ACADEMIC DIFFICULTIES OF HEARING IMPAIRED LEARNERS IN SELECTED INCLUSIVE PRIMARY SCHOOLS IN NYAMIRA NORTH DISTRICT, KENYA.

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Kampala, Uganda.

In Partial Fulfillment of the Requirement
for the Degree of Masters in
Special Needs Education.

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August, 2012.

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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of learning.

Ronald Ombogo Asamba



Signature

14TH SEPT 2012

Date

DECLARATION B

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

Name and signature of supervisor	Name and signature of supervisor
Date	Date

DEDICATION.

Dedicated to my beloved wife Rose Kwamboka and children Reuben Bosire and Davis Nyagechi who have always supported me throughout my endeavors in exploring the world of academics.

ACKNOWLEDGEMENTS.

This thesis had not been easy. It required a lot of courage, interest and perseverance. This thesis has not been what it had, had it not for the help of the following.

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ACRONYMS AND ABBREVIATIONS

H.I	Hearing Impaired
S.N.E	Special Needs Education
E.A.R.C	Educational Assessment Resource Centre
MOEST	Ministry of Education Science and Technology
KSDC	Kenya Society for the Deaf
KNAD	Kenya National Association for the Deaf
SEE	Signed Exact English
SE	Signed English
SPL	Sound Pressure Level

ABSTRACT

The learners who are hearing impaired have for years been stigmatized and despised although their potentiality is performing duties does not differ from that of non hearing impaired learners. Due to this, the study on academic difficulties of hearing impaired learners in selected inclusive primary schools in Nyamira North District, Kenya specifically determined to further the following; determine the academic difficulties of the hearing impaired in inclusive schools, the extent and establish if there was a significant difference between male and female hearing impaired learners. The objectives of the study were meant to examine the academic difficulties faced by hearing impaired learners and then find out ways of assisting the learners academically. The researcher used descriptive survey design specially the descriptive comparative strategy, characteristics and behavior of hearing impaired were described and then compared between male and female hearing impaired learners. The researcher selected 109 respondents from a total of 150 teachers in selected inclusive primary schools. The researcher used a face sheet to gather data on the respondents' demographic characteristics. Researcher devised questionnaires were used to collect data. The study established that learners with hearing impairments have a wide range of academic difficulties which have not been fully catered for to enable them learn effectively. The study concludes that majority of the teachers lack special skills in teaching learners with hearing impairment, MOEST does not consider hearing impairment as exceptional children in general to their need for extra funding in free primary institutions. The learners are discriminated against by their peers both outside and inside the classroom. Finally, the researcher recommends that the government to sponsor training programs on special needs, education to all teachers, provision of support services, teaching/ learning materials by the government, curriculum modification to suit the learners, guidance and counseling to the parents, teachers, siblings and the learners themselves to enable them accept in the free learning education programs.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

Hearing impairment is actually one's hearing loss. Therefore it as been known as deafness. It is also regarded as auditory impairment of deaf and dump (Ndurumo 1993).

People with hearing impairment have difficulties in communication to a certain extent depending on the extent or degree of hearing loss. The degree of hearing impairment ranges from mild moderate, severe and profound since those people don't hear well or at all, they are crossed out of conversation hence they live in a lonely world. "Deafness cuts one off from a conversation" (Kershow 1973). Speech problems hinder one from expressing his problems or needs properly. This is extended to class where learners cannot be catered for properly.

Because of this and many other reasons not mentioned, the researcher decided to collect data concerning problems faced by hearing impaired children in primary schools in Nyamira North District. The researcher also got ways on how best those learners can be provided for educationally. People used to think that the handicapped people were unable to perform anything worth.

They believed that disability was brought by God as a punishment of sins committed by the parents of the child with the disability (Kershow 1973). This believes made people t develop negative attitudes towards the physically and mentally handicapped where the hearing – impaired children were included. As nature has it there was nobody who could like to be associated with evil such children, could either be thrown away to die in the forest or kept hidden from the public or isolated from others. Due to their disabilities, they believed not be able to perform anything of value even up to now still some people don't take this children to school because of their handicaps they have. They only neglect them and give duties of looking after the home while others go to school as they work elsewhere. When it comes to the hearing – impaired children they are assumed

not to understand and therefore cannot follow instructions, it becomes needless for them to be taken to school.

However, the case of children with impairment could be instructed to perform some light duties and could not be allowed to perform duties like leading other or directing others more especially when it comes to giving solutions to problems.

There are many types of hearing impairment. The deaf is a group of persons who are also referred to as total deaf. It entails the moderate, severe to profound degree of hearing loss that is between 70dB – 90dB and over 90dB (Ndurumo 1993).

Hearing impairment comes just like any other disability. Just as there are a number of factors that cause other disability, there are also several factors that lead to hearing loss. They include excessive noise to the ears, medications especially during pregnancy, hereditary factors in the family, disease like polio, otiti's media, venereal diseases and chicken pox, other factors include accidents which cause injury to the inner parts of the ear e.g. road accidents and the slaps on the ear, pregnancy complications and other unknown causes which are mostly assumed to be witchcraft and superstition.

These children were highly discriminated against whenever they interacted with others in school or even at home, play or work, they were given labels. They were in most cases neglected and not treated as pure human beings. But when it comes to extreme of hearing impairment i.e. the profound, they were not even taken to schools. They were believed not to achieve anything in educational field. They were normally kept at home and at most cases indoors. This was because other families saw them as a curse and did not want them to be seen by other people.

Because these children with hearing impairment could not converse fluently or effectively with others, they were normally segregated. The peers and other people isolated them as they saw them as a burden. When you move to the few who attended school, they handled them as low achieves. In schools,

those teachers who were supposed top handle them i.e. special education teachers were missing. There were too few teachers who had undergone special education training hence,; they could cater for all those hearing – impaired learners.

In the past people with disability were not valued. They were not educated because they were viewed as underachievers. They were therefore segregated from educational services. A good example is St. John of Beverly in 19th century who taught a hearing – impaired person to talk (Ranmdiki 2003).

There was also a length period of instructional segregation education with disabilities in America in 19th and 20th centuries (Rotheman 1971).

In Kenya, we have had schools set up for persons, with hearing impairment. The schools were set up from 1985 up to 1961 such as Aga khan unit for the deaf (Mombasa) 1958, St. John Kennedy, Nyabondo 1960, Dagoretti unit for the deaf 1960, Mumias school for the deaf 1961, Nyangoma for the deaf 1961 and Aga khan unit for deaf (Nairobi) 1961.

There has also been bodies formed to mind for the deaf persons in Kenya such as Kenya society for the deaf (**KSDC),** Kenya National Associational for the Deaf (**KNAD).** All these cater for the social welfare of the deaf. They also look into the education and health care for the deaf.

Statement of the problem

Hard of hearing is a problem that is experienced by quite a number of children all over the world. Because of this problem, many children who are hard of hearing have ended up dropping out of the school. Others have received less education than they could have received if their problems could have been known at earlier stages and attended to at the same time, some of those children have been also misunderstood for what they do and how they behave. Those people who are handling them such parents, teachers and

caretakers have not known how to handle them properly at home, in class, out of class and even during plays.

These children with hearing impairments have always been stigmatized even though they have their ability to perform duties just as other normal children. Teachers who have not undergone the special education training do not take care of these learners with hearing impairment. Both the teachers and learners label these learners as slow learners, idiots, deaf, stupid and disabled. These adjectives demoralized the hearing impaired and it kills the spirit of competing with in class with others in class.

This one does not only apply to one part of the world but it is worldwide. This has led the research therefore to find out the academic difficult faced by children hearing impairment. At the same time, get ways and means of assisting them.

Nyamira North District is one of the District in Nyamira County, which is badly it hit by this problem of hearing impairment. In view of the above mentioned situation I was encouraged to carry out this study to find out the academic difficulties faced by children with hearing impairment in primary school in Nyamira North District.

Purpose of the Study

The reason why this was proposed are as follows:-

1. To examine academic difficulties faced by hearing impaired learners.
2. Find out ways of assisting hearing impaired learners academically.
3. To validate existing information related to the theory which the study is based.
4. To generate new information based with finding of the study
5. To bridge the gaps identified in the previous studies.

Research objectives

To identify the academic difficulties of the hearing impaired learners in selected inclusive primary schools in Nyamira North District, Kenya.

Specific objectives

1. To determine the profile of teacher respondents in inclusive primary schools in terms of gender, age, educational qualification, teaching experience and rank in the school.
2. To determine the profile of the hearing impaired children in inclusive primary schools at to: - Age, Gender and Rank in the family.
3. To determine the extent of academic difficulties faced by hearing impaired learners.
4. To establish if there is a significant difference in terms of academic difficulties between male and female hearing impaired learners.

Research questions

1. What is the profile of the teacher respondents in terms of gender, age, educational qualification, teaching experience and rank in the school?
2. What is the profile of hearing impaired children in inclusive primary schools in terms of: - Age, Gender and Rank in the family?
3. What is the extent of academic difficulties faced by the hearing impaired learners?
4. Is there a significant difference in terms of academic difficulties between male and female hearing impaired learners?

Null hypothesis

There was no significant relationship in terms of academic difficulties between male and female hearing impaired learners.

Scope

Geographical scope

The study was conducted in selected inclusive primary school in Nyamira North District, Kenya. The district has 17 special units and 56 inclusive primary schools. There are about 30 trained teachers on special needs education within the district.

Theoretical scope

In this study, the Ecosystem Theory on Human Development by Brronfenbrenner, 1979, was used. This theory views hearing impairment as a barrier to learning and participation.

Content scope

The study intended to examine the academic difficulties faced by hearing impaired learners in an inclusive setting. The study further suggested ways on how to overcome the challenges.

Time scope

The study was conducted between January and April 2012.

Significance of the study

Learners were able to accept their conditions and then worked normally with other children. They were also provided with appropriate support services such as placement, medical intervention as well as educational interventions. This enabled them to easily cope with educational institutions. **Parent** also benefited from this thesis in that they were made aware of the causes of hard of hearing impairment. This enabled them understand how to handle these children with hard of hearing impairment at home or whenever. **Teachers** also were able to identify learners with hearing impairment in schools and their respective classes. This assisted teachers to prepare individualized educational programmes for them to make learning a success. Research findings also made the **community** to identify these children and try to remove barriers, which

hindered their learning, orientation and mobility. **Administrators** such as chiefs, sub-chiefs, village elders and councilors were made aware of children with hearing impairment who are found in their areas of operations. In turn, they passed this information to the community at large. Both community and the administrators devised ways and means of helping these children in question. Then it was to be the responsibility of the administrations to make sure that these decisions made were implemented. **The Ministry of Education** used the research findings to know the learning resources for those learners so that they prepare appropriate learning resources suitable for them. On the other hand, non- governmental organization provided funds and supportive devices for these children. The results of the research enabled the government to plan well for the children in terms of provision of funds, materials and medical resources. The research findings created room for further research of the hearing – impaired learners. Generally, the research increased knowledge and awareness to teacher and the public about hearing impairment children and their needs in the district. The research encouraged people in general to change negative attitude towards the hearing- impaired.

Operational definitions of key terms

The following terms are defined as they are used in the study.

Academic difficulties: Problems experienced in learning academically.

Hard of hearing: Is a condition where one has a hearing loss but has some hearing ability that can enable him to hear speech and acquire spoken language.

Hearing impairment: A person who is suffering from hearing loss, the one who cannot hear totally or partially.

Profile: Refers to the attributes of the learners as to age, gender and rank in the family.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, ideas, opinions from authors/ experts

For years, hearing impairment has been known as "deafness". It as been perceived by different societies in different ways. This chapter deals with the world overview of the problems, historical of support services.

Therefore, the research went deeper to investigate the difficulties faced by hearing impaired children. A part from that, he tried to come up with better ways through which learners with hearing impairments can be assisted to gain equally with other learners. The researcher used teachers, parents and even the learner for the information he was looking for.

As far as human rights are concerned, education is right to all people regardless of one's disability. Hence, the persons with disability should not be left out of school provisions. This is according to the world conference on special education (1994). It stated that every child has a unique characteristics, interests, abilities and learning needs among other things.

Eron and Kutosi (2000), Randiki also puts it clear that provision of special education has undergone seven major stages:- neglect period when the children with disability were rejected and discarded to inclusion through private tuition, institutionalization, separation and normalization periods. Before 17th century persons with disabilities all over the world were considered socially, mentally and physically less active/ capable. This made them not to be easily accepted and regarded as part of the community where they belong. People with disabilities including those with hearing impairment were neglected, rejected and scolded among other derogatives. This had come along because communities had negative attitudes toward them. They were rejected even in the families where they were born. In some communities, such children were taken and left to die in the forest or to be eaten by wild animals. Disabilities were considered contagious. At the same time, they were viewed as curse from God. Some

believed it was to come due to witchcraft and this made them not to be provided for adequately Randiki (2002). Up to date some communities have those beliefs however now most of the people have understood how disabilities came about.

Now that people have known how disabilities came about, most people have changed their attitudes. They have accepted that people with disabilities can mix with them well. Even other children without disabilities can be seen plying together with people, with disabilities, a case which was prohibited in some communities because disabilities were treated as contagious. Even in schools, they can be seen learning and playing together though their provisions in learning have not been fully met. Factors hindering these include trained manpower i.e. special education teachers and hearing aids for he hearing impaired children in schools.

Hearing impairment ranges from mild to profound. This one deals with the degree of hearing loss. These ranges of hearing severity have been categorized into four groups: - Mild 20db- 40 db, moderate 40db-70db, severe 70db – 90db, profound over 90db to total deaf.

The mild hearing impaired persons can be able to follow conversations in a quiet room. However, such persons will need to sit next to the speaker and face him.

The moderate hearing impaired can understand conversation if it is very loud in the room, at the same time the listener must be near and face the speaker.

In severe and profound hearing impairment, one cannot follow normal conversation however, quiet the room is. One can also not develop the language and this is because of his or her severity in hearing. He communicates through the signs and not spoken language.

According to Ndurumo (1993), the causes of hearing impairment can be classified into three categories namely: - pre-natal before birth, peri- natal during birth, post- natal after birth.

In the above stages, the following are the factors that can cause hearing impairment.

a) **Heredity** : whereby a child inherits the problem through a parent
b) An infection like **otiti's** which is an infection in the middle ear, which is caused by inflammation of the middle ear.
c) **Blockage of external auditory canal:** This can be brought about by objects like seeds inserted into ears and if not removed in time cause inflammation leading to hearing loss. Blockage can be caused by hard wax, if the wax accumulates in the canal blocking, this may result into hard plug, which causes hearing difficulty.
d) There is also a condition whereby the ear may not develop physically well and may have structural defects e.g.
    - The absence of the oscicles
    - The pinna appearing as remnants or,
    - A complete absence of the ear.
e) **Tumors** may develop in the external auditory canal and may block it causing hearing impairment.
f) One may get injuries on the head that may affect the eardrum or dislocate the oscicle causing hearing impairment.
g) Excessive noise from loud music, noise from industries, explosives from quarries, jet/ aero planes, noise, rockets all affects the hearing ability.
h) Some drugs like quinine, fansidar and certain antibiotics have side effects that may damage the auditory systems.

Hearing impairment has many more consequences on the individuals who depending on where one is. It becomes dangerous for such a person when he or she is passing along streets which are full of traffic. They may not hear when the motor vehicles hoot for them to give way. As a result, one may be got by a road accident at any time he or she is on or by the road.

In case of dangerous animals, the hissing snakes or barking of dogs and roaring of lions, a hearing – impaired person may not hear in order to evade their dangers.

Such a person may not enjoy the music as other people who do not have a hearing problem. And because this person does not hear properly, he cannot be able to develop good speech or discriminate sounds. As a result, his oral communication is greatly affected. In places like meetings, churches or in class, one will not gain equally like those ones without hearing impairment. Generally, lack of hearing derails social interaction and development, Kimani (2003). If a child is unable to hear well, it will be difficult for him to speak well too Karanja (2001).

A child with hearing impairments in a class is not likely to gain equally with the child without hearing impairment. As the teacher teaches, he or she may not be answering questions asked. This is either because he does not follow or on the other hand may not be fluent in speech. This one will discourage such a learner to contribute in a lesson.

During practical or physical education, he may not take in all the given instructions hence may end up not performing some class activities. Other practical's e.g. experiments in science may be a problem to him. He may not want to take part in these activities hence may end up learning less compared with his fellow learners without the impairment. If the hearing – impaired person stays away from the speaker, he may not hear what the speaker says however loud he may be. This is because sound pressure level (SPL) is highest at the source. As it moves further away it, decreases by a given intensity called a decibel. Mwereria (2004). At the same a hearing – impaired person may further worsen this problem if there will be more background noise. Background noise destruct, one from hearing the actual response Mwereria (2004).Sources of background noise include aircrafts, traffic noise, noise from other rooms and even noise by other learners.

Hearing impaired learners who learn in non – absorptive rooms get it difficult to follow what the speaker is saying. This is because non – absorptive rooms increase reverberation, as they do not reduce noise levels in the rooms.

To crown the academic difficulties, the hearing impaired learners have the essential area is the interaction. As we all know, interaction is very difficult for such a person to interact with others. Learners with hearing impairments are normally isolated by their fellow learners. They see them as a burden and one who cannot follow instructions. And because in most cases they are always in play, they isolate the hearing impaired. This hearing impaired as a result may end up missing a lot in life.

They may not master the language well and this retards their learning. Also, in plays, it is where learners develop their eye -hand coordination and if they cannot be included in he plays, their language may end up being poor. On top of that, the learners will get themselves isolated and fell rejected. This will never motivate them in their learning.

An individual with hearing impairment will not develop language normally hence hinder social interaction and development, Kimani (2003).

Once learners with hearing impairment have been identified, it is important that action be taken immediately. Such learners should be referred to assessment centers for placement. Assessors may also refer for medical attention depending on the severity. If the hearing loss detected early enough in age it can be remediated through education audiology in several ways. The hearing loss can be remediate by providing hearing aids to hearing impaired learners. The hearing aids can either be worn individually or used by a group of learners. The hearing aids however do not cure but simply amplify the sound. The sound in the hearing aids adjusted to suit the nature and degree of the learners in class or whenever.

Young children develop speech and language through listening. Hearing sense enables children to understand immediate sounds and those that are away. Therefore, as a child understands spoken language she or he also learns

to imitate what he or she hears, Mwereria (2002). In this case, the learners should be taken through speech synthesizing in order to remediate his hearing speech as well. As the learners develop speech, they will easily socialize and interact with others.

Proper placement of learners with hearing impairment should be taken into account for them to gain just as others. The learners should be seated in front of the class and precisely face the teacher. This will enable the leaner to get all words spoken by the teacher through the hearing and seeing senses. As well, the speaker maybe a bit louder such that the learners do not strain to listen to what he is saying.

The learning environment should be acoustically treated in order to enable the hearing impaired learner to obtain favorable listening conditions. Here both the noise from outside and inside should be reduced or controlled to enable learners to follow the speaker. This can be done by carpeting the floor and mounting absorptive materials on the wall surfaces and the ceiling Mwereria (2002).

In order for the hearing impaired to gain equally with the non hearing impaired learners in class, a lot has to be done. The teachers should use both sign language and speak louder when addressing learners in and out of class. At the same time, teachers should also make use of body language, picture clue, drawing and facial expressions. To maintain synonymously known as inclusive setting, it requires that a teacher use code mixing and code switching medium of communication, Kithule (2000). This would include use of signs as well use drawing or picture clues together with sign interpreters.

For the hearing impaired hearing aids can be used by learners with mild to moderate hearing impairment in an inclusive class. The hearing aids are of two types i.e. group hearing aids and hearing aids are of varieties depending on where there are worn e.g. Body worn aid, in the ear aid, in the canal aid, behind the ear aid.

However, the major problem with these aids is that most parents with the hearing- impaired children cannot be able to afford them. And even those people do not regard the children with hearing impairment.

Theoretical perspectives.

The study is based on the ecosystemic theory on human development (Bronfenbrenner, 1979) which views Hearing Impairment as a barrier to learning and participation. The ecosystem theory is a synthesis of the ecological (Bronfenbrenner, 1979) and systems theories; hence its name. The ecological theory concerns the interdependence and relationships of organisms (persons- such as learners, educators and parents) and their physical environment (such as the family, home and school building). It considers the important role that context plays in understanding phenomena. According to systems theory, different levels and groupings of social context are viewed as systems, like educational, political, economic, individual and social system. A system consists of different parts or subsystems, for example a school as a system has parts or subsystems such as learners, the educators, the curriculum and the classroom. The functioning of the whole system is dependent on the interaction among all the subsystems. To understand the whole, the relationships among the subsystems need to be examined (Donald, Lazarus$ Lolwana, 1997: 36; Hoskins, 1995: 151).To understand the social context, one needs to look at the dynamic, reciprocal relationships among the various systems, and their various subsystems. Bronfenbrenner (1979: 3-4, 7-8, 22, 25, 26; 1986: 723-724; Swart & Pettipher, 2005: 9-15) categorized the different levels of systems, particularly those involved in the process of child development. The Microsystems refers to systems in which learners are closely involved, for example the family, school and peer groups. Individuals, significant others and events closest in a learner's life, continuous face-to-face contact and reciprocal influences are found in the microsystem. The microsystem is primarily responsible for forming and influencing the Academic Self Concept (ASC) of

learners.

The ecosystemic theory is relevant to this study as it involves the process of child development in relation to language and communication, social development, learning process, barriers to learning and the environment.

RELATED STUDIES.

According to vygotsky (1962) speech influences cognitive development in that the early speech of children becomes interiorized as inner speech and inner speech is the equivalent of cognitive thought.

Learning needs are inputs in terms of human, financial, physical and time which are processed through the educational processes to produce outputs. Quality education is no doubt a function of the elimination of barriers to learning and participation.

According to Abdulkareem (2003), teachers in required quantity and quality,enough materials for teachers and learners, effective utilization ensures academic success.

Infrastructure and poverty affects performance of teachers and learners (Bookcooks,1982; Adeyoju $ Araromi , 1997).Also according to Nwankwo, if facilities such as classrooms,special rooms and others are not enough, high academic achievements will never be achieved.

Teaching strategies employed by a teacher, interpersonal skills greatly influences learners' behavior (Ndebola 2008).Teacher's general preparation, punctuality, presentation, strategy used, position and function in the school is likely to produce strong effects on pupils' behavior (Rutter et al, 1979).

The economic factor for speech defects is costly such as corrections programs involving speech therapists in `aphasia'.

According to some recommendations of major conferences on deaf education, a teacher to be truly adequate should have a full liberal arts undergraduate program before entering the specialized field of education of the deaf. Many young people are emerging from undergraduate programs as trained

teachers of the deaf, teaching for two-three years, then proceeding to masters' degrees and not going back to class.

The relationship between student's attitude and academic performance of learners with hearing impairment based on the attachment "theory of love" indicates that the special emotions and commitments we feel for another person begins from the moment we are born and continue throughout our lifetime. According to Arnold Gesell (1920's), children are what they are the minute they are born, and it does not matter what parents do to change or shape them. According to Watson (1920's), children are completely a product of their environment and too much "spoiling" by parents usually the mother can be dangerous. Therefore teachers are like mothers who can either mould or spoil the learners depending on their attachment to them and influencing others toward the same.

Obanya and Learning (1980) suggests that in order to enhance teaching strategies and methods. Every teacher is faced with the responsibility of selecting and designing suitable learning experience, to provide optional learning opportunities to the learners.

Michael L. Hardemn (1984) suggest that according to research on the intellectual characteristics of children with hearing loss, distribution of intelligence Quotient(I.Q) score of this individuals is similar to that of hearing children. Therefore any disabilities in performance appear to be closely associated with speaking, reading and writing but are not related to level of intelligence. For example woodly, (1991) suggested that children using sign language have to divide their attention between signs and the instructional materials. Although the child may seem slow in learning, the reality may be that the child is carrying an additional cognitive load and simply needs more time to process the information.

However, the author emphasize that when people with hearing lose have compensated for their barrier, they appear to use cognitive similar to those employed by hearing people.

Children with hearing loose may be significantly delayed in comparison to that their hearing peers. Children who are deaf or have a partial hearing loose have a considerable difficult succeeding in an educational system that depends primarily on the spoken word written language to transmit knowledge. Low achievement is a characteristic of children who are deaf (Gustason, 1990, Paul and Shmmes 2000). They average 3-4 years below their age appropriate levels. Any hearing loss, whether mild or profound appears to have detrimental effects on reading performance (Gallaudent Research 1994, 2000, Leybaert, 1993). To counteract the difficult with convectional reading materials, specialized instructional programmes have been developed for students with hearing impairments. (Mcanally, Rose, Quigley, 1999, Quigty and kings 1984.

Summary of gaps in the literature review

The study in hearing impairments as a barrier to learning and participation by Bronfenbrenner (1979) was carried in a different country from Kenya and by extension to Nyamira North District which is different in many ways (geographically, culturally, economically and technologically).

Based on the study, the issue of time gap exist (Bronfenbrenner [1979]) when the study was conducted until (2012) when the researcher carried out his study. The duration is long and many changes might have occurred in terms of population and technological advancements.

The previous researchers might have used different methods to correct data from respondents while in this research self administered questionnaires were used to collect data from teachers. Although research has been conducted on hearing impairment the problem is still there.

CHAPTER THREE

METHODOLOGY

Research Design

The researcher will use descriptive design specifically the descriptive comparative strategy. In this study the characteristics and behaviours of hearing impaired learners were described and their academic difficulties. Further, these academic difficulties were compared between male and female HI learners.

Research population

The target population included a total of 150 teachers from selected inclusive primary schools in Nyamira North District, Kenya. The teachers were involved because they handle the learners with hard of hearing.

Sample size

Sloven's formula was used to determine the minimum sample size of 109 teachers from 150 target population, (Appendix vi) sample size determination.

Sampling procedure

Table 1: Respondents of the study

Number of	Target population		Sample size	
Schools	Schools	Teachers	Schools	Teachers
56	56	150	49	109

The purposive sampling was used to select the teacher respondents with these criteria.

Male and female respondents in any of the inclusive primary school include in the study.

1. Teaching staff with experience ranging from one year and above.
2. The head teacher of the primary school under study.

The simple random sampling was employed to finally choose/ select the actual quantified respondents.

Research Instrument/Tools

The research tools that were utilized in this study included the following:

1. Face sheet to gather data on the respondent's demographic characteristics (Gender, Age, Qualifications, School).
2. Researcher devised questionnaires to determine the academic difficulties of hearing impaired learners in selected inclusive primary school

Validity and the reliability of the instruments.

The instruments were piloted in the schools which were not included in the study sample and then modified to improve their validity and reliability. Validity was determined b using content validity index (CVI), thus;

Total questions = 40

Relevant questions = 38

$$\frac{CVI_1\ 38 + CVI_2\ 37 + CVI3\ 39}{40 \times 3} = \frac{114}{120}$$

$$\text{Validity} = \frac{\text{Relevant Questions}}{\text{Total Questions}}$$

V = 0.95

Therefore, it is valid

Legend RQ = Relevant Questions

TQ = Total Questions

IQ = Irrelevant Questions

The test rested techniques was used to determine reliability (accuracy) of the researcher devised instruments in ten inclusive primary schools. The respondents were not included in the study. The respondents were administered twice to the same respondents. The results were consistent hence the instruments were viable.

Data Gathering procedure

Before the administration of the questionnaire

1. Obtain an introduction letter from the college of higher degrees and research to enable the researcher get approval to collect data.
2. Explain the respondents about the study and request them to sign the informed consent form. (Appendix iii).
3. Select a minimum sample size using a simple random sampling produce to get a list of the respondents.
4. Reproduce more than enough questions for distribution.

During the administration of the questionnaire

1. Request the respondents to answer all questions and not to leave any part unanswered.
2. When returning the questionnaire check whether all parts are answered.

After the administration of the questionnaire

1. Eliminate all incomplete questionnaires
2. Analyze the data by using the defined methods of analysis i.e. the statistical package for social sciences (SPSS).
3. Use excel to analyze since it deals with frequency.

Data analysis

This deals with the organization, interpretation and presentation of collected data. The researcher used descriptive analysis, to analyze data. This involved the use of measure of central tendency, like mean, median and mode and measure of dispersion such as range, quartile deviation, standard deviation and variance. This is because I do not want to generalize my findings beyond the sample.

The research quantified the responses and expressed them as frequencies using descriptive or influential statistics.

ANOVA techniques were used to compare the differences in mean. Data was analyzed at 0.05 level of significance. The researcher was 95 percent confident that any differences noticed were due to remuneration and not a result of chance.

Ethical considerations

The researcher assured the respondents that their identity was not revealed or disclosed when filling the questionnaires. The information given was treated with a lot of confidentiality.

The researcher requested the respondents to sign in the "informed consent form" (Appendix iii) before filling in the questionnaires. Also, acknowledge the author quoted in these study findings was presented in generalized manner.

Limitation of the study

Threat to validity

Instrumentation: The research instrument in his study test was done to produce good results. The respondents may give incorrect answers to impress the researcher. Also, they may tend to provide false answers to particular questions e.g. Age.

Attrition: Not all questionnaires may be returned completely answered or retrieved back due to circumstances on the part of the respondents such as sickness, travels, hospitalization and refusal to participate. Therefore, the researcher reserved more respondents by exceeding the minimum sample size. I reminded the respondents not to leave any pert an answered.

Extraneous variable: These things are beyond the researcher's control for example respondent's honest, Personal bias and uncontrolled setting of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OR DATA

FACESHEET: PROFILE OF THE RESPONDENT

Table 2: Face sheet: Profile of Respondents

MAIN CATEGORY	SUB-CATEGORY	FREQUENCY	%
GENDER	MALE	65	63.7
	FEMALE	37	36.3
	Total	**102**	**100**
AGE	20-30 years	7	6.9
	31-40 years	27	26.5
	41-50 years	42	41.2
	50 and above	26	25.5
	Total	**102**	**100**
EDUCATION QUALIFICATION	Untrained	0	0
	Certificate	34	33.3
	Diploma	46	45.1
	Bachelor	20	19.6
	Masters	2	2
	PhD	0	0
	Total	**102**	**100**
TEACHING EXPERIENCE	Below 5 years	7	6.9
	6-10 years	7	6.9
	11-15 years	19	18.6
	16-20 years	33	32.4
	Above 20 years	36	35.3
	Total	**102**	**100**
RANK IN SCHOOL	Head teacher	27	26.5
	D. head teacher	24	23.5
	S. Teacher	17	16.7
	C. Teacher	18	17.6
	Ass. Teacher	9	8.8
	Special E. Teacher	7	6.9
	Total	**102**	**100**

Key (Likert Scale) mean range

4	Strongly agree	3.26-4.00	Very high
3	Agree	2.51-3.25	High
2	Disagree	1.76-2.50	Low
1	Strongly Disagree	1.00-1.75	Very low.

Analysis of demographic data

Frequency and percentage distribution was used to determine the demographic characteristics of the respondents. From the table 2 above, the following observation can be revealed.

According to the study most respondents were male who amounted to 65 teachers. This was 63% of the total respondents of the study. Female respondents were 37 which amounted to 36.3% of the total who were involved in the study.

Most of the respondents who participated in the study were between (41-50 years) age bracket. They were 42 which were 41.2%, they were followed by (31-40) years which were 27 amounting to 26.5%. The age while the last group was (20-30) amounting to 7 having a percentage of 6.9% of the total respondents.

Majority of the teachers were Diploma holders who were 46 having 45.6% of the total respondents. They were followed by certificate who amounted to 34 which was 33.3%, followed by Bachelors who were 20 with a % of 19.6%. There were only 2 master's teachers who were 2% of the total respondents. There were no untrained and PHD teachers.

According to the study majority of the teachers had 20 years and above teaching experience with a frequency of 36 which was 35.3% of the total respondents. They were closely followed by (16-20) years who were 33 with a % of 32.4%. 11-15 years were 3rd in rank who were 19 taking 18.6% of the total respondents. Those who were (6-10) years and below 5 years tallied with 7 with a percentage of 6.9% each.

Most of the respondents were head teachers who were 27. This was 26.5% of the total respondents Deputy Head teachers were 2nd in rank amounting to 24 respondents which was 23.5%, classes teachers were 18 having 17.6% of the total respondents senior teachers were 17 which was 16.7% while assistance teachers were 9 which amounted to 8.8%. The last group was special education teachers who were 7 and this accounted to 6.9% of the total respondents.

Table 3: Questionnaire to determine the profile of pupil respondents

Main category	Sub-category	Frequency	%
Gender			
	Male	71	69.6
	Female	31	30.4
	Total	**102**	**100**
Age			
	6-10	0	0
	11-14	89	87.3
	15-19	9	8.8
	10 and above	4	3.9
	Total	**102**	**100**
Rank in the family			
	1st	16	15.7
	2nd	26	25.5
	3rd	20	19.6
	4th	4	3.9
	5th	12	11.8
	6th	24	23.5
	7th	0	0
	Total	**102**	**100**

Analysis of the profile of pupil respondents

Majority of the learners who participated were males. They were 71 amounting to 71% of the total respondents. Only 31 respondents were females with 30.4%. Most of the respondents who participated in the study were in the age bracket of (11-14) years who were 89 amounting to 87.3% of the total respondents. The age brackets between (15-19) years were 9 making 8.8% of the total respondents. There were only learners on the 20 and above is 3.9%. there were no learners aged between 6-10 years.

According to analysis, majority of the learners were 2nd born their families making 25.5% of the total respondents. There were 24 learners who were the 6th born in their families making 23.5% while the 3rd born were 20 making 19.6% and the 1st born were 16 which is 15.7% of the total respondents. Only 12 were the 5th born which amounted to 11.8% of total respondents. There were nil respondents on the 7th born in the family.

Table 4: Extent of academic difficulties of hearing impaired learners

Indicators/ statement	Mean	Interpretation	Rank
Lack of sign language books	3.35	Very High	1
Do not use multidisciplinary approach to assist classroom teacher.	3.16	Very High	2
Have problems during play activities	3.08	High	3
Poor placement of H.I learners.	2.98	High	4
Home environment has a significant effect on hearing impaired learners.	2.93	High	5
Hearing impairments affects the academic performance of the learners.	2.91	High	6
The regular school environment deprives the deaf child the opportunity to acquire language naturally through sign language.	2.77	High	7
Rooms acoustically treated	2.77	High	7
No provision of assistive hearing aids	2.75	High	9
Parents negative attitude towards these children contribute to poor academic performance.	2.74	High	10
Teaching methods are in appropriate	2.72	High	11
The school uses regular curriculum for teaching hearing impaired learners.	2.69	High	12
Poor relationship between hearing and HI learners contribute to poor performance.	2.66	High	13
Teachers have low opinion on the learning ability of the			

hearing impaired learners on academic subjects.	2.62	High	15
Lack of teaching /learning resources for H.I learners	2.55	High	16
School environment affects academic achievement of hearing impaired learners.	2.51	High	17
Hearing impaired learners perceive themselves as low achievers.	2.44	Low	18
Hearing impaired learners lag behind academically.	2.44	Low	18
There is poor relationship between hearing impaired learners and the teachers.	2.43	Low	20
Discrimination of H.I learners	2.43	Low	20
Speech and lip reading methods of teaching do not enable the hearing learners grasp information.	2.32	Low	22
Hearing – impaired learners are accepted and not integrated in the family.	2.01	Low	23
Schools for the hearing impaired do not take national examinations in KCPE	1.98	Low	24
AVERAGE MEAN	**2.66**	**High**	**13**

Source: Primary data 2012

Analysis of the extent of academic difficulties of hearing impaired learners

From the table above, the following observation can be made

Lack of sign language books was a major problem when teaching learners with visual impairment. They were rated agree with no doubt with a mean of 335. This is rated strongly agree on the likert scale.

The teaching approaches used do not use a multi-disciplinary approach to assist the classroom teachers while teaching. It was rated agree with one doubt (mean 3.16). This was equivalent to agree on the likert scale.

Most learners with hearing impairments have problems during play activities. Its rated agree with some doubt (mean 3.08). This is the same as agree on the likert scale.

Most hearing impaired learners are poorly placed in the classrooms. This was rated agree with some doubt (mean 2.98). this is the same as agree in the likert scale.

Home environment has a significant effect on hearing impaired learners. The environment affects the academic performance of these learners either negatively or positively. It was rated agree with some doubt (mean 2.93). This is the same as agree on the likert scale.

Hearing impairments affect the academic performance of the learners as compared to other learners without the disability. It was rated agree with some doubt (mean 2.91). This is equivalent to agree on the likert scale.

The rooms for the hearing impaired are not acoustically treated to above reverberations and echoes of sounds to these learners. It was rated agree with some doubt (2.77). Also the regular school environment deprives the deaf child the opportunity to acquire language naturally through sigh language. This is the same as agree on the likert scale.

There was no provision of assistive hearing aids to the hearing impaired learners. It was rated agree with some doubt (mean 2.75). This was the same as agree on the likert scale.

Parents' negative attitudes towards learners with learners with visual impairment contribute to their poor academic performance. This was rated as agree with some doubt (mean 2.74) which is the same as agree on the likert scale.Teaching methods to the hearing impaired learners are inappropriate. This was rated agree with some doubt (mean 2.75) which is equivalent to agree on the likert scale.

Majority of the respondents agreed that the school uses regular curriculum for teaching the hearing impaired learners. This was rated agree with some doubt (mean 2.69) which was equivalent to agree.

Poor relationship between hearing and hearing impaired learners contribute to poor performance. This was rated as agree with some doubt (mean 2.66) which is equivalent to agree on the likert scale.Teachers have low opinion on the learning ability of the hearing impaired learners on academic subjects. This was rated as agree with some doubt (mean 2.62) which was the same as agree on the likert scale.

Lack of leaching/ learning resources for hearing impaired learners was a major hindrance on the hearing impaired learners. This was rated agree with some doubt (mean 2.55) which was the same as agree on the likert scale.

The school environment affects academic achievement of hearing impaired learners. This was rated agree with some doubt (mean 2.51) which was equivalent to agree on the likert scale.

Most respondents did not agree that hearing impaired learners lag behind academically. This was rated as disagree with some doubt (mean 2.44) which is equivalent to disagree on the likert scale. Also on this category was that the hearing impaired learners perceive themselves as low achievers. The respondents disagreed.

Poor relationship between hearing impaired learners and the teachers and discrimination of hearing impaired learners were rated as disagree with some doubt (mean 2.43) which was equivalent to as disagree on the likert scale.

Speech and lip reading methods of teaching do not enable the hearing impaired learners grasp information. This was rated as disagree with some doubt (mean 2.32) which was equivalent as disagree on likert scale.

Hearing impaired learners are accepted and not integrated in the family. This was rated as disagree with some doubt (mean 2.01) which is the same as disagree on the likert scale.

Schools for the hearing impaired do not take national examinations in KCPE. Most respondents disagree with some doubt (mean 1.98) which was equivalent as disagree on the likert scale.

On overall, all the academic difficulties faced by the hearing impaired learners were high (mean 2.66) which was equivalent to agree on the likert scale. All the twenty three difficulties on hearing impaired learners were compared by using likert scale by the four points ranging between;

Table 5: significant difference between male and female hearing impaired learners

	Male			Female		
statement	**Mean**	**interpretation**	**Rank**	**Mean**	**interpretation**	**Ra**
Cannot master the spoken language well	2.92	High	7	2.54	High	11
Lag behind in arithmetic's	3.14	High	6	2.17	Low	13
Ability to master sign language	3.16	High	5	2.84	High	7
High creativity in written language	3.39	Very High	3	3.49	Very	2
Ability to master pre- signing skills	2.26	Low	14	3.56	High	1
Acquire communication faster	3.42	Very High	2	3.06	Very	5
Socializes well with peers	2.73	High	9	2.59	High	10
Ready to participate in co- curricular activities	2.5	Low	12	1.99	High	15
Acquire activities of daily living earlier	1.83	Low	16	1.49	High low	16
Accepts motivations and reinforcements	2.35	Low	13	2.72	Very low	8
Relate well with their teachers	2.66	High	10	2.28	High	12
Integrates well within the community	2.15	Low	15	2.11	High	14
Acquires social skills faster	2.65	High	11	2.91	Low	6
Responds to guidance and counseling services given to them by teachers.	3.25	High	4	3.25	Low	4
Ready to be integrated within the mainstream	3.76	Very High	1	3.27	High	3
Mean	**2.81**	**High**	**8**	**2.68**	**High**	**9**

Analysis on the significant difference between male and female having impaired learners

The results in table 5 indicate that;

Male and female hearing impaired learner, can not master the spoken language well. They were rated at agree with some doubt with a mean of 2.92 and 2.54 respectively. This was equivalent to agree in the likert scale.

Majority of the male hearing impaired learners lag behind in arithmetic as compared to the female learners. They were rated agree with no doubt agree with some doubt (mean 3.14 and 2.17). this was the same as strongly agree in males and agree in female according to the likert scale.

Most of the male impaired learners have the ability to master sign language as compared to the female. The two groups were rated at 3.16 and 2.84 respectively. This was the same as agree with no doubt and agree with some doubt to female. This is equivalent to as strongly agree and agree according to lirket scale.

High creativity in written language was rated very high for male and female. They were rated 3.39 and 3.49 respectively. This was the same as strongly agree according to likert scale.

Female impaired learners were rated very high in the ability to master pre-signing skills as compared to the male learners. They were rated (3.56 and 2.26) respectively. This is equivalent as strongly agree and disagree according to the likert scale.

Male impaired learners acquire communication faster than female learners. They were rated (mean 3.42 and 3.06) respectively. This was the same as strongly agree and agree on the likert scale.

Both the male and female hearing impaired learners socialize well with peers. They were rated (mean 2.73 and 2.59) respectively. This was the same as agree on the likert scale.

Both the male and female hearing impaired learners are not ready to participate in co-curricular activities. They were both rated agree with some

doubt at (mean 2.5 and 1.99) respectively. This was the same as agree on the likert scale.

Both the male and female hearing impaired learners were rated disagree with some doubt and disagree with no doubt at all (mean 1.83 and 1.49) which is equivalent to disagree and strongly disagree according to likert scale.

Female H.I learners were rated in comparison to the male on accepting motivations and reinforcements (mean 2.72 and 2.35) respectively. This is the same as agree to females and disagree to male according to the likert scale.

Male H.I learners were rated high as compared to their female counterparts on how to relate with their teachers (mean 2.66 and 2.28) respectively. This is the same as agree and disagree according to likert scale.

Both male and female H.I learners were rated on low they are integrated in the community (mean 2.15 and 2.11) respectively. This is the same as disagree on the likert scale.

Both male and female H.I were rated high on the acquisition of social skills at (mean 2.65 and 2.91) respectively. This is the same as agree on the likert scale.

Both male and female H.I learners were rated the same on how they respond to guidance and counseling services given to them by teachers (mean 3.25) in both. This is the same as agree on the likert scale.

Both the male and female H.I learners are ready to be integrated within the mainstream (mean 3.76 and 3.27) respectively. This is the same as agree on the likert scale.

All the fifteen items on the significant difference between male and female hearing impaired leaners, were rated high (mean 2.81 and 2.68) respectively. This is the same as agree on the likert scale.

CHAPTER FIVE

Findings, conclusion and recommendation

Findings

1. From the study, the demographic characteristic of the respondents was found that in terms of gender, majority were male with 63.7%. Majority of there were in the middle adulthood aged between 41-50 years and being diploma holders in special needs education with teaching experience of over 20 years and above. Majority were holding a position of head-teachers in their institution.

   Majority of learners respondents were male with 69.6% aged between 11-14 years and were ranked 2nd in the family.

2. As for the extent of academic difficulties of hearing impaired learners the results showed that most teachers do no use multidisciplinary approach to assist the classroom teacher followed by discrimination of H.I learners. Having problems during play activities followed closely with poor placement of H.I learners and home environment having a significant effect on hearing impaired learners. Hearing impairment affects the academic performance of learners while the regular school environment deprives the deaf child the opportunity to acquire language naturally through sign language while the rooms are not acoustically treated. In the 9th rank no provision of hearing aids was followed closely with parents' negative attitude towards H.I learners contribute to poor academic performance. Teaching methods are inappropriate was ranked 11th followed by the school uses the regular curriculum for teaching hearing impaired learners and poor relationship between hearing and H.I learners contribute to poor performance respectively. Teachers have low opinion on the learning ability of the followed closely with lack of teaching/ learning resources for H.I learners. In the 17th rank, there was school environment affects academic achievement of hearing impaired learners

followed by hearing impaired learners lag behind academically which tied with hearing impaired learners perceive themselves as low achievers. In the 20th rank, was there is poor relationship between hearing impaired learners and the teachers which tied with discrimination of H.I learners. Speech and lip reading methods of teaching do not enable the H.I learners grasp information was ranked 22nd followed by H.I learners are accepted and not integrated in the family. In the last rank were schools for the hearings impaired do not take national examinations in KCPE. Generally, the academic difficulties of hearing impaired learners in selected inclusive primary schools in Nyamira North District, Kenya had an average mean of 2.66 which is equivalent to agree on the Likert Scale.

Regarding the significant difference between male and female hearing impaired learners in Nyamira North District, Kenya, it showed that there was a positive hence there was no significant relationship in terms of academic difficulties between male and female hearing impaired learners accepting the null hypotheses.

Conclusion

Based on the purpose of this study, learners with hearing impairments in Nyamira North District are faced with many academic difficulties. There was need for full acceptance of these learners both at lime, school and in the community for their academic achievement. The ecosystem theory of (Bronfenbrenner, 1979) which views hearing impairment as a barrier of learning and participation was proven as evidenced on the indicators on low intellectual abilities which was high compared to the academic achievements which were low.

Learners lacked self confidence and self esteem. This could result in lack of motivation and interest in learning resulting to poor educational performance. Earlier study by Maritin (1983) showed that a child's performance and effective participation is an assigned task is generally influenced by the nature of his social interactions with others.

The following conclusions about academic difficulties of hearing impaired learners in Nyamira North District. The research revealed that;

1. Majority of the teacher lack special skills in teaching learners with hearing impairments.
2. Most especially trained teachers worked within the countries of special schools and special units.
3. The MOEST does not consider learners with hearing impairment as exceptional children in general to their need for extra funding in free primary educations.
4. Although there are guidance and counseling programs in most primary schools most of these programs are not functional.
5. Learners with hearing impairments were discriminated against by their peers especially outside the classroom resulting in social problem leading to withdrawal from social interaction of these learners.
6. There is need for full acceptance of these learners at home, school and in the community as this contributes to their academic achievement.

Recommendation

The researchers made the following recommendation on the findings of the study;

- Government to sponsor training programs on special needs education to all teachers both in private and public sector to equip them with knowledge on how to handle learners with special needs.
- Provision of support services, learning/teaching materials by the government on learners with hearing impairments.
- Creating awareness and sensitization of parents, teachers, pupils and the community on special needs education and the prevention of the impairments.
- Curriculum modification to suit learners with hearing impairments e.g. using SE signed English instead of signed Exact English (SEE).

- Career guidance to learners with hearing impairments help them choose their future career hence set personal targets towards achieving the same.
- Guidance and counseling to the parents, teachers, siblings and the learners themselves to enable them accept their condition.
- Elimination of business in all schools and employment of sign language interpreters for the hearing impairment to enhance socialization and facilitate communication.
- Discourage labeling of learners with hearing impairment by parents, teachers and peers.
- A policy on increasing government business and increasing funding for learners in the free learning education programs
- The staffing officer at the department at teacher's service commission be advised to post especially trained teachers to regular school instead of concentrating them to special units where exceptional children are fear.

Suggestion for further study

It should be pointed out that the findings on the study should not be used to make generalization about these learners in the whole country. The study mainly acts to point out factors which hinder the learner's educational performance in primary schools in Nyamira North District. The following suggestions could be useful in pointing out other areas of study;

1. A comparative study to establish how hearing impaired learners are vulnerable learners inn schooling as compared with other children.
2. A study on the level of training of teachers who teach hearing impaired learners by using sign language.
3. A study to investigate the level of modification of the environment to fit the hearing impaired learners. Modification of the environment is important to these learners.

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APPENDIX 1 A

TRANSMITTAL LETTER

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OFFICE OF THE COORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August24, 2011

Dear Sir/Madam,

RE: REQUEST FOR RONALD OMBOGO ASAMBA MSE/18483/111/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Education in Special Needs Education.
He is currently conducting a field research of which the title is "**Academic Difficulties of Hearing Impaired Learners in Selected Inclusive Primary Schools in Nyamira North District, Kenya"**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, **(SPGSR)**

APPEDNIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/Madam,

Greetings

I am a candidate for master in special needs education at Kampala international University with a thesis on "**Academic Difficulties of Hearing Impaired Learners in Inclusive Primary School, Nyamira North District Kenya**. As I pursue to complete these academic requirements may I request your assistance by being but of this study.

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

Ma I retrieve the questionnaires 2 weeks after you receive them? Thank you very much in advance.

Yours truly,

Ronald Ombogo Asamba

Masters' candidate

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's data

Name: Ronald Ombogo Asamba

Reg. No. MSE/18483/111/DF

Course: Masters in Special Needs Education.

Title of the study: Academic Difficulties of Hearing Impaired Learners in Selected Inclusive Primary Schools, in Nyamira North District, Kenya.

Ethical review checklist

The study reviewed considered the following

- Physical safety for human subjects
- Psychological safety
- Informed consent
- Emotional safety
- Privacy
- Written request for author of standard instrument
- Coding of questionnaires/ Anonymity/Confidentiality
- Permission to conduct the study
- Citation/author recognized

Results of ethical review

- Approved
- Conditional (to provide ethics committee with corrections)
- Disapproved/ resubmit proposal

Ethics committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving consent to be part of the research study of Mr. Ronald Ombogo Asamba that will focus on "**Academic Difficulties of Hearing Impaired Learners Inclusive Primary School, Nyamira North District, Kenya.**"

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 any time.

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 A

FACESHEET: PROFILES OF THE RESPONDENTS (TEACHERS)

Gender (please Tick): ____ (1) Male

____ (2) Female

Age:

___ 20 – 30 yrs

___ 31 – 40 yrs

___ 41 – 50 yrs

___ 50 and above yrs

Qualification under education discipline (please specify)

1. Untrained teacher _____
2. Certificate _____
3. Diploma _____
4. Bachelors _____
5. Masters _____
6. PhD. _____

Other qualifications other than education discipline _____

Teaching experience (please tick)

1. _____ Below 5 years

2. _____ 6 – 10 years

3. _____ 11 – 15 years

4. _____ 16 – 20 years

5. _____ Above 20 years

Rank in the School (Please Tick)

1. Headteacher _____
2. Deputy headteacher _____
3. Senior teacher _____
4. Class teacher _____
5. Assistant teacher _____
6. Special education teacher _____

APPENDIX IV B

QUESTIONNAIRE TO DETERMINE THE PROFILE OF PUPILS RESPONDENTS

Gender

Please tick as appropriate

Male ☐

Female ☐

Age (please Tick)

1. _____ 6 – 10 years
2. _____ 11 – 14 years
3. _____ 15 – 19 years
4. _____ 20 and above

Rank in the family (please tick)

1st ☐

2nd ☐

3rd ☐

4th ☐

5th ☐

6th ☐

7th ☐

Other specify ☐

APPENDIX IV C

EXTENT OF ACADEMIC DIFFICULTIES OF HEARING IMPAIRED LEARNERS

Direction 1: Please respond to the options below by using the rating scale below.

Rating	Response mode	Description
4	Strongly agree	You agree with no doubt
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt

_____ (a). Hearing impaired learners lag behind academically.

_____ (b). Poor relationship between hearing and HI learners contribute to poor performance.

_____ (c). Schools for the hearing impaired do not take national examinations in KCPE

_____ (d). Hearing impaired learners perceive themselves as low achievers

_____ (e). The school uses regular curriculum for teaching hearing impaired learners.

_____ (f). Hearing – impaired learners are accepted and not integrated in the family.

_____ (g). Home environment has a significant effect on hearing impaired learners.

_____ (h). Parents negative attitude towards these children contribute to poor academic performance.

_____ (i). School environment affects academic achievement of hearing impaired learners.

_____ (j). Teachers have low opinion on the learning ability of the hearing impaired learners on academic subjects.

_____ (k). There is poor relationship between hearing impaired learners and the teachers.

APPENDIX IV D

QUESTIONNAIRE ON THE SIGNNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE H.I LEARNERS

(For teachers)

Direction 2: Please respond to the options below by using the rating scale below.

Rating	Response	Description
4	Strongly agree	You agree with no doubt
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt at all

YOUR HEARING IMPAIRED LEARNERS (MALE AND FEMALE)

No	Academic difficulties	Male	Female
1	Cannot master the spoken language well		
2	Lag behind in arithmetic's		
3	Ability to master sign language		
4	High creativity in written language		
5	Ability to master pre- signing skills		
6	Acquire communication faster		
7	Socializes well with peers		
8	Ready to participate in co- curricular activities		
9	Acquire activities of daily living earlier		
10	Accepts motivations and reinforcements		
11	Relate well with their teachers		
12	Integrates well within the community		
13	Acquires social skills faster		
14	Responds to guidance and counseling services given to them by teachers.		
15	Ready to be integrated within the mainstream		

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

Personal profile

Name : Ronald O. Asamba

Gender : Male

Nationality : Kenyan

Educational Background

Bachelor of education in special needs (K.I.U)	(2009)
Diploma in special needs Education (KISE)	(2007)
Primary Education (Eregi Teachers College) (P1)	(1993)
K.C.S.E (Nyagokiani secondary school)	(1990)
KCPE (Getangwa Primary School)	(1985)

Work experience

13 years primary school teaching (Gwitembe, Getangwa, Nyabikomu and Nyagware Primary Schools).

5 years special education teaching (Egentubi Special Unit).

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