

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF LEARNERS WITH
HEARING IMPAIREMENTS IN SPECIAL SCHOOLS, A CASE STUDY OF WAKISO
SECONDARY SCHOOL FOR THE DEAF**

BY

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**A RESEACH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN AND
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DECLARATION

I, **Nakazibwe Scovia** declare that this is my original work and that it has not been presented at any other university college for the award of degree.

Signature: 

Date: 04th SEPT/2018

DEDICATION

This report is dedicated to my beloved parents Mr. Seruyange Yonah and my mother Miss. Nakyanzi Margret for their loving support and patience as well as hearing the heavy family responsibilities during my absence while I was away pursuing my Degree Course in education at Kampala International. I also dedicate to my supervisor Miss. Chebet Shamim and the entire Glk family.

APPROVAL

This is to certify that this research report was prepared and written under my supervision and guidance and it is now ready for submission to Kampala International University Uganda with my approval.

Signed 

Date: 04th/09/2018

Mrs. Chebet Shamim

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TABLE OF ABBREVIATIONS/ACRONS

UCE (Uganda certificate of Education)

UNESCO (United Nations Educational, scientific organization)

IEP (individual Educational plan)

SEN (Special Educational Needs)

UACE (Uganda Advanced Certificate of Education)

SNE(Special Needs Education)

H. I (Hearing Impairment)

ASL (American Sign Language)

WSSD (Wakiso secondary school for the Deaf)

OPERATIONAL DEFINITION OF TERMS:

Intelligence; The power to acquire and apply knowledge of understanding and knowledge in human beings.

Disability: Is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory and other combination of these.

Barrier: Anything that prevent proper learning and development.

Inclusive Education: It's a process of addressing learner's need within education whereby the curriculum and teaching methods are differentiated for learners to benefit fully. The learning resources should also be utilized.

Attitude: A way of thinking feeling or behavior.

Hearing impairment: Is a partial or total inability to hear.

Special needs Education: Refers to special arrangements which are put in place to cater for children with disabilities and with special needs.

Academic performance: Is the extent to which a student, teacher or institution has achieved their short or long term educational goals.

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ABSTRACT

The study investigated challenges that face learners with hearing impairment in Wakiso secondary school for the deaf, Wakiso District Uganda. the researcher is a trained teacher in special needs education and also one who deals with hearing impaired learners decided to find out some of the challenges that these learners faces. That is to say whether these learners are comfortable when learning together with the "normal" children at regular classes. Whether they have enough learning materials, whether the present curriculum suits them, whether there are enough trained personnel and also whether the regular teachers are comfortable when dealing with these learners. The researcher used questionnaire method in order to conduct the researcher constructed questions and visits to the sample whereby she gave out the questionnaires to the respondents; she guided the respondent on what to do. The questionnaires consist of "Yes or No" answers and three respondent were supposed to tick what he or she thinks its correct depending with his or her knowledge. The researchers sample size consists of students and teachers in Wakiso secondary school for the deaf. The researcher used techniques and methods to carry out research. After collecting and analyzing the data, the researcher came up with the following findings. There are no enough trained personnel to cater for these learners, no enough learning materials and the teacher's paper, parent and the society at large have negative attitude towards the hearing impaired learners. All in all the ministry of education science and technology must create awareness to the regular teachers, peer and the community at large so that they can develop positive attitude towards the hearing impaired children. Also more teachers need to be trained in special needs education to be able to handle these learners efficiently. The government must also go on an extra mile and provide enough learning and teaching materials so that these learners can be helped fully.

CHAPTER ONE

1.0 Introduction

The chapter presents the background of the study, statement of the problem, objectives of the study, research questions, scope of the study and significance of the study.

1.1 Background of the Study

Deaf children were part of the most vulnerable children in Uganda. According to 2002 census Report, about 10% of children in Uganda possessed some sort of disability. Hearing impairment was one of the most common forms of disability among young children in the country. Majority of those children with special needs were often excluded or had been limited access to social services, thus increased vulnerability to violation of their rights.

Although the constitution of the Republic of Uganda (Article 35) recognized the rights of people living with disabilities in areas of Education and Employment. Even though the persons with disability Act, 2006 explicitly mentions the rights to Education and Employment, it didn't point on clear cut implementation strategy. The Education system of Uganda was neither accessible nor inclusive for Deaf children and this coupled with stigma had denied deaf children the right to Education. Deaf children were undoubtedly targets and victims of abuse and neglect given that community members took advantages of their disabilities and their inability to report abuse (2002 Ugandan census report)

In an effort to provide education for "ALL", several educational philosophies were developed in different parts of the world. The word "ALL" here came after the realization that there were certain categories of people who were under privileged from the society's mainstream on the basis of their inability to hear, speak or reason like normal persons. They were viewed with dislike, pity and fear.

However, this fundamental right covered the persons with hearing impairment as other fellow citizens (Frampton and Gall 1955). Therefore, in view of the above observations, I decided to conduct a research so as to investigate the factors affecting the academic performance of learners with hearing impairment in Wakiso secondary school for the Deaf in Wakiso District.

1.2 Statement of the problem.

Poor performance in national examinations such as UCE (Uganda certificate of education), in Ugandan secondary schools for the deaf continued to pose a challenge to the quality of education that these learners received at different levels in schools. Deaf learners didn't perform comparably with their hearing peers in National Examinations According to (Nduru 1993), poor academic performance was linked to factors such as inappropriate teaching methods ,low motivation of teachers ,significant teaching communication challenges (Ogutu 1996) Furthermore , the curriculum being presented in a language that was not suitable for deaf learners hence propagating the continued failure of these learners in their factors such as social –cultural influence ,rigid curriculum and poor instructional methods had been attributed to this The deaf learners were at a disadvantage due to their condition of deafness which caused challenges in communication ,language acquisition and understanding of abstract concepts. . Therefore, the study investigated the factors that affect the academic performance of learners with hearing impairment in Wakiso district .A case study of Wakiso secondary school for the Deaf.

1.3 Objectives of the study.

1. To find out whether there were enough learning and teaching materials for hearing impaired learners in Wakiso secondary school for the deaf.
2. To find out whether the curriculum do fit the children with hearing impairment in Wakiso secondary school for the deaf

3. To assess the academic influence of socio-cultural factors on the academic performance of learners with hearing impairment in Wakiso secondary school for the deaf.
4. To assess the influence of language instruction on the academic performance of learners with hearing impairment.

1.4 Research Questions

- 1) What is the influence of socio-cultural factors on the academic performance of learners with hearing impairment?
- 2) How does the language of instruction influence the academic performance of learners with hearing impairment in Wakiso secondary school for the deaf?
- 3) Do special schools have enough teaching and learning materials to handle learners' with hearing impairment?
- 4) Does the recent curriculum in special schools fit the children with hearing impairment in Wakiso secondary school for the deaf?

1.5 The Scope of Study

The area of study was Wakiso secondary school for the deaf. It is located in Uganda's central region in Wakiso district, Busiro sub-country in Sentema village and shares its borders with Kampala, Mpigi, Luweero, Nakaseke, Mityana, Mukono and Kalangala district.

The researcher wanted to find out the challenges that affect the academic performance of learners with hearing impairment in special schools for example whether there were enough trained teachers, whether the curriculum fits the learners with hearing impairment, whether the regular teachers, peers and society do recognize learners with hearing impairment.

1.6 Significance of Study

The research findings may help the policy makers to improve on the education of learners with hearing impairment.

The investigation may also assist the Ministry of education and sports to find out the need of educating teachers of Special Needs Education in order to cope up with the needs of these learners.

The researcher result may also guide teachers, parents, administrators and other stakeholders on how to handle learners with Hearing impairment in the society.

Researchers and scholars can utilize the findings and recommendations in the study to conduct further research in other areas of Deaf Education.

The government will better support awareness creation efforts by institutions and private individuals and organizations through allocation of funds for training teachers and public servants in Ugandan sign language in order to be more able to meet the needs of deaf learners.

The government will use the findings of this research to enforce current affirmative action policies and formulating more policies and laws that will improve the education of learners with hearing impairment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter examined the views other researchers have put forward to explain factors affecting the academic performance of learners with hearing impairment in special schools.

2.1 Socio-Cultural Factors

The Department of Education (Uganda) learnt that the relationship between parents' poverty or economic status and the academic achievement of learners was not simple and direct. It stated that poverty accounts for differences in academic achievement throughout rural, sub-urban and urban districts. There existed a close link between education, disability and poverty. Persons with disabilities were more likely to be poor than their non-disabled peers. It was estimated that 20% of the global population living in poverty are people with disabilities. A million learners of primary school age who were not in school by 2007 have a disability and that over 90% of learners with disabilities in the world's poorest countries do not go to school (UNESCO, 2010), United Nations Educational, Scientific Organization, estimated 150 million learners lived with disabilities worldwide, about four in five learners were in developed countries where many live in poverty.

Tirusew (1998) stated that, the attitudes of others towards the Deaf children and the child's ability to communicate in a mutually acceptable way influence the extent to which a Deaf learner successfully interact with family, peers and community members. Deaf people in Uganda specifically in the rural areas are considered invalid and invaluable to families and societies. They are often labeled with dehumanizing and superstitious names that push them outside human communication and social life. Deaf individuals are denied access to education, work, and other equal opportunities that would make them self-supportive and full members of their respective societies (Joutsalainen, 1993). Culturally communities have not accepted them, but rather label them as stupid (Barnes, 1991). In some areas, Deaf learners are considered a curse

and hence their neglected by their families. Women who gave birth to Deaf learners were also abandoned by their husbands or they were kicked out of their matrimonial homes as a result. Parkinson (2010) noted that, people without disability do not want to marry partners who are Deaf which is the case in Uganda. You will find Deaf people marrying fellow Deaf while others remain single for a long period of time. This was due to the fear and stigma inflicted by societal perceptions that the Deaf people are a curse and that one may also give birth to a Deaf learner as well. Powers and Gregory, 1998, noted that the socially, ecologically, the family or parental environment affected the academic achievement of the Deaf learners. Parental support, positive attitude of the society and government policies that support Deaf education motivated the Deaf learner to put more effort in their education and attain better outcomes in academics.

2.2 Curriculum

The term curriculum refers to all the organized and planned experiences that are provided in schools and the classrooms to help learners develop holistically. It consists of subjects taught, subject content, school and classroom environment and activities that take place in and out of the classroom. Curriculum outlined the sequence in which the content should be .The teaching methods and strategies, time schedules, and materials and resources required in the teaching-learning experience, assessment methods and evaluation procedures used by educators across various learning levels.

There are different types of curriculum. A differentiated curriculum is an approach where one identifies curriculum subjects that should be covered by a learner and plan for the individual needs and abilities. In this case, some learners with hearing impairments require a differential curriculum while others require the adapted one. However, Koech's Report (1999) stated that the curriculum was inappropriate in that there was no clear policy guidelines and legal framework on the provision of Special Needs Education, inadequate educational facilities, services and equipment for learners that are challenged and inadequate trained teachers. Savolainen (2000) said that it was vital to have an appropriate curriculum for education to be meaningful for all learners

with special needs. Due to delayed language development which was a result of hearing loss, the curriculum for learners with hearing impairments called for four types of curriculum. These were: adapted, specialized and specialist curricula. The specialist curriculum employed skills such as the philosophy of total communication which entailed speech reading, cued speech reading, writing, sign language and gestures among others.

Kathanya (2002) explains that adopted curriculum involves taking the whole regular curriculum the way it is rather than modifying it. The adapted curriculum refers to modified and improved curricula to meet the needs of the learner with special needs. It emphasizes the rationale for modification, mode of presentation of materials and the use of an Individualized Educational Program (IEP). The Task Force on Appraisal of Special Needs Education (2003) noted that the curriculum which was used in regular schools was rigid and overloaded. Thus, the curriculum content was too packed with a lot of material that may not be covered by a learner with special needs as it was stipulated. Its content was heavy and does not provide for individualized instruction to cater for the varied needs of Deaf learners. Ugandan teachers struggle to deliver the curriculum content within the stipulated time without emphasis on the learners understanding the content being delivered, thus compromising the quality of the classroom content. The task force further noted that the curriculum has to be differentiated in terms of time, mode of access and learning resources.

The Task Force (2005) committee that visited schools for learners with Special Educational Needs (SEN) noted that these learners required an environment that was barrier-free.

It was noted that the physical structures in institutions for learners with hearing impairment were so in-conducive to the learners that most of them were not able to cope with the learning. The in-conducive structures in the schools for Deaf learners included the sitting arrangement, group and individual hearing aids, sound-proof classrooms, library that is well equipped with reading and writing materials among

others. These were structures that would likely enhance the coverage of curriculum content. It was established by the task force (2003) that the present curriculum does not cater for all learners with hearing impairment in terms of coverage of curriculum content. This was because there are some learners who are gifted and talented who can complete the curriculum in less than the specified time, and others like those with hearing impairments may not be able to cover the curriculum content within the stipulated time.

The Task Force (2003) noted that many subjects prepared for the areas where they are required. In the examinations, the competition that is enhanced and the selection of learners for promotion to higher learning levels does not consider learners with hearing impairment. From the taskforce report, many issues emerged in the area of examination for learners with hearing impairment. . The Task Force (2003) however recommended that taped exams be given to those who required them. Time allocation for learners with hearing impairment should be determined by the length of the examination paper and the nature and severity of the disability. For learners with hearing impairment, English language was usually different in that it was said to be simplified but tests the same concepts. Their English composition papers were moderated because of their grammatical error of object, subject and verb order instead of the usual subject, verb and object.

Deaf students were to learn the same subject matter in school as their hearing peers in order to compete with the job market, but there was some evidence that they do not. Moores (2001) believed that the emphasis on teaching communication skills and other specialized subjects in most class sessions for students with hearing impairments have resulted in neglect of the traditional academic areas such as mathematics, science and social studies. This is what was likely to have happened between 1958 and 1980s when most learners who were Deaf used not to sit for national examinations. The casual factors could be due to the teacher's attitudes, lack of teachers' commitment, knowledge of sign language and some topics among others. As such, the teachers may feel incompetent to teach students with hearing impairments making them unable to

perform well in national examinations. Although Mooress suggested that educators should be more attentive to the teaching of traditional content areas so as to prevent their students with hearing loss from experiencing a major knowledge gap, the teachers who implement the curriculum sometimes do not hit the balance by catering for all the subjects and topics as laid down in the syllabus. Furthermore, Moores and Meadow Orland (1990) reported that Deaf learners spent less time on academic subjects syllabus. Furthermore, Moores and Meadow Orland (1990) reported that Deaf learners spent less time on academic subjects. This suggests that it is important to give equal time to all learning activities. The more time the students spend on academic subjects, the higher level of performance they expect. This research therefore intended to find out the influence of curriculum on the academic performance of Deaf learners in Wakiso secondary school for the deaf.

2.3 Language of Instruction

Sign Language been the official language of instruction in schools for the deaf and it was the language that learners should be taught once they join school (MoE, 2009a). Previously, learners were taught American Sign Language (ASL) which was also used as the language of instruction. Whereas they join school having acquired signs that they use at home, there are taught the manual alphabet so that they can fingerspell written words. There also taught new signs for new concepts and how to articulate the signs mainly for the purposes of communication with the teachers and amongst themselves. Ugandan sign language is currently taught as a subject with English (A case study of Wakiso secondary school for the deaf). It's written in English form although its structure is significantly different from that of English.

Developing an effective communication system was often the greatest challenge a Deaf learner faced. It was the most important area for the support team to work on. Communication was very important and essential in the teaching-learning process. There was a process of communication development that most learners with hearing impairments were taught. It took time to teach a learner with limited access to information but it can be done.

Learners with hearing impairments learn by doing, by being active, getting involved, by signing and watching. Listening is not a reliable mode for him or her. The underlying nature of communication required teachers to be familiar with the communication approaches in the field of learners with Hearing Impairments and be able to assess the learners' changing needs over time. This was in relation to the subjects, topics and the learner's degree of hearing loss. This was the best way to ensure that the learner were provided with the best communication approach that was appropriate for their understanding during the teaching and learning process, and enabled the learner perform well academically to progress to the next level (MoE, 2009a). Both receptive and expressive forms of communication were important. Receptive communication was the process of receiving and understanding a message or information. It was often not easy to determine how a learner with hearing impairments received and conceptualized a message. If we pay close attention to the way we sent our message, we increased their chances of being received. It was up to the teachers to find a way or ways in which Deaf learners understood what they were teaching in all subject areas.

Teachers should put all their learners on a communication map to assist them in determining the ways their learners receive information. The need of simultaneous use of multiple communication modes enhancing the learners' ability to receive additional information such as through sound and facial expressions arises. These methods of communication were used by teachers in the education of Deaf learners that enabled them understood what was being taught. It maintained oral, manual, bilingual, total communication, sign language and signed English and all communication approaches that may enhance academic achievement among Deaf learners. However, teachers who delivered the content matter and always choose what is suitable to them and their learners. Thus it depends on the teachers' knowledge and skill level of the communication approaches. This choice of freedom sometimes leads to either good or poor achievement in examinations like UACE (Uganda Advanced Certificate of Education).

2.4 Teaching and Learning Resources.

Teachers in Ugandan schools for the Deaf and units lacked adequate resources to design classroom experiences that helped Deaf learners understand the content that was being taught. In addition, the teaching and learning materials meant to be used in Deaf schools were unavailable or inadequate and the few available ones were not adapted to suit the Deaf learners. Large scale studies on school effectiveness pointed out the importance of teaching and learning resources of Deaf learners' achievement. Fuller and Clarke, (1994) researched on studied school effectiveness in developing countries that adjusted learners' achievements for their family background and found quite consistent school effects related to availability of textbooks and other accompanying reading materials.

Various studies have showed a significant positive relation between children's achievement in academics and school inputs. Boissere (2004) said that teaching and learning resources such as text books and writing materials were essential contributors to the academic achievement of Deaf learners at the primary level in developing countries. Studies conducted by Michaleowa (2001) found that the availability of textbooks had a significant positive on the academic achievement of learners. Much literature in developing countries suggested that the most important and cost effective input was the textbook and other pedagogical learning materials (Fuller and Clarke, 1994).

Found that the availability of textbooks had a significant positive role on the academic achievement of learners. Much literature in developing countries suggested that the most important and cost effective input was the textbook and other pedagogical learning materials (Fuller and Clarke, 1994).

Instructional materials such as diagrams, pictures, graphs and flow charts were very essential in the teaching and learning process and more so to a Deaf learner as they reduced language and reading demands. This was because visual methods of teaching

and learning created a more lasting experience and related most readily to other sensory experiences (Sumner, 1985). Instructional materials accomplish 83% of what was learnt through sight activating students in the learning process. They made the learning become very interesting even to dull and hyperactive students. A Chinese said, "If I hear I forget, if I see I remember, if I do I know" puts more emphasis on the importance of visual materials in information retention (Harrison, 1983). By seeing over and over again, the brain may be able to recall what was learnt. Some of the concepts became more visible and self-explanatory from the diagrams. It reduced the language demands especially for Deaf learners and they were able to easily recall what was learnt from such visual aids.

According to the researchers' observation, when the pictures or charts are displayed in the classrooms, then even in the absence of the teacher, the learners can look at the charts and review their own work. They can also connect ideas and remember other related facts. For example, when a class four student looks at a diagram showing parts of a flower, he or she can recall their functions and whether it is wind, insect or self-pollinated. The teacher should also be familiar with the learner's condition from the Individualized Education Plan (IEP). The IEP is a written statement for every learner with a disability that states the present level of achievement, annual goals, short-term instructional objectives special educational services needed and relevant date and evaluation procedures. Once developed, an IEP is signed by parents as well as educational and other personnel present or involved in its development.

According to Hallahan and Kauffman (1997) other areas of instructional materials are the technological explosion in the area of hearing impairment. The explosion of micro-computer and 20

Related technology like video discs was expanding learning capabilities for people who are deaf. For instance, visual displays of speech patterns on a computer screens helped children who were Deaf and Hard of Hearing learn and understood speech. Video programs showed people signs that were also available for use in teaching Ugandan Sign Language which was used by teacher's .They improved their sign language skills that were a challenge to them. Although those technological advancements were being widely used to benefit the Deaf learners in developed areas, they were yet to be fully embraced in Uganda. Hearing aids, closed caption television programs, telephones and computer assisted instruction assist individuals with hearing Impairments to communicate and have access to information. These devices were still very costly to acquire and maintain and were not readily available to Deaf learners as well as teachers. Most schools were still grappling with providing basic infrastructure in schools and provide basic teaching and learning materials for the Deaf learners. Therefore, they were unable to acquire such costly resources despite their usefulness in learning. The researcher therefore, sought to find out whether teaching and learning materials used by teachers influence the learners academic performance in Wakiso secondary school for the deaf in Wakiso district.

2.4. Rigid Education Approaches

Teachers used methods or approaches that were not easily understood by learners with hearing impairment. At this stage, the teachers ignored learners with special needs. The competition that was enhanced in the examination and selection of learners to move to other classes by the mean score syndrome which was an evident to the hindrance of the implementation of the content.

Teachers should know the needs of the diversity of the children. They shouldn't do the same thing at the same time in the same way and with the same material atmosphere in order to achieve maximum interaction of all children taking into consideration the concrete need of each child.

Rose et al (1991) argued that use of lectures and discussions formats promoted understanding in various ways. This was by providing lecture notes or outlines, and using non-verbal cues such as facial expression, body, movement and gestures. In addition, checking student comprehension or instruction often educators also emphasized the importance of adapting written materials because it's the best instruction to learners with hearing impairment. Regardless of the format of teaching the teacher has to use, one should follow a preview teaching and review cycle. Several preview strategies include, word maps that have graphic representation that encourage students to integrate their background knowledge.

2.5 Lack of Training

Majority of teachers in the field lacked special training to enable them participate fully in successful implementation of knowledge to learners with hearing impairment. Assertive devices and equipment support learning of those with special needs were very rare and also lacked personnel to work with them. In fact most interpreters' in schools for the deaf, lack subject content thus they deliver wrong information to learners.

Ugandan institutions or universities don't offer students with sign language. It's only Kyambogo University which had only diploma in sign language interpretation. At Kampala international university, teachers for Special needs only studied sign language as a course unit through their three years at the university thus they end up having less skills when they moved to the field.

2.6. Teachers Workloads

Due to free education which was implemented into the public, created problem of high teacher pupil ratio hence the teacher ignored learners with hearing impairment and gave more emphasis to other group of hearing.

The curriculum that was used for teaching children with special needs was just the same one used in regular schools. The present one was too wide and overloaded.

According to Mr.Owiiri chalse a deaf teacher and same time a director of studies at Wakiso secondary school for the deaf in an interview with parents teachers association at school, he said the content to be covered was very wide for the deaf learners since their intelligent quotients were low compared to their hearing peers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology which was used in the study. It included the research design, the population, sample size, the data collection techniques and data analysis method

3.1 Research Design

The researcher used survey method to investigate the challenges faced by learners with hearing impairment in Wakiso secondary school for the deaf. It was the method that was used for numerical expressions in order to prove answers to the researcher's questions.

3.2 Population of Study

The researcher participants were the teachers from Wakiso School for Deaf. This was because they were in the population that deals with these learners with hearing impairment in the classes. The sample consisted of 41 teachers which included 1 head teacher from Wakiso School for Deaf, Busiro Sentema village in Wakiso District. The population of study consisted sexes, different ages, married and unmarried but with different academics qualifications.

3.3 Sample Selection

The researcher used teachers who teach in schools with special needs units. She also used teachers whose classes had children with hearing impairment in the main stream to offer information about learners with hearing impairment in relation to regular children in the same school.

3.4 Data Collection Procedure

After construction of the questionnaire, the researcher visited the targeted instruction. Here the researcher introduced herself to the head teacher through the letter given to her from the Kampala International University. Then the head teacher assembled the teachers to the staff room and the researcher informed them about her intention.

After the researcher introducing herself to the subject, she distributed the questionnaires to the respondent. She used the questionnaire as a tool to gather the

data from Wakiso secondary school for the Deaf. The researcher decided to use the questionnaire since they required short answer from the respondent, many respondents do not disclose their identity and also the work can be sent through post thus reduced time consuming.

The questions set were simple, clear and straightforward for proper understanding by the respondent. The questionnaires required YES or NO response. This helped the researcher to analyze the data easily since the respondent included no irrelevant information.

3.4.2: Procedure of collecting data

The researcher used clustered sampling procedure to get the population of study. The researcher targeted all teachers at Wakiso School for Deaf to investigate challenges faced by learners with hearing impairment in a classroom setting.

3.5 Validity and Reliability of Instrument

This refers to whether an instrument measures what it is supposed to measure. The researcher chose Wakiso secondary School for the Deaf. Then she gave out eleven questionnaires. The respondents gave answers to the questions then the researcher analyzes the data to see whether the instrument was valid or not. Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yield consistent results or not after repeated trial through analyzing the data. When the information does not vary it means the instrument are reliable.

3.6 Data Analysis

Data analysis was done after collecting the information from the respondent. The researcher sat down with the questionnaire and one by one she analyze it. In this the researcher decided to use quantitative techniques to analyze the data which was collected through frequencies and percentages. Then by use of the tables the researcher analyzed the data.

3.7 Limitation of Study

Time Factor- Time to find the people to offer information (respondents) and to distribute and collect questionnaire.

Money required for traveling and typing of the work was too much.

Administration - Some schools' heads couldn't readily accept their teachers to be used as respondents.

Attitudes of the respondents- some respondents were not very co-operative and to convince them to fill the questionnaire wasn't easy.

3.8 Delimitations

The researcher was a familiar member at Wakiso secondary school for the deaf so she had an advantage of mixing up with the respondents freely. A good number of the targeted group was giving the information willingly.

Knowing the language, the researcher was from the same locality with her respondents and so she knew the language used by the locals. The respondents were the teachers who had no problem in filling the questionnaire.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of this study was to establish the factors affecting academic performance of learners with hearing impairment in Wakiso secondary school for the deaf.

After collecting all the questionnaires the whole data was manually analyzed and recording the frequency response in tables. This chapter therefore focused on analysis of the study of challenges that learners with hearing impairment faces in an education setting in Wakiso secondary school for the deaf in Wakiso District Uganda. Each question was analyzed individually. The questionnaires were eleven and the responses were from forty regular deaf secondary School teachers.

4.1 Answers to research questions

Table 1: Group of people with Knowledge on special needs education.

Category	Frequency	Percentage
YES	25	62.5%
NO	15	37.5%
TOTAL	40	100%

Table1 indicate that a large percentage of 62.3% answered they do have knowledge on special needs education. Only 37.5% do not have knowledge on special needs education. This implied that most regular teachers have the knowledge of special needs education .

Table2: Cases of children with hearing impairment in school.

Category	Frequency	Percentage
YES	40	100%
NO	0	0%
TOTAL	40	100%

Table 2 shows that 100% of children were learners with hearing impairment in Wakiso secondary school for the deaf . This show that teachers did not really differentiate between learning difficulties and hearing impairment.

Table 3: The way integration for learners with hearing impairment is implemented in Wakiso secondary school for the deaf.

Response	Frequency	Percentage
By keeping minimal noise	7	17.5%
By considering classroom management and using visual stimulus	33	82.5%
TOTAL	40	100%

Table 3 indicates that a large percentage of teachers 82.5% through are not aware of integration of learners with hearing impairment. A few learners were implemented with a few percentages of 17.5% answering yes. This meant that more awareness is needed in order for inclusive education to take place.

Table 4: Problems encountered when handling learners with hearing impairment

Response	Frequency	Percentage
Language frequencies, inadequate knowledge, curriculum instruction, Lack of resources	40	100%
	0	0%
TOTAL	40	100%

Table 4 shows that all respondent answered unanimously that they encounter problems when handling learners with hearing impairment. This mean that more regular teachers are needed to be trained in order to be able to handle these learners.

Table 5:Do special needs teachers need special training to cope up with learners with hearing impairment

Category	Frequency	Percentage
YES	30	75%
NO	10	25%
TOTAL	40	100%

Table 5 shows that a large percentage of 75 had no training in special needs education. Minimal number of teachers 25% does have training in special need education. This is because the current courses in many Ugandan universities don't have courses in special needs education .There for there is a need for universities to introduce this course.

Table 6:Do regular teachers positively take intervention.

Category	Frequency	Percentage
YES	10	10%
NO	30	90%
TOTAL	40	100%

Table 6 indicates that teachers in special schools 10% believed that they do take intervention on to learners with hearing impairment and any kind of disabilities.90% said they donot take intervesion of learners with hearing impairment This is a clear indication that regular teachers do have problems when it comes in handling a learner with hearing impairment.

Table7.Is there a need for integration in your school

Category	Frequency	Percentage
YES	2	5%
NO	38	95%
TOTAL	40	100%

Table 7 shows that majority of teachers 95% have negative attitude towards integration 5% have positive attitudes towards integrations. This shows that majority of regular teachers have negative attitudes towards integration of learners with hearing impairment. With just a few percentages being positive towards integration of 5 % do not feel comfortable when teaching these learners. This implies that still more workshops and seminars.

Table 8: How learners with special needs education cope up with the present school curriculum

Response	Frequency	Percentage
By taking all subjects at all levels including difficult ones	15	37.5%
They tend to ignore subjects which are hard to them such as, languages and sciences at o'level	25	62.5%
TOTAL	40	100%

Table 8 indicates that a large number of teachers 62.5 agreed that the present school curriculum do not cope with learners with special need in education only 37.5% answered yes. '1 also clearly indicates that the present school curriculum does not cope

with learners with hearing impairment and so the Ministry of Education Science and Technology need to revisit this issue.

Table 9: Is there a need for the government to enact a policy to implement inclusive education.

Category	Frequency	Percentage
YES	30	75%
NO	10	25%
TOTAL	40	100%

Table 9 shows that many teachers 75% have the option that the government should enact a law so that integrations can be fully implemented in regular school setting only a small percentage is not decided on the issue 25%. This also indicates that there is no clear policy on how and when to implement inclusive education and so the government should enact a clear policy on this.

Table 10: Do think inclusive education will help learners with hearing impairment than special schools and units

Category	Frequency	Percentage
YES	10	25%
NO	30	75%
TOTAL	40	100%

Table 10 indicates that 75% of the teachers at Wakiso secondary school for the deaf think that special schools and units are better than inclusive education which is smaller by 10%. Therefore more special schools and units are needed for effective teaching of these learners.

Table 11: Do learners with hearing impairments learn better from special schools effectively

Categories	Frequency	Percentage
YES	40	100%
NO	00	00%
TOTAL	40	100%

Table 11 indicates that all teachers 100% have the opinion that Learner with hearing impairment learn effectively from special schools. NO teacher supports other places for the deaf learners to receive education.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The proceeding chapter examined the factors affecting academic performance of learners with hearing impairment in special schools.

The main purpose of this study was to find out the challenges faced by learners with hearing impairments in Wakiso secondary school for the deaf, Wakiso District Uganda. The researcher summarized the essence of the study, its importance and outcomes as well give recommendation on what to be done by the various stake holders which include teachers, parents, education policy and curriculum designers and the community at large.

5.1 Discussion

The general impression one got from the data was that special needs education was not a concept to the regular school teacher as indicated in question I whereby most of respondent answered that they had knowledge of special needs education by 62.5%. But the integration of the learners with hearing impairment which challenged children in regular schools had not been fully accepted by regular teachers. By the response for question 2 they agreed that they had cases of learners with hearing impairment in special schools by 100% which was not fully implanted as indicated in question three which was 17.5%.

As per question four, all the respondents unanimously agreed that they do encounter challenges when handling learners with hearing impairments by 100%; such challenges like curriculum barriers. The current curriculum was too rigid and does not cater for learners with special needs. Resources and material was another problem that teachers and pupil face. According to UNESCO (1972) indicates that quality and the availability of teaching materials were less than adequate. Due to this, teachers were not willing to

accept pupils with hearing impairments. A Lack of personnel was also another challenge that teachers faced. This was because most of the teachers in special schools were not trained on how to handle these learners and how to use sign language. Lack of policy and legal framework of the special needs education and so the government needs to address this issue so that all children benefit from education line. Other challenges they do faced like teachers work load, lack of parental involvement and rigid education approaches.

Teachers accepted that special training for regular teachers was necessary so as to be able to cope well with learners with hearing impairment. This was clearly indicated by the entire respondent answering yes. This brought the idea that no regular teacher was able to handle a learner with hearing impairment well unless one was trained in special needs education.

Regular teachers had negative attitude of admission of learners with hearing impairment in special schools. This was quite evident in question 11 where by the majority of respondent answered the best place where these learners can learn effectively by 100%. Special schools do 11(1964) came up with a scale to asses social adjustment. The best known was vine land social maturity scale. Most teachers faced various problems when handling these learners.

This was because most of teachers in special schools were not trained on how to handle these learners and also how to handle learning materials and their purpose.

Lack of policy and legal framework of the special needs education also caused some problems. So the government needed to address this issue so that all children should benefit from education line. Other challenges they do faced were, teacher's workload, lack of potentials involvement and rigid education approaches.

Teachers accepted that special training for the regular teachers was necessary so as to be able to cope well with learners with hearing impairment. This was clearly indicated

by the entire respondent answering yes. This brought out the idea that no one can handle these learners well unless one is trained in special needs education.

In question seven tabulation of the data indicates that majority of regular teachers have negative attitude towards integration of learners with hearing impairment. This is quite evident in question 11 whereby the majority of respondent answers that the best place where these learners can learn effectively are special schools. The main reason for this is the mean started score (M.S.S) that faces the learners with hearing impairment .The capacity to know and to recall information.

The researcher also cited out one of the challenges that learners faced in regular school. Doll (1994) came up with a scale to access social adjustment. The best known is Vineland social maturity scale. It's a checkout of items listed according to what an average child can be expected to perform. This is one of the method that can be used to assess learners and can help do away with mean standard score (M.S.S) which usually humiliate learners with hearing impairment.

5.2 Conclusion

- I. The researcher came up with the following conclusions;
- II. There were children with hearing impairment in almost all secondary schools in Wakiso District Uganda.
- III. Regular classroom teachers were not ready to integrate the learners with hearing impairment in regular settings
- IV. Special training for regular teachers should be more emphasized so as to be able to handle learners with hearing impairment.
- V. The present school curriculum was too rigid such that it's not able to accommodate the learners with hearing impairment.
- VI. The government of Uganda had not enacted the policy to guard the special needs education

VII. More assessment centers should be established where by the assessment should be done right from pre-primary education so that the learners with special needs be identified early enough and proper placement done.

Vii. Regular classroom teachers have got negative attitude towards learners with hearing impairment .

5.3 Recommendations

The researcher recommended the following

In service programs and distance education should be emphasized like the one offered at (Uganda Institute of special education) so that a large scope of teachers are reached. Creating awareness through seminars and workshop to parents, teachers and community at large on matters pertaining education of learners with hearing impairment.

Ministry of education, science and technology should put there other better means of evaluating learners so as to do away with this syndrome of mean standard score (M.S.S)

The government should enact laws to guard special needs education.

More assessment centers should be established where by assessment is done right from pre -primary education so that the learners with special needs are identified early enough and proper placement done.

Causes of hearing impairment should be minimized to minimize the high rate of children with hearing impairment.

Differentiated curriculum should also be thought of so as to cope with learners with hearing impairment.

Facilities like learning materials should be provided by the government to enable learners learn smoothly.

There is need for guidance and counseling services to learners with hearing impairment, their parents peer and society at large. This will help each and every one appreciate these learners.

In conclusion further educational research is always needed for example, "to investigate the families' attitude towards the learners with hearing impairment"

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APPENDICES

APPENDIX A: TEACHERS QUESTIONNAIRE

Dear Respondent,

Am a student at Kampala international university pursuing Bachelor's degree in special needs education currently. Am carrying out a study on the challenges facing learners with hearing impairment , a case study of Wakiso secondary school for the deaf. Kindly am requesting you to answer these questions to your best knowledge.
THANK YOU.

INSTRUCTIONS

Kindly answer all the questions.

Your response will be treated as private and confidential and be used by researcher only.

Tick the ☒ appropriate responses

1. Do you have any knowledge on special needs education?

Yes ☐ No ☐

2 .Do you have cases of learners with hearing impairment in your school?

Yes ☐ No ☐

3 .Is integration or intellectually learners with hearing impairment implemented in Wakiso secondary School for Deaf?

Yes ☐ No ☐

4. Do you encounter problems when handling learners who are intellectually having impairment?

Yes ☐ No ☐

5. According to you, do teachers need special training to cope with learners with hearing impairment?

Yes ☐ No ☐

6. Do you think regular teachers positively take intervention?

Yes ☐ No ☐

7. If No, do you think there is need for integration in your school?

Yes ☐

No ☐

8. Do you think the present school curriculum cope with the learners with hearing impairment?

Yes ☐

No ☐

9. According to you should the government enact a policy to implement inclusive education?

Yes ☐

No ☐

10. Do you think inclusive education will help learners with hearing impairment than special schools and units?

Yes ☐

No ☐

11. Where do you think learners with hearing impairment would learn more effectively?

- Special schools
- Special units