FACTORS AFFECTING ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENT IN BORABU DIVISION, BORABU DISTRICT, KENYA

BY
PENINA OMURWA
BED /13802/61/DF

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DEC 2006 - OCT 2008
DECLARATION

I PENINA OMURWA hereby declare this special paper is my original work. It is not a duplicate. Materials which are not my own have been acknowledge.

Signature: 

PENINA OMURWA

Date: 18 – 9 – 08
APPROVAL

This thesis report has been submitted with my approval as a University Supervisor.

MR. LAAKI

DATE 1.8.07
DEDICATION

I dedicate this work to my husband Yobesh for having given me peace during the entire period. Had it not been for her, this would not be a success.
ACKNOWLEDGEMENT

I wish with pleasure to acknowledge assistance I received from various people whose advice helped me a great deal. I may not thank them all due to time but I am grateful for the assistance they offer to me.
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ABSTRACT

The researcher investigated major problems which affect the academic performance of the hearing impaired regular primary schools in Borabu Division Borabu District, Kenya. Despite education for all policy their interests are not addressed. Most of them are not schooling. If they are in school then they are despised hence looked down upon not knowing that they are normally human beings. Due to this, the researcher had to carry out research targeting the teachers who are handling these learners with learning impairments.

The researcher found out that children with hearing impairment are neglected. Normal children go to school while the challenged ones are at home doing because they are a curse to the family.
CHAPTER ONE

1.0 Introduction

1.1 Background of the study
The education of the handicapped persons has been supported by many international conferences, which include the universal declaration of Human Rights (1948), which stated that every one has a right to education, which shall be free and compulsory regardless of race, sex, birth or any status. Other international conferences included the Jomtien Declaration on education for all (EFA) (1990), the Salamanca statement on inclusive education (1994) and Dakar Framework for Action (2000).

Special needs education in Kenya started in 1945 before independence. It was started to rehabilitate army officers who returned from the Second World War with injuries. The education was given by Salvation Army and Lutheran church. The non-governmental organizations such as the Rotary club, the Kenya Red Cross also played a big role towards people with special needs. They provided medical care, food and recreations in home. It was out of the home of war victims that the earliest special schools grew to cater for broad categories of learners of visual impairment, physical handicapped and hearing impairment. The first special schools were constructed in 1945.

Since independence the Kenya government has established commissions to look into sustainability of educational provisions for all children. Several educational commissions were set up to look into sustainability of educational provision for all children.
Several educational commissions were set up to look at issues on education for children with special needs. These commissions were the Kenya education (1964), which was called the Ominde Report, which advocated for integration of children with special needs in regular schools. The third commission was the presidential (working party on education and manpower Training (1988) well known as the Kamunge Report, which stressed on creating awareness of the needs of the people with disabilities (PWD). The total integrated quality Education and Training (1999) referred to as Koech Report stressed on the content of education at various levels.

According to children’s act (2001) learners with hearing impairment have been valued, treated fairly and their voices heard in everything they do. Learners with hearing impairment are capable of learning just like any other learners in school if given chance and guided. Education for all (EFA) (2001) is emphasized due to free primary education (FPE).

Presently, the Kenyan Government Ministry of Education (2000) is in position to enable people with special needs to be at school like any other learner. In REF: 14/42/1/21, the Government sent two thousand shillings to every child with special needs at school and in 2007, REF: TSO/ED/VOL 11/221, four thousand shillings was sent to schools to cater for learning resources and medication for children with special needs.

The government has taken care of children with hearing impairment because from the grants sent to schools, learners with hearing impairment are able to get free medication and this enables them attend classes regularly.
Many international and National Conferences have supported the education of handicapped people which included the universal Declaration of Human Rights (1948) which stated that everyone has the right to education which should be free and compulsory.

1.2 The purpose of the study.

This was to investigate factors affecting the academic performance of learners with hearing impairment in Borabu Division in Borabu District, Kenya.

1.3 Objectives of the study

(i) To establish support services that has been set up by teachers to assist learners with hearing impairment in Borabu Division, Borabu, Kenya

(ii) To establish the teaching/learning methods used by teachers to assist learners with hearing impairment in Borabu Division, Borabu, Kenya.

(iii) To find out the attitudes of teachers towards learners with hearing impairment in Borabu Division, Borabu, Kenya.

(iv) To find out factors affecting academic performance of learners with hearing impairment in Borabu Division, Borabu District, Kenya.
1.4 Research questions

The following questions have been posed to guide the study:

(i) What support services have been put in place by teachers to enhance proper learning of learners with hearing impairment in Borabu Division, Borabu District, Kenya?

(ii) What are the teaching/learning methods that have been put in place to enhance learning of learners with hearing impairment in Borabu Division, Borabu District, Kenya?

(iii) What are the attitudes of teachers towards learners with hearing impairment in Borabu Division, Borabu District, Kenya?

(iv) What is the academic performance of learners with hearing impairment in Borabu Division, Borabu District, Kenya?

1.6 Scope of the study

The study was design to cover one out of four divisions in Borabu district. Borabu division is bordered by Manga Division to the East, Gijauri, division to the South and neighbouring Kisii District.
1.7 Significance of the Study

The proposed research is expected to benefit the hearing impaired learners, teachers in primary schools, parents of children with hearing impairment, the community where these learners come from, the ministry of education and the society as a whole. The future researchers will also benefit from information on the same theme.

After going through the research findings the ministry of education may find information worthy to benefit all its stakeholders. Parents on their side will be assured of support to their children in totality in an inclusive regular school. Since most children will gain access to basic primary school education, there will be great chances of having a literate community thus increasing self-reliance.

The research will also benefit teachers by making them acquire knowledge, skills and attitudes in teaching learners with hearing impairment to obtain quality education. At the same time it will help teachers to identify the right teaching/learning resources which are reliable and relevant to hearing impaired learners.

Learners with hearing impairment will benefit for they will have an opportunity of being accepted, understood and learn to their best by an informed or qualified staff of teachers.

The future researchers may use the outcome of the research as a base for advanced research in the same field.
The government will too have an easy time as it pertain a literate society in terms of services that require basic education on the citizens.

Together with the above, the government will make provisions for the educational facilities and will also gain in planning for the hearing impaired learners.
2.0 Introduction
The review of related literature to factors affecting academic performance of the deaf in regular primary schools in Borabu Division, Borabu District, Kenya will be considered under the following;

i. Attitudes of people towards hearing impaired learners.
ii. Support services for hearing impaired learners.
iii. Teaching/learning strategies used by teachers to assist learners with hearing problems.
iv. Factors affecting academic performance of hearing impaired learners.

2.1 Factors affecting academic performance of hearing impaired learners.
According to Meadow (1980, P.12), the family environment coupled with that of school where oral method, hearing aids, speech reading and auditory training are emphasized, deprives the deaf children of the opportunity to acquire language naturally through sign language. As a result their academic performance, where written language plays a significant role is affected.
According to Kinaga’s (1987), hearing impaired children lag behind academically and the extent to which they lag behind depends on the severity of the hearing loss.

Ndurumo (1986) observed that the hearing impaired learners are often blamed for their inability to grasp information during classroom teaching when speech reading and speech are used as the method of teaching. He argued that this approach leads to a self fulfilling prophecy on the part of the teacher and their children for instance, teachers themselves expected to fail in imparting information to their children and children on the other hand expect to fail in grasping information.

### 2.2 Teaching/learning methods of hearing impaired learners.

Sussman and Stewart (1971 P.18) observed that “Broadening of training methods is axiomatic in the light of the generally miserable results during the last 150 years. An inclusive method that uses the possible cues simultaneously from the very beginning that utilizes the deaf person’s strengths, his normal intelligence and vision is the only sound procedure.

Dr. Peter O. Mba, former chairman of the Department of Special Education at the University of Ibadan, Nigeria, Concurs with this sentiments. After analyzing, he stated that “there is indisputable research evidence pointing to the fact that deaf children gain greater improvements educationally, psychologically and socially when total communication is used”, (P.1).

The bottom line in teaching and in the treatment of psychological problems of hearing impaired children is in no doubt now in the use of
a combination of oral or aural techniques and sign language methods. This is because the use of the combined method is the most effective in imparting information to children and it’s also the least frustrating to both teachers and children.

2.3 Support services to hearing impaired children

According to Kenya Institute of Education Diploma Curriculum in special needs Education (2001 p.32) these support services are; Task analysis, concept analysis, behaviour modification remediate teaching, individualized education programme, skills analysis, self directed learning field trips, project assignments and peer tutoring. If the above are involved, the child feels taken care of and is bound to perform better than expected.

2.4 Attitudes towards Disabled People.

The concept of disability has under-gone significant changes. For instance, Payne and Mercer (1975) and Payne and Thomas (1978) stated that the treatment of the disabled has been through five historic eras. The first is extermination. During this era, the Greek and the Romans killed new born infants who were found to have physical deformities and severe forms of mental retardation.

During the second era the disabled were ridiculed and were made court clowns and were used to entertain the privileged class. During the middle Ages, a social conscience took over. Instead of being ridiculed, the church decided to put the disabled in asylums and accorded than humane and charitable care. The final periods were the eras of education and vocational adequacy. These periods, which stretch to the present perceives the disabled as capable of benefiting
from education, vocational training, self reliance and other societal norms.

According to Muchiri (1982) his review on literature which showed in East Africa, the disabled were perceived as incapable of engaging in gainful employment. She cited Anderson (1968) who lamented that the disabled were made to sit idly on their family forms and watch helplessly, "as months and years passed by while crops were planted and reaped" (P.2).

This practice of viewing the disabled as incapable of gainful employment is embedded in the original Kiswahili term "Wasiojiweza" used in East Africa to refer to the disabled.

The literal transaction of the term means "those incapable of performing", which agrees with Muchiri (1982) observation of the negative treatment of the disabled. The term according to Kalugula et al (1984) has a wider meaning for it was additionally used to refer to all disabled persons including deaf, blind and physically impaired.

Those negative attitudes with time have changed and others are still changing depending on the strength and intensity of their acceptance by each culture. According to Kalugula et al (1984), there has been a trend in Kenya and Tanzania to replace the previous stigmatizing Kiswahili terms "Wasiojiweza", which means "those incapable of doing anything", have been replaced with "Walemavu" which means "handicapped persons," without reference to the severity of their disability.
Conceptual framework

Figure 1:

Theorical framework

Teacher’s attitude is considered to be a determinant to the learning of an impaired child. Other factors are subsidiary i.e. environment and culture might not have a direct influence on the learning of the impaired child.

Without the teacher no proper learning process. The teacher is trained to handle such children in different situations and circumstances.

The teacher is important in sensitizing and creating awareness among the people in society about the needs of the impaired children. For example, the need for them to be taken to school.
However, customs and culture may inhibit the learning of the impaired child, although such may be taught by the teacher. For example, sex education. The teacher comes out significantly in protecting the impaired child while abused by the community.

Environment may also have an influence on the impaired child but this is a variable with no consistency. Environment is a summary of what happens at home and school for an impaired child. This can only be changed by the teacher.
CHAPTER THREE

METHODOLOGY

3.0 Introduction
This chapter discusses on the way data was collected and techniques that were required. It shows research design, describes research environment population and sampling procedure.

3.1 Research Design
This was descriptive; the researcher shall target teachers of hearing impaired learners. Sampling, tossing a coin was done to obtain respondents from teachers to come up with ten male and ten female teachers.

3.2 Research Environment
This study was carried out in Borabu Division, Borabu District, Kenya. The Division is bordered to the West by Manga Division and to the South by Gijauri Division. Out of forty two (42) schools the researcher target twenty schools to come up with the true picture of what is going on in the division.

3.3 Research Subjects
This involved twenty teachers from twenty selected schools.

3.4 Research Instruments.
The researcher used the questionnaires to collect data.
3.5 Validity and reliability of the research instruments.
Research pre-tested the instruments on a sampled population to find if the tools were valid and reliable.

3.6 Data Collection Procedures
Questionnaires were filled by subjects and latter on collected for analyzing and interpreting.

Statistical data treatment of data frequency and percentage were used to come up with the results.

\[
\text{Percentage} = \frac{F}{N} \times 100\%
\]
CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction
This chapter focuses on presentations, analysis and discussions of data on factors affecting hearing impaired learners performance academically. They are presented as below:

4.1 Table 1
This table shows the personal details of the respondents who are teachers of the hearing impaired learners in the primary schools in Borabu Division, Borabu District, Kenya.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Married</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Others</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>30-40 years</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Above 41 years</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Gender</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Male</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Advanced level</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Degree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Comments**

Age wise, there are more teachers of ages between 30 and 40 years coming to 40%, 41 and above were the next with 35% and the least are with below 30 years which came to 25%.

Most teachers in Borabu Division are married as shown by 85% and single teachers are the least with 15%.

On gender of the respondents, there are more male teachers in Borabu Division primary schools than female teachers this is depicted by the 60% and 40% respectively.
 Majority of teachers in Borabu Division Primary Schools have the highest academic qualification being secondary KCE/KSCE as shown by 80% and while advanced level teachers were only 20%.

The highest professional qualification for most teachers in primary schools in Borabu Division P.1, followed by Diploma, ATS IV, while the least was University. This is shown by the following 70%, 10% and 5% respectively.

Table 2
This was aimed at finding out the availability and population of hearing impaired, learners in primary schools in Borabu Division, Borabu District, Kenya.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation (table 2)
Out of the whole group of 20 teachers interviewed, all agreed that those children are available and the population came 148 learners in total.

Data analysis
The information in table 2 indicates that all schools have hearing impaired children and non denied.
Table 3
This was aimed to find out mode of communication the teachers use to instruct the hearing impaired learners.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken language</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Gestures</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation table 3
Out of 20 teachers, 10 said they use spoken language while 10 others said they use gestures.

Data analysis
The information in table 3 indicates that both gestures and spoken language are used to instruct learners with hearing impairment. This is proved by 50% for each group.

Table 4
This was aimed at finding out if the teacher like their hearing impaired learners in Borabu Division Borabu District Kenya.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Observation table 4
Out of the 20 teachers, 13 teachers said Yes they like teaching them. While seven said No. the table shows that majority of the respondents admitted that they like teaching them and few denied.

Data analysis
The information table 4 indicates that most teachers of the hearing impaired children like teaching them. Only a few denied liking to teach them. This is proved by the 65% and 35% respectively.

Table 5
This was aimed at finding out individual teachers’ attitudes towards hearing impaired learners.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cursed</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Bewitched</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Blessed</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Normal</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation table 5
Out of 20 teachers, 16 said in their view that they are normal, 2 said they are cursed, 2 also said they are blessed and non said they are bewitched.

Data analysis
The information in table 5 indicates that most teachers of the hearing impaired learners in Borabu Division, Borabu District Kenya, feel that
they have a normal attitude towards them. Though some still feel these children are cursed while few others feel these children are blessed.

**Table 6**
This was aimed at finding out how these hearing impaired learners interact with their hearing colleagues.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positively</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Negatively</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>With fear</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Segregated</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Observation table**
Out of the 20 respondents who responded on how these learners interact with their hearing colleagues, 11 pointed out that they interact positively 5 pointed out that they are segregated, while 2 pointed out that they interact negatively and 2 others also pointed out that they interact with fear.

**Data analysis**
The information on table indicates that most primary school learners in Borabu Division interact positively with their hearing impaired colleagues. Second to above indicate that hearing impaired learners are segregated by their hearing colleagues, and few others equally said they interact with fear and negatively. This is shown by 55%, 25%, 10% and 10% respectively.
Table 7
This was aimed at finding out if teachers have teaching /learning resources that are appropriate for the hearing impaired children.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation table 7
Out of 20 respondents, 15 pointed out that there are no teaching /learning resources appropriate for hearing impaired learners and only 5 admitted they have teaching /learning resources available in school for these children.

Analysis of data
The information on table 7 indicates that most primary schools in Borabu Division Borabu District do not have teaching /learning resources while only a few have.
Table 8
This was aimed at finding out the teaching strategies that teachers have put in place to assist learners with hearing impairment in Borabu Division Borabu.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of sign language</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Proper sitting Arrangement</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Remedial lessons</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Use of hearing aids</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Speaking loudly</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Use of practical activities</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Use of gestures</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Observation table 8
Out of 20 respondents, 5 responded that they have put these learners to sit in proper positions in class that is infront of the class. 3 said, they use remedial lessons to assist these children, 3 others also said by speaking loudly and 3 other also said use of gestures. 2 said by use of hearing aids while 2 others said they use practical activities.

Data analysis
This information indicated that a bigger percentage of respondents make these learners to sit infront of the class for instructions. While equivalent groups of three each said they use remedial lessons, speaking locally, and use of gestures respectively. While three other groups of two each said they use sign language, hearing aids and practical activities.
Table 9
This was aimed at finding out the support services used to assist learners with hearing impairment.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitization of parents</td>
<td>6/20</td>
<td>30</td>
</tr>
<tr>
<td>Use of hearing aids</td>
<td>4/20</td>
<td>20</td>
</tr>
<tr>
<td>Use of textbooks</td>
<td>4/20</td>
<td>20</td>
</tr>
<tr>
<td>Use of teaching/ learning aids</td>
<td>11/20</td>
<td>55</td>
</tr>
<tr>
<td>Government grants</td>
<td>1/20</td>
<td>5</td>
</tr>
<tr>
<td>Guiding /counseling</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Proper sitting arrangement</td>
<td>8/20</td>
<td>40</td>
</tr>
<tr>
<td>Use of gestures</td>
<td>5/20</td>
<td>25</td>
</tr>
<tr>
<td>Use of IEP- instructional education programme</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Close supervision</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Remedial teaching</td>
<td>10</td>
<td>50</td>
</tr>
</tbody>
</table>

Observation table 9
11 out of 20 teachers said they use teaching /learning aids, 10 out of 20 teachers said they use remedial teaching, 8/20 said they make learners sit infront of the class for instructions, 6 out of 20 said by sensitizing the parent of these learners, 5 out of 20 said they sue gestures, 4/20 said they use hearing aids, while 4 out of 20 others said they use textbooks, 2 out of 20 said they use individualized education programme other said through government giving grants, guiding /counseling and close supervision which was 1 out of 20 each.
Data analysis
The information table 9 indicated that most respondents use teaching/learning resources, to assist hearing impaired learners, remedial teaching is also commonly used; the next fraction makes these learners sit next to the chalkboard, while the others sensitize parents on importance of assisting their hearing impaired children. Another lot uses gestures to assist these learners. The next group of teachers said that they use text books. The second said that they use of hearing aids and least groups said that government to provide grants, guiding and counseling and close supervision to assist these learners.

Table 10
This was aimed at finding out if learners with hearing impairment are regular in school.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation table 10
Out of 20, 14 respondents who said that they are regular while 6 out of 20 said that they are not regular in school.

Data analysis
The information on table 10 indicated that most learners with hearing impairments are regular and a small fraction are irregular.
Table 11
This was aimed at finding out if the hearing impaired children perform well in their class academically.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Observation table 11
Out of 20 respondents, 13 of them said they don’t perform well academically, while a small fraction 7/20 said they performed well.

Data analysis
This information on table 11 indicated that most learners with hearing impairment in Borabu Division do not perform well academically. And only a small fraction performs well.

Table 12
This was aimed at finding if they have teachers trained in special needs education in primary schools in Borabu Division, Borabu District.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Observation table 12
Out of 20 respondents, 16 of them said that they do not have and only 4 out of 20 said they have one teacher each trained in special needs education.

Data analysis
The information on table 12 indicated that majority of teachers in the Division are not trained in special needs education and only the least number of teachers is trained.

Table 13
This was aimed at finding out factors which affect the academic performance of learners with hearing impairment in Borabu Division Borabu District.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of training in special needs education (SNE)</td>
<td>15/20</td>
<td>75</td>
</tr>
<tr>
<td>Psychological factors</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Communication barrier</td>
<td>18/20</td>
<td>90</td>
</tr>
<tr>
<td>Negative attitudes from teachers, pupils and parents</td>
<td>3/20</td>
<td>15</td>
</tr>
<tr>
<td>Lack of teaching /learning aids</td>
<td>15/20</td>
<td>75</td>
</tr>
<tr>
<td>Unfavourable curriculum</td>
<td>10/20</td>
<td>50</td>
</tr>
<tr>
<td>Poor teaching methods</td>
<td>11/20</td>
<td>55</td>
</tr>
<tr>
<td>Absenteeism of learners with hearing impairment</td>
<td>6/20</td>
<td>30</td>
</tr>
<tr>
<td>Social factors</td>
<td>11</td>
<td>55</td>
</tr>
</tbody>
</table>
**Observation table 13**

Majority respondents of 18/20 said that the greatest factors causing poor academic performance of these learners is barrier in communication; other two with 15/20 each said poor performance is caused by lack of trained personal and teaching /learning aids. Other groups which were almost tallying said that social factors, unfavourable curriculum and poor teaching methods which were 11 and 10 respectively. Psychological factors was also mentioned by 8 out 20 respondents, 6 out of 20 said absenteeism of learners with hearing impairment and the least said that negative attitudes of parents, learners and teachers which was only 3 out of 20 which caused the poor academic performance of hearing impaired children.

**Data analysis**

The information on table 13, indicated that majority of the teachers in the division cannot communicate effectively with their hearing impaired learners, lack of training in special needs education and lack of teaching/learning resources were ranking the second, social factors and unfavourable curriculum which almost tallied came next, psychological factors were cited, last but not least, absenteeism of those learners affected their academic performance. The least of all was cited to be negative attitudes on the part of the teachers, learners and parents.
CHAPTER FIVE

5.0 Introduction
This chapter briefly gives a summary, conclusion and recommendations of the research study on factors affecting the academic performance of learners with the hearing impairment in Borabu Division, Borabu District, Kenya. The little contributions the researcher has come up with in this study paper could pave way for the future research work to help better the lives of the hearing impaired learners.

Summary
Questions 1 seek information on the enrollment and availability of learners with hearing impairment. Most schools have a low enrolment of hearing impairment which could be an advantage to the education of the hearing impaired learners'. Teachers may spare extra time to help them. All respondents interviewed admitted that they have these learners in their schools.

Question 2 reveals the modes of communication used by teachers to instruct learners with hearing impaired learners. The report given by the respondents was at a balance. Those who said with spoken language and those who said through gestures both were 50% each. This implies that hearing impaired population is made up of deaf and hard of hearing who can benefit from the use of sign language and hearing aids respectively.
Questions 3, 4 and 5 reveal the attitudes of teachers and pupils. The findings indicated that most teachers and pupils are positive to hearing impaired learners while only a small fraction was negative. This is also opposed to Davis and Associates (1982-1986) who reported that the hearing impaired learners were less accepted by peers and hearing impaired learners becoming aggressive and had difficulty in making friends. Otherwise the positive attitudes by the teachers could be an advantage in causing changes in the whole society. Kanner (1966) said that there is a general feeling that attitudes of the society varies from one individual to another.

Question 6 seeks the information on the availability of teaching/learning resources used by teachers. The greatest percentage said that there were no such resources in schools while that a small percentage accepted they have these teaching/learning resources. With the resources available every learner may be helped. Maddell (1990) believes that a frequency modulator system will benefit every learner with hearing impairment.

Question 7 and 8 seek information on how hearing impaired learners can be assisted to perform well academically. The greatest percentage of the respondents said by use of a loud voice, gestures, hearing aids, remedial teaching, proper sitting arrangements, use of teaching/learning resources, use of individualized educational programme, guiding and counseling, use of proper textbooks, proper health care, government to offer grants and sensitizing the parents and all stakeholders. If all these are offered it would make hearing impaired learners to perform well.
Question 9 was seeking to establish the class attendance of hearing impaired learners. The findings revealed that the most learners with hearing impairment are regular in schools while only a small percentage reported that they are irregular.

Question 10 was seeking for the information on the academic performance of hearing impaired learners. The findings revealed that most hearing impaired learners perform poorly and only a small fraction performs well academically.

Question 11 was seeking to establish if there are teachers trained in special needs education. The findings revealed that most teachers in Borabu Division are not trained in special needs education while only few are trained shown by 80% and 20% respectively.

Question 12 was seeking to establish the factors which affect the academic performance of hearing impaired learners. Most respondents cited out, lack of trained personnel, communication barrier, lack of teaching/learning resources, social factors, unfavourable curriculum, negative attitudes from teachers, pupils and parents.
Conclusion

Most teachers in primary schools in Borabu Division are male, married having KCE/KCSE as the highest academic qualification. They have no experience in special needs education, shown by the poor academic performance of their hearing impaired learners.

Learners with hearing impairment are found in every primary school in Borabu Division but are not attended to.

The attitudes of teachers and other pupils are positive to learners with hearing impairment.

Teaching/learning resources are not available in primary schools in Borabu Division despite the free primary education programme.

The attendance of these learners is regular, this is an indication that they are ready to learn but no one is qualified to assist them. The methods used are poor.

Most of the teachers do not use proper modes of communication to instruct their impaired learners.
Recommendations

All teachers in regular primary schools to be trained in special needs education (SNE).

This could be implemented by the government in liaison with Kenya Institute of Special Education and other training institutions. It can also be done by implementing a Revised Teachers Training Colleges Curriculum so that SNE is included.

Teaching /learning resources should be provided in schools. This could be provided by the Ministry of Education. It could also be implemented through government funding as in Free Primary Education.

Ensuring personal hygiene so as to manage ear problems. This could be implemented by the teachers and parents of hearing impaired learners. This could also be implemented by making sure the learners’ ears are clean and treatment of ear diseases.

Classrooms should be modified to suit the needs of the hearing impaired. This could be implemented by the school committee, through constructing classes having enough light to allow lip reading or speech therapy. The walls should also be modified echo free using absorbent materials.

Communication with hearing impaired learners should be improved. This could be implemented by the government by having teachers trained in SNE, also having seminars whereby sign language is
practically taught. The government is also to provide sign language books.
The curriculum should be modified to accommodate the SNE children. This could be implemented by ministry of education and the government by removing some technical subjects such as music and Kiswahili. The school routines being maintained by bells cannot be possible but signals to enable them cope up with the rest.

Learners with residual hearing should be fitted with hearing aids. This could be implemented by the government of Kenya by funding as in free primary school education.
Definition of terms

Below are terms which have been used;

i. Visual impairment – this is a condition which hinders one to perceive what he sees.

ii. Hard of hearing – refers to those persons who have mild hearing loss and can benefit from hearing aids.

iii. Deaf – those who have total hearing loss and who cannot benefit from the hearing aids.

iv. Hearing impaired – this refers to children with hearing disabilities, which hinder to perceive information.
BIBLIOGRAPHY


Kretschemer, R.R & Kretschemer, L.W (1978) Language development and intervention with the hearing impaired, Baltimore, MD University Park Press.


APPENDICES
APPENDIX A

QUESTIONNAIRES FOR PRIMARY SCHOOL TEACHERS IN BORABU DIVISION, BORABU DISTRICT – KENYA

Dear colleague,

I kindly request you to assist me in the investigation of factors which affects the academic performance of learners with hearing impairment in primary schools in Borabu Division. The outcome of the study would assist in the pursuit of a long lasting solution to these factors. Your response will be treated with confidentiality.

Don’t include your name.

SECTION A. (PERSONAL DETAILS)

Tick in the box of your choice.

<table>
<thead>
<tr>
<th>Gender:</th>
<th>Female ☐</th>
<th>Male ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>below 30 years ☐</td>
<td>30 – 40 years ☐</td>
</tr>
<tr>
<td>Marital status:</td>
<td>Married ☐</td>
<td>Single ☐</td>
</tr>
<tr>
<td>Academic Qualification:</td>
<td>Primary ☐</td>
<td>Secondary ☐</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>P.1 ☐</td>
<td>Diploma ☐</td>
</tr>
</tbody>
</table>

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SECTION B.

1. Do you have learners with hearing problems?
   - Yes [ ]
   - No [ ]
   If yes how many .................................................................

2. How do you communicate with them?
   - Spoken language [ ]
   - Gestures [ ]

3. Do you like teaching these learners?
   - Yes [ ]
   - No [ ]

4. What do you think in your own opinion about learners with hearing impairment?
   - Cursed [ ]
   - Bewitched [ ]
   - Blessed [ ]
   - Normal [ ]

5. How do other learners interact with these hearing impaired children?
   - Positively [ ]
   - Negatively [ ]
   - With fear [ ]
   - Segregated [ ]

6. Do you have teaching/learning resources appropriate for hearing impaired learners?
   - Yes [ ]
   - No [ ]

7. What teaching strategies have you put in place to assist learners with hearing impairment?
   ........................................................................................................
   ........................................................................................................

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8. What support services have you put in place to assist learners with hearing impairment?

9. Are these learners regular in their school attendance?
   Yes □   No □

10. Do these learners with hearing impairments perform well academically?
    Yes □   No □

11. Do you have teachers trained in special needs education?
    Yes □   No □

12. What factors affect the academic performance of learners with hearing impairment?
    ..............................................................................................................................
    ..............................................................................................................................
TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. PENINA OMURWA

REG. # 0.E.D./13.8.02/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Factors Affecting Academic Performance of children with hearing impaired Impairment in Borabu Division of selected primary in Masaba district, Kenya

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE