

**BEHAVIOR AND ACADEMIC PERFORMANCE OF LEARNERS WITH  
HEARING IMPAIREMENT IN INCLUSIVE MIXED PRIMARY SCHOOLS  
OJOLA ZONE, KISUMU MUNICIPALITY, KENYA**

A RESEACH REPORT PRESENTED TO THE INSTI TUTE OF OPEN AND  
DISTANCE LEARNING  
IN PARTIAL FULFILLMENT OF THE REQUIRMENT FOR THE AWARD OF THE  
DEGREE OF BACHELOR OF EDUCATION WITH

BY PETER OTIENO OMWOSO  
BED /13748/61/DF



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## DECLARATION

I Omwoso Peter Otieno, wish to declare that, this written piece of work is my own work and not any other persons, It has never been presented to any university for any academic award and is currently being submitted as a partial requirement for the award of a bachelors degree with special needs education.

Signature

*OMWOSO PETER OTIENO*  
.....

OMWOSO PETER OTIENO

Date

*15/09/2008*  
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## APPROVAL

I certify that this research is the original work of the above student and it has been under my supervision

Signature

.....

MS. NANKINGA YUDAYA

(SUPERVISOR)

Date

15/09/2008

## **DEDICATION**

I would wish to express my sincere dedication to my wife Leah Adhiambo who was handy at the time of need and managed to give me the peace of mind I required during the course.

This should also be extended to my children Vincent, Valary and Crispin for the encouragement they gave me. Thanks for your untiring eff

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Thanks goes to the colleagues of special needs education of Kampala International University for the good spirit of cooperation exhibited during our academic struggle. Through sharing we encouraged and built confident in one another to achieve the common goal despite all hardship we faced individually and collectively.

Finally I give glory to God because with out his mercy, this peace of work would not have been possible.

However, any errors that may remain in this book are entirely my responsibility

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## **ABSTRACT**

The research intends to carry out research with hearing disability in the Ojoa, Kisumu municipality. The researcher expects to find out the academic performance of these learners.

Data was collected from the field, presented, analyzed, tabulated using percentages, frequency and tables

Findings indicated that, the degree of hearing impairment can vary widely from person to person. Some people have partial hearing loss, meaning that the ear can pick up some sounds; others have complete hearing loss, meaning that the ear cannot hear at all (people with complete hearing loss are considered deaf different scholars)

The study shows that, complications during pregnancy or birth can greatly cause hearing impairment among learners. Some babies are born with hearing impairment due to infections or illnesses that the mother had while she was pregnant.

The study employed researcher devised instruments like Questionnaires, which were used as primary data to establish the truth about the level of behavior of the learning impaired learners.



## DEFINITION OF TERMS

For the purpose of this study, the following terms are defined operationally:

### **Level of academic performance:**

This refers to the degree of achievement levels as got in the given tests.

### **Inclusive Education**

Is the attention given to the diversity of the needs of all learners through increased curriculum content, approaches, structures, and strategies with a common vision which covers all children of the appropriate age, range and conviction that it is the responsibility of the regular system to educate all children.

### **Pre-lingual**

This is deafness acquired before learning a language.

### **Post lingual**

This is deafness acquired after acquiring a language.

### **Deaf**

The inability of an individual to hear Oral communication

### **Hearing impairment**

Refers to an individual with a defective structure of the ear and so experiences difficulties hearing.

### **Hearing disability**

Refers to inability of the ear to function expected

### **Behaviour**

This is the conduct of an individual whether bad or good.

## CHAPTER ONE

### INTRODUCTION

#### **Back ground**

In essence education services, there are critical purposes. Firstly it aims at educating the learners, secondly it promote and teaches the learners the values norms and attitudes of the society and lastly it servers as a miniaturized model of society as a whole (knight and swanwick, 1999), as such education serves the purpose of preparing an individual for adult life, equipping all the learners with the necessary intellectual and life skills necessary to ensure each learners successful contribution to and integration within the society, once she/he has completed his/her formal education.

For this reason promoting a single system of education inclusion seeks to ensure that all learners are empowered to become caring, competent and contributing citizens in an inclusive setting, changing and diversifying society (Engelbrecht, Greeh, Naicker, and Engelbrecht, 1999). Moving from separate school for children with learning disabilities, to a system where all children, irrespective of the capabilities and limitations are taught in the same, common education, environment, inclusive education, necessitates the restructuring of educational polices and infrastructures so that all schools become supportive and nurturing communities, meeting and addressing the needs of all learners within them (O Neil 1995) sands, Kozleski AND French, 2000). Inclusion calls for changes within educational principles, practices and polices as a whole, with particular emphasis being placed on the attainment of improved reasons and support for both the educator and learners. It also advocates changes towards a more flexible curriculum, improved staff development, better allocation of staff and resources adequate training programs for teachers and effective educational policies for it to be of any significant success.

According to the deaf community, in the case of learning impaired learner, this implies a signing environment with unrestricted access to sign language. For them the most

appropriate educational environment for learners with a learning impairment would be one where their unique characteristics and language needs are catered for through the utilization of deaf adult's role models, Deaf peers, a signing environment, and teachers fluent in sign language and free access to deaf culture or behaviour in school and residential facilities.

Due to lack of any auditory stimuli deaf learner's experiences will be different to that of learners with a hearing impairment who still possesses some degree of residual learning. In attempting to determine whether the current educational practices and policies are satisfactorily addressing the needs of deaf learners in mainstream classrooms.

### **Statement of the problem**

Education being an integral part of peoples lives in the on going changes that are taking places in the world. It promotes and teaches the learners the values, norm and attitudes of the society, it also aims at educating the learners and serves as a miniaturized model of society as a whole (knight and Swanwick, 1999). It therefore an individual for adult life for this, reason a single system of education "inclusion" seeks to ensure that all learners are empowered to become caring, competent and contributing citizens in an inclusive setting, changing and diversifying society ( Engelbrecht, 1999).

According to the deaf community, in the case of learning impaired learners, this implies a signing environment with unrestricted access to sign language. For them the most appropriate educational environmental for learners with a hearing Impairment would be one where unique characteristics and language needs are catered for through the utilization of deaf adults role models, deaf peers signing environment, teachers fluent in sign language and free access to deaf culture or behaviour in school and residential facilities. It is therefore necessary that research is conducted on the behaviour and academic performance of the hearing impaired learners who are in inclusive schools. The study therefore aims to describe the academic performance and behaviour of the hearing impaired learners in mixed inclusive primary schools in Ojola Municipality, Kenya

### **Purpose of the study**

The purpose of the study was to establish whether the behavior of the hearing impaired learners affect their academic performance. It also seeks to determine the level of academic performance of hearing impaired learners.

### **Objectives**

**General:** This study will determine the academic performance and behavior of the hearing impaired learners in the inclusive mixed primary schools of Ojola Zone Kisumu Municipality, Kenya.

### **Specific:**

1. To investigate the symptoms of learners with hearing impairment.
2. To examine the role of the regular classroom teacher and the special educator in an inclusive setting.
3. To examine the causes and effects of hearing impairment among children

### **Significance of the study**

The study will benefit the following disciplines.

- The ministry of Education to formulate policies that provides for the needs in education the hearing impaired and deaf included. The ministry may provide the facilities and resources required by these learners in an inclusive setting
- They will ensure the adaptability of the environment and curriculum to suit the needs of the hearing impaired learners,
- Where as the teachers will be expected to ensure the proper execution of the curriculum and environment to suit the learning needs of all children. The teachers to ensure proper utilization of the resources given by the stake holders.
- The students will be able to benefit from all the stake holders. They will benefit from a well coordinated work.

### **Theoretical frame work of the study**

The study is based on the theory of Dr. Abiola Ademukoya, who said that there is need for establishing a relationship between some intrinsic factors in the hearing impaired learners and their academic achievement. This study therefore examines the influence of behaviour, self concept on academic performance in English language and other subjects. According to Abiola, he studied that onset of hearing loss gender, self concept on academic performance in English language. He further researched on 100 senior secondary school class three students with hearing disability who were purposively selected to participate in the study.

The first finding of the study on pre-lingual and post lingual factors and language skills indicated that hearing disabled students who have acquired speech or usable verbal language skills loss will definitely make use of such advantages their communicative and academic endeavours. Teachers should endeavour to identify learners with residual hearing or verbal skills and develop such hearing or acquired oral language skills for the learners to use the skills in their communicative and academic endeavors.

As he refers that auxter, pyfer, and carol (2002), puts it that hearing loss can have a profound effect on an individual's behaviour thereby affecting learning. Deafness and hearing loss, in addition to the profound affect on self concept and identify, it also affects language and speech development, learning and cognitive function, play and social adjustment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

There exists a lot of scholarly work that has been done about hearing impairment of learners and their behavior characteristics. Hearing disability exist on a continuum ranging from mild to profound (Abang, 1995), consequently the extent of the hearing loss in an individual learner would to same extent interfere with his or her school performance (Ademokoya, 1995). Individual will significant degrees of hearing loss do find it difficult to understand speech.

This chapter will review the related literature in three main sub-titles as per the objectives of the study:

1. To investigate the symptoms of learners with hearing impairment.
2. To examine the role of the regular classroom teacher and the special educator in an inclusive setting.
3. To examine the causes and effects of hearing impairment among children

#### **Symptoms of learners with hearing impairment**

The symptoms of hearing impairment vary depending on the cause. Some people experience a sudden, profound loss of hearing, perhaps because of a viral infection or an injury to their head or ears. Others experience a gradual decrease in their hearing over a long period of time.

The degree of hearing impairment can vary widely from person to person. Some people have partial hearing loss, meaning that the ear can pick up some sounds; others have complete hearing loss, meaning that the ear cannot hear at all (people with complete hearing loss are considered deaf). In some types of hearing loss, a person can have much

more trouble when there is background noise. One or both ears may be affected, and the impairment may be worse in one ear than in the other. The symptoms of hearing impairment hearing can vary, as explained by different scholars

Some causes of hearing impairment have symptoms other than hearing loss, such as dizziness, whistling sounds in the ears and loss of balance or co-ordination.

If you have a hearing loss, you may feel that your social life is suffering, too, because of hearing and communication difficulties. You may feel tempted to avoid social gatherings like parties and other social situations where you run the risk of misunderstanding or not hearing what other people say.

### **Effects and causes of hearing impairment**

Some people are born with hearing impairment — and kids and teens can lose their hearing for many reasons. If you don't know anyone who is deaf or hearing impaired, chances are you will someday. So what causes hearing impairment, and what it's like to live without being able to hear in a world full of sounds?

Psychological, Behavioral and cognitive characteristic states thus hearing loss can have profound effects on an individual behavior. The very self concept and identify of the developing child may be negatively affected. Parents are the major influence on the development of self theory. The young child is dependent on the parent for significant feedback, which is the foundation of the child's understanding of self. Communication between the parent and the child who is deaf or hard of hearing is often confusing. This creates a stressful situation for the child struggling to understand his or her parts response and the meaning of the parent's reactions. Misunderstandings can create awkward and hurtful situations in which the child is inadvertently given in correct impressions about his or her behaviour.

Deafness and hearing loss in addition to the profound affect on self concept and identify also affect language and speech development, learners and cognitive function, play and social adjustment, comprehension and production of language are significantly affected by hearing loss as well.

He goes further to say that the degree of hearing loss has a great impact on language development, in both conductive and sensory hearing losses, the development of auditory skills that are critical prerequisite to development of receptive and expressive language skills as well as speech intelligibility is delayed ;

The auditory skills that are compromised include detection, discrimination, recognition comprehension and attention

Play is one of the most important context in which children learn how to talk about objects and their own actions with them and how to interact with other people. play also affords other children the opportunity to work through and learn to deal with their feelings and emotion in situations which are non threatening and under their control play is thus related to development in all major area of development, physical linguistic cognitive, social behaviour and emotional as stated by Lyon.

Hearing loss with its limiting effects does influence an individual's behaviour in educational and socio-emotional development (Heward, 2000).

Due to the above, (Meadow Orlans (1995), noted that persons with hearing loss often express feelings of depression, withdraws and isolation. At times their inadequate feelings of themselves could cause them to engage in some unruly behaviour. (Kulwin 1995) identified that more than the hearing populace none hearing adolescent learners with hearing disability are very disruptive in the classroom.

Complications during pregnancy or birth can greatly cause hearing impairment among learners. Some babies are born with hearing impairment due to infections or illnesses that



the mother had while she was pregnant, which can interfere with the development of the inner ear. Premature babies are also at higher risk for hearing impairment

Elliot Oliver (1998) says that, hearing loss can be inherited. Both dominant gene and recessive genes exist which can cause mild to profound impairment. If a family has a dominant gene for deafness it will persist across generations because it will manifest itself in the offspring even if it is inherited from only one parent. If a family had genetic hearing impairment caused by a recessive gene it will not always be apparent as it will have to be passed onto offspring from both parents.

He further asserts that, Diseases and Illness such as measles, meningitis, mumps, Aids and Aids related complex, and syphilis may damage the auditory nerve of the ear. Some medications cause irreversible damage to the ear, and are limited in their use for this reason.

There can be damage either to the ear itself or to the brain centers that process the aural information conveyed by the ears. People who sustain head injury are especially vulnerable to hearing loss or tinnitus, either temporary or permanent. Exposure to very loud noise can cause progressive hearing loss. Exposure to a single event of extremely loud noise (such as explosions) can also cause temporary or permanent hearing loss.

Difficulties in understanding what people are saying, especially when there are competing voices or background noise. You may be able to hear someone speaking, but you cannot distinguish the specific words. Avoiding conversation and social interaction, Social situations can be tiring and stressful if you do not hear well. You may begin to avoid those situations as hearing becomes more difficult. Depression, many adults may be depressed because of how hearing loss is affecting their social life.

## **The role of a regular class room teachers and special educators**

According to Avtia and Stinson (1999), there is a need of a true culture of collaboration between the teacher of the deaf and the regular teacher. The exact nature of collaboration as observed by Antia and Sinson (1999) is that both the classroom teacher and the specialists teacher of the deaf can broaden there perspectives and can examine their stereotypes about their learners and classrooms. The process develops students expectation based on their shared abilities rather than their differences. The perceived equality of status between teachers is an essential component for successful collaboration.

Recent research have emphasized the importance of deep meaningful learning that is associated with hypothesis construction problem solving and conceptual organization as opposed to memorization and retention of the facts. This kind of learning has been found to be effective in group activity discussions. The in ability of deaf children to discuss and communicate academic issues easily in spoken language in an inclusive setting may make group participation for the deaf, even with an interpreter difficult, a situation which may affect learning and final academic success.

A regular classroom teacher and a special educator should try as much as possible to do the following.

- Avoid standing in front of windows or light sources that may silhouette the instructor and hinder visual cues.
- Begin explanations with concrete examples, working from the concrete to the abstract.
- Engage the attention of the student with a hearing impairment before communicating with the class.
- If the student with a hearing impairment does not understand, try repeating. If the student still does not understand, rephrase a thought or use a different word order.
- Reduce excessive noise as much as possible to facilitate communication.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

This chapter presents the overall and specific research methodology, approaches and techniques used. It contains the research design, the target population, sampling procedures and sample size, instrumentation, data collection and data analysis. Attempts were made to justify the specific techniques chosen.

#### Research Design development

This method will employ the descriptive survey method to determine the level of academic performance and behaviour of the learning impaired learners in mixed inclusive primary school, Ojola Zone Kisumu Municipality Kenya.

#### Environment

Random stratified sampling procedure will be used to select six inclusive mixed primary schools. The selected schools are in Ojola, Zone Kisumu Municipality, Kisumu East District, Nyanza province, Kenya.

#### Respondents

This study will involve the learners who are learning impaired, the teachers teaching these learners and even the head teachers of selected school.

#### Instruments

The study will employ researcher devised instruments which are:-

- (i) Questionnaires: This will be used as primary data to establish the truth about the level of behaviour of the learning impaired learners.
- (ii) Achievements tests in the various subjects such as English.
- (iii) Behavioral observation remarks as given by the teachers on the pupils engaged in the study.



### **Procedure of the study**

The research study will, obtain a transmittal letter from the college which will be sent out to the education officers in the study areas as well as to the head teachers of the schools involved in the study. After obtaining permission from the education officers and head teachers, the researcher will then collect the primary data analyze and present them in tables, graphs and charts. The finding of the study will then be analyzed and discussed then consideration is drawn.

### **Data collection procedures**

- A letter will be sent to the Head teachers asking for permission to undertake research in their institutions.
- The researcher will administer the questionnaires and collect the raw data for analysis.
- After collecting the data the researcher will be expected to carry out the statistical treatment of data that is to say, to compile the data for statistical analysis.

### **Statistical treatment of data**

The frequency and percentage will be used to determine the validity of the research. Results and discussions will be reported and recommendations put forward. This will be in order to as certain weather the recommendations could form the basis of the research.

## CHAPTER FOUR

### DATE PRESENTATION, ANALYSIS AND DISCUSSION

#### Introduction

This chapter tries to give a presentation of data, analysis and discussion using percentages and frequencies. Percentages are obtained bay the formula

$$\text{Percentage} = n/N * 100$$

Where by n the numbers of respondents and N, is the total number of respondents

In the research 25 teachers were used and only 20 of responded by returning the questionnaires. Out of the 5 schools in Ojara zone, 4 teachers were selected at random in each school.

The following are the respondent's profile of the respondents.

After the collection of data the following were the teachers response based on themes or areas. The views of the teachers were collected and tabulated as below

**Table 1**

**Respondent's profile**

Categories	Frequency	%
<u>Gender</u>		
Male	12	60%
Female	8	40%
<u>Age</u>		
18 – 29	5	25%
30 – 39	8	40%
40 - 55	7	35%
<u>Educational level</u>		
Certificate	18	90%
Diploma	2	10%
Degree	- Nil	- Nil-

From the table above, it is clearly seen that the male teachers outnumbered the female teachers with a percentage of 60%.and 40% respectively. In terms of age only 25% were in the age bracket of 18-29, 40% of the respondents equivalent to 8 members were in the age bracket of 30-39, and finally 35% lied under the age bracket of 40-55. The education level of the respondents majority of them were certificate holders, and only 2 totaling to 10% were diploma holders, no respondent was reported as a degree holder.

Teachers were asked whether they were able to identify a child with hearing impairment in the school. Their response of the teachers were as tabulated below;

**Table 1**

No of forms	Yes	No	% yes	% No
20	18	2	90%	10%

90% of the respondents agreed that they could identify the hearing impaired learners when asked how, they gave the following responses

- They ask for repetition
- Turns ear towards source of sound
- Cupping of the ears
- Unusual behavior

10% of the respondents said No, and gave the following reasons.

They do not have the skill to identify such learners. Infant one teacher said that  
 “People who have hearing loss are sometimes not aware of it, especially when the loss has developed gradually, as is often the case in noise-induced and age-related hearing loss. Family members or friends often are the first to notice the hearing loss”  
 Another teacher who said that, “Hearing loss in infancy can be difficult to recognize”

Which of the following is the earliest sign of hearing impairment?

The response of the teachers were as tabulated below

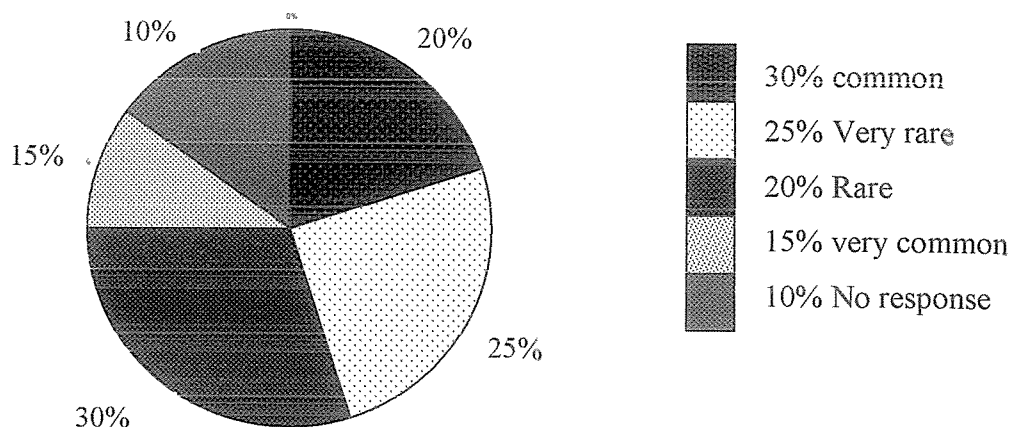
Table 2

Signs of impairment	Very rare		rare		common		Very common	
	frequency	%	frequency	%	frequency	%	Frequency	%
Cupping of ears	5	25	4	20	6	30	3	15
Turning one side of ear to speaker	5	25	4	20	6	30	3	15
Inadequate ability to do sch work	4	20	5	25	6	30	2	10
Defective speech patterns	-	-	9	45	9	45	-	-
Asking for several repetition	-	-			10	50	8	40
Speaking in high/flow tone	-	-	-		10	55	7	25
Complaint of ear ache/headache	-		-		10	50	8	40
Depending on manual lg	-		10	50	8	40	-	
making loud noise			6	30	8	40	4	20

When we looked at the individual item of the table above, Cupping hand behind the ears 30% of the respondents said that it is a common phenomenon among the sufferers

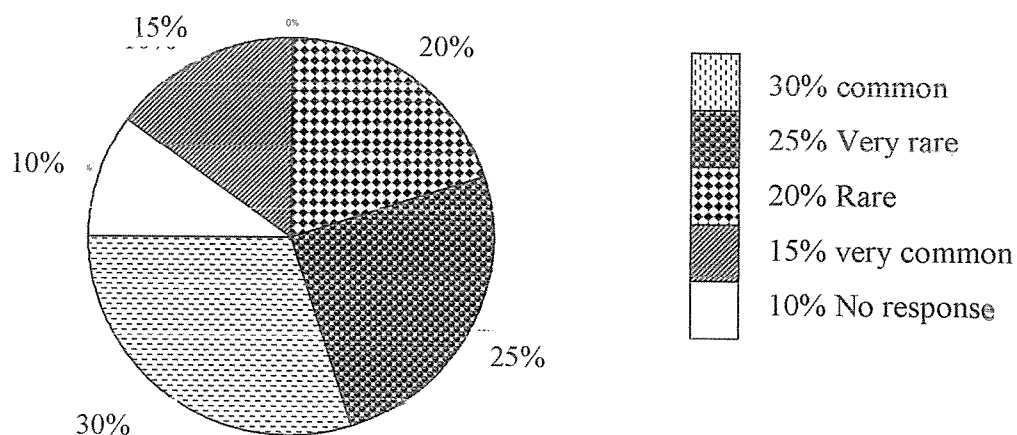
whereas 25% said it is very rare, 20% of the respondents said it is rare whereas 15% said it is very common. This can further be explained in the pie chart below

**Fig 1 Pie chart showing teacher's responses on signs of hearing impairment**



The figure there fore means that 30% agreed that cupping of the ears is common. This was the highest response

**Fig 2 Pie chart showing teacher's response on turning one side of the ear to the speaker**



This therefore confirms that turning of the ear towards the speaker is common among learners in an inclusive setting



The figure reflects that 30% of the teachers said that it is common that learners had inadequate ability to do work where as 25% said that learners who had inadequate ability to do school work are rare. 20 % said it is very rare for the learners to have inadequate ability to do school work 10% of the teachers never responded to the question whereas another 10% said it is very common for learners to have inadequate ability to do school work

#### **Defective speech pattern**

Teacher's responses on whether the learners have defective speech pattern

45% of the teachers said that defective speech pattern are rare where as another 45% said it is common in Ojola zone there were no responses for very rare and very common

#### **Asking for several repetition**

50% of the respondents agreed that asking for several repetitions is common among learners in Ojola zone whereas 40% said that it is very common amongst the learners 10% never gave any response

#### **Speaking in high/low tone**

Teachers responses on whether learners speak in high/or low tone

On this the respondents said that speaking in high/low tone 55% of the teachers indicate that speaking in high low tone is common and 35% of them said it is very common 10% never gave any response.

#### **Complaint of ear ache/headache**

Chart teachers' responses on whether there is complaint of earache/headache among learners in Ojola zone Kisumu municipality

In this the teacher responses were that 50% of them said that complaint of earache/headache are common in our mixed primary schools in Ojola zone, whereas 40% of the teachers said that complaint of earache are very common. 10% never gave any response.

### Depending on manual language

Response on whether the learners depend on manual language indicates that 50% of the teachers responded that learners depending are rare whereas 40% of them said that such learners are common. There are 10% who never responded.

### Making loud noise

Teachers' responses on whether the learners make loud noise when talking

In this 40% of the respondents said that learners making loud noise when talking are common among learners in Ojola zone while 30% of them said it is rare and 20% of them said it is very common.

It is generally agreed by most of the teachers that signs of hearing impairment is common in most schools. They therefore advised that the learners should be taken care of by the government.

### Regular classroom teachers and their roles in an inclusive setting

Table -3

No of forms	Yes	No	%Saying yes	%No
20	18	2	90%	10%

90% of the respondents said that they are regular classroom teachers, whereas 10% did not respond to the question. They went further and gave the following as their role in an inclusive setting.

To identify the problems the learners have in time

- Discuss and advise the parents on how to assist the learners
- Carryout the correct placement for the learners who is hearing impaired
- Guide the learners through the learning process.

### **Roles special educators play in an inclusive setting**

Teachers noted the following roles which are played by special educator in an inclusive setting. They said that, identifying learners with hearing impairment, advice the parents to take the learners to the hospital ENT unit for diagnosis or ears centers, Carry out the correct placement in class, advice parents to take the children to EARS centers for correct placement if it is a severe case, guide the learners through the learning process, teach the learners the use of sign language. 80% of the teachers gave the above as the roles played by special educators in an inclusive setting.

### **Strategies special educators and regular classroom teachers use to teach the hearing impaired learners.**

- The teacher gave some of the following strategies that special educators and regular classroom teachers use to teach the hearing impaired learners.
- The teachers gave some of the following strategies that special educator and regular classroom teachers use to teach the hearing impaired learners.
- Accompanying spoken language with signs or gestures to ensure proper understanding of the concept being taught.
- They said that they should use demonstration as a way of teaching the learners
- They should be able to talk a loud to be understood by the whole class
- To ensure that learners with hearing impairment are properly placed in the classroom.
- Effective use of teaching aid during the learning process
- They should also be taught using role play and dramatization.

What causes hearing impairment among children the responses of the teachers were as tabulated below

Table 4

<b>Causes of hearing impairment among learners</b>	<b>Not seen 1</b>	<b>Rare 2</b>	<b>Common 3</b>	<b>V. common 4</b>	<b>Forms given out</b>
Complication during pregnancy	4	7	4	3	20

Poor medication	-	4	6	8	20
Loud noise	-	5	9	4	20
Ear wax	-	4	9	5	20
Ear infection	3	3	5	8	20
Condition during pregnancy	6	7	5	-	20
Complication during pregnancy	5	8	5	-	20
Genetic disorder	-	10	5	3	20
Injuries to ear or head	-	-	11	7	20
Infection or illness	-	-	11	7	20
Medication		4	9	4	20

When each item of the table above was analysed it was realized that:

#### **Complication during pregnancy**

Teacher's responses on whether complication during pregnancy is a cause of hearing impairment.

According to the chart above the response of the teachers on whether complications during pregnancy is a cause of hearing impairment is that 20% said its is common, another 20% said not seen 15% said very common, 35% its is a rare cause and 10% did not respond.

#### **Poor medication**

Teachers' responses on whether poor medication is a cause of hearing impairment indicates that teachers responses on whether poor medication is a cause of hearing impairment were that 40% of the teachers said it is a very common cause, 30% said it is a common cause, 20% said it is a rear cause where as 10% did not respond.

#### **Loud noise**

Teacher's responses on whether loud nose is a cause of hearing impairment.

According to the chart above 45% of the respondents said that loud noise is a common cause of hearing impairment 25% said it is a rare, 20% said it is very common where as 10% never responded.

### **Ear wax**

The teacher's responses on whether ear wax is a cause of hearing impairment.

In this 45% of the teachers said that ear wax is a common cause of hearing impairment. 25% said it is a very common cause of hearing impairment, 20% said it's rare and 10% did not respond.

### **Condition during pregnancy**

Teacher's responses on whether condition during pregnancy is a cause of hearing impairment.

In this 35% of the teachers concurred that conditions during pregnancy is a cause of hearing impairment 30% said the condition during pregnancy is not seen to be a cause, 25% said it is a common cause of hearing impairment as 10% gave no response.

Prenatal illnesses account for 5-10% of the cases of congenital hearing loss and include infections during pregnancy, such as rubella, cytomegalovirus, herpes or syphilis, toxins consumed by the mother during pregnancy or other conditions occurring at the time of birth or shortly thereafter. Babies born prematurely also have an increased risk of becoming hard-of-hearing.

### **Ear infection**

Teacher's response on whether ear infection is a cause of hearing impairment according to the above 40% of the teachers said that ear ache is a very common cause of hearing impairment, 25% said it is rare and 10% said they are not aware as to whether ear infection is a cause of hearing impairment 10% did not respond.

### **Complication during pregnancy**

The teachers responses on whether complications during pregnancy is a cause of hearing impairment shows that 40% of the teachers said that complications during pregnancy is a

rare cause of hearing impairment 25% said have not seen whether complication during pregnancy is a cause of hearing impairment whereas 25% said it is a common thing among the learners.

### **Genetic disorder**

Findings show that 50% of the teachers said that genetic disorder is rare cause of hearing impairment, 25% said it is a common cause of hearing impairment, 15% said it is a very common cause of hearing impairment whereas 10% did not respond. However, Elliot Oliver (1998) says that, hearing loss can be inherited. Both dominant gene and recessive genes exist which can cause mild to profound impairment. If a family has a dominant gene for deafness it will persist across generations because it will manifest itself in the offspring even if it is inherited from only one parent. If a family had genetic hearing impairment caused by a recessive gene it will not always be apparent as it will have to be passed onto offspring from both parents.

### **Injuries to ear or head**

The teacher's responses on whether injuries to the ear or head are a cause of hearing impairment.

Findings reveal that 55% of the teachers said that injuries to ear or head are common cause of hearing impairment. 35% of the teachers said that injuries to head or ear are very common whereas 10% did not participate.

Teubner Barbara. (2003), concurs with the findings as he mentions that the common cause of hearing loss is damage to the ear from loud noises (acoustic trauma), when part of the delicate inner structure of the ear is injured. Both the loudness of the noise and the length of time you are exposed to it are important. People who are exposed to loud noises over long periods are more likely to develop acoustic trauma. People at risk include those working close to loud music those who work with noisy equipment, and those who listen to high volume music through headphones.

### **Infection or illness**

The teacher's responses on whether infection or illness is cause of hearing impairment.

55% of the teachers said that infection or illness are common causes of hearing impairment, 35% of the teachers said that infection or illness are very common cause of hearing impairment, whereas 10% did not respond.

### **Medication**

As per the findings, 40% of the teachers said that medication is a common cause of hearing impairment 20% said that medication is a rare cause of hearing impairment, 20% said that medication is a very common cause of hearing impairment.

### **Measures to be used in minimizing hearing impairment among learners**

The teachers gave the following measures to be used in minimizing hearing impairment among learners.

- Learners already affected by ear infection should go for routine medical check up
- Pregnant mothers should go for prenatal clinics and take caution during this period.
- Parents to be sensitized on good health and hygiene
- There should be regular removal of wax from the ear by the parents.

Should the hearing impaired learners be taught along with other regular normal students?

The response of the teachers were tabulated as below

Table 5

No participating	Agree	Disagree	% Agreeing	% Disagreeing
20	7	13	35	65

The above table shows that 7 teachers agreed that the hearing impaired learners should be taught along with other regular "normal" learners thus 35% whereas 13% of the teachers said that they did not agree that the hearing learners should be taught with others "normal" learners. This forms 65%

### **The teachers gave the following reasons for the above**

The hearing impaired learners need special attention and special facilities, Their needs may not be catered for and so they will be scheduled from the rest during the learning process, The rate of acquiring knowledge might be slow due to other special factors that they are not able to hear well., Lack of specially trained teachers to train the learners for easier communication process. In fact a teacher noted that, "Their number is minimal so teachers see it as a waste of time to attend to them while ignoring the other member of the class".

### **Do learners with hearing impairment behave differently?**

Table 6

No of forms sent out	No. saying No	No. saying yes	%saying No	% saying Yes
20	-	20	0	100%

The above table shows that 20 teachers participated in the process and all said that learners with hearing impairment behave differently.

When asked how they can improve on the behaviour, teachers noted the following

- They said the learners should be given guided activities
- They said the learners behaviours can be modified through reinforcement this can be negative or positive
- They should be understood and be guided for better development of their brain
- To be able to refer serious cases to the psychiatric unit in a nearby hospital
- Motivate such learners to carry out their activities well
- Providing them with facilities that may make them have residual hearing.



Does hearing impairment have any effect on the behaviours and academic performance of learners with hearing impairment?

**Table 7**

No of forms sent out	No. saying No	No. saying yes	%saying No	% saying Yes
20	18	2	90	100%

According to the above table 90% of the teachers supported the fact that hearing impairment have effect on the behaviour and academic performance of learners with hearing impairment. Whereas 20% said it does not have any effect

### **Effects of hearing impairment on children's development**

**Table 8**

Effect of hearing impairment on learners dev't	No of forms sent out	No Agreeing	No Disagreeing	% Agreeing	% Disagreeing
Voice disorder	20	7	13	35	65
Social problems	20	13	7	65	35
Emotional problems	20	12	8	60	40
Poor interactions	20	11	9	55	45
Poor communication	20	12	8	60	40
Learning difficulties	20	12	8	60	40
Defective speech patterns	20	11	9	55	45
Unusual behaviour	20	12	8	60	40

The teachers gave the following responses when asked the likely effects of hearing impairment on children development

65% said that voice disorder is not a major effect of hearing impairment on the children's development, 65% said that social problems is an effect of hearing impairment on children development.

60% of the teachers agreed that emotional problems is an effect of hearing impairment on the learners development, 55% of the teachers agreed that poor communication is an effect of hearing impairment on children development, 60% of the teachers agreed that poor communication is an effect of hearing impairment on the children's development 60% of the teachers agreed that learning difficulties is an effect of hearing impairment on the children's development, 55% of the teachers agreed that defective speech pattern is also an effect of hearing impairment on the children's development 60% of the teachers agreed that unusual behaviour is an effect of hearing impairment on the children's development.

Generally the majority of the teachers agreed that social problems, emotional problems, poor interactions, poor communication, learning difficulties, defective speech patterns and unusual behaviour are effects of hearing impairment on the children's development. This therefore confirms that behaviour affects academic performance of the hearing impairment.

To the pupils they were interviewed in order to find whether teachers provide the following strategies for the hearing impaired learners after analyzing the data collected, the responses of the learners were tabulated as below.

### Strategies for the hearing impaired learners

The strategies are listed in the table below

**Table 9**

Strategies provided	Those who said yes	Those who said No	% that said yes	% that said No
Speak naturally	13	7	65	35
Talk in full sentences	9	11	45	55
Provide gentle feeling of touch	6	14	30	70
Care for the	6	14	30	70

hearing impaired learners				
Find out the best sitting position for the hearing impaired learners	8	12	40	60
Provide copies of the teachers notes	13	7	65	35
Allow pupils to sit close to them	6	14	30	70
Monitor individual achievements	7	13	35	65
Speak clearly, slowly and naturally	9	11	45	55
Effect expression in simple form	7	12	35	65
Work closely with specialists	-	20	-	100
Provide hearing aid	7	13	35	65
Use more visual Aids	7	13	35	65
Provide opportunity for expression	10	10	50	50
Treating hearing impaired like special learners	5	15	25	75

From the data provided in the figure above it is generally realized that teachers do not provide the strategies required for the hearing impaired learners. It is only in the strategies like speaking naturally, providing copies of the teacher's notes and providing opportunity where the scores went above fifty percent. This therefore indicates that these learners are never catered for by the teachers in an inclusive setting

### **RESPONSES FROM STUDENTS**

The learners were interviewed and the question asked was to find out whether teachers provide strategies for the hearing impaired learners

This when analyzed it was realized that most teachers do not provide strategies for the hearing impaired learners. Most of the teachers said no to the strategies listed in the table. It was only in speaking naturally, providing copies of the teachers notes and providing opportunity for expression that was agreed by the pupils to be the strategies used by the teacher when teaching the hearing impaired learners.

It was generally realized that teachers do not provide the strategies required for the hearing impaired learners.

This therefore means that the hearing impaired learners are never catered for in an inclusive setting. The overall overview of the analyzed data therefore means that behavior affects the academic performance of the hearing impairment.

## CHAPTER FIVE

### SUMMARY, RECOMMENDATION AND CONCLUSION

#### SUMMARY

From the study, it is clear that knowledge and information about the hearing impaired learners are very necessary. The regular teachers or special educators or staff or any other persons working with the learning impaired learners require to have knowledge and skills for them to handle the learners with hearing impairment effectively. Since inclusive education requires that the learners needs be addressed within the mainstream or regular schools using the available resources. Teachers of these children should therefore be able to cater for the special educational needs.

The study was based on the fact that there are some hearing impaired learners in our regular schools, some of whom their parents cannot afford to take them to assessment centres for proper placement. Are teachers aware of their presence? Does their behaviour affect the academic performance? The research therefore wanted to ascertain the relationship between behaviour and academic performance of the hearing impaired learners in mixed inclusive primary schools in Ojola zone Kisumu municipality, the researchers used qualitative approaches in the study, raw data was collected in the form of tables and figures.

#### RECOMMENDATIONS

The researcher made the following recommends.

- It requires that, teachers should be trained in special needs education to be acquainted with the skills to handle learners with hearing impairment should be taken for training Teachers should be trained in guidance and counseling to help them train learners in behaviour control

- The learners should be made to access services of people such as psychiatrists, speech therapists, physiotherapist, occupational therapists etc
- Teachers with special needs education should be posted in all primary schools in the republic, And Special educational facilities, education should be posted in all primary school in the republic.
- Special educational facilities, equipment and resources should be provided for by the government, donors, parents and all the concerned stakeholders.
- See your doctor right away if you suspect any problems with your hearing, and get your hearing tested on a regular basis.

## CONCLUSION

After seriously analyzing the data so collected from the various respondents, their views on the academic performance and behaviour of the hearing impaired learners in mixed inclusive primary schools in Ojola zone Kisumu municipality if is evident that behavior of the hearing impaired learners effect their academic performance.

Teachers should be trained and those in colleges should learn how to deal with such special needs like hearing impairment. These learners requires better teaching just like any other strategies should be put in place to ensure that learners get proper education, disability is not inability.

## APPENDIX B

### TEACHER'S QUESTIONNAIRE

Dear respondents,

This is an educational study being undertaken to investigate behavior and academic performance learners with hearing impairment in Ojjola zone Kisumu East district. It is hoped that the findings will help teachers improve on students learning skills in schools. You have been selected to participate in this study, kindly complete this questionnaire to the best of your ability. The information you give will be confidential and used only for the purpose of this study.

Instructions: Please respond to all items by ticking ( ☐ ) in the appropriate box or write briefly on the spaces provided.

1. Name of the school \_\_\_\_\_
2. Category of school    Mixed ☐                      Girls ☐                      Boys ☐
3. Type of school            Public ☐                      Private ☐
4. (i) Respondent's gender                      Male ☐                      Female ☐
- (ii) Teaching experience    0-5 yrs ☐    6 – 10 yrs ☐    11 yrs and above ☐

1a. Are you able to identify a child with hearing impairment in your school?

Yes ☐

No ☐

Why?-----  
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2) Which of the following is the earliest sign of hearing impairment?

Use the rating very rare, rare, common, and very common by ticking in a box

Symptoms of Hearing impairment	Very rare	Rare	Common	Very common
Cupping hands behind ears				
Turning one side of the ear to the speaker				
Inadequate ability to do school work				
Defective speech pattern				
Asking for several repetition				
Speaking in high/low tone				
Complain of ear ache/headache				
Depending on manual language				
Making loud noise				

2b) Give a brief explanation of your rating above

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3. Are you a regular class room teacher?

Yes ☐

No ☐



If yes, what roles do you play in an inclusive setting.

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4. What roles do special educators play in an inclusive setting?

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5. What strategies do special educator and regular class room teacher use to teach the hearing impaired learners?

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6. What causes hearing impairment among children?

Use the rating 1 not seen, 2 rare, 3 common, 4 very common

Complication during pregnancy	1	2	3	4
Poor medication	1	2	3	4
Loud noise	1	2	3	4
Ear wax	1	2	3	4
Ear infection	1	2	3	4
Conditions during pregnancy	1	2	3	4

Complication during pregnancy      1      2      3      4

Genetic disorders      1      2      3      4

Injuries to the ear or head      1      2      3      4

Infections or illnesses      1      2      3      4

Medications      1      2      3      4

6b) what can be done to minimize on hearing impairment among learners?

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7. Should the hearing impaired learners be taught along with other regular normal students?

Agree      ☐

Disagree      ☐

7b) Give a reason for the above answer

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8a) Do learners with hearing impairment behave differently?

Yes ☐

No ☐

8b) how can you improve on the behavior characteristics of the hearing impaired children?

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9. Does hearing impairment have any effect on the behaviors and academic performance of learners with hearing impairment?

Yes ☐

No ☐

10) What are some of the likely effects of Hearing impairment on children's development?

- |                          |                          |
|--------------------------|--------------------------|
| Voice disorder           | <input type="checkbox"/> |
| Social problems          | <input type="checkbox"/> |
| Emotional problems       | <input type="checkbox"/> |
| Poor interaction         | <input type="checkbox"/> |
| Poor communication       | <input type="checkbox"/> |
| Learning difficulties    | <input type="checkbox"/> |
| Defective speech pattern | <input type="checkbox"/> |

Unusual behaviors ☐

Give a brief comment about the above answers

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## APPENDIX C

### INTERVIEW SCHEDULE FOR STUDENTS

Dear students,

You are kindly requested to respond positively to this interview sheet which intends to investigate the behavior characteristic of learners with hearing impairment. This study is purely academic and your contribution will contribute much to the body of knowledge.

Name----- (optional)

Sex-----

Age-----

Do teachers provide the following strategies for the hearing impaired learners?

Strategies provided	Yes	No
Speak naturally		
Talk in full sentences		
Provide a gentle feeling of touch		
Care for the hearing impaired learners		
Find out the best sitting position for the impaired		
Provide copies of the teachers notes		
Allow students to sit close		

to them		
Monitor individual achievements		
Speak clearly, slowly and naturally		
Effect expression in simple form		
Work closely with specialist		
Provide hearing aid		
Use more visual aids		
Provide opportunity for expression		
Treating hearing impaired like special learners		

Give a brief comment about the above

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**TRANSMITTAL LETTER FOR THE HEADTEACHERS**

**HEADTEACHERS**

**OJOLA ZONE**

**KISUMU EAST DISTRICT**

**22-4-08**

**Dear sir/madam,**

**RE-PERMISSION TO USE THE SCHOOL FOR A RESEARCH STUDY**

I PETER OTIENO OMWOSO Registration number BED/13748/61/DF a graduating student at Kampala International University wishes to undertake a research study in your school.

The research is based on the topic Effects of motivation on academic performance of learners with learning disability.

I will be grateful for the assistance.

Thank you in advance.

Yours faithfully,

**PETER OTIENO OMWOSO**

Noted by,

Madam Nankinga Yudaya

(Supervisor)





Kampala International University  
Institute of Open and Distance Learning  
P O Box 20000 Kansanga, Kampala, Uganda  
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

## Office of the Director

24<sup>th</sup> April 2008

### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... PETER OTIENO OMWESO

REG. #... BED/13748/61/DE...

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:

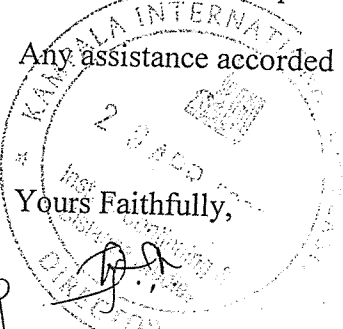
BEHAVIOUR AND ACADEMIC PERFORMANCE  
OF THE HEARING IMPAIRED LEARNERS  
IN AN INCLUSIVE SET UP. OJOJA  
ZONE KISumu MUNICIPALITY KENYA

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



## **TRANSMITAL LETTER TO ZONAL INSPECTOR OF SCHOOLS**

ZONAL INSPECTOR,  
OJOLA ZONE,  
KISUMU MUNICIPALITY,  
22-4-08

*Authorized to carryout  
research in schools.  
Ingate  
23.4.08*

Dear Sir / Madam,

### **RE: PERMISSION TO USE THE SCHOOLS FOR RESEARCH STUDY**

I Peter Otieno Omwoso registration number BED/13748/61/DF a graduating student at Kampala International University wishes to undertake a research study in a school in Ojola zone.

The research is based on the topic Behaviour ***and Academic performance of the hearing impaired learners in inclusive mixed primary school Ojola zone***

I will be grateful for the assistance

Thank you in advance,

*Yours faithfully,*

**PETER OTIENO OMWOSO**

*Noted by*

Madam Nankinga Yudaya  
(Supervisor)

# MAP OF OJOLA ZONE

