

**INFLUENCE OF SOCIO - ECONOMIC AND CULTURAL FACTORS ON  
ACADEMIC PERFORMANCE OF HEARING IMPAIRED PUPILS AT ST.  
MARTIN PRIMARY SCHOOL, KAKAMEGA COUNTY, KENYA**

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the requirements for the Degree of Masters of Education in Educational Administration  
and Planning

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## DECLARATION

I hereby declare that this thesis is my original work and has never been presented to any other college or University by anybody. I have acknowledged the sources from which I have read.

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## **DEDICATION**

This project is dedicated to my late father Venzwa Charles Opiyo for his love, constant, and continuous support and commitment towards my initial education, my loving son Robert Elsham for according me the necessary peace of mind during my studies and finally to all those who help others discern and discover what they want to do in life especially Mr. Mapunda and Br. James Nyakundi.

## ABSTRACT

This research thesis sought to investigate the influence of social, economic and cultural factors on academic performance among pupils of St. Martin school for the hearing impaired. It presents the background, a review of related literature, the research design and methodology followed in conducting a case study of influence of social, economic and cultural factors on academic performance of hearing impaired pupils at St. Martin primary school. The study was guided by ecological model of human development authored by Bronfenbrenner (1979). Questionnaires for pupils, teachers, parents and interview guide for the head teacher and the area education officer was used to provide data that guided the researcher in answering the four research questions: To what extent do social factors influence academic performance in St Martin School for the hearing impaired? What economic factors influence academic performance in St. Martin School for the hearing impaired? Which cultural factors influence academic performance of St. Martin school for the hearing impaired? What recommendations can be made to solve the challenges posed by social, cultural and economic influences of academic performance at St. Martin School for the hearing impaired? The participants of this research were the head teacher, the AEO, Pupils, teachers and parents selected using stratified random sampling and purposive sampling. The findings were presented using percentages, frequency tables and graphs. Based on the research questions it was found that social factors influence academic performance in St. Martin School for the hearing impaired to a high extent. The economic factors that influence academic performance in St. Martin School for the hearing impaired were noted to be the low income of the parents, lack of hearing devices and lack of textbooks were leading factors to poor academic performance of the pupils in the school. Cultural factors such as negative community perception towards H.I children lead to discrimination, poor performance in school, and low motivation of the pupils, traumatization and segregation. It was also unveiled that the challenges posed by social, cultural and economic factors influence on academic performance at St. Martin School for the hearing impaired could be mitigated by the various recommendations to the government, the school and the community, and the parents as stated in the recommendation section (5.4) of this study.

## **ACKNOWLEDGMENT**

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#### **LIST OF ABBREVIATIONS / ACRONYMS**

<b>AEO:</b>	Area Education Officer
<b>B ED:</b>	Bachelor of Education
<b>CUEA:</b>	Catholic University of Eastern Africa.
<b>HI:</b>	Hearing Impaired
<b>IDEA:</b>	Individual with Disability Education Act
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>KISE:</b>	Kenya Institute of Special Education
<b>KSL:</b>	Kenyan Sign Language
<b>MED:</b>	Masters of Education
<b>MH:</b>	Mentally handicapped
<b>MOE:</b>	Ministry of Education
<b>PH:</b>	Physically handicapped
<b>PL:</b>	Public Law

<b>SC:</b>	Simultaneous Communication
<b>SN:</b>	Special Needs
<b>SNE:</b>	Special Needs Education
<b>TSC:</b>	Teachers Service Commission
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organizations
<b>UNICEF:</b>	United Nations Children's Fund
<b>US:</b>	United States
<b>VI:</b>	Visually Impaired
<b>ZPD:</b>	Zone of Proximal Development

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the problem**

Children with special needs have a right to education just like any other regular children as stipulated by Universal Declaration of Human Rights (1948) article 26. Education is a fundamental human right: Every child is entitled to it. Education is critical to our development as individuals and as societies, and it helps pave the way to successful and productive future (Wolfenson, 2000). According to Grerheart (1980) in pre Christian era, all categories of handicapped people were not catered for. They were either abandoned or put to death. Those who lived were beggars. If you were physically strong then you were used as a slave, but many were eventually put away in prisons or dungeons, for the society was offended by their presence, they were treated in a cruel manner (Oliver, 1990). According to Universal Declaration of Human Right this was a violation of human rights.

Kenya is considered to be one of the most advanced Countries in provision of special education services to the handicapped in Africa. Laws of the land are adequately covering the needs of all people including the handicapped. There is careful attention and consideration being given to the disabled through amendments of various pieces of legislation like the review of the 1968 Education Act (Abilla, 2007). The government has put in place special institutes, for example Universities (Maseno and Kenyatta) and a diploma college (KISE) to train teachers to handle student with special needs. High academic performance is always associated with availability of teaching and learning resources.

Despite all the efforts made by the government to provide learning and teaching resources, special schools still post poor academic results as cited below:

The KCPE results posted in the three consecutive years from 2009-2011 at Mumias District Education Office shows that St. Martin School for the hearing impaired academic performance has been below average as compared to the district mean score. District mean scores were 269.04, 277.58 and 281.58, while that of the school were 128.45, 157.26 and 132.94 consecutively in the years 2009-2011 respectively (KCPE nominal sheets 2009-2011). This has triggered the researcher to carry out an investigation to find out the cause of this poor performance.

Document analysis of yearly reports released by the District Education Officer of Mumias District on education days reveals that there is big difference between St. Martin school for the hearing impaired academic performance as compared to regular schools academic performances. This is depicted as follows: In the year 2010-2008 school number one was St. Anne Girls Primary with a mean score of 359.95 while St Martin for the hearing impaired had a means core of 157.27. In the year 2009 Mumias Central Primary was number one with a mean score of 367.75 while St Martin for the hearing impaired had a means core of 128.45. In the year 2008 Mumias Central led with 380.00 and St. Martin School for the hearing impaired was ranked last with mean score of 132.94. For this reason there is need to find out why this big difference, therefore the study will focus on key factors that influence academic performance of pupils at St. Martin school for the hearing impaired, thus the study will investigate the social, economic and cultural factors influencing the academic performance of St. Martin school for the hearing impaired.



There is marginalization when it comes to education for the disabled in Kenya. This is clearly seen in insufficient secondary schools and lack of Universities for special students, there is little follow up as schools are not regularly inspected. There are few specialists in the education offices for special education.

In the United States of America, disabilities inspired fearful or superstitious reactions, babies born with disabilities were sometimes left to die from exposure while adults were hidden away out of shame. They were not accepted in schools (Sacks, 2001). A rights-based approach to education can address some of societies' deeply rooted inequalities in education like those mentioned above. These inequalities condemn millions of children, particularly girls and the disabled to a life without quality education and, therefore, to a life of missed opportunities.

Education enhances lives. It ends generational cycles of poverty and disease and provides foundation for sustainable development (Kenya Education Sector Support Program Session paper 2005). Universal Declaration of Human Rights (1948) article 26 emphasizes that everyone has a right to education. The research done by Opondo (2001) on factors contributing to low performance of hearing impaired in Nyanza Province states that people saw it not relevant to educate children with serious disability because the society saw them contributing nothing to community development.

Up until the 18th and 19th centuries, people who were different or with disabilities inspired fearful or superstitious reactions. Some people believed God (or a god) inflicted disabilities as a punishment. Various individuals, some motivated by religion, others by science, eventually called for the reform on how society treats those with disabilities (Sacks, 2001).

For instance, Ponce de León, who taught deaf children at his monastery, is considered to be the first recorded teacher of the deaf, who were considered to be ineducable. The article of Human Rights above was supported by other international policies and conventions, examples are: World Program of Action (1983), Children's right charter (1989), World Conference of Special Needs Education (1994).

In Kenya, several policies that govern Special Needs Education have been adopted from Presidential directives, Cabinet papers, and Education Commissions and Legal notices from the Ministry of Education. Many education commissions in Kenya after Independence have given directives touching on special needs education with specific reference to the following education commissions, committees and related session papers, these include: Children's Act (2001), The disability Bill (1997), *Total Integrated Quality Education and Training* (1999), The Kenya Education Commission (1964) Committee on the Care and Rehabilitation of the disabled (1984) and the National committee on Education Objectives and Policies. To this effect we have a department of Special Education in the Ministry of Education headed by a director.

The main aim of educating persons with hearing impairment is to give them power to attain a position in intellectual knowledge, personal happiness and in social welfare as near to that of the "hearing person as possible" (Marschark, 2007). Currently there are thirty two schools for the hearing impaired in Kenya, St. Martin School for the Hearing Impaired inclusive. It was established in 1961 by Mill Hill missionaries.

The Government of Kenya through *Session Paper No.1.of 2005* on education, training and research, sets out clear policy guidelines for all education sub sectors, including Special Needs Education with the intentions of putting in place, positive measures to facilitate access to education by children with disabilities by addressing the obstacles to equal rights to education and training for all learners regardless of age, race, sex and disability including those from disadvantaged and vulnerable communities.

A Report of the Task Force, Ministry of Education (2010) indicates that in 1999 there were 22,000 learners with special needs enrolled in special schools, units and integrated programs. It rose to 26,885 in the year 2003 and currently there are 1,100 special units and 100 public schools in the country including vocational and technical training institutes that cater for the learners with special needs and disability.

Despite all the recommendations stipulated by the above commissions and committees, the education system and teaching methods disadvantage learners with special needs (Gregory 1998); they are expected to fit into the regular curriculum notwithstanding their special needs. This has ultimately led to deterioration of special education development in Kenya consequently resulting to low academic performance of learners with hearing impairment example, St. Martin School for the hearing impaired,(AEO Mumias Division Office, 2012).

## 1.2 Statement of the Problem

Environment shapes the way an organization configures its activities and resources to create a unique and valuable visible output in the market place (Merle, 2003). In order to survive, grow and succeed, an organization needs to maintain a strategic fit by relevantly responding to the environmental dynamism, instability, heterogeneity and uncertainty so as to combat forces that would threaten its market stability (Thompson, 1967). Some parents do not capitalize on the interests and knowledge of their children and feel that education is not important (Colema, 1998). They are more interested in giving their children the low basic economic needs as compared to education which is high level economic need.

In Kenya, despite the high allocation of government funds to special schools, special training of teachers, provision of learning resources, all these are not fully effective as special schools continue posting poor results. Schools of hearing impairment are faced with many challenges affecting their academic performance namely communication, curriculum, social and economic just to name but a few. In order to improve the academic performance there is need to look at other factors other than teaching and learning resources. As a result the researcher will investigate the economic, social and cultural factors influencing academic performance at St. Martin school for the hearing impaired.

In some cases administrators and teachers are held responsible without considering that there may be other factors influencing the performance. The question is, are they fully responsible for the poor academic performances? The researcher seeks to establish the root cause of the deterioration of the academic performance.

Scholars and educationists may also ask themselves how the social, economic and cultural factors affect academic performance of schools of hearing impaired pupils.

Most of the researches done on hearing impaired pupils have mainly focused on social interaction and family perception of the deaf. A review of related literature indicates that although a number of studies have been carried out on issues of special education, few studies have dealt with factors influencing the hearing impaired academic performance more so at St. Martin school for the hearing impaired. For example, Opondo (2001) investigated general factors contributing to low academic performance in hearing impaired schools in Nyanza Province. This study focused mainly on social, economic and cultural factors influencing academic performance at St. Martin school for the hearing impaired.

In order to improve the academic performance of hearing impaired pupils, there is need for data on the various factors that influence their performance. Specifically given the falling academic performance of pupils of St Martin's School for the hearing impaired, there is need to collect data and analyze the social, economic and cultural factors influencing academic performance of the hearing impaired. Therefore this study intends to investigate the social, economic and cultural factors influencing academic performance of St. Martin school for the hearing impaired.

## **Research Questions**

The following research questions guided the study

1. To what extent do social factors influence academic performance in St. Martin School for the hearing impaired?
2. What economic factors influence academic performance in St Martin School for the hearing impaired?
3. Which cultural factors influence academic performance of St Martin schools for the hearing impaired?
4. What recommendations can help improve academic performance at St. Martin School for the hearing impaired?

### **1.4 Significance of the Study**

The study is aimed at establishing the social, economic and cultural factors influencing academic performance in St Martin hearing impaired school at Mumias. The study findings would assist the parents to accept disability and give equal opportunities to their children disregarding their disability. The study would instill into pupils a sense of self confidence, assertiveness and role taking in the community. It was to enable teachers understand other factors other than teaching and learning resources that influence academic performances and develop mechanisms of tackling them. The study will help the government to address and solve the social, economic and cultural factors influencing academic performance of the hearing impaired.

Educational experts, policy makers and other concerned parties would use the study findings to review the educational policies influencing the hearing impaired children. The study findings would provide information to donors, sponsors and other organizations to assist the school economically. The findings would assist the government through the ministry of education, allocate more funds to special schools during financial year budgeting. The study would create awareness on the vital inevitable role in contributing to special child's education.

### **1.5. Scope and Delimitation of the Study**

The study was carried out in Kakamega County at St. Martins School for the hearing impaired, Mumias. The school was selected because it is currently involved in the promotion of education for the hearing impaired children and it is among the oldest schools serving the hearing impaired children in Kenya. The researcher selected the school because it would assist in investigating the real situation on the factors influencing the academic performance for hearing impaired pupils.

This investigation was to take into account the social, economic and cultural factors which influence the academic performance in the selected school. The researcher believes that the selected school was to generate comprehensive information on the major factors influencing academic performance in the school. This was to help the researcher to draw conclusions on the issue. Due to limited time and resources the researcher did not investigate the environmental, psychological and physical or political factors affecting academic performance in the school.

The study was delimited to hearing impaired pupils and their class teachers. The classes for the study included classes six, seven and eight. This was because the pupil's academic performance could be evaluated based on the fact that the pupils had been in school for some time and one could establish whether the pupil was performing well or not by looking at the pupil's progressive report or record. Besides that, the pupil was in position to state whether he/she had improved or dropped in academic performance through continuous assessment tests and end of year exams.

### **1.6 Theoretical Framework**

The study was grounded on Urie Bronfenbrenner ecological model of human development (1979). The theory looked at the child's development within the context of the system of relationship that formed his/ her environment. The theory had four complex "layers" of environment each having an effect on the child's development. The four layers were microsystems, mesosystems, exosystems and macrosystems.

Swick (2005) in Urie's book states that today many families are faced with many stressors during early childhood years, The parents of deaf in Mumias community are most likely to face many stressors when they find out that they have given birth to handicapped children. They are most likely to experience shock denial and it may take them long to accept.

Families of children with special needs and disability may face many stressors at all levels of interaction with example friends and the community. The attitude of the society may view a child as blemish on the family's reputation or as a deviant. The same society may play an important role when it accepts people with disability.



Societies that feel that children with disability should not be brought into public arena may not be willing to assist the family with a disabled child (Sack, 2001). For example if the society of the hearing impaired pupils at St Martin School Mumias accept them and does not see them as blemish on the families reputation then their self-esteem will grow and they will perform better academically.

In Bronfenbrenner's first layer of interaction, the microsystem refers to the structures with which the child has direct contact (Bronfenbrenner, 1979). The microsystem encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2000). Structures in the microsystem include family, school, neighborhood, or childcare environments. At this level, relationships have impact in two directions, both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent. A setting made up of the environment where the child lives and moves, the people and the institution the child interacts with for example family members, child care, school teacher, peers and neighborhood play area becomes very important to the child's academic performance.

The positive setting where deaf children at St. Martin Mumias come from has a lot of impact on the academic performance of deaf children at the School, if parents believe that they are cursed and always sympathize with self and the child, this will eventually affect the beliefs of the child and retard his development and his self-esteem. Bronfenbrenner farther states that the more encouraging and nurturing the interactions are the more the child's personality is built. This influences a lot the child's academic performance at school.

The theory's second layer mesosystem refers to relations between microsystems connections between contexts. It is the relation of family experiences to school experiences, school to church and family to peers, example: A child who experiences parental rejection may have difficulty with school; certain peer influences may cause family turmoil relationship between different parts of Microsystems and how they work together for the good of the child, example the relationship between family experiences with school experiences and family experiences with those of the peer groups. Children rejected in family environment tend to reject positive student teacher relationship. The deaf children at St. Martins School are likely to portray positive student teacher relationship when accepted in the family environment, this will make them perform well academically as involvement of parents or care takers in school environment plays a positive role in child's overall growth.

A hearing impaired child in the family is welcomed with mixed feelings and confusion, blames and accusations arise between parents, which many at times result to daily quarrels and even divorce. This may hinder child's development because of the mixed message the child receives and may affect their academic performance (Schultz et.al, 1991)

The third layer exosystem affects the child indirectly. It refers to the experiences in a social setting in which an individual does not have an active role but which nevertheless influence experience in an immediate context for example a parent's job experiences which affects family life which in turn will affect children in the form of travel requirements, job stress, amount of money. The economy of the family may affect the child's growth as it directly dictates the amount of support received from either.

Lack of proper feeding and medication due to poor economy may retard the child's development thus leading to poor academic performance as a hungry and unhealthy person's concentration span is very low. Parents at St. Martins School for the hearing impaired may be of diverse economic level. This is likely to affect the children's development in various ways.

The last layer in Bronfenbrenner's theory is macrosystem which refers to the attitudes/ideologies of the culture in which individuals live such as Judeo-Christian ethic, democracy and ethnicity. The beliefs and cultures in certain communities that a handicapped child is useless and that there is no need for him to be taken to school can easily affect the child's performance as they have negative influence on the child's development (Sacks, 2001). Some communities believe that God or a god has inflicted disability as a punishment to parents. At St. Martin's School for the Hearing Impaired most children may be a shame to their parents and the community at large. As a result the parents may hide them.

According to Bronfenbrenner (1979) ecological theory of development is the relationship in the immediate microsystem breaks down then the child will not have tools to explore the other parts of the environment. We therefore do not expect a hearing impaired child who has been rejected in his/her immediate environment to perform academically well. Children at St. Martin School for the hearing impaired can easily exhibit this signs of incapability in academic performance if there is a break down in the immediate relationship. Bronfenbrenner further states that the break down has a direct implication on the practice of teaching. He goes on to pose a question; is it possible for our educational systems to make up for these deficiencies in the layers break downs?

As a result, Bronfenbrenner (1979) suggests that it is in the best interest of our entire society to lobby for political and economic policies that will support the importance of parent's roles in their children's development.

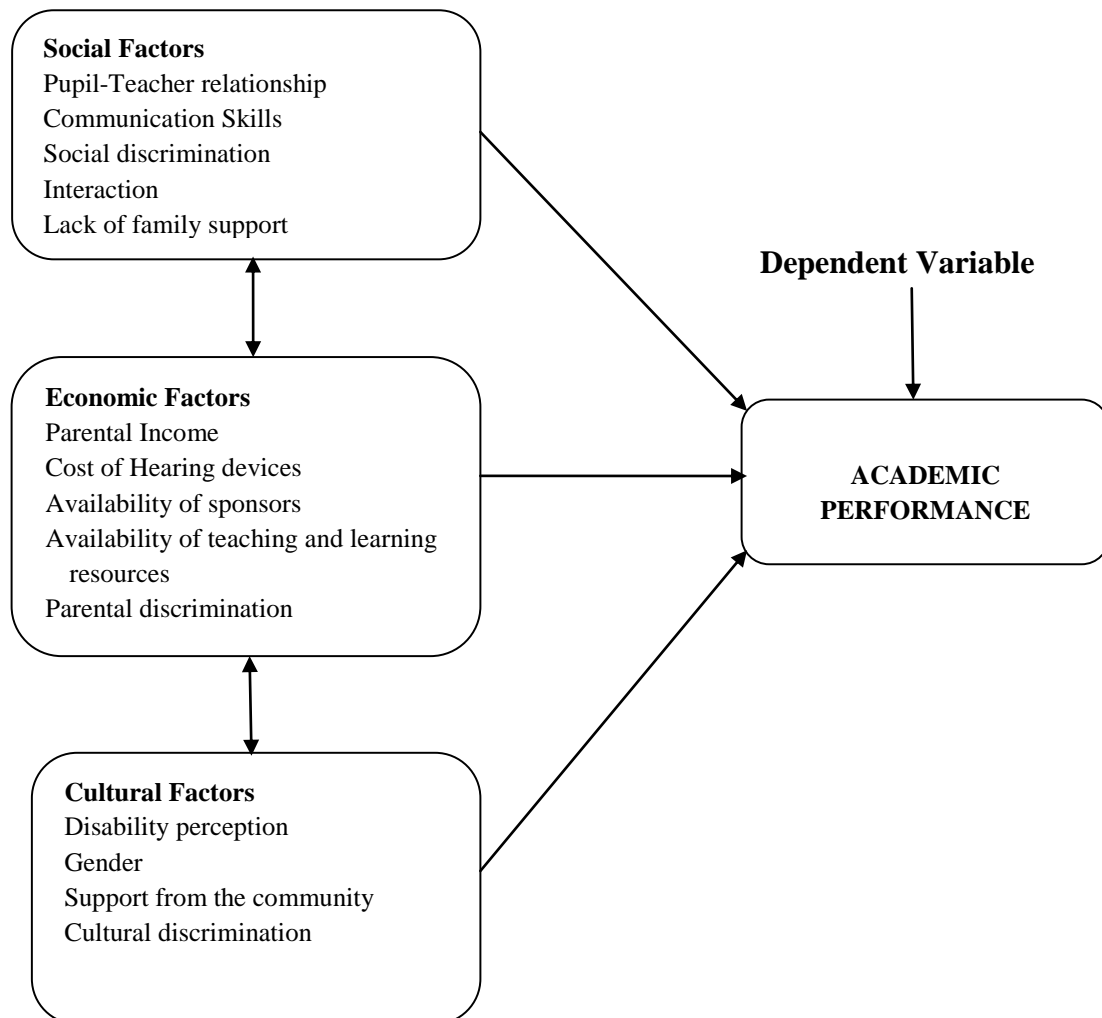
### ***Strengths and weakness of the ecological theory***

Some of the strengths of Bronfenbrenner ecological theory of human development are that it makes parents teachers and the entire community realize the importance each plays in bringing up a new born child. It links family experiences to school experiences of the child. If parents of the hearing impaired at St. Martin school realize the role they play in bringing up their children then they will not neglect their hearing impaired children and they will be able to send them to school and meet their basic needs.

Some of the weakness of the theory is that if relationship in the immediate microsystem breaks down then the child will not have tools to explore the other parts of the environment. This applies to the hearing impaired child in that if the parents ignore him/her then the child will not be free to interact with others at school. However despite the shortcomings, Bronfenbrenner's ecological model of human development seemed to be the most appropriate to this study because the advantages outweigh the disadvantages.

## **1.7 Conceptual frame work**

The figure below shows the relationship of social, economic and cultural factors influencing academic performance.

**Figure 1.1 Conceptual Framework****Independent Variables**

For successful academic performance to be realized, there are so many factors to be considered namely: political, social, environmental just to name a few. In this study the researcher focused on economic social and cultural factors influencing academic performance of St. Martins School for the Hearing impairment.

Economic stability of parents plays a key role to learners with hearing impairment in terms of timely fee payment and provision of hearing devices (Powers and Gregory, 1998). If parents have stable income and are able to pay school dues on time, buy hearing devices then cases of being sent home for school fees or staying home more than unnecessary due to lack of school fees may be minimal. The timely government remission of grants and the school sponsors will boost the economic status of the school thus leading to the smooth learning and high concentration in academics. These will make pupils to perform well. The head teacher who is the administrator will be able to provide learning and teaching resources. He will employ more teachers to subsidize the Teacher's Service Commission (T.S.C) employees and there will be minimal economic challenges. If pupils have no economic support from the parents, they do not pay school dues on time, do not support their children and have a tendency of taking children to school and dumping them there without the basic needs. Then the school will opt to send the pupils home. In this case learners are likely to miss on their lessons thus face difficulties in catching up and therefore reflect poor performance. This will highly influence the academic performance of pupils thus posting poor results.

Due to Free Primary Education the school enrolment swelled up thus led to straining of the available resources (Kochung, 2003). The high enrolment resulted to over stretch on existing teaching, physical and financial resources.

The over stretching of these resources may lead to poor academic performance example of few text book in the case of home work may not be completed on time lagging others behind thus influencing performance.

Social interaction is very important to human beings. It is through social interactions that one is able to learn imitate and comprehend communication. Social interaction enables one to evaluate self positively and develop high self-esteem. Hallahan and Kauffman (1988) study reveal that social interaction and personality development in the general population depends heavily on communication. Poor social interaction can lead to decreased role-taking ability. The hearing impaired persons have poor social interaction due to lack of spoken language. This withholds appropriate opportunities to socialize with significant others. The deaf children's impression of the hearing discloses that the hearing persons have negative attitude towards the deaf, thus there is inclination of the deaf towards their deaf peers at school and wide opportunity for their social interaction using their own sign language.

The deaf children have negative evaluation of themselves, and are negatively evaluated by hearing persons as attributed to their inability to have adequate interaction, thereby develop feelings of inferiority, loneliness, and frustration, as they are not accepted by hearing persons.

The deaf are yet to be accepted fully in their society. According to Bench (1992), the greater the hearing impairment, the greater the degree of relative social isolation, even with the most caring and sympathetic environment.

People see them as a curse (Sack, 2001), they are stereotyped and labeled in many communities example in the luhya community they are called “Abasiru”, in the Kisii community, they refer to them as “Limama” and in Nigeria they refer to them as “momo” all this meaning stupid (Barnes,1991). They have poor interaction with the peers, parents and professionals. This affects their self-concept and their academic performance as the pupils feel low esteemed, feel rejected they are always unable to perform well and this influences their academic performance.

Social development and language development are intertwined in that delayed language acquisition experienced by deaf children leads to more limited opportunities for social interactions and frustrations to them as well as their parents. The feelings of others about aborted attempts at communication are negative and lead to frustrations thus affecting their academic performance. The protectiveness most families have for their deaf children contribute a lot to retarded development. This kind of children cannot easily interact at school; they feel lost and portray dependence. They have decreased role taking ability both at home and at school (Meadow, 1980). These has a lot of influence on academic performance as it makes them lose confidence participating in class activities and extra-curricular activities.

The culture of most communities is still negative towards disabled persons and girl education. This becomes worse when it comes to a deaf child. Culture has it that it is useless to educate a deaf child in that he/she will contribute nothing in the development of the community (Joutsalainen, 1993) in Tesfy research. Cultural activities like pastoralists value the keeping of animals than anything else. Deaf children are seen as curse, they are viewed as blemish on the family reputation (Sacks, 2001).



This concept amongst the hearing impaired children kills their morale in putting more effort in education as they imagine a dark future in the end of the tunnel. Some people in certain communities discriminate the hearing impaired children. A man with disabled child has no voice before others. He is discriminated and people hardly accept to get married in his family.

Culturally, the deaf are marginalized. No hearing person is ready to marry or get married to them since there is fear of the unknown and assumption that they might too give birth to the hearing impaired children.

### **1.8 Definition of Operational Terms**

**Academic performance:** For the purpose of this study academic performance is that which relates to successfully attaining primary education.

**Cultural factors:** Culture is a reflection of adapted systems of rules, norms, standards and values. They are the customs or traditions of a community. (Kirk and Gallager 1989)

**Economic factors:** These are factors related to financial constraints and means of soliciting funds for regular use.

**Hearing impaired:** This is a word that has replaced the word Deaf. Hearing impaired persons are persons with slight or severe hearing loss.

**Primary school:** It is an elementary level of education. In Kenya it is seen as basic education and runs from standard one to eight.

**Social factors:** These are factors that hearing impaired children face in interacting with other people in the environment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Review of literature is a broad, comprehensive in depth, systematic and critical review of scholarly publications, including unpublished scholarly print materials, audiovisuals and personal communications (Jaypee, 2007). It analyses, critically evaluates sources, theories, methods, gaps in research; synthesizes the researcher's own theme/argument of position and outline the parameters of one's own research.

This chapter focuses on the literature review of the empirical studies whose findings formed the basis for research questions and objectives of the proposal in relation to what has already been studied or written by other scholars. This includes the social, economic and cultural factors influencing academic performance of St Martin School for the hearing impairment. The review was be divided into five parts that included: Overview of historical trends of special education (the hearing impaired), factors influencing academic achievement, review of theories related to education of the hearing impaired and review of empirical studies, summary and identification of the gap.

The Children's Act of 2001 of the laws of Kenya recognizes provision of education as a basic human right that every Kenyan child should enjoy, and promotes equal educational opportunities for the disadvantaged. Education deals with persons, society, things and ideas. It is concerned with individuals, their social, physical, cultural, economic and spiritual development. Education makes an individual attain new knowledge, possess new experiences and thus develop emotionally, socially, and economically. Therefore, education is a paramount process in human development.

Rumberger (1995) states that education's goal is to prepare and equip the youth to be happy and useful members of the society. Therefore the hearing impaired pupils also need education to help them develop and be useful members of the society.

Annan (1999), states that education is a human right with immense power to transform. On its foundation rests the cornerstone of freedom, democracy and sustainable human development. He further demonstrates that the right to education is guiding classroom practice, shaping curricula and finding practical expression in schools around the world. Therefore, when the right to education is assured the whole world gains, this is because the right to education begins with respecting the right of the child.

History of special education can be traced to the U.S. After World War II, when a number of parent-organized advocacy groups surfaced. One of the first organizations was the American Association on Mental Deficiency, which held its first convention in 1947. By the early 1950s, fueled by the Civil Rights Movement, a number of other parent's organizations were formed, including the United Cerebral Palsy Association, the Muscular Dystrophy Association, and Kennedy's Panel on Mental Retardation. During the 1960's, an increasing level of school access was established for children with disabilities at the state and local levels.

This groundswell of grassroots advocacy led to the more recent history of special education in America, which commenced with Congressional approval of the "Education for All Handicapped Children Act" (Public Law 94-142).

This law was intended to support states and localities in "protecting the rights of, meeting the individual needs of, and improving the results for infants, toddlers, children and youths with disabilities and their families." After the adoption of enabling

regulations, Public Law 94-142 went effective in October 1977, becoming the legislative foundation for federal funding of special education.

Before the Individuals with Disability Education Act (IDEA), the history of special education in America was pretty bleak. In fact, many children with disabilities were denied access to public education altogether. For example, in 1970, United States schools educated only one in five children with disabilities, and many states had laws that excluded children with major disabilities such as deafness, blindness, and mental retardation. Today, the IDEA is considered responsible for providing special education opportunities to more than 6.5 million children and 200,000 infants, toddlers, and families each year. Currently Special education remains a part of public education and is supported by American government initiatives, policies, and funding.

Deng, Poon and Farnsworth (2001) in their book “The Development of Special Education in China” states that influences from the West initiated special education. Moore (1874), a Scottish Presbyterian pastor, established the first school for Visually Impaired students in Beijing. Students were taught basic knowledge, living skills, and religion. In 1887 United States missionaries Charles and Annetta Mills established a school for Visual Impaired and Hearing Impaired students in Dengzhou, Shandong. They taught sign language and wrote the first Chinese textbook for H.I. students. Zhang (1912) established a training school for teachers of the visually impaired and hearing impaired and a special school for the V.I. and H.I. in Nantong, Jiangsu.

Priority was placed on vocational education and learning general knowledge. In 1927 the government established Nanjing Municipal School for the visually impaired and

hearing impaired. In 1948 about forty two special schools served more than 2,000 students who were V.I. and H.I. Most were run by religious and charitable organizations.

Between 1949 and 1978 Private schools were transformed into state-run schools that became the foundation for the public education system. Special education development was limited because of political differences and limited economic resources. In 1960 the number of schools for students with disabilities increased. From 1979 to present Special education remains a part of public education and is supported by government initiatives, policies, and funding.

The hearing impaired persons in the world have continually been discriminated against. They have been associated with dumbness or lack of intelligence and are commonly referred to as deaf and dumb though their impairment may have nothing to do with their intelligence (Osgood, 2008).

The Report of the Task Force on Special Needs Education Appraisal Exercise, Kenyan Ministry of Education, Science and Technology, November 2003, chaired by Dr. Kochung states that: In Kenya special education can be traced to 1940s. It is during this year that special schools for the persons with visual and mental impairment were begun. The Aga Khan Units for the hearing impaired (in Nairobi and Mombasa) were established in 1958. Nyang'oma School for the hearing impaired was established in 1960 and the Mumias Primary School for the hearing impaired was established in 1961, (M. O. E, 2003).

Many schools of hearing impaired followed the "oral" approach for many years, focusing on speech, speech reading, and hearing aids to try to make the hearing impaired people function like "normal" hearing people. Many of these original schools of hearing

impaired still exist and the number of the schools-despite a movement toward mainstreaming and inclusive education continues to grow.

In the mid-1970's, Kenya joined a global trend in attempting to shift toward "integrated education." A number of H.I. students were put into hearing schools with some efforts to accommodate their needs. Schools, however, were poorly prepared. Few resources were available to the schools, staff had not received appropriate training, and H.I. students, for a number of reasons, had difficulty following the same curriculum as their hearing peers (Gregory, 1989).

In 2003, the Government of Kenya implemented free primary education. Education was and is still recognized as a basic right for all children, including children with special needs. Parents, who were financially unable to send their children to primary school, were then required to do so. This policy increased the enrolment of pupils into government schools across Kenya, including those with special needs (Kochung, 2003).

Schools for the hearing impaired saw an increase in enrolment and H.I. units and regular schools were created across the country. Under free primary education, the government did not build new classrooms nor guaranteed that the number of teachers allocated to schools would match the increased intake of students. Both schools for hearing impaired and units have lacked the necessary resources, training and equipment to accommodate the new number of students. Many teachers assigned to the schools and units have poor fluency in Kenyan Sign Language (Kochung, 2003).

The Government of Kenya now follows a policy of inclusive education and integration. "Children with special needs in education should learn in regular schools together with the other children. It is only in cases where the child's needs cannot be met

in a regular school that such a child should be taken to a special school. A learner with special needs in education should be given the necessary support whether he/she is attending a regular or special school." A 2003 Task Force Report found that nearly 90% of H.I. children in Kenya attend special schools and only about 10% attend special units.

## **2.2 Factors influencing academic achievement**

### **2.2.1 Social factors influencing academic performance**

The general factors that may be influencing the academic achievement of the hearing impaired students are: the social ecological, family parental environment, cultural perception and practice and school factors. Socially, H.I. persons are commonly labeled with disparaging and superstitious labels that push them outside human communication and social life, and deny them access to education, work, and other equal opportunities that would make them self-supportive and full members of their respective societies (Joutsalainen, 1993). Tirusew (1998) states that the extent to which a hearing impaired child successfully interacts with family members, friends, and people in the community depends largely on the attitudes of others and the child's ability to communicate in some mutually acceptable way.

### **2.2.2 Economic factors influencing academic performance**

Economically there is discrimination against the H.I. Whenever the H.I. persons apply to be considered for a vacancy they are turned down because they are deaf (Paparella, 2011). This demoralizes them and thwarts their efforts in education, it makes them have negative self-concept (Pudlas, 2001) thus affecting their academic performance.



### **2.2.3 Cultural factors influencing academic performance**

Culturally communities have not accepted them, but rather label them as stupid (Barnes, 1991). People without disability do not want to marry them (Parkinson, 2010). The social ecological and family parental environment, affects academic achievement of the pupils in that, parental support, positive attitude of the society and government policies that support special education can motivate the hearing impaired child to put more effort in his education (Powers and Gregory, 1998).

## **2.3 Review of theories on education of the Hearing Impaired**

### **2.3.1 A Social Constructionist Approach to Disability: An Implication for Special Education**

The proponents of this theory are Barnes and Oliver 1993. The theory advocates for inclusive set up type of education. The theory condemns special education and sees it as a form of segregation. In the view of social constructionists, the so called individual/medical model underpins the medical treatment of disability. This theory has got six principles named as follows.

The first one states that “within individuals” (physical and psychological) factors are primary or exclusive cause of disability (Barnes, 1991; Oliver, 1996) the second one de-emphasizes the role of social factors in creating disabilities (Barnes, 1991; Hahn, 1985; Oliver, 1996).

The third one creates taxonomic system for categorizing disabilities and an identification process that results in labeling people with disability (Barnes, 1991). The fourth principle connotes the treatment of people with disability by medical and paramedical professions and creates powerful vested interest in the medical industry for

finding a “cure” for disability or preventing it (Oliver, 1996). The fifth one connotes a cruel professional attitude toward people with disabilities, a paternalistic relationship between the professional and the clients with disabilities, and it invades people's privacy (Oliver, 1990, 1993; Oliver & Barnes, 1993) and lastly the sixth implies the medical treatment of disability, which, in turn, is equated with stigma, unnecessary hospitalization, and asylums (Barnes, 1991; Oliver & Barnes, 1993).

This theory is related to the researcher's study in that it talks about the social discrimination of the disabled, as mentioned earlier the H.I tend to be discriminated, they are labeled, stigmatized and unnecessarily hospitalized. The theory has an advantage in that it connotes the social discrimination towards the handicapped. The hearing impaired children at St. Martins School tend to be discriminated socially by their parents, siblings and even their counterparts who have limited knowledge on their language and cannot easily involve them in their daily communication. The weakness of the theory is that it condemns special education and sees it as a form of segregation it advocates inclusion which can only work in case of mild disability but not in a case of severe case which needs teachers with special training.

The theory addresses social discrimination alone; it does not address the economic and cultural challenges facing the disabled children in academic achievement that is why the researcher has gone further to look at the cognitive developmental theory and application to psychopathology.

### **2.3.2 Cognitive developmental theory and application to psychopathology**

The proponents of the model are Lane, Richard: Swartz, Gary (1987). The model presents a cognitive-developmental theory of emotional awareness that creates a bridge

between normal and abnormal emotional states. It has five principles derived from an integration of the theories of Piaget, Wener and Kaplan (1963), the first principle is awareness of a type of bodily sensation, awareness of body in action, awareness of individual feelings, blends of feelings and lastly blends of blends of feelings.

The theory is relevant to the study because it addresses the individual differences of the hearing children and the hearing impaired children. The hearing impaired children tend to be different from their counterpart in that they delay in language acquisition (Meadow, 1980). They mature less late compared to their counterparts (Kochung, 2006). They have negative self-evaluation (Tesfy, 2002) and they also have negative self-concept (Pudlas, 1996). The hearing impaired pupils at St. Martins School tend to have individual feelings, they are different from their hearing counter parts in that they do not hear and have to use other forms of communication like bodily sensation and sign language.

The strength of the theory is that it creates awareness of individual differences, every person is unique to him/herself, it calls individual treatment and understanding to persons. The theory does not address the cultural factors affecting academics it only addresses the cognitive developmental factors and this is why the researcher has decided to look at motivation and learning theories in special education classrooms.

### **2.3.3 Motivation and Learning Theories in Special Education Classrooms**

The proponent of this model is Brad Johnson. Vygotsky (1978) has also used this theory. He states five major principles in the theory as follows: Social interactions are critical; knowledge is co-constructed between two or more people, Self-regulation is developed through internalization (developing an internal representation) of actions and

mental operations that occur in social or actions, human development occurs to the cultural transmission of tools (language, symbols), language is the most critical tool. Language develops from social speech, to private speech, to covert (inner) speech.

The strength of the theory is that it advocates for socialization in which speech and language develop. The H.I. pupils at St Martin's School lack this critical tool for communication and this drags them behind in learning and also de-motivates the teachers teaching them when they fall short of signs for communication, the Zone of Proximal Development (ZPD) is a difference between what children can do on their own and what they can do with assistance from others.

#### **2.4. Review of Empirical studies and Identification of the Gap**

Lloyd of University of Manchester and Lieven of Max Planck Institute for Evolutionary Anthropology Leipzig carried a study in England on oral conversation between hearing impaired children and their regular peers and teachers in 2001. The researchers used both qualitative and quantitative research approaches. They found out that teachers were more successful at eliciting communication from H.I. children than were the Regular peers. The researcher's results suggested that the degree of hearing loss had an effect on the hearing impaired children's performance in the child's peer conversation. The study dealt most on finding out the influence of teachers and regular peer's on oral conversation of H.I. children.

The study setting was different from the social economic and cultural factors influencing academic performance of the hearing impaired pupils at St. Martin School.

Powers and Gregory (1998) studied education achievement of the H.I. children at the University of Birmingham he used quantitative research approaches and found out

that in general H.I. learners lagged behind in mathematics and reading, the study also found out that school factors including teacher qualification and effectiveness appeared to have great effect on math performance. This research was carried out in U.S and not in Kenya and specifically not at St. Martin Hearing Impaired School, Mumias. The learning environment in U.S and Kenya are very diverse.

Conrad (1979) carried out a study on expressive and receptive skills of learners with hearing impairment. The research used mixed paradigm to collect data. The researcher found out that the hearing impaired pupils had low receptive and expressive skills in spoken language. The researcher concluded that majority of profound hearing impaired learners were not able to make use of spoken language. The study at St. Martin investigated social, cultural and economic factors influencing academic performance at the school its research was based on study case naturalistic design and quantitative approach.

Niles (1991) carried out a survey on how parents of the hearing impaired children become aware of the condition of their children. The study was done in Ball State University in Muncie Indiana. The researcher used qualitative research paradigm, he employed questionnaires as data collection instrument. The study was carried out in Indiana while present study was carried in Kenya at St. Martin hearing impaired school, Mumias.

The studies' main respondents were parents while the currents studies' respondents included the head teacher, parents, teachers, pupils and the education officers and it employed questionnaire, interview guide and observation as data collection instruments.

Tesfay (2002) studied social opportunities and challenges of the H. I: A case of the Adigrat School for the H.I in the Eastern Zone of Tigray Ethiopia. The researcher employed qualitative research paradigm and purposeful sampling technique. The tools for the study were interview schedule, participant observation and informal discussion. The researcher found out that the H.I. children's opportunities and challenges for socialization with others were discerned in the home and in the school setting as well as outside settings. The researcher investigated the Social challenges the H.I. Children face when interacting with others while the current study investigated factors influencing the academic performance. The current study used open and closed ended questionnaire, interview guide and document analysis.

Franks (2008) carried out a study on why students with hearing impairment resist wearing frequency modulation amplification at the University of Michigan. The researcher used survey research design and an open ended questionnaire. The research found out that it is because of social factors that students do not wear their frequency modulation amplification system. The research revealed that this was because they do not want to appear different from their peers. The research was done at Harvard; while the current research was carried out in Kenya and researcher employed both open and closed ended questionnaire. The researcher employed simple random sampling and stratified sampling unlike Frank who dwelt on survey design.

Lash (2011) investigated on deaf or hearing; A hearing impaired individual's Navigation between two worlds. The researcher employed snow ball sampling, advertisement for participants through local audiologist, speech therapists and disability resource centers. The researcher used interactive interviewing. The research was carried

out on both adults of age from 18-60 years and pupils. The research was carried out at Ohio, Kentucky University while the present study was carried out in Kenya on social economic and cultural factors influencing the academic performance of hearing impaired. The study at St. Martins for the hearing impaired was carried out on pupils and not adults. The study was a case study with quantitative approaches and focused on a specific school, thus random sampling was employed as compared to Lash's which was snowball sampling. The current research was on the hearing impaired alone as compared to Lash which was on deaf and hearing.

Mac Donald (2004) carried out a research on hearing acuity against background noise. In the study, opportunity sampling and questionnaire were employed. In the research it was revealed that frequency modulation improved educational outcomes and participation by students. The study dealt with only grade one and two pupils while the present research focused on standard six, seven and eight pupils.

Brayfindley (2011) studied housing music to increase verbal imitation in children with language delays. The researcher employed survey research design. The tools employed were questionnaire, observation and photography was used to collect data. This study was on language delay subjects while the current study was on the factors influencing academic performance of the hearing impaired. The study was carried out in California at Humboldt state University while the present study was carried out in Kenya at Mumias District. The present study employed interview guide, questionnaire and document analysis

Hyjankova (2010) investigated hearing impaired learners and their learning styles in English language classroom. The researcher used quantitative method approach and a

questionnaire tool. The researcher found out that “The majority of the hearing impaired children are also visual learners. The researcher was interested in the learning styles of the hearing impaired while the study on floor focused on social economic and cultural factors influencing hearing impaired learner’s academic performance. It has used both open and closed ended questionnaire.

Mwewa (2000) investigated the contribution of sisters of St. John the Baptist to the education of hearing impaired in Zambia a case study of St. Joseph’s school for the H.I. The researcher employed purposive and stratified random sampling and used questionnaire and interview schedule. The researcher found out that H.I. children perceived self as able, thus had positive attitude towards learning. The researcher carried out the study in Zambia. The research employed a survey research design while the current study employed a naturalistic research design with some quantitative aspects.

Maina (2007) carried out a research on the challenges facing learners with special needs in accessing education in Public Primary Schools in Kikuyu division. The researcher used survey design to carry out the research. The investigator collected data from both primary and secondary sources. The researcher used observation guide and interview instruments to carry out his research and found out that the learners were faced with economic challenges majorly as a result of being orphaned. The researcher used quantitative research paradigm, while the current study used both qualitative and quantitative research paradigm. The researcher investigated challenges facing generally the special needs children but this study was specifically to investigate the Hearing impaired pupils of St. Martin school. The researcher collected data from primary school and not both primary and secondary as in the case of Maina.



Simbolei (2005) investigated challenges faced by children with special needs in education. A case of Esageri Division in Koibatek District in Rift Valley Province. The researcher used survey research design. The study also applied random sampling. The research tools used were questionnaire, oral interview and observation guide. The researcher found out that teachers were left alone with responsibility of caring for the pupils. They did not get support from stake holders in caring for the special needs children. The researcher investigated all the children with special need while the present research focused on the hearing impaired pupils at St. Martin. It used document analysis, interview guide and questionnaires.

Ileri (2000) investigated the effects of poverty on accessibility to special education in Siakago Division in Mbeere district Nairobi. The researcher used survey design method to collect data. The researcher used both qualitative and quantitative research paradigms. The researcher found out that Mbeere area had poor infrastructure, most parents practiced small scale farming and had little financial resources. Poverty was prevalent. The researcher focused the study on how economy affects accessibility of education to special children. The researcher did not look at social and cultural factors influencing the hearing education pupil's academic as in the case of the current study which included document analysis and interview guide.

Mkele (1999) in a case study of Nairobi primary school investigated the problems that the V.I. children encounter in acquiring education. The study employed survey design. The researcher used both primary and secondary sources to collect data. The researcher's tools were a questionnaire and observation guide. In the study it was found that the learning and teaching equipment like Braille and brailed text books were

inadequate and the absenteeism of students was also high. The researcher investigated problems that the V.I. encounter when acquiring education while this study addressed social, cultural and economic factors influencing academic performance of the hearing impaired. The research tools are interview guide, document analysis and questionnaires.

Ondiko (2007) carried out a research on social economic challenges facing the education of mentally handicapped learners: A case study in Kisii Special School Nyanchwa, Kisii Central. Ondiko carried out a qualitative research using a case study. He did non probability sampling. The research instruments were questionnaire, observation, and interview. He found out that teachers were aware of the pupil's social problems. The pupils' social interaction was poor, pupils had low self-esteem, and some could hide in the dormitories and toilets and avoid going to class. The researcher carried out the study in Kisii on mentally handicapped while this study was carried out on the hearing impaired at Mumias. The research used both probability and non- probability sampling the research instruments were questionnaire, interview guide and document analysis.

Opondo (2001) investigated on factors contributing to low academic performance in schools of the hearing impaired in Nyanza Province. The study employed descriptive survey design research method. The researcher used systematic and stratified sampling procedures. The research instruments used were questionnaire, observation and interview. In the study it was found out that all the respondents were aware of the poor performance of the pupils but were doing very little to improve the performance. The study employed descriptive survey design while that in process employed case study design and quantitative research approach.

Nekesa (2007) carried out an investigation on the factors affecting academic performance in schools for hearing impaired Buret District. The researcher employed both qualitative and quantitative research paradigms. The survey research design was used and observation guide. The researcher found out that a wide curriculum made it difficult for pupils to grasp and perform well in academics. This was especially in music which was abstract and Kiswahili which has a lot to do with language skills while this study addressed the social, economic and cultural factors influencing academic performance of one school. It used non probability and probability sampling. The research tools were open and closed ended questionnaires, document analysis and interview guide.

## **2.5 Summary of Review of Literature and Identification of the Gap**

The foregoing reviewed literature presented a number of researches on special education. The studies indicate general factors contributing to poor academic performance for the hearing, some of the factors revealed that the difficulty hearing impaired children have with speech and verbalization affects their academic achievement as well as lower average I.Q (Opondo 2001).The researcher also found out that children with hearing impaired problems tended to be three or five years academically behind normal hearing children. Other researches were concerned with disciplines of other disabilities example the V.I, P.H. and M.H. Several studies have been carried out at St. Martin school for the hearing impaired. Chitechi (2006) carried out a study on the implementation of Kenyan sign language in the school. The researcher found out that most teachers were not competent in the Kenyan sign language. The researcher employed observation, snowball and focused group discussion. The researcher did not investigate

the social, economic and cultural factors influencing academic performance as in the current study which used questionnaires and document analysis. Makachia (2010) carried out a study on the Public perception of the hearing impaired and their academic achievement of St. Martin school.

The researcher's findings were that the hearing impaired pupils at St. Martin were well perceived by the public through excellent performance in co-curricular activities example athletics, ball games and drama as compared to academics. The researcher used snowball and observation methodology, while the current research used questionnaire and interview guide. However there is limited research that has been carried out on the social, economic and cultural factors influencing the academic performance of the hearing impaired pupils at St. Martin. This was a gap that needed to be addressed.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the way the research was carried out. The study examined the research paradigms and design, location of the study, target population, sample and sampling procedures, data collection instruments and data analysis procedures.

According to Ogula (2009), a research design is a strategy for planning and conducting a study. It is a roadmap or plan for planning and conducting a research study. According to this understanding, research designs are blue – prints that guide the planning of the research, that is, data collection and analysis.

#### **3.2 Research Design**

The research design used was a case study design incorporated with both qualitative and quantitative approaches. The qualitative research provided typical narrative data that was gathered by use of interviews while quantitative research provided typical numerical data that quantified observations, administered tests and instruments (Mugenda, & Mugenda, 2003). The qualitative and quantitative aspects were therefore appropriate for gathering data on social economic and cultural factors influencing academic performance of hearing impaired pupils at St. Martin School, Mumias in Kakamega County.

A case study design provides an in-depth description of data in the natural setting. The researcher selected the design because it involves a detailed study of an individual or a group as an entity through observation and self-reports (Merteins, 1998). A case study

design enables the researcher to be involved personally and have a natural feeling of the objects in their natural setting (Ogula, 2009).

### **3.3 Locale of the study**

The study was carried out in Mumias District, Kakamega County in Western Province. The area is a fertile land and receives a lot of rain. This enables it to grow sugarcane as its main economic activity thus crowning the area people to be basically farmers. The transport network is fairly good though the majority of the roads are feeder roads which make it impossible to access during rainy seasons. This locale was selected because of its diversity in social economic and cultural development clearly illustrated in the issue related to the social economic and cultural factors influencing the academic performance of St Martin School for the Hearing Impaired.

### **3.4 Target population**

Target population is the real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research (Borg & Gall, 1992; Mugenda, 2003). The target population will include all the thirty five teachers teaching at St. Martin School for the hearing impaired, all four hundred and twenty pupils, the head teacher, three hundred and seventy five parents and the Area Education Officer (AEO). It is from this target population that the sample was selected for data collection.

### **3.5 Sample and Sampling Procedure**

A sample is a small group that is carefully selected from the whole population (Mugenda & Mugenda, 1999). Sampling is the method used to select a given number of objects or things from a given population (Merteins, 1998; Borg & Gall, 1992). The researcher used purposive sampling to sample the head teacher, parents and the AEO,

stratified random sampling and simple random sampling was used to sample teachers and pupils. In the methods the researcher was interested in representing the concepts in their varying forms. Different techniques were used to select different respondents to get reliable results.

Stratified and simple random sampling was used to sample sixty pupils, twenty five teachers and thirty parents while non-probability sampling was used to select the head teacher and the Area Education Officer. The sample comprised one hundred and seventeen participants from whom data was collected.

### **3.5.1 The Head teacher and Education Officer**

The head teacher and area education officer were selected using purposive sampling to participate in the study. They were included in the study because of the role they play in: admitting pupils, collecting school revenue, purchasing learning and teaching resources, managing of pupil's discipline and implementing the management strategies set to address academic performance of the school.

### **3.5.2 The teachers**

St. Martins School for the hearing impaired had thirty five teachers of which twenty five were female and ten were male. Stratified random sampling was used to select teachers who participated in the study. Teachers were classified into male and female strata. The researcher selected all the male teachers using purposive sampling to give fair chance to participate in the study. Fifteen female teachers teaching from class six to eight (upper classes) were selected thus making 83.33% of the total population of teachers excluding those teaching lower as their pupils were not well versed with sign language and writing skills. The data given by teachers was important for this study as

teachers are the ones who spend much time with pupils, thus are in a position to tell the factors that affect their performance in academics.

### **3.5.3 The Pupils**

The researcher involved standard six to eight pupils to carry out the study. This is because they had stayed in school for long and were versed with the medium of communication which is sign language and were able to tell whether their academic performance is improving or deteriorating. Sixty pupils were selected out of one hundred and four from class six to eight. Twenty pupils were selected per class using stratified random sampling based on gender. The researcher divided the pupils into two groups or strata on the basis of gender. Then by simple random sampling, a representative sample of pupils was proportionally selected from both gender strata. Within each stratum, simple random sampling based on attendance register of each gender was used to select the pupils to participate in the study. The sixty pupils represented 57.69% of the total population of standard six to eight pupils.

### **3.5.4 The parents**

The researcher carried out purposive sampling to select thirty parents. Parents were chosen as part of the study owing to their pivotal role in the lives and formation of the children, especially in terms of the provision of basic necessities, education and disciplinary issues.

The basis for the use of the purposive sampling was because of distance. Those living from within the school surrounding were selected as those from far were left due to distance as the school is an international school and has parents from different countries.



The parents are also of different socio-economic status which gives an enriching dimension to their responses and contribution as part of the study.

The researcher identified thirty parents who come from within the locality of the school. This purposive sampling facilitated the ability of parents to be involved in the study. Thirty parents out of ninety five parents of one hundred and four pupils making 31.57% of the total population of parents were selected; this is because parents are of great importance in the study as they are charged with nurturing and providing the education of their children.

The 31.57% of parents selected for the study were way above the recommendation of Creswell (2003) that 30% of the population is representative enough for case study design. Table 3.5.1 shows the sampling frame for the respondents.

**Table 3.5.1 Sampling Frame for the respondents**

Category	Number	Gender		Sample		Total	Sampling technique
		Male	Female	Male	Female	%	
AEOs	1		1		1	100.00	purposive
Head Teachers	1	1		1		100.00	purposive
Teachers	35	10	25	10	15	83.33	stratified random
Pupils	104	55	49	30	30	57.69	stratified
Parents	100	36	64	15	15	30.00	purposive

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Mumias District Educational personnel (2011)

### **3.6 Description of data collection instruments**

Data was collected using three instruments i.e. closed and open ended questionnaire, interview guide and document analysis guide.

### **3.6.1 Questionnaire**

The researcher used closed and open ended questions in the questionnaire. The quantitative research paradigm enabled the researcher to collect data to meet the objectives of the study. The qualitative research paradigm provided in-depth information concerning the topic of the research (Ogula, 2005; Creswell, 2003, p180). Questionnaire gave respondents freedom to express their views or opinion and also made suggestions. Questionnaires were used in this study to ensure anonymity; questionnaire save time and reduce chances of subjectivity as they are presented on paper format. The questionnaire helped the researcher to obtain quantitative data. It was used on teachers, pupils and an open ended questionnaire on parents.

#### **3.6.1. 1. Questionnaire for pupils**

The questionnaire was constructed basing on research questions. The questionnaires were divided in four sections, section one was demographic information about pupil's gender, age and level of education, section two was on social factors, and section three was on economic background while four will be on cultural perception.

#### **3.6.1.2. Questionnaire for teachers**

This questionnaire was divided into four sections. Section one was demographic information about teachers, gender, years in service and experience. Section two was about availability of teaching learning resources, section three was about teachers' perceptions towards teaching the hearing impaired pupils and section four was about further training, a part from initial training received.

### **3.6.1.3. Questionnaire for parents**

This questionnaire was divided in three sections, A, B, C and D. section A sort information on whether they had any disabled child in the family and the influence the H.I. had on academic performance. Section B examined the economic factors regarding payment of fees school attendance and challenges H.I. encountered. Section C addressed cultural factors such as the attitudes of people towards the H.I. people. Section D obtained information on ways of alleviating challenges of H.I. in school.

### **3.6.2 Interview guide for head teacher and the AEO**

Interview guide is an oral questionnaire administered face to face and gives immediate feedback. Semi-structured interview guides were used to collect data from the headmaster and the Area Education Officer (AEO). The interview guides suited the study because they are flexible and adaptable (Kothari, 2004). The researcher developed semi-structured interview guides for the headmaster and the Area Education Officer so as to get their views on the social economic and cultural factors affecting academic performance of the hearing impaired pupils of St. Martin School.

The interview guide suited the headmaster and the Area Education Officer because it enabled the researcher to elicit in-depth information through probing on social, economic and cultural factors influencing academic performance of the hearing impaired pupils at St. Martin School for the hearing impaired.

The interview was semi structured comprising open ended questions that enabled the researcher to retrieve in depth information through probing. The semi structured interview guides comprised of four sections arranged thematically following the research questions as they are found in Chapter One. They had the same sections for triangulation

purposes. Section “A” was on demographic information involving gender, age, marital status, academic qualification, and time of experience among others. Section “B” was concerned with the social economic and cultural factors influencing learner’s academic performance at St. Martin School for the Hearing Impaired. The aim of this section was to know about enrolment, dropout, transfers, and completion rates in the school. Section C dealt with the causes of dropouts in the school. Its aim was to get the views of the school head and the Area Education Officer about the constraints encountered by the school management in the efforts to ensure the academic achievement of the pupil in the school. The interviewer read the questions to interviewees and recorded the answers in the booklet.

### **3.6.3 Document Analysis guide**

Documents such as end of term exam paper mark lists, teachers and schools files program description papers, registers and fee payment records were examined. Document analysis guide was used to find out whether lesson plans, schemes of work, record of work covered were prepared by the teachers and also checked on the continuous progress records of pupils.

## **3.7 The Validity and Reliability of instruments.**

### **3.7.1 Validity**

Validity is concerned with establishing whether the research instruments are measuring what it is supposed to measure (Orodho, 2004). To improve validity, the researcher submitted the instruments to other experts at the Catholic University of East Africa and discussed the instruments with peer colleagues to improve the content. The experts and peers corrected the instruments to enhance their validity. Within the same

line of improving the validity of the instruments, a pilot test was conducted by the researcher at Kakamega hearing impaired school as it is a special school offering the same type of education to pupils of the same nature. Eight students and four teachers were given the questionnaires to answer. The exercise enabled the researcher to assess the relevance of the items in the study and the ease of filling out the questionnaire. After pilot testing, items in the questionnaires that were not clear to the respondents were edited accordingly. Some questions in the pupil's questionnaire were simplified and a few were removed. Also clear instructions were given to the respondents so as to avoid misinterpretation. This pilot exercise helped to improve the validity of the instruments and it also allowed the researcher to create familiarity with the instruments.

### **3.7.2 Reliability of the instruments**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. According to Orodho (2005) reliability refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. In other words, it refers to the consistency of the scores obtained, that is, how consistent they are for each individual from one administration of an instrument to another. The researcher tested the reliability of the instruments using test-retest method. Mugenda & Mugenda (2003) states that test-retest involves administering the same instrument twice to the same group of subjects.

The researcher selected an appropriate group of subject from a different school of the same state (pilot school). In this case the researcher selected Kakamega hearing impaired school and administered the test to similar subjects as those of the study (class

six to eight). The researcher waited for one week then went back to administer the same test to the same subjects under same conditions for the second time. The researcher then correlated the scores from both testing periods by comparing the consistence of the two results given at intervals of a week. The two sets of items were scored and correlated to compute reliability of the research instruments using Spearman Brown formula of calculating reliability. The coefficient results are referred to as correlation coefficient which is the coefficient of the reliability. If the questionnaires yield a reliability of 0.6 to 1.0 then it is reliable. The reliability index of the pupils, teachers and the parents, were 0.6654, 0.7943, and 0.6455 respectively. With this coefficient the instrument are said to yield data that has high test-retest reliability. The reliability was computed using SPSS data analysis program.

Reliability of qualitative instruments was tested using credibility and dependability. This was done by comparing the interviewees' responses on the same instruments used to teachers, pupils, parents and the head teacher. For example teachers and pupils were asked to explain how negative perception of the community on hearing impaired children affected their academic performance. Both teachers and pupil's responses suggested that it made the hearing impaired pupils to have low self-esteem and shy from participating in community roles. This showed that the instruments used to collect qualitative data were reliable because the responses given by two groups of interviewees were consistent

### **3.8. Data collecting procedures**

The researcher got a letter from the department of Post Graduate Studies in Education at CUEA and proceeded to the Ministry of Education to get a letter allowing

the researcher to proceed for data collection. The researcher sought authority from DEO Mumias. The pilot test was carried out two weeks before the actual research. After being certain that the instruments were valid and reliable, the researcher visited the school of study and booked appointment with teachers, pupils, the AEO and the parents through the school head teacher. The researcher carried out an introduction and stated the purpose of the visit. The researcher provided instructions on how to fill the questionnaire. The researcher administered the research and collected filled questionnaires. The researcher administered interview guide to the head teacher and AEO after finishing with the teachers and pupils and then administered questionnaires to parents on the scheduled date.

### **3.9. Data analysis procedures**

Mugenda and Mugenda (1999) states that data analysis is the process of bringing order, structure and meaning to the mass of information collected. It is the breaking down large components of research data or information to simpler easily synthesized and understood parts. The researcher organized, categorized, coded (assigning numeral or symbols to different data categories) the qualitative data obtained from open ended items and the document analysis. The quantitative raw data obtained from the closed ended items were coded and descriptive statistic involving frequencies and percentages were to be used to summarize data.

The statistical package for social sciences (SPSS) was employed to simplify the task. The researcher used frequency tables to communicate results and findings easily.

### **3.10 Ethical Considerations**

To take care of the research related ethical issues, the researcher communicated with the head of the school to introduce self and asked for appointment before visiting the school. Moreover, before starting administering the questionnaires and conducting interviews, the researcher carried out introduction to the respondents and interviewees and explained the intention of the research. To enhance confidentiality the researcher ensured that the information obtained from the respondents was kept confidential and could not be revealed to anybody without their consent. The researcher made sure that the respondents willingly participated in the research and reminded them of not writing down their names.

The researcher ensured that the respondents were not subjected to any physical or psychological harm in the process of giving information for the study. This was done by avoiding use of threatening statements that could cause anxiety among the respondents

This enabled the researcher to get participants informed consent before deciding to participate in the study.

Lastly the researcher acknowledged all the sources read to avoid plagiarism.



## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

This chapter deals with the presentation, interpretation and discussion of the research findings. In this research, presentation of data refers to ways of arranging data to make it clearly understood (Orodho, 2009). The findings of the study were analyzed based on the data collected through questionnaires distributed to teachers, pupils, parents and interview guides to the head teacher and the AEO. The responses were then analyzed in relation to the research questions.

Quantitative data collected using questionnaires was coded and entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) programme. In presenting the study's findings, frequency tables with varying percentages and charts were used. As for the results of interview guides, qualitative techniques were used to present the findings. This involved a critical assessment of each response and examining it using thematic interpretation in accordance with the main objectives of the study which were then presented in narrative excerpts within the report.

The findings were presented following the thematic areas: Response rates, demographic information of the study participants, the extent to which social factors influence learning of H.I pupils, the extent to which economic factors influence learning of H.I pupils, the extent to which cultural factors influence learning of H.I. pupils and finally, the participants' recommendations on how to improve the academic performance of St. Martin School for the hearing impaired.

## 4.2 Response Rates of Various Categories of Respondents

The research sample was made of 117 participants that is, 60 students, 25 teachers, 30 parents, 1 headmaster and the Area Education Officer (AEO) that were to participate in the study. The questionnaires were issued at the beginning of the term. The beginning of the term was an ideal period for all participants more so for the parents since they were expected to accompany their children back to school. However some parents refused to fill the questionnaires claiming they were illiterate and not willing to be assisted. Table 4.1 shows the return rate of questionnaires.

**Table 4.1 Return Rate of Questionnaires**

<b>Participants</b>	<b>Questionnaires distributed</b>	<b>Actual sample</b>	<b>Return rate (%)</b>
Pupils	60	60	100.0
Teachers	25	25	100.0
Parents	21	21	70.0
Head teachers	1	1	100.0
AEO	1	1	100.0
<b>Total</b>	<b>117</b>	<b>108</b>	<b>92.3</b>

According to Table 4.1, all the questionnaires issued to the teachers and pupils were duly filled and returned. As for the parents only 21 out of 30 questionnaires issued to parents were filled and returned making 70% of those issued. In total 92.3% of all the questionnaires issued were returned. This was more than half the targeted population of the respondents. According to Baruch (1999), the norm for the return of the questionnaires should be between 40% and 80%.

For this study the return rate of questionnaires is higher leading to higher probability of a sample being representative of a population being studied. Therefore, the response rate for the respondents was 92%.

### 4.3 Demographic information of the Respondents

Demographic data in this study was collected to show the characteristics of those who took part in the study the information collected was based on gender of the respondents, age bracket of the respondents, year of experience of the head teacher and the teachers, professional qualification for both the head teacher and the teachers. Table 4.2 shows the distribution of participants by gender including pupils, teachers, head teacher and the AEO.

**Table 4.2 Gender of respondents**

Gender	Head teachers		AEO		Teachers		Pupils	
	f	%	f	%	f	%	f	%
Male	1	100.0	-		11	44.0	18	30.0
Female	-	-	1	100.0	14	56.0	42	70.0
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Table 4.2 above indicates that, among the pupils who participated in the study 70% were female while 30% were male. The table also indicates that among the teachers who participated 44% were male while 56% were female. This means that even though both sexes were represented in the study there were far more female pupils and teachers as compared to male pupils and teachers participating in the study. The findings shows that gender parity had been met and so equal opportunity was given to all. However, the low rate of boys in St. Martin School for the hearing impaired was due to a small number of male being enrolment in the school.

This was because many of the boys are used by their parents to take care of cattle. The culture of most communities is still negative towards disabled persons and their education. This becomes worse when it comes to a deaf child. Culture has it that it is useless to educate a deaf child in that he/she will contribute nothing in the development of the community (Joutsalainen *et al.*, 1993). Cultural activities like pastoralists value the keeping of animals than anything else (Tesfy, 2002). Thus there was need to sensitize the parents and the community on the importance of educating hearing impaired boy child. The head teacher was male while the AEO was female.

#### **4.3.1 Distribution of pupils by age bracket**

Primary school is the first phase of the 8-4-4 education system and serves students between the ages of 6-14 years. The main purpose of primary education is to prepare students to participate in the social, political and economic well-being of the country, and prepare them to be global citizens (*Education Info Center, 2006*). The researcher sought to establish the age bracket of the pupils. This was considered important in establishing whether the pupils were of the right age of being in primary school. Data obtained was presented as shown in Table 4.3;

**Table 4.3 Age bracket of pupils**

<b>Pupils age</b>	<b>Frequency</b>	<b>percent</b>
10 - 15 years	32	53.3
16 – 20 years	28	46.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

According to Table 4.3, 53.3% of the pupils were of ages between 10 -15 years while 46.7% were between 16 - 20 years of age.

The findings therefore shows that, with 46.7% of the pupils being over 15 years, the school going age was higher than the requirement of the Ministry of Education. This was due to delay in joining school due to communication barriers (Robbins, 2003).

#### **4.3.2 Pupils' classes representation**

Table 4.4 shows pupils per class from class 6-8 that participated in the study

**Table 4.4: Class of pupil**

<b>Pupils class</b>	<b>Frequency</b>	<b>Percent</b>
Class 6	20	33.3
Class 7	20	33.3
Class 8	20	33.3
<b>Total</b>	<b>60</b>	<b>99.9</b>

The pupils' class representatives indicated that the issued questionnaires were returned, therefore, it was 100% representation. According to the sample 20 pupils were selected per a class from class six to eight. This showed that there was equal representation from the three classes sampled.

#### **4.3.3 Professional qualification for both the head teacher and the teachers.**

School administrators and teachers need various skills in order to cope with the demands of their management and teaching tasks. Such skills can be attained through formal training. Robbins (2003) notes that the skills needed for effective management can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Technical skills refer to the category of skills which enable the manager to use resources and scientific knowledge and to apply techniques in order to accomplish

the objectives of the organization. Human skills refer to the ability to work well with other people and achieve results through them.

Conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. Table 4.5 shows professional qualification for both the head teacher and the teachers.

**Table 4.5 Professional qualification for both the head teacher and the teachers**

Professional qualification	Head teachers		Teachers	
	f	%	F	%
P1 Certificate	-	-	4	16.0
Bed	1	100.0	19	76.0
MEd	-		2	8.0
<b>Total</b>	<b>1</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>

Table 4.5 indicate that, majority 76% of the teachers were BEd holders, 16% were P1 certificate holders while 8% were MEd holders. The head teacher and AEO were BEd holders. This shows that the teachers, head teachers and the AEO had the right qualifications and skills to accomplish their duties well. According to Robbins, (2003), these skills manifest themselves in educational administrators being able to analyze and diagnose relatively complicated situations whilst at the same time being able to visualize the interrelationships of various units of an organization. Training of school administrators and teachers is essential in enabling them acquire these skills and thereby implement educational programmes competently.

#### **4.3.4 Years of experience as teachers**

Job experience is essential when it comes to working. The more experienced the person is on job the better. Teachers of the hearing impaired need more experience in

teaching the hearing impaired children for them to be more conversant and become more competent in sign language. The teachers were asked to indicate their work experience in the schools, to which they responded as shown in Table 4.6.

**Table 4.6 Years of experience as teachers**

<b>Years of experience</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	2	8.0
1 – 5 years	10	40.0
Above 5 years	13	52.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

According to Table 4.6, 52% of the teachers had a work experience of over 5 years, 40% had served as teachers for a period between 1– 5 years while only 8% had served for a period of less than 1 year. 52% of the teachers and the head teacher had served for a period of over 5 years in the school. The study also revealed that the AEO had worked as a teacher for more than 15 years before assuming the current position of an Area Education Officer. Based on these results, it can be concluded that majority of the respondents had worked for a long time, so they had enough experience to do their jobs accordingly, and were in a position to give useful insights into the challenges experienced by H.I in their studies.

#### **4.3.5 Training level of teachers who handle special needs children**

Teachers of the deaf are either holders of Diploma in Special Needs education from Kenya Institute of Special Education (KISE) or Degree holders in Special Needs education from either Kenyatta or Maseno universities. There is another category of

teachers who although trained in general education, have not received special education training and are also “helping” in the institutions. This is due to lack of adequate specially trained teachers in Kenya.

The researcher sought to establish from the teachers whether they had been trained to handle disabled children especially the H.I pupils or not. Those who had trained to handle special needs children were 96% while those who had not trained to handle special needs children were 4%.

The research shows that the majority (96.0%) of the teachers were trained to handle special needs children while 4.0% had not been trained to handle special needs children. The teacher who was not trained in special education, it was found out that he was attending special courses and seminars on handling special needs pupils. From the findings of the study it was concluded that most of the teachers were in a position to handle and guide hearing impaired pupils appropriately.

#### **4.3.6 Experience in teaching H.I pupils**

Special needs teachers should acquire competence in strategies for effective inclusion for the deaf. Additionally, regular teachers should create a healthy communicative environment for the entire class and they should encourage classroom participation as well as be able to control the pace of discussion with pauses in between communication turns (Adoyo, 2002). This can only be attained through continued interaction with the H.I in class. The researcher sought to find out how long the teachers had taught H.I pupils. Data obtained was analyzed and presented in Table 4.7.



**Table 4.7 Experience in teaching H.I pupils**

<b>Years of experience</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	1	4.0
1 – 5 years	7	28.0
Above 5 years	17	68.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

From Table 4.7, 68% of the teachers had taught H.I. pupils for over 5 years, 28% had taught H.I. pupils for or a period between 1–5 years while only 4% had taught H.I. pupils for a period of less than 1 year. This shows that majority of the teachers had handled H.I. pupils for a long time and were in a position to guide them accordingly and also ensure their good academic performance. As for the AEO it was established that prior to her assumption of the new position, she had also interacted with the H.I. pupils at classroom level for a period of more than 5 years. This showed that the AEO had the experience of handling H.I. pupils and was also aware of the challenges faced by the H.I. pupils which affect their academic performance.

#### **4.3.7 Presence of disabled children in the family**

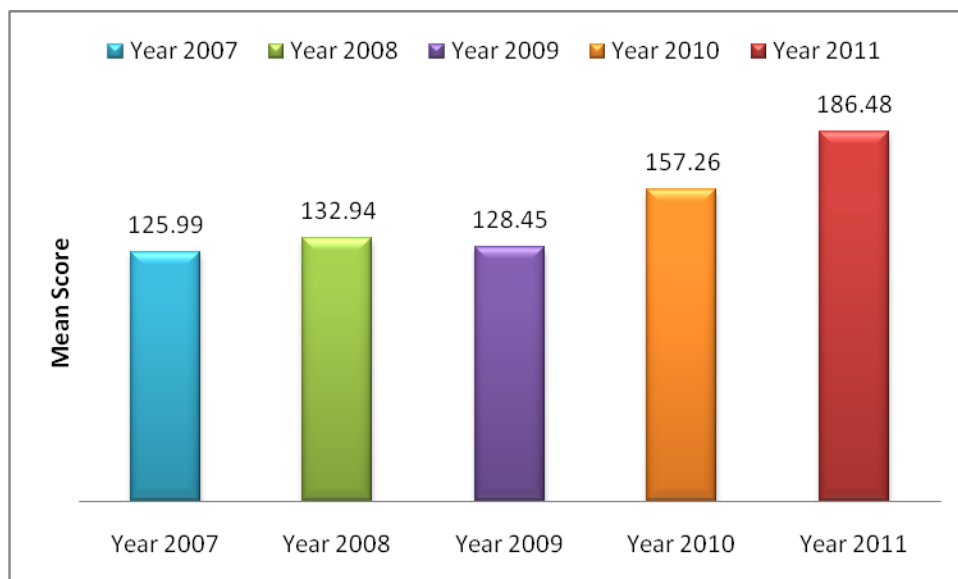
The researcher sought to establish from the parents whether they had disabled children in the family. From the finding of the study it was established that among all the twenty one parents who participated in the study, all had disabled children in their families, 90.5% had only one disabled child while 9.5% had two disabled children in their family.

The findings indicates that, majority of the families had only one disabled child while 9.5% had two disabled children in the family. This showed that most of the parents had the experience of handling deaf children and also were aware of the challenges encountered in bringing up and educating the H.I children.

#### **4.3.8 KCPE mean score of St. Martins School from 2007 – 2011**

According to yearly reports released by the District Education Officer of Mumias District on education days, there is big difference between St. Martin school for the hearing impaired academic performance as compared to regular schools academic performances. This is depicted as follows: In the year 2010-2008 school number one was St. Anne Girls Primary with a mean score of 359.95 while St Martin for the hearing impaired had a means core of 157.27. In the year 2009 Mumias Central Primary was number one with a mean score of 367.75 while St Martin for the hearing impaired had a means core of 128.45. In the year 2008 Mumias Central led with 380.00 and St. Martin School for the hearing impaired was ranked last with mean score of 132.94. The researcher sought to establish from the AEO the KCPE mean score of St. Martins School from the year 2007 to 2011. This was important in establishing the academic performance of the school. Figure 4.1 shows the mean score of St. Martin School from 2007 to 2011.

**Figure 4.1 KCPE mean score of St. Martins School from 2007 – 2011**



From the Figure 4.1, it was established that from the year 2007 to 2009, the mean score of the school was below average mean score for H.I. in Kenya which is 150. However in 2010 the schools mean score was at 157.26 and in 2011 it was at 186.48 which were above average. Although there was an improvement in the schools performance this was not good enough compared to the mean score of other schools in the district. The KCPE results posted in the three consecutive years from 2009-2011 at Mumias District Education Office shows District mean scores were 269.04, 277.58 and 281.58 respectively (KCPE nominal sheets 2009-2011). This showed that the H.I. faced some challenges in their academics compared to their hearing partners who seemed to perform far much better than them.

#### **4.4 The extent to which social factors influence learning of hearing impaired pupils**

Hearing is what keeps people in touch with our world. It plays a significant role in expressing and receiving language. Hearing loss creates problems in how an individual expresses and receives language in turn causing social, communication, and educational problems (Hall, Oyer, & Haas, 2001).

The first research question of the study sought to establish the extent to which social factors influence academics of H.I. To answer the question, the researcher asked the respondents various questions. These questions focused on parent's knowledge and skills on caring the hearing impaired children, child's feeling towards their disability, relationship between H.I with parents, teachers and peers, and effectiveness of teachers in use of sign language.

##### **4.4.1 Parent's knowledge and skills on caring the hearing impaired children**

It is well recorded that the vast majority of parents who are hearing have little or no experience of deafness prior to having a deaf child (Gregory, 1976) and are, therefore, constantly engage in a process of building up new knowledge (Harvey, 1997). However, the situation is slightly more complex than not having knowledge or experience.

The parents were asked whether they had any knowledge on caring the hearing impaired children, 76.2% of the parents had knowledge while 23.8% did not have knowledge and skills on caring the hearing impaired. This puts the children at a risk, as most of them are bound to be ignored. To use a concept borrowed from Schutz, deafness lies outside parents' "sphere of relevance" (Schutz, 1962). What he meant by this is that for all of us there is a whole complex set of subjects, experiences, people and contexts that have a meaning for us, because they in some way affect who we are, how we live,

what our priorities and values are, how we perceive our own identity, and how we present ourselves to the world. However, deafness comes to most families as an “imposed set of relevancies” (Voysey, 1975), thus engaging parents in an ongoing process of trying to understand what the deaf experience is and what meaning deafness is to have in their lives and in the life of the family (Young, 1999). Parents should therefore strive to gain the relevant skills and knowledge such as communication and good ways of handling them so as to be able to interact freely with the H.I children.

#### **4.4.2 Children’s feeling towards their disability**

The deaf children have negative evaluation of themselves, and negatively evaluated by hearing persons as attributed to their inability to have adequate interaction, thereby develop feelings of inferiority, loneliness, and frustration, as they are not accepted by hearing persons. The researcher asked pupils their feelings on discovery of their disability and their responses are as in the Table 4.8.

**Table 4.8 H.I. Children’s feeling towards their disability**

<b>Feeling on learning that you are disabled</b>	<b>Frequency</b>	<b>Percent</b>
Shocked	24	40.0
Disappointed	21	35.0
Angry	8	13.3
Embarrassed	7	11.6
<b>Total</b>	<b>60</b>	<b>100.0</b>

The findings in Table 4.8 showed that 40.0% of the pupils were shocked, 35%disappointed’13.3% were angry and 11.6% were embarrassed. This data implies that it was disturbing to any of the pupils on learning that he/she was disabled. This poses a threat of most pupils living in denial. Research findings on the personal and social development of deaf pupils have been tentative at best and largely inconclusive and

contradictory. There is some evidence that deaf pupils have lower perceived self-competence in social and communication skills than hearing pupils (Gregory, 1998).

#### **4.4.3 Relationship between parents and the hearing impaired children**

Relationship between parents and their children plays an important role when it comes to the child's education poor relation may lead to children dropping out from school or being rebellious. Hearing impaired children need to be loved, understood so as to build self-esteem. The researcher asked the parents to rate the relationship between them and their H.I. children. Table 4.9 illustrates their responses.

**Table 4.9 Relationship between parent and the hearing impaired children**

<b>Relationship between parents and H.I children</b>	<b>Frequency</b>	<b>Percent</b>
Very good	5	23.8
Good	8	38.1
Fairly good	8	38.1
<b>Total</b>	<b>21</b>	<b>100.0</b>

From Table 4.9 above, parents who had a very good relationship with their hearing impaired children were 23.8%, those who had good and fairly good relationship were 76.2%. These imply that most parents generally have good relation with their hearing impaired children. Good relationship between parents and H.I. pupils is meant to leads to good academic performance as the pupils will be free to seek academic guidance from parents. However this was contrary with the performance of the school which is very low.

#### **4.4.4 Easy Communication with parents, siblings and peers**

Many children in general usually lack the social skills necessary for peer interaction. One major factor that has been identified in deaf children's social interactions is a repeated misunderstanding of how deaf children need to communicate with the people around them. Frequently hearing children mistake a request for information to be repeated as ineptitude or lack of interest as to what they are saying. The frequent need for physical contact as a way to attract attention, or facing the hearing peer when speaking can also go against social boundaries that hearing children have learned, which increases the chance of peer dismissal (Martin & Bat-Chava, 2003). Pupils were asked if they found it easy to communicate with their parents, siblings and their peers. Table 4.13 shows the pupils response.

As regards communication with the hearing impaired the majority 61.7% of the pupils said there was no easy communication between them and the parents, siblings as well as peers, and 38.3% said yes, there was easy communication between them and the parents, siblings as well as peers. This shows that poor communication also influences pupil's academics. Clear communication at home is also essential: if children cannot communicate even with their parents, they will not expect themselves to be able to communicate with anyone else socially. Children should also be able to identify with people within the deaf community, and through that, they will develop a strong sense of language and heritage along with a feeling of belonging (Bat-Chava, 1993). Hallahan and Kauffman (1988) study reveal that social interaction and personality development in the general population depends heavily on communication. Poor social interaction can lead to

decreased role-taking ability. The hearing impaired persons have poor social interaction due to lack of spoken language.

#### **4.4.5 Influence of parents, sibling and peers inability to communicate on the academic performance.**

Good and poor communication has a lot of influence on the academic performance of pupils. Good communication leads to good understanding, a sense of belonging and good relationship between those communicating. Poor communication leads to misunderstanding and demoralization. As a result the researcher posed a question to pupils to rate the influence of communication with their parents, siblings and peers on their academic performance. Table 4.10 shows the pupils rating.

**Table 4.10 Influence of inability to communicate on academic performance**

<b>Influence of inability to communicate</b>	<b>Frequency</b>	<b>Percent</b>
Extremely negative	13	21.7
Negative	13	21.7
Not sure	9	15.0
Not negative at all	6	10.0
<b>Total</b>	<b>41</b>	<b>68.4</b>

Table 4.10 shows that, the academic performance of 21.7% of the pupils are extremely affected negatively by the inability to communicate with parents, siblings and peers, also 21.7% of the pupils academic performance was affected negatively by the inability to communicate with parents, siblings and peers, 10% of the pupils academic performance was not affected negatively by the inability to communicate with parents, siblings and peers while 15% of the respondents were not sure whether their academic



performance was influenced by the inability to communicate with parents, siblings and peers. Nineteen pupils (31.6%) did not respond to the question.

The inability to communicate well influence academic performance in that, parents and peers find it difficult to understand the H.I. children as they are limited in sign language and they also find it difficult to advise them academically.

#### 4.4.6 Relationship between Pupils and Teachers

Relationship between pupils and their teachers play a major role when it comes to academic performance of pupils. Teachers must create physical environment that is conducive to learning in order to avoid student's absenteeism and a feeling of intimidation (Perry, 2009). Pupils and teachers were asked to rate their relationship with their teachers. They were expected to indicate whether the relationship was very good, good, fairly good poor or very poor. The following table 4.11 shows the responses of pupils on their relationship with teachers.

**Table 4.11 Relationship between Pupils and Teachers**

Relationship between Pupils and Teachers	Teachers		Pupils	
	f	%	f	%
Very good	10	40.0	23	38.4
Good	15	60.0	11	18.3
Fairly good	-	-	17	28.3
Poor	-	-	3	5.0
Very poor	-	-	6	10.0
<b>Total</b>	<b>25</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

From Table 4.11 above, the findings indicates that 38.4% of the pupils had very good relationship with the teachers, 28.3% said their relationship with the teachers was fairly good, 18.3% expressed that there was a good relationship with teacher.

On the other side, 10.0% said there was a very poor relationship between them and teachers and only 5.0% said there is a poor relationship between the pupils and teachers while there was 40 0% very good relationship between teachers and their pupils and 60.0% good relationship between teachers and their pupils in St. Martin School for the hearing impaired. This implies that as much as some pupils feel there is poor relationship between them and their teachers, teachers feel there is good relationship between them and the pupils. According to Neil (1991) good relationship between teachers and pupils proves to be important not only for pupil's learning but also for pupil's social and emotional development.

#### **4.4.7 How relationship between pupils and teachers influence learning**

Teacher pupil relationship has a lot of impact on the academic performance of pupils. Neil (1991) points out that a school with positive climate is a place where teachers and pupils would like to spend most of their time. So schools should be a place where both pupils and teachers feel at home and that is why the researcher sort to investigate the influence the teacher pupil relationship has on academics. Pupils and teachers were asked to explain how the relationship between them and their teachers influenced their academic performance. Table 4.12 shows the influence of teacher pupil relationship on learning.

**Table 4.12: Influence of teacher – pupil relationship on academic performance**

<b>Influence of teacher – pupil relationship on academic performance</b>	<b>Frequency</b>	<b>Percent</b>
Motivation to learn is increased	3	5.0
No effect	9	15.0
Failing examinations	7	11.7
Positively affects my performance	28	46.6
I do not learn well	13	21.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

Table 4.12 shows that 46.6% of pupils had positive influence on performance due to good relationship between them and their teachers. Those who do not learn well because of poor relationship between them and their teachers were 21.7%. Those who are not affected by the relationship between them and the teachers were 15%. Those who fail exams because of poor relationship were 11.7% while the one's whose motivation to learn is increased if there is a good relationship between them with their teachers were 5%. This implies that good relationship between H.I. pupils with teachers is of great importance as it influences pupil's performance. One of the pupils had this to say when asked how relationship between them and teachers had any influence on academic performance:

I like my Christian Religious Education teacher, his signs are simple, they enable me understand what he is teaching. If I have missed a point, he is always ready to explain again, because of this am able to get high grades in CRE and it is my best subject. How I wish all teachers were like him.

#### **4.4.8 The Effectiveness of Teachers in Use of Sign Language**

Language of instruction policy in schools for the deaf in Kenya has changed over the years. From 1958 to 1985, Kenya used a pure oral system of Education this is speaking, speech reading and use of hearing aid. From 1986 to date teachers are using total Communication, which according to (Adoyo, 2002), is Simultaneous Communication (SC) communication where speech, speech reading, facial expression and sign language are used simultaneously.

Although the communication mode has not produced the wide scale expected improvement, there has been a marked improvement in curriculum access and academic improvement. There is still however dissatisfaction on the type of education for the Kenyan H.I. graduates as they have continued to lag behind their hearing counterparts in all academic achievements. As a way of improving deaf education suggestions have currently been offered to implement the popularly advocated sign bilingual approach, a strategy in which sign language and spoken (written) language are used complementarily as languages of instruction. The effectiveness of teacher's use of sign language is very important as it is the main media of communication that the hearing impaired can use to acquire knowledge, pupils were asked to rate their teachers use of sign language. Table 4.13 shows the rate of effectiveness of teachers in the use of sign language.

**Table 4.13 Teachers Effectiveness in use of Sign language**

<b>Teachers effectiveness in use of sign language</b>	<b>Frequency</b>	<b>Percent</b>
Very effective	3	5.0
Effective	3	5.0
Fairly effective	10	16.6
Poor	28	46.6
Extremely poor	16	26.6
<b>Total</b>	<b>60</b>	<b>100.0</b>

From Table 4.13, the findings demonstrated that the majority 46.6% of the pupils said that the teachers were poor in use of sign language, 26.6% said teachers were extremely poor in sign language, 16.6% said teachers were fairly effective, while 5.0% said the teachers were both very effective and effective in the use of sign language.

This implies that teacher's effectiveness in sign language is largely ineffective and this can negatively affect pupils learning process. The study also established from the teachers that they found it easy to communicate with the hearing impaired. According to Jensen (2010) teacher's fluency in communication at the classroom level contributes significantly to high academic performance. He continues to argue that teacher's effectiveness contribution to pupil's academic performance is of greater value as compared to any other school education program or policy. With majority of the teachers being rated as poor in the use of sign language, it meant that a lot needs to be done so as to significantly improve the academic performance of the pupils.

#### 4.4.9 The extent to which inability in use of sign language influences learning

Sign language is the media of communication for the hearing impaired persons. Inability to communicate well using sign language will render learning incomplete. Most pupils will be left out as they will not follow what is being taught. Teachers of the hearing impaired need to communicate fluently using sign language to enable pupils understand what they are teaching thus perform better in their learning. As a result, pupils were asked to state the extent to which the inability of teachers' use of sign language influences learning. Table 4.14 shows the extent to which the inability of teachers' use of sign language influences learning.

**Table 4.14 Extent to which inability in use of sign language influences learning**

<b>Inability of sign language effect on learning</b>	<b>Frequency</b>	<b>Percent</b>
Extremely negative	18	30.0
Negative	19	31.7
Not sure	10	16.7
Not negative at all	13	21.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

From Table 4.14 the findings shows that 31.7% said their learning was negatively affected by teachers' inability in use of sign language, 30.0% also said that their learning was extremely negative affected by teachers' inability in use of sign language, while 21.7% said they were not negatively affected at all by teachers' inability in use of sign language, and only 16.7% were not sure as to whether teachers' inability in use of sign

language influences their learning. However in overall teacher's use of sign language has a lot of impact on the academic performance of the pupils.

#### **4.4.10 Free interaction of H.I. children with other children in family or neighborhood**

Socialization of hearing impaired children with the family members and the environment is important as it is here that the child learns much vocabulary, gains self-esteem and is able to mix freely with others. The deaf are yet to be accepted fully in their society. According to Bench (1992), the greater the hearing impairment, the greater the degree of relative social isolation, even with the most caring and sympathetic environment.

H.I. children are seen as a curse (Sack, 2001) , they are stereotyped and labeled in many communities example in the luhya community they are called “abasiru”, in the Kisii community, they refer to them as “limama” and in Nigeria they refer to them as “momo” all this meaning stupid (Barnes, 1991). When pupils were asked whether they had free interaction with their family and neighborhood 65.7% of the hearing impaired pupils said they are able to interact with the regular hearing children in the family or neighborhood while 34.3% said there was no free interaction between them and regular hearing children in family or neighborhood. This analysis clearly shows that there was good interaction between the hearing impaired with regular hearing children and this was good for the integration of the H.I in the community and also in school.

The inability of children who are deaf to understand their parents' spoken communication hinders the parent – child relationship and interaction (Marschark, 1997). Researchers suggest that positive parent-child interaction is a very good predictor of linguistic development (Calderon & Naidu, 2000, Moeller, 2000).

Consequently, it is beneficial to help parents to develop skills that will form the foundation of good communication with their children. This would help the child to interact with others peers freely. One of the pupils had this to say when asked if there was free interaction between her and her family members and the neighborhood:

I hate home because nobody understands me, no one wants to play with me my parents, siblings and people from the neighborhood are stupid and cannot communicate with me. They always avoid me, making me feel lonely. It worries me a lot when schools are about to close.

#### **4.4.11 Influence of communication on academic performance**

Communication refers to the process of sharing ideas and information. It is a process that is essential, and many say innate, for all human beings (Owens, 2001). One of the most difficult decisions that a family with a child who is deaf makes is choosing a communication method. Yet, researchers suggest that early communication development is positively related to language learning, and in turn a variety of other important developmental areas and also academic performance (Calderon & Naidu, 2000). The question of which communication method to use began as an oral versus manual controversy. Yet, over time this matter has evolved to include questions such as the use of invented sign systems, whether or not to simultaneously speak and sign, the use or lack of use of technology, and whether or not to allow students to view the lips of people speaking to them. Pupils were asked whether communication had influence on their academic performance, 56.7% of the pupils said that they were influenced by communication in their in their academic performance while 28.3% said that communication did not in any way influence their academic performance and 15% did not respond to the question. The results presented leads to the conclusion that communication has a lot of influence on academic performance.



Types of the influences of communication on academic performance are as shown in Table 4.15.

**Table 4.15 Influence of communication on academic performance**

<b>Influence on academic performance</b>	<b>Frequency</b>	<b>Percent</b>
No sharing of academic ideas	30	50.0
Withdrawal	11	18.3
Cannot concentrate	14	23.4
They don't understand me	5	8.3
<b>Total</b>	<b>60</b>	<b>100.0</b>

Table 4.15 indicates that, 50% of the pupils felt that poor communication made it difficult to discuss and share academic ideas, while 23.4% felt that poor communication made them to lose concentration during discussion with their peers and teachers. This made them to withdraw and have a feeling of isolation. Poor communication also led to misunderstanding between the H.I. and other children due to the language barrier.

The communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem. Teachers and parents can also have a huge impact if they have distorted perceptions of deafness.

The evidence suggests that decreased social interaction reduces what a deaf child can achieve in life (Tesfay, 2002). Communication between mothers and their deaf children is extremely important too. This contributes to how the child's language will develop and how he will communicate with other individuals. Studies revealed that the children actually understood less than what the mothers believed they did (MacKay-

Soroka *et al.*, 1988). Successful communication depends on the skill of the child and the skill of the mother at adapting to her child's communicative needs.

#### **4.4.12 Community attitude towards H.I.**

The attitude of the community on children has a lot of impact on any body's academic performance inclusive of the H.I. children. The community's positive attitude will boost their self-esteem and make them willing to participate freely both in class and community roles. As a result the researcher found it necessary to ask H.I. pupils the attitude they feel the community has about them. Majority of the pupils 58.3% said that the community members had negative attitude towards them while 40.0% of the pupils said the community members had positive attitude towards them.

This analysis clearly shows that community attitude was one of the challenges in the academic performance of hearing impaired pupils. This affected their academic performance negatively and made them to lose their motivation to learn. This implies that there is still a challenge on the community when it comes to accepting disabled people in the community. According to Maslow (1970), in his theory of hierarchy of needs, level 3 he states that each person needs love in which he has to belong and feel affiliation. In the observation above this hasn't fully been met in the community, for the hearing impaired pupils. The negative perception leads to low self-esteem, low concentration in class leading to low motivation and poor performance.

#### **4.4.13 Experience of discrimination or stigmatization**

Hearing loss affects many aspects of life, with many psychological ramifications and various effects on how well a person with such a loss functions in society or the

world at large. A major portrayal of how deaf people interact among hearing people can be found in the mainstreamed educational setting, in which the majority of deaf people participate (Gallaudet Research Institute, 2003).

Pupils were asked if they have ever experienced discrimination or stigmatization.

Pupils who said that they had experienced stigmatization and discrimination were 65% while those who had never were 35%. This shows that hearing impaired children are still discriminated in the society as shown by a bigger percentage in the table above. Negative attitudes and discrimination towards individual with disabilities in general, and individuals who are deaf in particular, are deeply rooted and difficult to change. The primary reasons for this include limited experience interacting with individuals who are deaf or hard of hearing and prejudices and fear on the part of the hearing population (Foster, 1987).

Stigma leads to isolation and discrimination of the H.I. children. Children need to be loved so as to have a sense of belonging; this boosts their morale as they will do everything to their perfection. The researcher asked pupils the influence stigmatization or discrimination had on the academic performance. Table 4.23 above established that stigmatization or discrimination has negative influence on academic performance of the pupils.

#### **4.4.14 Equal attention given by parents compared to their regular siblings**

In most cases, when the deaf child has an older sibling, the relationship is negative (Bat-Chava& Martin, 2002). This happens because the older child has more difficulty with losing parental attention. This is already hard enough when the younger

sibling is not deaf. The researcher asked teachers to state whether parents of the hearing impaired treat their children equally. From their responses 92% of the parents do not give equal treatment of the H.I. children with the siblings who did not have hearing problems while 8% felt that parents give equal treatment. This point is strongly emphasized in the head teacher's by saying:

Majority of the pupils feel sad on closing day and thus some do not go home on the same day. This is an indicator of either unequal treatment at home or lack of company at home due to poor communication with the hearing peers and siblings. Parents should always make an effort to de-emphasize the difference between deaf and hearing children, for better relationships. The more openly accepting a parent is, the more likely the hearing child is able to get along well with the deaf sibling.

Many parents even develop very close relationships with the H.I. children (Wyatte, 2012). Therefore parents should strive hard to ensure equal treatment of all the children at home.

#### **4.4.15 Parents visiting of H.I pupils in school**

Parental involvement is also necessary for any child's well-being and sound growth. A component of a child's early education both in the school and in the home is socialization. The socialization process should involve exposing children to a diverse group of people and promoting cultural awareness (Frew, 2002). Parental involvement is needed, especially with deaf children.

The deaf rely on one-to-one communication to get the majority of their information. Parents exposing their children to a plethora of people and situations will ultimately help the children develop more secure attachments and a sense of self than those who are limited to few people and situations. Hall (2003) point that the attitudes of parents are important is true. Parents of a deaf child needs to be committed to making

sure that their child is exposed in every way possible to as many people and situations to help enrich the child's life (Frew, 2002). When a child is sent off to a Deaf Institute, some of the parents are not so active in their children's life.

Children always feel homesick when at school and this can negatively affect their academic performance. The pupils were asked whether their parents, relatives and friends visited them during visiting days. It was established that majority 73.3% of the pupils were visited by their parents and relatives during visiting days while 26.7% were not visited. This showed that there was an improvement on the responsibility of the parents to visit their children in school this had positive effects on the academic performance of the pupils.

However, lack of visits from parents and relatives had negative effect on the academic performance of pupils. Regardless of what type of school the deaf child attends, parents need to take a hands-on approach to child-rearing and seek out the best interests of their child.

#### **4.5 The extent to which economic factors influence academics of hearing impaired pupils**

The second research question of the study sought to establish the extent to which economic factors influence academics of hearing impaired.

##### **4.5.1 Parents' occupation**

Many parents of disabled children experience significantly diminished employment opportunities because of their roles as carers and find it hard to combine paid employment with caring because of inflexible employment conditions (Kagan,

Lewis & Heaton, 1998). The researcher sought to establish how the parents earned their living and provided for their children. Data obtained was analyzed and presented in Figure 4.2.

**Figure 4.2 Parents' occupation**

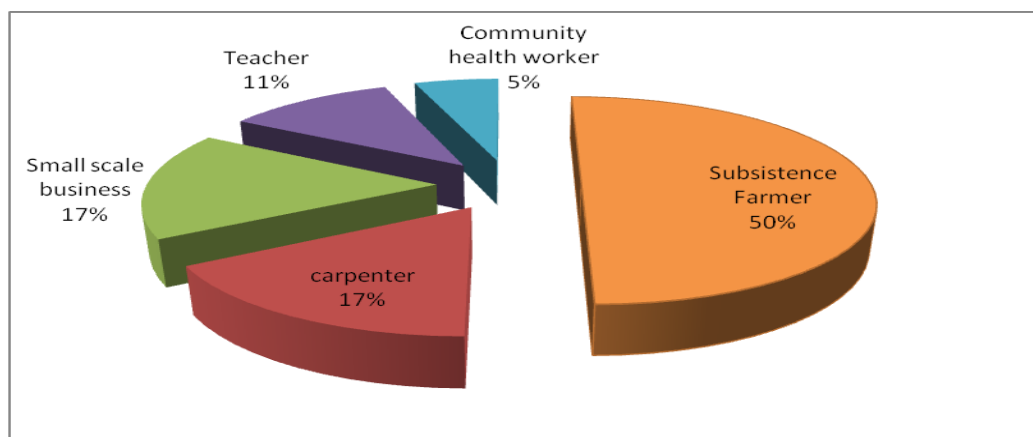


Figure 4.2 shows that 50% of the parents were subsistence farmers, 17% operated small scale businesses, another 17% were carpenters, and 11% were teachers while 5% were community health workers. This analysis shows that most of the parents had low income and thus providing and educating disabled children could prove to be difficult. A large number of parents of disabled children experience significant poverty. In the UK, it has been found that parents of disabled children face three times the costs of bringing up a child than parents of non-disabled children, and that the average cost of bringing up a disabled child is considerably more than even the maximum benefit levels would provide (Dobson & Middleton, 1998).

#### **4.5.2 Experience of delayed payment of school dues**

Prompt payment of school dues has a lot of impact on the child's learning as it makes the child to settle early enough in school and concentrate more on his her learning.

Pupils who delay in paying school dues are always affected either by delaying home when others open schools or being sent home to collect school dues when others are learning which is bound to affect their performance. The pupils were asked whether they experienced delay in payment of school dues by the parents or guardians. Out of sixty pupils 80% experienced delay of school dues payment while 20% did not experience delay in school due payment. These implied that pupils experienced financial problem in the school and this was bound to affect their academic performance. The study also established from the teachers and head teachers that children delayed to report to school on the first day due to lack of school dues and basic requirements. Also the parents revealed that they faced numerous financial constrains in bringing up H.I. children. This made their pupils to report late to school due to lack of some school requirements and other dues. This clearly showed that parents of H.I. pupils faced economic challenges in bringing up and educating their children.

Many parents of disabled children experience significantly diminished employment opportunities because of their roles as careers and find it hard to combine paid employment with caring because of inflexible employment conditions. This fact was confirmed from the study where most of the parents did not have stable jobs to cater for their families. Majority of the parents were small scale farmers, small business proprietors, carpenters, and casual laborers. The study further established from the respondents that, delayed payment of school dues negatively influenced academic performance as shown in Table 4.16.

**Table 4.16 Extent of school dues payment delays influence on academic performance**

<b>Influence of delayed dues payment on academic performance</b>	<b>Frequency</b>	<b>Percent</b>
Extremely negative	8	32.0
Negative	12	48.0
Not sure	4	16.0
Not negative at all	1	4.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

According to Table 4.16, 32% of the respondents indicated that, delayed payment influenced academic performance extremely negative, 48.0% were of the opinion that delayed payment influenced academic performance negatively while 4.0% indicated that delayed payment did not affect academic performance negatively at all while 16% were not sure. From the above analysis it was clear that delayed payment had negative effect on academic performance of pupils and the school in general.

#### **4.5.3 Effects of delayed payment on the learning process.**

The researcher further sought to find out some the negative effects of delayed payment on learning process of the pupils. This was important for the researcher since most of the pupil's experienced delayed payment of school dues because of poor family backgrounds. Data obtained presents both teachers and pupils responses, it was analyzed and presented in Table 4.17



**Table 4.17 Effects of delayed payment on the learning process**

<b>Effects of delayed payment on the learning process</b>	<b>Frequency</b>	<b>Percent</b>
Poor performance during examinations	52	86.7
Constant absenteeism	48	80.0
Lagging behind in syllabus coverage and missing of 32 class notes		53.3
Lack of motivation	24	40.0

According to the data 86.7% of the respondents indicated that delayed payment leads to poor performance in examinations, 80% indicated that delayed payments leads to constant absenteeism of pupils when send to collect the dues which contributed to the poor performance in examinations.

Delayed payment also caused 53.3% of the pupils not to learn well by lagging behind in syllabus coverage and also missing important class notes when send home to collect the dues. This analysis clearly showed that delayed payment of school dues by parents had very negative effects on the academic performance of the pupils. In one of the open ended questions, a teacher said this when asked effects of delayed payment on the learning process.

I normally start teaching the third week after opening. The hearing impaired children delay at home for so long due to lack of school dues and on arrival some say they were unable to raise even fare to school. This makes it difficult to cover the syllabus.

#### **4.5.4 Availability of hearing devices**

Hearing Aids do not correct a person's hearing but rather boost any residual hearing that a person may have. Good hearing aids can be very helpful to partially

hearing people, but not every deaf person is able to be helped by hearing aids, as the aid can only magnify what the ear can hear. Many deaf people can hear noise but are unable to hear speech patterns (Frank, 2008).

Hearing devices assist pupils in learning and also enabled the teacher to experience less challenges when teaching. The pupils were asked whether they had hearing devices.

Majority 80% of the pupils said they did not have hearing devices while 20% had the hearing devices. This analysis clearly showed that most of the pupils lacked hearing devices. However study established from the teachers that lack of hearing devices did not greatly influence their teaching and academic performance of the pupils as it only assisted them in improving their hearing ability.

Table 4.18 shows the extent to which hearing device affects learning.

**Table 4.18 Extent to which Lack of Hearing Device affects Learning**

<b>Extend to which Lack of Hearing Pupils Device affect Learning</b>	<b>Teachers</b>	
	<b>f</b>	<b>%</b>
Extremely negative	18	30.0
Negative	14	23.3
Not sure	7	11.1
Not negative at all	5	6.3
<b>Total</b>	<b>44</b>	<b>77.7</b>

From Table 4.18, it was established that majority 30% of the pupils felt that lack of hearing devices had extremely negative effects on their learning, 23.3% felt that lack of hearing devices had negative effect on their learning, 11.1% were not sure whether

lack of hearing aids device affected them or not while 6.3% felt that it had no negative effects at all. Twelve pupils did not give their responses. Majority of the teachers (72%) felt that lack of hearing devices did not have any negative effects on pupils learning, 16% felt that it had negative effects while 4% felt that lack of devices had extremely negative effects while 8% were not sure. This analysis clearly showed a divergent view between the teachers and the pupils.

#### **4.5.5 Number of students in a class**

Schools for the hearing impaired saw an increase in enrolment and H.I. units at regular schools were created across the country. Under free primary education, the government did not build new classrooms nor guaranteed that the number of teachers allocated to schools would match the increased intake of pupils.

Both schools for hearing impaired and units have lacked the necessary resources, training and equipment to accommodate the new number of students. Many teachers assigned to the schools and units have poor fluency in Kenyan Sign Language (Kochung, 2003). The number of pupils greatly influences the methods and the effectiveness of a teacher in the delivery of his/ her lesson. Table 4.19 shows the number of pupils in class.

**Table 4.19 Number of students in a class**

<b>Number of students in a class</b>	<b>Frequency</b>	<b>Percent</b>
10 – 15 pupils	-	-
16 – 20 pupils	-	-
Above 20 pupils	60	100.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

The study established that all the classes had over 20 pupils. This leads to pupils having to share books, poor concentration in class, and poor performance in examinations.

#### **4.5.6 Effects of large number of pupils on teaching/learning**

The researcher sought to establish the effects which large number of pupils in a class had on the teaching – learning process. The pupils and teachers who were affected by a large number of pupils in class were 96% while 4% felt that class population did not affect the teaching – learning process. This analysis clearly showed that class population greatly influenced teaching. A large class made teachers not to attend to all pupils during the lessons, it made classes to be overcrowded and also led to straining on the few teaching- learning resources available in class.

#### **4.5.7 Staffing at St. Martins School**

The researcher sought to establish from the AEO how staffing in the school was being conducted. The study established that, teachers were posted in the school according to need. In an interview with the AEO on staffing at St. Martin she said:

Some teachers are posted without any basics of sign language for easy communication with the deaf children. Staffing in the school is inadequate, thus there is need to employ more teachers who are trained in special education. Staffing in the school greatly affects the academic performance of the H.I pupils. This is because some of the teachers are not conversant with KSL and hence cannot deliver when it comes to teaching the H.I pupils.

#### **4.5.8 Adequacy of textbooks**

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2001) states that planning for material resources involves the identification of the resource

requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit, and the use of the materials whether by individuals or groups. The inadequacy of these resources could make it difficult for heads teachers and teachers to perform their functions adequately. Table 4.20 shows the responses of pupils when asked whether books were adequate or not.

**Table 4.20 Adequacy of textbooks**

Adequacy of textbooks	Pupils		Teachers	
	f	%	f	%
Adequate	25	41.7	8	32.0
Inadequate	35	58.3	17	68.0
<b>Total</b>	<b>60</b>	<b>100.0</b>	<b>25</b>	<b>100.0</b>

Table 4.20 shows that majority 58.3% of the pupils felt that textbooks were not adequate in the school while 41.7% felt that textbooks were adequate. Majority 68% of the teachers felt that textbooks were inadequate while 32% felt that textbooks were adequate in the school. Lack of textbooks negatively affected the teaching – learning process.

Olembo and Cameroon (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment and poor communication infrastructure.

Shortage of these resources could compromise the quality of education and also lead to poor performance in schools.

#### **4.6 The extent to which cultural factors influence academic performance of hearing impaired pupils**

The third research question sort to find out how culture affected the academic performance of the H.I. pupils. The researcher posed a number of questions to respondents the following were their responses.

Parental involvement is also necessary for any child's well-being and sound growth. A component of a child's early education both in the school and in the home is socialization. The socialization process should involve exposing children to a diverse group of people and promoting cultural awareness (Frew, 2002).

The desire to avoid whatever is associated with evil has affected people's attitudes towards people with disabilities simply because disability is associated with evil. Most of these negative attitudes are mere misconceptions that stem from lack of proper understanding of disabilities and how they affect functioning. "These misconceptions stem directly from the traditional systems of thought, which reflect magical-religious philosophies that can be safely called superstition" (Abosi, 2002).

In addition to other perceptions, social attitudes towards persons with disabilities are reflected in the family, which teaches by example customs and institutionalized values. For example, Gellman (1959) strongly believes that child-rearing practice tend to predetermine an adult's behavior towards persons with disabilities.

This concept is consistent with cross-cultural research conducted by Whiting and Charles (1953), which provides evidence that child- rearing practices influence attitudes towards illness and disability.

#### 4.6.1 Feeling of parents on realizing their children had hearing impairment

Franzen Bjorn (1990) observed that in some communities in Kenya and Zimbabwe, "a child with a disability is a symbol of a curse befalling the whole family. Such a child is a "shame" to the whole family, hence their rejection by the family or the community. Children who are met by those beliefs and attitudes can hardly develop to their full potential: "They get less attention, less stimulation, less education, less medical care, less upbringing and sometimes less nourishment than other children." Franzen Bjorn (1990), figure 4.3 shows the feeling of parents on realizing their children had hearing impairment.

**Figure 4.3 Feeling of parents on realizing their children had hearing impairment**

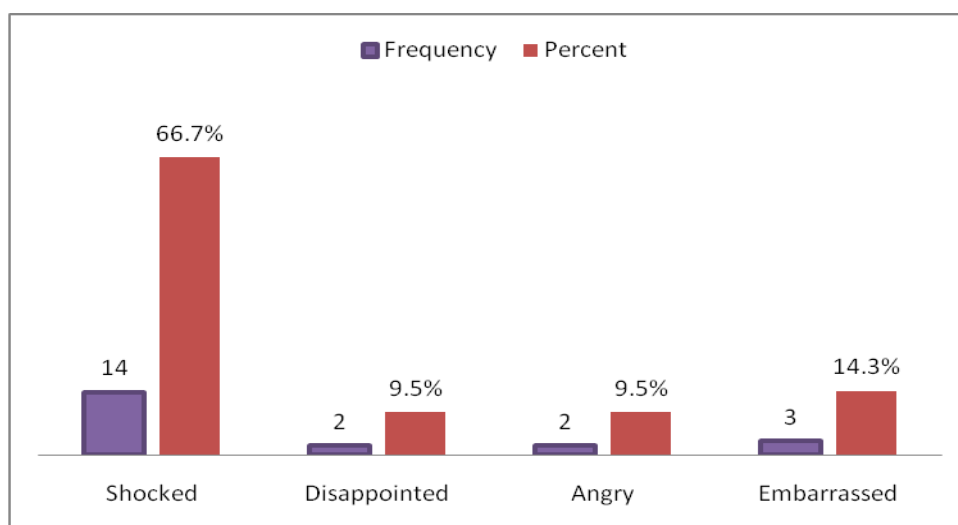


Figure 4.3 shows that, 66.7% of the parents are shocked on realizing their children have hearing problems, 14.3% are embarrassed while 9.5% are either disappointed or angry about the outcome.

This means that deaf children are not always expected and come as shock to the family. This makes the parents welcome the children with mixed feelings that are bound to affect the children's growth.

#### 4.6.2 Perception of the community towards H.I.

While hearing loss has always been part of the human condition, people who can hear have demonstrated divergent reactions to deafness. Many pursued a cure for deafness. Others believed that deaf individuals were inferior to their hearing peers and were in need of salvation. Some have felt pity and taken care of them. Some have viewed deafness from a perspective of social/cultural difference and treated individuals who were deaf as equals. The unique talents and contributions that many deaf people have made to society have inspired others (Luckner, 2001). Table 4.21 presents the responses on the perception of community towards H.I.

**Table 4.21 Perception of the community towards H.I.**

<b>Perception of the community about H.I.</b>	<b>Frequency</b>	<b>Percent</b>
Extremely negative	5	20.0
Negative	15	60.0
Not sure	4	16.0
Not negative at all	1	4.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Table 4.21 indicates that, 60% of the community members perceived H.I. pupils negatively, 20% perceived H.I. pupils extremely negatively, 4% perceived them positively while 16% were not sure of their perception on H.I. pupils. The analysis showed that the community perception was negative.

The findings called on for measures to be taken so as to sensitize the community on the H.I children in the society. The perception of the community leads to



discrimination of H.I. pupils where they are given second place which leads to poor performance, low motivation of the pupils, traumatization and segregation.

Culturally communities have not accepted H.I. pupils, but tend to label them as stupid (Barnes, 1991). People without disability do not want to marry them (Parkinson, 2010). The social-ecological and family parental environment, affects academic achievement of the pupils in that, parental support, positive attitude of the society and government policies that support special education can motivate the hearing impaired child to put more effort in his education (Powers & Gregory, 1998).

#### **4.7: Recommendations on how to alleviate challenges faced by H.I pupils in academics**

The fourth research question dealt with possible recommendation that were to deal with social economic and cultural influences on academic performance of the H.I. children at St. Martin.

From the above analysis it was clear that H.I. pupils face a lot of challenges ranging from social, economic and cultural. The researcher sought to establish from the respondents some possible ways in which the challenges facing H.I. pupils could be alleviated so as to boost their academic performance.

##### **4.7.1 Possible strategies that can be taken to alleviate the social barriers affecting the H.I learners academic performance**

The study established numerous social barriers ranging from language, communication and attitude of the community towards H.I. pupils. All this hinder the H.I. pupils from doing well in their academics and it was important to establish some strategies that could be used to alleviate the social barriers faced by the H.I. in their

academics. Table 4.22 shows responses of teachers parents head teacher and the AEO on some of the strategies that could be used to alleviate the social barriers.

**Table 4.22 Possible strategies that can be taken to alleviate the social barriers affecting the H.I learner's academic performance**

<b>Strategies to alleviate social barriers</b>	<b>Frequency</b>	<b>Percent</b>
Creating awareness and sensitizing parents	48	100.0
Teaching parents, teachers and peers basic sign language	46	95.0
Through guidance and counseling	40	83.3
Inclusive education	38	79.2
Increasing parental involvement	37	78.0
Interacting with hearing peers	24	50.0
Taking part in social functions and Social places to have interpreters	24	50.0

According to Table 4.22 the entire respondent felt that there was need to create awareness to the community, parents, teachers and peers on the importance of the H.I. in the society. This would help reduce the negative attitude towards the H.I. teachers need to maintain close communication with the sign language people in order to receive guidance and consultation that can help in increasing the child's success in the classroom.

“The teacher should be fully informed about a hearing-impaired child's performance standards and potential” in order to develop a program with realistic goals for the child to achieve (Hall, Oyer, & Haas, 2001).

The majority (95%) of the respondent felt that there was need to train the stakeholders in education basic sign language. The first obstacle in a relationship between a deaf child and a hearing child is overcoming the communication barrier. This, of

course, varies with the individual traits and level of hearing loss that a child has, but deaf children with delayed language skills have more difficulty in maintaining an interaction with a hearing child. Nevertheless, all children are capable in using non-verbal communication modes, which is typically the preferred method in young children. They may gesture or point to objects, but this puts severe limitations on social interaction and pretend play (Lederberg, Ryan, & Robbins, 1996).

There was need for the H.I. to interact with the hearing peers and also attend social functions. This would help them improve their self-esteem and confidence. This is because low Self-esteem and confidence affected their relationship with peers and family

The study further showed that, 78% of the respondents felt that there was need to increase parental involvement in the academics and intervention programmes of their children. This is because parental involvement in a deaf child's intervention programmes is crucial to the child's language development and academic achievement (Calderon, 2000). Additionally, the high achievement documented among the deaf children of deaf parents is related to the early exposure of these children to sign language as a primary mode of communication (Gregory, 1996).

The result also indicates that, there is need for guidance and counseling for both the parents and the H.I. pupils. This would help the cope with the stigma and trauma they normally undergo in the society. Also inclusive education was also suggested as one of the way to alleviate social barriers in the education of the H.I. this is because it allows them to interact more often with the hearing peers.

#### **4.7.2 Possible strategies that can be taken to alleviate the economic barriers affecting the H.I academic performance**

Having established the numerous economic barriers which hinder the H.I. pupils from doing well in their academics, it was important to establish some strategies that could be used to alleviate the economic challenges faced by the H.I. in their academics. Table 4.23 shows responses of teachers, parent, head teacher and the AEO on some of the strategies that could be used to alleviate the economic barriers.

**Table 4.23 Possible strategies that can be taken to alleviate the economic barriers affecting the H.I academic performance**

<b>Strategies to alleviate economic barriers</b>	<b>Frequency</b>	<b>percent</b>
Creating income generating projects for the parents	45	93.8
Lowering the cost of hearing aids	40	83.3
Government to reduce fees in special schools	40	83.3
Government to allocate more funds to special schools	32	66.7
Good staffing with properly trained teachers on special education	24	50.0
Provision of adequate teaching- learning resources	24	50.0
Involving NGOs in special schools	20	41.7

Majority (93.8%) of the respondents felt that, there was need to create income generating projects for the parents.

This was because majority of the parents did not have stable sources of income to cater for the education of the H.I. They faced problems of paying school dues and also majority of the pupils lacked hearing devices.

According to Table 4.23, 83.3% felt that the lack of hearing aids could be alleviated by lowering the cost of hearing aids. This was because, the study found out that

most of pupils lacked the hearing aids and also due to the low income of the parents they could not afford to buy such assistive aids to their children.

Some of the pupils delayed to report to school due to lack of school dues. This drastically affected their academics by lagging behind in syllabus coverage and hence leading to poor academic performance. 83.3% of the respondents felt that such a barrier could be alleviated by the government lowering the cost of that involved in special schools. This would help reduce the burden from the parents.

The findings indicate that, 50% of the respondents felt that there was need for the government to employ more teachers with the relevant skills in special education. This would help in ensuring good communication between the H.I. pupils and the teachers which is vital for academic performance.

There is need for the government to allocate more funds to special schools to help them buy some teaching and instructional resources in the schools. This was because the school did not have enough text books and thus this greatly affected the academic performance of the school.

There is need to involve NGOs in the funding and also provision of some teaching–learning resources in the school. This would help reduce the burden from the parents and also ensure good academic performance.

#### **4.7.3 Possible strategies that can be taken to alleviate the cultural barriers affecting the H.I. academic performance**

Having established the numerous cultural challenges which hinder the H.I. pupils from doing well in their academics, it was important to establish some strategies that could be used to alleviate the challenges faced by the H.I in their academics.

Community perception towards the H.I. children was negative. This meant them to be discriminated and always seen as a curse in the community. To alleviate this barrier all the respondents felt that there was need to create awareness to the community on H.I. children. The desire to avoid whatever is associated with evil has affected people's attitudes towards people with disabilities simply because disability is associated with evil. Most of these negative attitudes are mere misconceptions that stem from lack of proper understanding of disabilities and how they affect functioning. "These misconceptions stem directly from the traditional systems of thought, which reflect magical-religious philosophies that can be safely called superstition" (Abosi, 2002).

Culturally communities have not accepted H.I. pupils, but rather label them as stupid (Barnes, 1991). People without disability do not want to marry them (Parkinson, 2010). Social-ecological and family parental environment, affects academic achievement of the pupils in that, parental support, positive attitude of the society and government policies that support special education can motivate the hearing impaired child to put more effort in his education (Powers & Gregory, 1998).

Use of role models who are H.I. could help alleviate the perception of the community and also the self-esteem of the H.I. pupils. This is because the H.I. pupils are perceived as if they cannot accomplish anything useful in the community.

#### **4.7.4 Further training required to ensure better academic performance**

The researcher sought to find out from the respondents areas which they needed further training so as to ensure better academic performance in the school. The training needed to encompass all the stakeholders from communication, language use, perception and attitude towards the H.I. pupils. Table 4.24 shows the responses of teacher, parents,

head teacher and the AEO's need on further training to ensure better academic performance.

**Table 4.24 Further training required to ensure better academic performance**

<b>Areas which stakeholders needed further training</b>	<b>Frequency</b>	<b>percent</b>
Training on sign language	48	100.0
Training on better communication and social interaction with peers	45	93.8
Having seminars for parents of H.I on how to care for them	40	83.3
Having subject panel meetings	35	73.0
Training on guidance and counseling	24	50.0
Training on better management skills	20	41.7

Data presented in Table 4.24 indicates that, all the respondents felt that, there was need to train teachers, parents, peers and the siblings on sign language. This would help in the communication with the H.I pupils and hence improve the relationship. This would in turn lead to better academic performance.

The entire respondents felt that there was need train the peers on communication and social interaction with the H.I. pupils. Many children in general usually lack the social skills necessary for peer interaction. One major factor that has been identified in deaf children's social interactions is a repeated misunderstanding of how deaf children need to communicate with the people around them. Frequently hearing children mistake a repeated request for information to be repeated as ineptitude or lack of interest as to what they were saying. A critical part of the development of deaf children is their education, and through that, their social foundations are also built. During the primary-school

development period, friendships are formed through common interests, school activities and sports. For these friendships to form, an obvious requirement is communication.

For deaf children unable to utilize effective communication methods with the people around them, the difficulty in acquiring new friendships typically leads to a decrease in self-esteem.

The findings indicate that, 83.3% of the respondents advocated for seminars for parents of the H.I pupils on how to take care of them. This was because most of the parents lacked the skills and knowledge on how to take care of their H.I. children. This in turn led to poor language development and communication skills.

Data collected shows that there is need to establish subject panels within the school so as to help harmonize the hearing impaired curriculum to be in line with the deaf aspiration. There is also need for the teachers to undergo more training on guidance and counseling mainly on the deaf children. There is also need for the head teachers to attend more courses and seminars on management skills to help manage the resources in the school for better academic performance.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings of the main study, conclusions and recommendations. It begins with the summary of the study based on the background, review of related literature, research design and the methodology that guided the study. It presents the conclusion and recommendations followed by suggestions for further studies.

#### **5.2 Summary**

This study investigated the influence of social, economic, and cultural factors on academic performance of hearing impaired pupils using St. Martin Primary School for the Hearing Impaired as a case study.

Chapter one provides the background against which the study was carried out, the statement of the problem; the study sought to investigate the influence of social, economic, and cultural factors on academic performance of Hearing Impaired pupils.

Chapter two presents an overview of the related literature to the study. Chapter three looked at the methodology used in the study. The chapter looked at the research design, study location, target population, sampling procedures and sample size. The study used a case study design and stratified and simple random sampling techniques. Data was collected using questionnaire, interviews and document analysis. Descriptive statistics such as frequency distribution tables and charts were used to summarize the findings of the study. Qualitative data was presented in narrative form.

The study established that majority of the parents had at least one child in the family who was disabled. It was however established that 76.2% of the parents had no knowledge and skills for caring of the hearing impaired children.

Therefore, there is need for the Parents to strive to gain the relevant skills and knowledge so as to be able to interact freely with the H.I children.

It was also revealed that most parents (76.2%) generally have good relation with their hearing impaired children. Relationship between parents and their children plays an important role when it comes to any given child's education. Poor relationship may lead to children dropping out from school or being rebellious. Hearing impaired children need to be loved, understood so as to build self-esteem. This good relationship between parents and H.I pupils led to good academic performance.

The study also established that majority of the pupils 61.7% faced challenges when it came to communication between them and the parents, siblings as well as peers. Clear communication at home is also essential and children cannot communicate even with their parents, they will not expect themselves to be able to communicate with anyone else socially. The inability to communicate influences academic performance in that, parents and peers find it difficult to understand the H.I. children as they are limited in sign language and they also find it difficult to advise them academically.

Regarding the relationship between pupils and teachers, it was found that, 64.7% of the pupils considered their relationship and teachers as being generally good. The teachers also considered their relationship with pupils as being very good. This implied that as much as some pupils feel there is poor relationship between them and their teachers, teachers feel there is good relationship between them and the pupils.

Relationship of pupils with their teachers plays a major role when it comes to academic performance of pupils.

A good relationship between teachers and pupils proves to be important not only for pupil's academic engagement but for pupils social and emotional development. It was encouraging to find out that there was a good relationship between teachers and pupils that could lead to better academic performance in the school.

Majority of the teachers were not effective in the use of sign language. This was also confirmed in the interview with the AEO where it was established that some of the teachers were posted in the school even without the basic sign language skills. The effectiveness of teacher's use of sign language is very important as it is the best medium of communication that the hearing impaired can use to acquire knowledge. Also teacher's fluency in communication at the classroom level contributes significantly to high academic performance. Inability to effectively use sign language by teachers negatively affected the academic performance of the H.I. pupils.

Communication refers to the process of sharing ideas and information. It is a process that is essential, and many say innate, for all human beings. The study established that communication greatly affected the academic performance of the H.I. pupils. It was established that poor communication made it difficult to discuss and share academic ideas among the H.I. and the teachers and also the peers. It also leads to low concentration during discussion with their peers and teachers. This made them to withdraw and have a feeling of isolation. Poor communication also leads to misunderstanding between the H.I. and other children due to the language barrier. Communication barrier between deaf

children and their hearing peers can cause deaf children to develop anxiety or low self-esteem.

Concerning the attitude of the community towards hearing impaired children, majority of the community members (52.4%) had negative attitude towards hearing impaired children while 47.6% had positive attitude towards hearing impaired children. This shows that community attitude was one of the challenges in the academic performance of hearing impaired pupils. These affect their academic performance negatively and make them to lose their motivation to learn. This implies that there is still a challenge on the community when it comes to accepting disabled people in the community. This calls on the government to sensitize and create awareness to the community on the deaf children. This is because community's positive attitude will boost their self-esteem and make them willing to participate freely both in class and community roles. The study also established due to the negative attitude of the community towards H.I. children, majority 65% of the H.I. pupils experienced stigmatization and discrimination. The primary reasons for this include limited experience interacting with H.I. pupils, poor communication and also lack of the knowledge of the sign language by the community members which leads to isolation and discrimination.

Majority (92%) of the parents did not give equal treatment of the H.I. children with the siblings who did not have hearing problems. This called on to the parents to always make an effort to de-emphasize the difference between deaf and hearing children.

It was however established that most of the parents were involved in their children's education affairs. It was really encouraging to know that majority of the

parents visited the H.I. pupils in school to know their progress and where about. Parental involvement is also necessary for any child's well-being and sound growth.

A component of a child's early education both in the school and at home is socialization. The socialization process should involve exposing children to a diverse group of people and promoting cultural awareness. However lack of visits from parents and relatives had negative effects on the academic performance of pupils. Regardless of what type of school the deaf child attends, parents need to take a hands-on approach to child-rearing and seek out the best interests of their child.

The study showed that most of the parents were not stable economically and thus providing and educating disabled children was difficult. A large number of parents of disabled children experience significant poverty. Majority (80%) of the parents faced problems with payment of school dues making their children to report to school late. Many parents of disabled children experience significantly diminished employment opportunities because of their roles as care takers and find it hard to combine paid employment with caring because of inflexible employment conditions. This fact was confirmed from the study where most of the parents did not have stable jobs to cater for their families. Majority of the parents were small scale farmers, small business proprietors, carpenters, and casual laborers. Delayed payment of school dues negatively influenced academic performance in that it was ranked by most of the respondents as the cause of poor performance of pupils in examination, constant absenteeism of pupils when sent to collect the dues which contributed to the poor performance in examinations.

Delayed payment also ranked highly by respondents (53.3%) as the major cause for pupils not to learn well by lagging behind in syllabus coverage and also missing important classes notes when send home to collect the dues.

As concerning the availability of hearing devices, the study established that, majority 80% of the pupils did not have hearing devices. Hearing Aids do not correct a person's hearing but rather boost any residual hearing that a person may have. Good hearing aids can be very helpful to partially hearing people, but not every deaf person is able to be helped by hearing aids, as the aid can only magnify what the ear can hear. Hearing devices assist pupils in learning and also enabled the teacher to experience less challenges when teaching. Majority of pupils felt that lack of hearing devices negatively affected their academic performance.

The study further established that all the classes in the school had over twenty pupils. This led to pupils to share books, poor concentration in class, and poor performance in examinations. A large class made teachers not to attend to all pupils during the lessons, it made classes to be overcrowded and also led to straining on the few teaching- learning resources available in class. The study established that, teachers were posted in the school according to need. According to the AEO "some teachers were posted without any basics of sign language for easy communication with the deaf children". It was also revealed that staffing in the school was inadequate and thus there was need to employ more special trained teachers. Staffing in the school greatly affected the academic performance of the H.I. pupils academically. This was because some of the teachers were not conversant with KSL and hence could not deliver when it came to teaching the H.I. pupils.

As concerning the adequacy of textbooks the study established that majority of the pupils felt that textbooks were not adequate in the school. Lack of textbooks negatively affected the teaching–learning process in the school.

Shortage of resources could compromise the quality of education and also lead to poor performance in schools.

Concerning the cultural factors, majority of the parents get shocked on realizing their children have hearing problems. This means that hearing impaired children are not always expected and come as shock to the family. It was also revealed that 80% of the community members perceived H.I. pupils negatively for example they see them as people who have very little to contribute to the development of the community. The perception of the community leads to discrimination of H.I. pupils where they are given second place, it also leads to poor performance, low motivation of the pupils, traumatization and segregation. The social-ecological and family parental environment, affects academic achievement of the pupils in that, parental support, positive attitude of the society and government policies that support special education can motivate the hearing impaired child to put more effort in his education.

The study established that social barriers could be alleviated by creating awareness to the community, parents, teachers and peers on the importance of the H.I. in the society, training the stakeholders in education basic sign language, encouraging H.I. to interact with the hearing peers and also attend social functions. This would help them improve their self-esteem, confidence increasing parental involvement in the academics and intervention programmes of their children. This is because parental involvement in a

deaf child's intervention programmes is crucial to the child's language development and academic achievement.

Also guidance and counseling for both the parents and the H.I. pupils. This would help the cope with the stigma and trauma they normally undergo in the society. The economic barriers could be alleviated by; creating income generating projects for the parent, lowering the cost of hearing aids, the government to lower the cost of involved in special schools, the government to employ more teachers with the relevant skills in special education, and the government needed to allocate more funds to special schools to help them buy some teaching and learning resources in the schools.

The study further established that social barriers could be alleviated by; creating awareness to the community, parents, teachers and peers on the importance of the H.I. in the society and use of role models.

### **5.3 Conclusion**

The first research question was to investigate the extent to which social factors influence academic performance in St Martin School for the hearing impaired. From the findings it was noted that parents lack basic knowledge and skills to handle H.I. children. There is also poor communication between the parents and the H.I. pupils. It was therefore concluded that parents of the H.I. pupils lack basics skills and knowledge to handle and communicate with the children which contributes to poor performance in school.

Also social factors such as poor communication, poor relations with peers and teachers, lack of basic sign language, unequal treatment by parents and stigmatization and discrimination due to poor attitude of the community. It can therefore be concluded that



poor communication, poor relations and ineffective use of sign language by the teachers negatively affects the academic performance of the H.I. pupils in the school. This could be alleviated by creation of awareness and organizing seminars for the stakeholders on how to use sign language.

The second research question investigated the economic factors. From the findings it was revealed that most of the parents had low income which was not enough to cater for their families. Most of the parents were small scale farmers, small business proprietors, carpenters, and casual laborers. It can be concluded that most of the parents were low income earners and thus providing and educating their disabled children was difficult. This contributes to the poor academic performance of the pupils in the school as the parents are not able to meet the school financial requirements. This could be alleviated by initiating income generating activities for the parents and also the government to lower the cost of education in special schools.

The findings also shows that majority of the pupils did not have hearing devices example hearing aids. It can therefore be concluded that lack of hearing devices was one of the factors leading to poor performance in the school. This can be alleviated by the government lowering the cost of hearing devices to enable pupils from poor background to acquire them.

The findings also showed that the school lacked enough textbooks and teachers. It was therefore concluded that lack of textbook and teachers in the school contribute to the poor performance in the school.

There was therefore need for the government to provide more textbooks, other teaching and learning resources and also employ more teachers who have been trained to handle special needs children.

The third research question was to investigate the cultural factors that influence academic performance of St. Martin schools for the hearing impaired. It was established that the community perception towards H.I. children was negative. This leads to discrimination of H.I. pupils, poor performance in school, and low motivation of the pupils, traumatization and segregation. It was concluded that negative perception of the community towards H.I. pupils was one of the factors leading to poor performance of the pupils in the school.

#### **5.4 Recommendations**

Based on the findings of the study, a number of recommendations can be made targeting the key stakeholders in education for the hearing impaired.

##### **5.4.1 The Government**

It is recommended that the government needs to employ more teachers who have been trained to handle special needs children. This is because the school does not have enough teachers and some teachers are posted in the school without even the basic skills of sign language which is the mode of communication with the H.I. pupils. The Government should have affirmative action and train more teachers in sign language.

The government should consider lowering the cost of hearing devices to enable pupils from poor background to acquire them. This is because most of the parents are low income earners and lack money to buy the hearing devices for their H.I. children.

The government should consider to lower the cost of involved in special schools, this is because many parents are poor and cannot afford the cost involved in the education of their H.I. children. By so doing many pupils will report to school in time and also avoid absenteeism when they are sent home for school dues.

The government should allocate more funds to special schools to help them buy some teaching and learning resources in the schools; such as textbooks. This would help increase the number of textbooks per students and hence lead to good performance in the school.

The government should also start income generating projects for the parents of the H.I. This would ensure that they are economically sustainable and thus able to provide for and educate their children.

#### **5.4.2 The School and the Community**

On the school community the study recommends the following;

First, the school should create awareness to the community on the importance of the H.I in the society. This will help reduce the poor perception, discrimination and attitude towards the H.I. children in the society

The school should organize seminars and workshops to train the stakeholders in basic sign language and communication skills. This was to help in improving the communication between the H.I. pupils and other members in the community. This was in turn lead to good academic performance. Secondly, there should be establishment of subject panels within the school so as to help harmonize the deaf curriculum to be in line with the deaf culture and their aspiration.

Thirdly, there is need for the teachers to undergo further training on Kenyan sign language to be able to teach the deaf children effectively. On the finding that the relationship of pupils with their teachers plays a major role when it comes to academic performance of pupils, teachers must create physical environment that is conducive to learning in order to avoid learner's absenteeism and a feeling of intimidation. Fourth, there is also need for the head teachers to attend more courses and seminars on management skills to help manage human, physical and finance resources in the school for better academic performance. Fifth, also H.I. pupils should be encouraged to interact with the hearing peers and also attend social functions. This will help them improve their self-esteem and confidence

#### **5.4.3 The Parents**

Seminars and workshops should be organized for the parents of the H.I. pupils on how to handle and take care of these children. In these workshops they should also be taught sign language. This is because most of the parents lack the skills and knowledge on how to take care of their H.I. children. This in turn leads to poor language development and communication skills. Based on the finding that communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem, there is therefore need for the parents, teachers and also other peers to acquire skills on how to communicate with the H.I. pupils so as to boost their academic performance. Successful communication depends on the skill of the child and the skill of the mother at adapting to her child's communication needs.

There is need to increase parental involvement in the studies and intervention programmes of their children. This is because parental involvement in a deaf child's

intervention programmes is crucial to the child's language development and academic achievement.

There is need for guidance and counseling for both the parents and the H.I. pupils. This would help them cope with the stigma and trauma they normally undergo in the society.

### **5.5 Suggestion for further study**

After careful consideration of the findings, analysis and limitations of the study, the researcher suggests the following areas for further research

- i. Influence of teacher effectiveness in use of Sign language on the academic performance of H.I pupils.
- ii. An investigation into the influence of the school and community environment on the academic performance of the hearing impaired pupils.

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## **APPENDICES**

### **APPENDIX A: PUPIL'S QUESTIONNAIRE**

Dear Respondent,

I am a Postgraduate student in the Faculty of Education at the Catholic University of Eastern Africa (CUEA). Currently, I am carrying out a study on social, cultural and economic factor influencing academic performance at St. Martin school for the hearing impaired. I kindly request you to respond to the items in this questionnaire by filling in the spaces provided or using a tick where necessary to assist me collect data for the study. All the information given will be treated with the confidentiality it deserves. Therefore, to maintain confidentiality, do not indicate your name on this questionnaire.

Thanking you for your co-operation.

#### **Introduction**

#### **Section A: Pupils background information**

1. Gender
  - a) Male (    )
  - b) Female (    )
2. How old are you?
  - a) 10-15 (    )
  - b) 16-20 (    )
3. In which class are you?
  - a) Class 6 (    )
  - b) Class 7 (    )
  - c) Class 8 (    )

**Section B: Social factors influence on academic performance**

4. How is the relationship between you and your teachers?

a) Very good ( )

b) Good ( )

c) Fairly good ( )

d) Poor ( )

e) Very poor ( )

5. How has the relationship between you and your teacher influenced your academic performance? Kindly explain.

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6. How do you rate the effectiveness of your teachers in the use of sign language?

a) Very effective ( )

b) Effective ( )

c) Fairly effective ( )

d) Poor ( )

e) Extremely poor ( )

7. To what extent does the inability of your teachers to use sign language influence your learning?

- a) Extremely negative ( )
- b) Negative ( )
- c) Not sure ( )
- d) Not negative at all ( )

8. Do the regular hearing children in the family or in the neighborhood interact and play freely with you?

- a) Yes ( )
- b) No ( )

9. Do your parents, sibling and peers find it easy to communicate with you?

- a) Yes ( )
- b) No ( )

10. If “no” how does this affect your social life?

- a) Extremely negative ( )
- b) Negative ( )
- c) Not sure ( )
- d) Not negative at all ( )

11. If the answer above is “extremely negative” does this influence your academic performance?

- a) Yes ( )
- b) No ( )



12. If “yes” how does this influence your academic performance? Kindly explain

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13. How did you feel when you realized that you could neither hear nor talk?

- a) Shocked ( )
- b) Disappointed ( )
- c) Angry ( )
- d) Embarrassed ( )

14. What is the attitude of the people in your community towards you and the hearing impaired in general.

- a) Positive ( )
- b) Negative ( )

15. If “negative” how does this influence your academic performance? Kindly explain

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16. Have you ever experienced discrimination or stigmatization because of your hearing impairment?

- a) Yes ( )
- b) No ( )

17. If “yes” how has this influenced your academic performance?

a) Positive ( )

b) Negative ( )

**Section C: Economic factors influence on academic performance**

18. Have you experienced delays in payment of school dues by your parents or guardian?

a) Yes ( )

b) No ( )

19. If “yes” kindly indicate to what extent this has negatively influenced your academic performance?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

20. Kindly explain how nonpayment or delay of school dues has influences your learning process

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21. Do you have hearing device?

a) Yes ( )

b) No ( )

22. If “no” to what extent has lack of hearing devices affected your learning?

- a) Extremely negative ( )
- b) Negative ( )
- c) Not sure ( )
- d) Not negative at all ( )

23. How many are you in your class?

- a) 10-15 ( )
- b) 16-20 ( )
- c) 21 and above ( )

24. Kindly explain how the number of pupils in class influences your academic performance

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25. Is your teacher able to attend to you effectively?

- a) Yes ( )
- b) No ( )

26. If “no” how does it affect you academically? Kindly explain

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27. Are text books enough in your class?

a) Yes ( )

b) No ( )

28. If “no” how does it influence your learning?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

29. Do your parents timely replace your uniform?

a) Yes ( )

b) No ( )

30. If “no” how does it influence your academic performance?

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31. Do your parents / relative visit you in school on visiting day?

a) Yes ( )

b) No ( )

32. Kindly indicate how failure of your parents or relatives visiting you influences your academic performance in school?

a) Extremely negative

b) Negatively ( )

c) Not sure ( )

d) Not negative at all

## **APPENDIX B: TEACHER'S QUESTIONNAIRE**

Dear Respondent,

I am a Postgraduate student in the Faculty of Education at the Catholic University of Eastern Africa (CUEA). Currently, I am carrying out a study on social, cultural and economic factor affecting academic performance at St. Martin school for the hearing impaired. I kindly request you to respond to the items in this questionnaire by filling in the spaces provided or using a tick where necessary to assist me collect data for the study. All the information given will be treated with the confidentiality it deserves. Therefore, to maintain confidentiality, do not indicate your name on this questionnaire.

Thanking you for your co-operation

### **Background information**

1. Gender
  - a) Female (   )
  - b) Male (   )
2. For how long have you been teaching?
  - a) Less than one year (   )
  - b) 1-5 years (   )
  - c) Six and above (   )
3. For how long have you taught the hearing impaired children?
  - a) Less than one year (   )
  - b) 1-5 years (   )
  - c) Six an above (   )
4. Are you trained to handle special needs children?

a) Yes ( )

b) No ( )

5. At which level is your professional training?

a) Certificate ( )

b) Diploma ( )

c) Degree ( )

d) Post- graduate ( )

6. Was the choice of your career a personal initiative or external force by parents, peers or salary driven, or any other specify. \_\_\_\_\_

7. Do you personally enjoy teaching the hearing impaired children?

a) Yes ( )

b) No ( )

### **Social factors influence on academic performance**

8. To the best of your knowledge are the hearing impaired children given equal attentions by their parent as compared to their regular siblings?

a) Yes ( )

b) No ( )

9. If “no” how does this influence their academic performance? Kindly explain

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10. Do you find it easy communicating with hearing impaired?

a) Yes ( )

b) No ( )

11. If “no” how does this influence your teaching?

- a) Extremely negative ( )
- b) Negative ( )
- c) Not sure ( )
- d) Not negative at all ( )

12. In your own view do you think your ineffectiveness in communication influences academic performance of the pupils?

- a) Yes ( )
- b) No ( )

13. If the answer above is “yes” kindly explain how it influences academic performance of your pupils\_\_\_\_\_

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14. How do you feel relating with the hearing impaired children?

- a) Very good
- b) Good
- c) Boring

15. In your own assessment as a teacher what is the impact of visiting on academic performance of pupil?

- a) Extremely positive ( )
- b) Positive ( )
- c) Not sure ( )
- d) Not positive at all ( )

**Economic factors influence on academic performance**

16. Do delays in payment of school dues by parents or guardian influence the academic performance of your pupils?

a) Yes ( )

b) No ( )

17. If “yes” kindly indicate to what extent this has negatively influenced your teaching?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

18. Does lack of hearing device for pupils in class influence your teaching?

a) Yes ( )

b) No ( )

19. If “yes” to what extent has lack of hearing devices influenced your effective teaching?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

20. Does the number of pupils in class affect your effective teaching?

a) Yes ( )

b) No ( )



21. If “yes” how does this affect teaching? Kindly explain

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22. Is the number of text books enough in your class?

a) Yes ( )

b) No ( )

23. If “no” how does it influence learning?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

### **Cultural factors influence on academic performance**

24. In your own view what is the perception of the community about a hearing impaired child?

a) Extremely negative ( )

b) Negative ( )

c) Not negative at all ( )

25. Kindly explain how the perception of the community about a hearing impaired child influences the academic performance of pupils?

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**Section D: Recommendations for alleviating challenges in academics**

26. What are some of the possible actions that can be taken to alleviate the social barriers influencing the hearing impaired pupil's academic performance?

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27. What are some of the possible actions that can be taken to alleviate the economic problems influencing the hearing impaired pupil's academic performance?

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28. What are some of the possible actions that can be taken to alleviate the cultural barriers influencing the hearing impaired pupil's academic performance?

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29. What further training do you think is necessary to make you ensure better academic performance?

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## **APPENDIX C: QUESTIONNAIRE FOR PARENTS**

Dear Respondent,

I am a Postgraduate student in the Faculty of Education at the Catholic University of Eastern Africa (CUEA). Currently, I am carrying out a study on social, cultural and economic factor affecting academic performance at St. Martin school for the hearing impaired. I kindly request you to respond to the items in this questionnaire by filling in the spaces provided or using a tick where necessary to assist me collect data for the study. All the information given will be treated with the confidentiality it deserves. Therefore, to maintain confidentiality, do not indicate your name on this questionnaire.

Thanking you for your co-operation.

### **Section A**

#### **Personal information**

1. Do you have any disabled child in your family?
  - a) Yes (   )
  - b) No (   )
2. If yes how many?
  - a) 1(   )
  - b) 2 (   )
  - c) 3 (   )
  - d) 4 and above (   )
3. Do you think the number of hearing impaired children in your family has impact on the academic performance of your child? Kindly explain.

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4. Do you think the cause of your child's disability has influence on his/her academic performance?

a) No ( )

b) Yes ( )

5. If "yes" kindly explain.

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6. Do you have any knowledge or skill on how to care for a hearing impaired child?

a) No ( )

b) Yes ( )

7. How is the relationship between you and your hearing impaired child?

a) Very good ( )

b) Good ( )

c) Fairly good ( )

d) Poor ( )

e) Very poor ( )

8. Do you think the relationship between you and your child influences his/her academic performance?

a) Yes ( )

b) No ( )

9. If the answer above is “yes” kindly explain how

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## **Section B**

### **Economic factors influence on academic performance**

10. What do you do for a living? \_\_\_\_\_

11. Who pays school fees for your children?

a) Myself ( )

b) Relatives ( )

c) Sponsors ( )

d) CDF ( )

12. Have you had any economic constraints in bringing up the hearing impaired child?

a) Yes ( )

b) No ( )

13. If “yes” kindly explain

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14. Has your child ever delayed to report to school due to lack of school dues?

a) Yes ( )

b) No ( )

15. If the answer is “yes” how did this influence his/her academic performance?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

16. Are you aware of any institution that may be of use to you?

a) Yes ( )

b) No ( )

17. If “yes” of which assistance has the institution been of use to you? Kindly explain

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### **Section C**

#### **Cultural factors influence on academic performance**

18. How did you feel when you learnt that your child could neither hear nor talk?

a) Shocked ( )

b) Disappointed ( )

c) Angry ( )

d) Embarrassed ( )

19. What is the attitude of people in this locality toward hearing impaired persons?

a) Positive ( )

b) Negative ( )

20. If “negative” does it influence the academic performance of your child?

a) Yes ( )

b) No ( )

21. If the answer above is “yes” kindly explain

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22. Is there any benefit that can result from educating a hearing impaired child?

a) Yes ( )

b) No ( )

23. If “yes” which impact does it have on the academic performance of your child?

a) Extremely positive

b) Positive

c) Not sure ( )

d) Not positive at all

## **Section D**

### **Social factors influence on academic performance**

24. Has your child ever experienced discrimination or stigmatization because of his\her hearing impaired?

a) Yes ( )

b) No ( )

25. If “yes” can you explain how the discrimination or stigmatizations affect his/her academic performance?

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26. How can stigmatization in your own view be minimized?

- a) Incorporate them in regular schools ( )
- b) By creating awareness through educational and counseling chief’s meetings. ( )
- c) Take them to special schools ( )
- d) Others, specify \_\_\_\_\_

### **Section E: Recommendations for alleviating challenges in academics**

27. What are some of the possible actions that can be taken to alleviate the social challenges influencing the hearing impaired pupil’s academic performance?

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28. What are some of the possible actions that can be taken to alleviate the economic problems influencing the hearing impaired pupil’s academic performance?

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29. What are some of the possible actions that can be taken to alleviate the cultural barriers influencing the hearing impaired pupil's academic performance?

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30. What further training do you think is necessary to make you ensure better academic performance?

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## **APPENDIX D: INTERVIEW GUIDE FOR THE HEAD TEACHER**

Dear Respondent,

I am a Postgraduate student in the Faculty of Education at the Catholic University of Eastern Africa (CUEA). Currently, I am carrying out a study on social, cultural and economic factor affecting academic performance at St. Martin school for the hearing impaired. I kindly request you to respond to the items in this questionnaire by filling in the spaces provided or using a tick where necessary to assist me collect data for the study. All the information given will be treated with the confidentiality it deserves. Therefore, to maintain confidentiality, do not indicate your name on this questionnaire.

Thanking you for your co-operation

### **Section A: Head teachers back ground information**

Please answer the following questions honestly giving your personal opinion where required.

- a) Gender
- b) Male (   )
- c) Female (   )
- 1) How old are you?
- a) 20-30 (   )
- b) 31-40 (   )
- c) 40-50 (   )
- d) 50-60 (   )

2) Are you married?

a) Yes ( )

b) No ( )

4) Professional qualification

a) P1 ( )

b) Diploma ( )

c) Graduate ( )

d) Any other please specify \_\_\_\_\_

5) For how long have you been a head teacher in this school?

a) 1 and below years ( )

b) 2-5 ( )

c) 5 and above ( )

### **Section B: Economic factors influence on academic performance**

6. Do pupils report on opening date due to economic hardship?

a) Yes ( )

b) No ( )

7. Does delay in reporting to school influence their academic performance?

a) Yes ( )

b) No ( )

8. If “yes” kindly explain

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9. Do they report with all the basic needs required?

a) Yes ( )

b) No ( )

10. If “no” to what extend does lack of basic needs influence negatively the academic performance of the pupils?

a) Extremely negative ( )

b) Negative ( )

c) Not sure ( )

d) Not negative at all ( )

11. How do you assist those without basic needs? Kindly explain.

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12. What are pupil’s feelings when reporting to school?

a) Sad ( )

b) Happy ( )

13. Do they all go home on closing date?

a) Yes ( )

b) No ( )

14. How do pupils feel on closing day?

a) Happy ( )

b) Sad ( )

15. Cost sharing in school project is accepted in Kenya. How promptly do parents in your school respond to payment of the school levies?

- a) Immediately ( )
- b) After sending the pupils home ( )
- c) Never at all ( )

16. Have you encountered any drop out?

- a) Yes ( )
- b) No ( )

17. If “yes” how does this influence the academic performance? Kindly explain.

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### **Section C: Recommendations for alleviating challenges in academics**

18. What are some of the possible actions that can be taken to alleviate the social challenges influencing the hearing impaired pupil’s academic performance?

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19. What are some of the possible actions that can be taken to alleviate the economic problems influencing the hearing impaired pupil’s academic performance?

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20. What are some of the possible actions that can be taken to alleviate the cultural barriers influencing the hearing impaired pupil's academic performance?

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21. What further training do you think is necessary to make you ensure better academic performance?

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## **APPENDIX E: INTERVIEW GUIDE FOR AREA EDUCATION OFFICER**

Dear Respondent,

I am a Postgraduate student in the Faculty of Education at the Catholic University of Eastern Africa (CUEA). Currently, I am carrying out a study on social, cultural and economic factor affecting academic performance at St. Martin school for the hearing impaired. I kindly request you to respond to the items in this questionnaire by filling in the spaces provided or using a tick where necessary to assist me collect data for the study. All the information given will be treated with the confidentiality it deserves. Therefore, to maintain confidentiality, do not indicate your name on this questionnaire.

Thanking you for your co-operation

1. Gender

a) Male (   )

b) Female (   )

2. What is your professional qualification?

a) P1. (   )

b) S1 (   )

c) Graduate (   )

d) Any other specify\_\_\_\_\_

3. Have you ever been a class room teacher?

a) Yes (   )

b) No (   )

4. For how many years?

- a) 0-5( )
- b) 6-10 ( )
- c) 11-15 ( )
- d) 15and above ( )

5. Have you ever dealt with the hearing impaired children before becoming an AEO?

- a) Yes ( )
- b) No ( )

6. State the mean score of 5 consecutive academic performance of St. Martin School for the hearing impaired?

- a) 2011\_\_\_\_\_
- b) 2010 \_\_\_\_\_
- c) 2009 \_\_\_\_\_
- d) 2008\_\_\_\_\_
- e) 2007\_\_\_\_\_

7. Do parents for the hearing impaired experience economic hardship in educating these children?

- a) Yes ( )
- b) No ( )

8. If “yes” how does this influence their academic performance? Kindly explain.

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9. How is teacher staffing at St. Martin school for hearing impaired carried out? Kindly explain.

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10. Do you think staffing at St. Martins School of hearing impaired has influence on the pupil's academic performance?

a) Yes ( )

b) No ( )

11. If answer above is "yes" kindly explain how?

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12. In your own view as an AEO do you think St. Martins School for H.I has sufficient learning and teaching resources?

a) Yes ( )

b) No ( )

13. How does lack of sufficient learning/ teaching resources influence the academic performance of pupils at St. Martins School for H.I? Kindly explain

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14. In your own capacity as an AEO what do you think makes the school not measure the expected academic standards?

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15. In your meetings with head teachers, which are the reports that you get on general support of Parents of St. Martin School for the hearing impaired on school projects?

- a) Not supportive at all
- b) Supportive
- c) Very supportive

16. Do you think lack of support for school projects by parents influences the academic performance of pupils? Kindly explain.

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17. What unique cultures do people depict toward hearing impaired children?

- a) Positive ( )
- b) Negative ( )

18. If “negative” does this influence the academic performance of the pupils? Kindly explain.

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19. What do you think can be done to improve the academic performance of the hearing impaired children at St. Martin school?

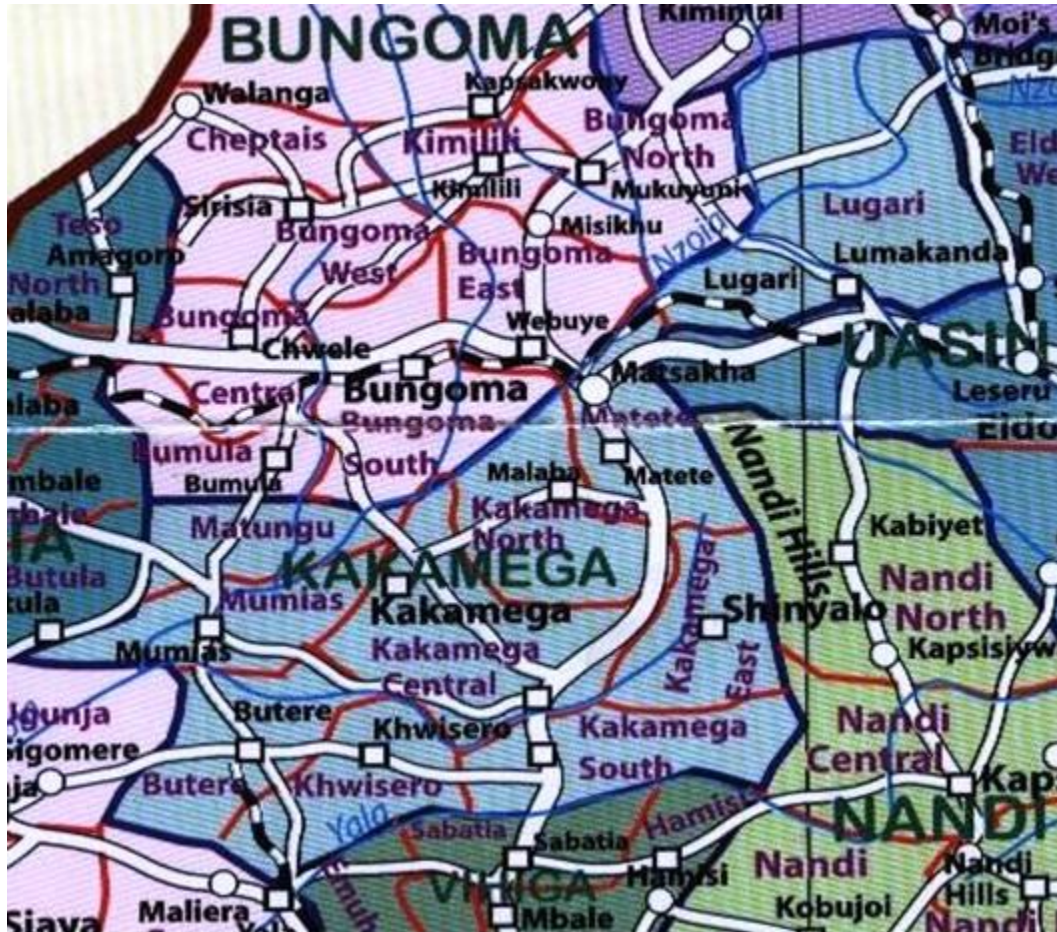
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**APPENDIX F: Political Map of Kenya showing study area, Kakamega County**




## APPENDIX G: Map of study area Mumias





## APPENDIX J: Letter of Authorization from the National Council

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
 Mobile: 0713 788 787 , 0735 404 245  
 Fax: 254-020-2213215  
 When replying please quote  
 secretary@ncst.go.ke

P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/329** Date: **4<sup>th</sup> April 2013**

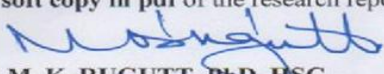
Judith .P. Yabbi Opiyo  
 The Catholic University of Eastern Africa  
 P.O.Box 62157-00200  
 Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated **22<sup>nd</sup> March, 2013** for authority to carry out research on *"Influence of socio-economic and cultural factors on academic performance of hearing impaired pupils: A case of St. Martin Primary School for the hearing impaired, Mumias Kakamega County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Mumias District** for a period ending **30<sup>th</sup> September 2013**.

You are advised to report to **the District commissioner and District Education officer, Mumias District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
 The District Commissioner  
 The District Education Officer  
 Mumias District.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*


## APPENDIX I: Research Permit

PAGE 2

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Judith P. Yabbi Opiyo**  
**of (Address) The Catholic University of**  
**Eastern Africa**  
**P.O.Box 62157-00200, Nairobi,**  
**has been permitted to conduct research in**  
**Location**  
**Mumias District**  
**Western Province**  
**on the topic: Influence of socio-economic and cultural**  
**factors on academic performance of hearing impaired**  
**pupils: A case of St. Martin Primary School for the**  
**hearing impaired, Mumias Kakamega County, Kenya**  
**for a period ending: 30<sup>th</sup> September, 2013**

PAGE 3

**Research Permit No. NCST/RCD/14/013/329**  
**Date of issue: 4<sup>th</sup> April, 2013**  
**Fee received: KSH. 1,000**



**Applicant's Signature** **Secretary**  
**National Council for**  
**Science & Technology**

## APPENDIX J: Letter of Authorization from Mumias Education Office

**TEACHERS SERVICE COMMISSION**

Telephone: Mumias  
208011860  
Email: [tscmumias@yahoo.com](mailto:tscmumias@yahoo.com)

When replying please quote  
Ref. N°:  
MMS/MTG/TSC/307945/68



TSC UNIT –  
MUMIAS/MATUNGU  
KAKAMEGA COUNTY  
P. O. BOX 352 - 50102  
MUMIAS.

Date: 17<sup>th</sup> April, 2013

The Head teacher  
**Mumias Deaf Primary School**

**REF: EDUCATION RESEARCH**  
**JUDITH OPIYO TSC/307945**

The above named is a student at **the Catholic University of Eastern Africa** who is to undertake her research project on Influence of Socio –economic and cultural factors on academic performance of hearing impaired learners.

Kindly accord her the necessary assistance in order to accomplish the research.

**J.B. OYIENGO**  
**FOR: DISTRICT STAFFING OFFICER**  
**MUMIAS/MATUNGU DISTRICT**

CC:

The Secretary  
Teachers Service Commission  
Private Bag  
**Nairobi**



