of respondents
Discussion	Teachers	8	80%	10
	Head	1	100%	1
	Pupils	4	80%	5
	Parents	3	60%	5
Lecture	Teachers	2	20%	10
	Head	Not used	0%	1
	Pupils	1	20%	5
	Parents	2	40%	5

The table indicates that 80% of teachers use discussion effectively, 100% represent the head teacher, while 80% of pupils stated that discussion is effective to them, 60% of parents use the same method while assisting their pupils at home. From the finding 20% of teachers stated that lecture is the most effective method of teaching.

The Head-teacher stated that it is not effective while 20% of pupils stated that it is effective and 40% of parents.

Q4. Which approach assist in achieving objectives while teaching learners with hearing impairment

Table 4

Approach	Variable	Frequency	Percentage	Number of respondents
Oral	Teachers	3	30%	10
	Head	0	00%	1
	Pupils	2	40%	5
	Parent	1	10%	5
Manual	Teacher	7	70%	10
	Head	1	100%	1
	Pupils	3	60%	5
	Parents	4	80%	5

Table 4 indicates that 30% of teachers stated that oral approach assists teachers in achieving their objectives. The head teacher stated that oral approach does not assist in achieving objectives, pupils 20% and parents 10% stated that oral approach help in achieving intended objectives from the finding 100% of head teacher stated that manual approach is the best followed by 70% of the teachers' pupils 30% and 40% parents

Q5. What is your attitude towards learners with hearing impairment?

Table 5

Attitude	Variable	Frequency	Percentage	Number of respondents
Negative	Teachers	6	60%	10
	Head teacher	0	0%	1
	Pupils	3	60%	5
	Parents	3	60%	5
Positive	Teachers	4	40%	10
	Head teacher	1	100%	1
	Pupils	2	40%	5
	Parents	2	40%	5

In the table 60% of teacher stated that they have negative attitude towards learners with hearing impairment, 60% of pupils stated that their teachers have negative attitude towards them, while 60% stated the same. From the findings 40% of teachers stated they have positive attitudes towards learners with hearing impairment, 40% of pupils and parents stated the same. The head teacher 100% stated that he has positive attitude towards learners with hearing impairment.

Q6. Motivation affects the learning of learners with hearing impairment

Table 6

Motivation	Variable	Frequency	Percentage	Number of respondents
Yes	Teachers	9	90%	10
	Head teacher	1	100%	1
	Pupils	4	80%	5
	Parents	3	60%	5
No	Teachers	1	10%	10
	Head teacher	0	0%	1
	Pupils	1	20%	5
	Parents	2	40%	5

Table 6 indicates that 90% of teachers sated that motivation affects learning of learners with hearing impairment. 100% head-teacher stated that it affects while 80% of pupils and 60% of parents stated the same. From the findings 10% of teacher indicated that motivation does not affect learning. The same was stated by pupils 20% and 40% of parents.

CHAPTER FIVE

SUMMARY, DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 OVERVIEW

This chapter represents summary of the previous chapters' discussion, recommendation and conclusion.

5.1 SUMMARY

The main purpose of this study was to investigate the hearing impairment and academic performance. In this chapter researcher tried to summarize and discuss the highlights based on the research objectives under the following themes.

5.2 DISCUSSION

From the teachers, head teacher, pupils and parents questionnaires the two approaches are used when teaching learners with hearing impairment. In table 1 indicates that teachers 80% use oral approach while teaching learners with hearing impairment, one respondent head teacher use oral approach, while pupils 60% and parents 60% use oral method.

Manual approach, 6 respondents making 60%, 100% 1 respondent, pupils 60% and parents 80% stated that they use the above approach. In support of this according to Hallan and Kauffman (1991) they stated that oralist believed that it was crucial for learners with hearing impairment to develop their remaining ability to learn to communicate. The manualists emphasized on the use of sign language. In table 2. 50% of respondents who were teachers use lecture method. Out of 5 respondents 30% of pupil's not use lecture method. From the same table 2 it was found that 50% of teachers use discussion methods while teaching learners with hearing impairment, 100% by headteacher, 20% of pupils stated that their teachers use discussion method, 20% parents use the same method. The researcher feels that more learners are involved in learning activities it makes the child retain what has been taught.

In table 3 the following respondents indicated that they use discussion effective, teachers 80% head teacher 100%, pupils 80% and parents 60%. The researcher is in support of this method because it encourages rapport between the teacher/pupil and pupil/pupil. From the findings 20% of teachers stated that lecture is her most effective method of teaching learners with hearing impairment, 10% of pupils and 20% of parents. Lecture method does not cater for slow learners and it is teacher centered, in table the respondents

RECOMMENDATIONS

As a way to improve academic performance of hearing impairment the following conditions need to be put in place.

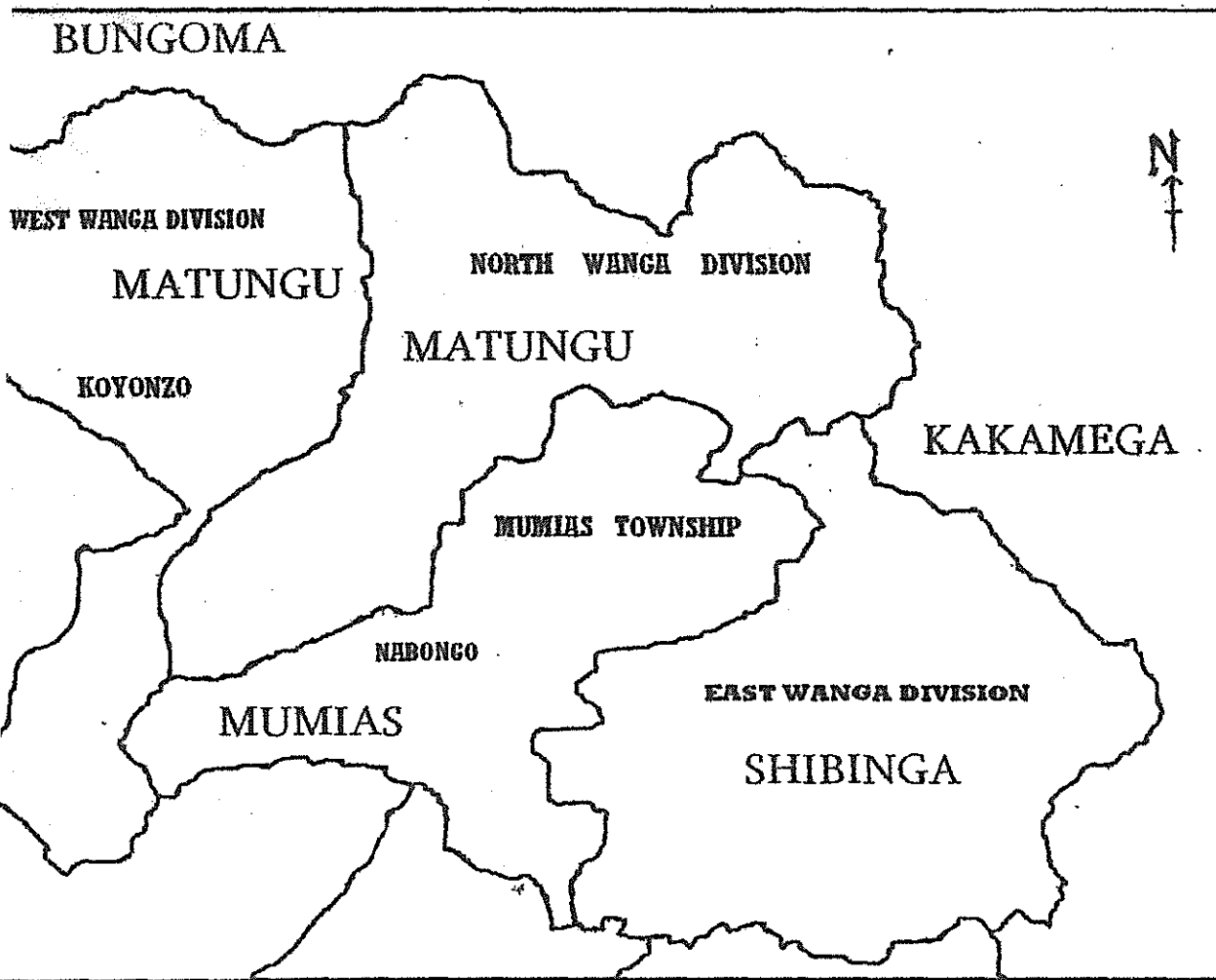
- There should in service education of teachers in special needs education by the Government.
- The curriculums for learners with hearing impairment need to be modified by Kenya Institute of Education (K.I.E) to suit the special needs of the learners.
- Teachers should use appropriate teaching approaches for effective learning.
- Ministry of basic education should in primary teachers colleges.
- Bursaries should be organized to assist hearing-impaired learners.
- The Government should modify exams set for hearing impaired learners.
- Trained teachers should set invigilate and mark exams for hearing impaired.
- Teachers and society should be sensitized to change the attitude of hearing impaired learners.
- Government should provide more funds to help in construction of more classes of the hearing impairment.
- Workshops should be organized especially at school level to curb the problem of communication.
- Government and Teachers Service Commission should improve on salaries of teachers handling special programmes.
- Government should train more teachers in Special Need Education.
- Teachers should use real learning materials to compensate for the lost senses.
- The education assessment and resource team should provide essential services by assessing the hearing loss in terms of degree, nature severity and advice on proper intervention measures.

CONCLUSION

Following discussion of the various findings resulting from respondent's view on hearing impairment and academic performance.

The academic performance depends on approaches/teaching methods. Suitability of the curriculum and attitudes of teachers, head-teacher, parents towards the child with hearing impairment. These factors warrant intervention measures to provide equal opportunities with their "hearing" peers.

MUMIAS DISTRICT (Administration Boundaries)



APPENDIX 3

KAMPALA INTERNATIONAL UNIVERSITY

QUESTIONNAIRE FOR TEACHERS

You are kindly requested to tick and also write in the spaces provided appropriately according to the questions asked. The information you give will be kept confidentially.

1. Name two types of teaching approaches used while teaching hearing impaired learners
1 _____ 2 _____
2. Which is the most commonly used method of teaching in your school
A. Lecture B. Discussion.
3. Which teaching method is effective to learners with hearing impairment
A. Discussion B. Lecture
4. Among the approaches which one assist the teacher of learners with hearing impairment to achieve his/her objectives
A. Oral B. Manual
5. What is the attitude of teachers towards learners with hearing impairment?
A. Negative B. Positive
6. Do teacher's lacks of motivation affect the learning of learners with hearing impairment?
A. Yes B. No
7. Do learners with hearing impairment sit for National Examination?
A. Yes B. No
8. Are teachers of hearing impaired learners able to complete their syllabus within given period?
A. Yes B. No