

**GENDER BIAS AND ITS EFFECTS ON THE EDUCATION OF THE
DEAF GIRL-CHILD IN KASPUL DIVISION, RACHUONYO
DISTRICT KENYA**

BY

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BED/43196/101/DF

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS
DEGREE IN SPECIAL NEEDS EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

DECEMBER, 2011

DECLARATION

I hereby declare that this is my original work and has never been presented before to any
University or Institution of higher learning for any award.

Signed: BAA

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Date: 17th December 2011

DEDICATION

A dedication to my beloved children; Jean, Jerry and Ritz Brown.

APPROVAL

This work has been under my supervision and is now ready for submission

Signed: 

Mujuni Evarist (Suprvisor)

Date: 20/12/11

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ACKNOWLEDGEMENTS

I would like to appreciate the help from individuals, organizations and institutions that helped me in one way or another to come out with this research report.

In a special way, I would like to thank my dear husband who offered me financial, moral support, my loving child, parents and sister for their prayers and wishing me well while I was busy with studies.

I am also indebted to the entire staff and administration of Kampala International University, particularly, the Institute of Open and Distance Learning. Most especially to my supervisor Mr. Mujuni Evarist for his professional and parental corrections, contributions, guidance and encouragement which played a vital role in the successful production of this precious piece of work.

Thanks to the Headteachers, teachers, parents and deaf-girl children of Oyugis, Kalando and Karabok primary schools who provided me with relevant information without which I would not have been able to produce this work.

I also wish to acknowledge my colleagues and course-mates BED Special Needs Education and all work-mates for their constructive criticism and advice that have been paramount for production of this work.

Lastly, but not the least I wish to thank the staff of Kamau printers for their quality services and patience and care while typesetting designing and printing this work to make it beautiful as it looks. To all you who helped me in one way or another but whose names have not been mentioned here, may the Lord bless you.

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ABSTRACT

This study was carried out to find out factors affecting the education of the deaf-girl child in Kaspul Division, Rachuonyo district.

The researcher was interested in finding out the views of different people towards the education of the deaf-girl child in the area, therefore qualitative approach was employed to collect data.

The researcher chose Headteachers, teachers, parents and deaf girl-children as sample population because through them relevant and appropriate information would be obtained. Three schools were chosen namely:

- Oyugis Primary School.
- Kalando Primary School.
- Karabok Primary School.

The researcher also used interview and questionnaire as research instruments. Interview guides were used to collect data from parents and deaf-girl children because it enabled the researcher to make clarifications on some views given and make possible adjustments depending on their moods and needs. Head teachers and teachers were given questionnaires because they were assumed literate enough to handle these instruments

The findings pointed out that although the deaf girl-children and their parents have positive attitudes towards their education, there a number of challenges affecting the education of the deaf girl-child in the division and hopefully beyond.

These include:

- Poor social economic status of their families

- ☐ Poor academic performance
- ☐ Adolescence stage
- ☐ Poor/bad peer groupings
- ☐ Ancient cultural beliefs
- ☐ Lack of self motivation and zeal in learning
- ☐ Poor teacher-pupil relationship

The researcher therefore recommended that:

- ☐ Government recruits more female teachers in primary schools to serve as role models.
- ☐ The community to be sensitized on the value of deaf girl-child
- ☐ Possible ways of eradicating poverty in families especially those with deaf children.

CHAPTER ONE

INTRODUCTION

1.1 Background

Ngaroga (2001), states that education is a process that enables one to acquire and develop desired knowledge, skills and attitudes. It is a field of study that deals with how to teach and train children, youth and adults. Ngaroga identifies the three different types of education which Kenyans have experienced as informal, non-formal and formal education.

Formal education is the current type that is identified and recognized by the government of Kenya. It is structured by means of syllabus, which have content, methods and time table. Formal education takes place in established institutions and certificates are awarded on completion basis. All children world over are entitled to this particular form of education.

In 1990, at Jomintien, Thailand, the world community pledged to ensure the right to education for all regardless of individual differences and abilities. This world declaration of education for all in article 1:1 states that; “Every child, youth and adult shall be able to benefit”. Following this world declaration, the Kenyan government declared universal primary education, adult education and education for persons with disabilities. The purpose of all these was to eliminate the high rate of illiteracy in the country. The marginalized persons like the deaf girl-child were also given opportunity to pursue education to the highest level depending on their ability and capability.

The focus of this study is majorly centered on the deaf girl-child education. The girl-child according to the constitution of the republic of Kenya (1964) refers to: female children below eighteen years of age. It has been that girls at this age are always full of potential and eager to

develop skills and knowledge through observation and instructions. The deaf person on the other hand is an individual who has lost hearing ability due to either genetic or environmental factors.

Informal education as used in the early days was used to empower the deaf girls with skills and knowledge for house wife activities. Today this kind of education exists but its importance has been forsaken due to modernity which emphasizes formal education. Therefore education in many communities is now based on formal education which is not valued in case of the deaf girl-child. It is considered as a wastage of resources and time to educate girls especially those who are deaf because girls are considered as a source of wealth to the community through payment of dowry. Therefore girls are always prepared for marriage whether educated or not is not the concern of the many. According to community beliefs, boys need to benefit much from formal education than girls.

Affirmative action on the deaf girl-child has been put in place in order to promote this group of marginalized persons. Slogans such as “to educate the girl is to educate the whole world” have been used to create awareness people in communities on the benefits of educating but whether the deaf girl-child benefits much is yet to be seen on the ground.

In 2003 the ministry of education, science and technology awarded one principle of a vocational secondary school for promoting the education of the deaf girls in the country I both practical and academic skills. In addition to this, religious institutions in the country have tried to promote the education of the deaf girls by establishing several workshops and training centres to equip these groups of marginalized persons with skills and knowledge for self-reliance. The ministry of education has also advocated for the institutions of these learners to be boarding schools to enable them overcome cases of exploitation, sex abuse and early pregnancies, etc. This just

some of the problems affecting the education of deaf girls. Some other factors may be found at home , school and some from their peers and within the deaf girl-children themselves.

According to the researchers own personal experience in Mvita division which is the area of study, there is a big number of the deaf girl-children dropping out of schools despite the efforts made by the government and other social organizations to promote the education of the deaf girls in the country. The researcher's attention was therefore drawn to carrying out an investigation to find out the factors affecting the education of deaf girls in the country, case study of Mvita division.

1.2 Statement of the problem

Despite the efforts of the government and the world to equalize educational opportunities to all children regardless of their gender, abilities and individual differences, there is a large number of deaf girl-children not in schools and some dropping out at lower classes. It is for this reason therefore that the researcher attempts to find out the factors affecting the education of the deaf girl-child.

1.3 Purpose of the study

This study was aimed at finding out factors specifically that affect the education of the deaf girls in the division and suggest possible remedies to uplift their education and life for them to live as independent and productive citizens.

1.4 Objectives of the study

The objectives of the study were t:

- ☐ Find out the attitudes of the deaf girls towards their education.
- ☐ Find out the views and attitudes of parents towards the education of the deaf girls.
- ☐ Investigate factors that affect the education of the deaf girls at school.
- ☐ Find out ways of minimizing the factors affecting deaf girls' education.

1.5 Research questions

1. What are the attitudes of the deaf girls towards their education?
2. What are the views and attitudes of parents towards education of the deaf girl-child?
3. What are the factors affecting the education of the deaf girls at school?
4. How can these factors be overcome to uplift the life of deaf girl-child?

1.6 Scope of the study

The study was carried out in Kaspul division, Rachuonyo district of- Kenya. It was limited to only primary schools and only three schools were chosen to cover this study. The researcher identified three head teachers, six teachers, three parents and six deaf girls as respondents of the study.

The study addressed the factors affecting the education of the deaf girls in the area and centered on the attitudes of deaf girls and the views of their parents towards their education and other factors that affect the education of the deaf while at school-learning environment.

1.7 Significance of the study

It is the researcher's hope that the findings of the study will:

- (ii) Improve the attitudes of the deaf girls and their parents about their education.
- (iii) Create awareness about the need to educate the deaf girls in Kajiado division and the country as a whole.
- (iv) Shade light to policy makers and implementers the educational needs of the deaf girls such that attempts can be made to implement and enforce the laws that have been put in place but have rather remained to be seen in books and not on the ground
- (v) .Help the researcher as a teacher to be in better position to help a deaf girl-child.
- (vi) Be used as a springboard for further research in future to uplift the wellbeing of deaf girls and women in their struggle for equal opportunities and dignity.

1.8 Limitations

The researcher encountered the following limitations among others:

- ☐ The time scheduled for this study was limited. This time also coincided with the time set by the district for athletics and theatre act competitions. It was therefore hard for the researcher to get teachers and children since they were out for these activities. The researcher was therefore made to visit the schools several times.
- ☐ Parents who were respondents expected to be paid back in exchange of their answers. They were therefore rigid in giving their responses.
- ☐ The study was too expensive for the researcher in terms of transport, stationery, typing and binding among others.

- It was tiresome for the researcher because she had to carry out the study and at the same time continue with the work programme and teaching practice.

1.9 Delimitations

- The knowledge of the respondents' mother language enabled the researcher to collect data with much ease.
- The manageable study sample enabled the researcher to collect data easily within short time given.
- Costs were lowered because of the distance from the researcher's working place to the sampled schools. There was therefore no need for accommodation expenditure as the researcher gathered information.
- Seeking help from people of good will also enabled the researcher to get such services as typing and binding at a subsidized cost.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

1.2 Introduction

- 1 In this chapter, the researcher presents the idea of other writers who have discussed issues related to the education of children with hearing impairment. Their views have been found to be relevant to the study and views may be of much help in understanding the challenges teachers of children with hearing impairment in the mainstream face.
- 2 For orderly and clarify, literature was reviewed considering the following themes developed from study objectives.

2.2 Attitudes of the deaf girls towards education.

Sweetman (1996) agrees with Abu- Habib's research findings that the number of refugee students enrolled in primary and intermediate school levels has gradually declined due to economic situation of refugees, and the most affected are girls. This is because where there is economic problems in a family, parents will always withdraw girls from schools so that boys may benefit. In addition to all these discriminations experienced by the deaf girl-child, Sweetman adds that; "Many girls (about 90%) have not had any previous training and were keen to do so". This implies that many deaf girls are eager to learn though they are always denied this opportunity because of gender bias.

According to Ngaroga (2001), ".....the social demands on girls such as marriage could not be integrated with school life". Some girls value marriage more than education. Such girls can not prosper in both education and marriage, instead, they drop education in preference to marriage which is in the interest of the of their of their communities.

The National council of Children, Child rights promotion and monitoring programme (2008) Article 77 states that “The girl-child culturally continues to face gender discriminations and bias”. The experience of girls in many cultural activities has shown that they are not favoured in most cases. This has made the deaf girls to develop stereotype views towards their education.

Kwesiga (2002) notes with concern that society expects girls to get married and be looked after by the husbands, their education therefore is not taken as a serious matter as that of their male counterparts. Culturally girls are not expected to undertake formal education as they are looked at as an “investment” to their families. Education of the deaf girl-child is not valued in society as such. This has made deaf girls to relax a lot thus not taking their education seriously.

Tripp and Kwesiga (2002) agree with Nambi in the book **Women movement in Uganda** that “women are considered inferior to men”.

This conviction of women’s inferiority was conceived in physical, psychological or intellectual terms and was used to justify the restrictions on women. This explains the fact the deaf girls have lost confidence in themselves. They no longer aim higher in their studies as they think that boys must lead in all activities taking place both at home and school.

2.3 Parents’ views towards the education of the deaf girls

Kwesiga (2002) observes that the decision to enroll a child and keep him/her in school are made at the family level by parents. This therefore means that for the deaf girl-child to be at school is the duty and responsibility of the parents.

Parents are the first teachers at home (Ngaroga 2001). They should expose their children to environmental experiences and facilitate their acquisition of knowledge, attitudes and skills. Parents are therefore entrusted as first educators of their children although may find difficulties

in fulfilling this duty to their daughters with disabilities because of ignorance and lack of awareness. Such parents always isolate the deaf girls because they don't know what to do with them.

Ngaroga observes that the education of girls is a wastage of resources. Instead girls were considered to be investment that would be exchanged for cows or goats in time of marriage. Many parents have failed to provide the deaf girls with school requirements such as books, pens, pencils and uniforms because they look at them as a wasted resource. They only value the deaf girls when it comes to marriage as they benefit through payment of dowry.

Ngaroga explains further that parents do not value the education of girls because after marriage girls "benefit the family where they get married". Parents in this case hold the view that the deaf girls will not support them in future but rather support their husbands. It is observed that the attitudes of parents and teachers towards the deaf girls' education at times contradict each other. This follows Jeffree (1986) statement that although teachers and parents are the child's most important teachers, the sad fact is that "they often work in ignorance of what the other is doing". This lack of teacher-parents coordination has confused many deaf girls since the two have failed to join their effort to support and encourage the deaf girls in their education.

Action for development (1995) identifies socio-economic status of parents as a reason for their negative attitude towards the education of the deaf girls. Many deaf girls have not completed their school cycle because parents are unable to afford the school requirements totally. Parents in this situation feel that the deaf girls should do child labour at an early age to get some money to support their brother's education.

Nambi in the women's movement in Uganda by Tropp and Kwesiga [2002], points out that the traditional society was characterized by gender inequality in favour of men, leaving women to feel inferior to men because they were not treated equally in all things including education. This means that parents have favoured boys in many things. This has contributed to the deaf girls' relaxation in struggle to achieve better results in their studies.

Daily nation, Sunday December 2001 headline "parents still taking their daughters for a cut" indicates that female genital mutilation has forced girls including the deaf girls to drop out of school because this initiates the feeling that they are "ripe" for marriage. This means that most parents are overtaken cultural practices as they no longer concentrate on education issues of their daughters, instead they give time to issues which do not promote girls education but rather achieve their own selfish interests out of them.

2.4 Factors affecting the education of deaf girls at school

Kwesiga (2002) observes that teenage pregnancies girls access to education. The anxiety of deaf girls becoming pregnant encourages parents to withdraw them from schools once hit by poverty. Parents withdraw their daughters from school because they feel their resources have been wasted and yet deaf girls are not able to complete their education.

Kwesiga further identifies religion to be a barrier to girls education depending on its teaching and practices such as girls should not mix with boys and those that stress the importance of girls as mothers to ruin deaf girls education. This is so because parents trust their religion and opt to practice all its principles and teachings to satisfy their spiritual needs.

Ngaroga looks at advanced age of girls to avoid them continue with their education. Many deaf girls have failed to cope up with school situation following their advanced age. They often feel

they are too big to be in a particular class comparing their age with their peers. Ngaroga adds that “failure to achieve satisfactory level of performance for some pupils discourages them”. This therefore shows that the deaf girls are always discouraged in their studies following their poor performance in relation to their age. They often feel they are low achievers and thus opt to choose a better alternative where failure is not much worrying.

Tamale (1999) states that women are always mistreated and harassed sexually by men. This is in unison with Ngaroga’s view that some male teachers mistreat girls and put them in “family life”. Ngaroga states that “some male teachers have failed to guide and encourage deaf girls in their education, instead they have used them to satisfy their own sexual desires”. Such type of teachers have made girls fail to concentrate on their studies thus making school environment hostile rather than friendly to these vulnerable girls.

Action for development (1995) notes with concern that poor peer grouping affect the education of some learners. Peer grouping is made up of people with different interests, needs, goals and engagements. Most deaf girls therefore influence each other in these groupings either positively or negatively depending on intentions. Poor groupings bring about behavior problems, poor performance and drop out to many deaf girls

2.5 Ways to overcome factors affecting the education of deaf girls

Educating girls brings positive changes in attitudes which in the long run yields social benefits (Kwesiga 2002). Girls’ education changes the image they have about themselves, creates self-confidence and increases independence of thought, social mobility and widening of one’s outlook. Education enables women to analyze their problems and organize themselves into collective problem solving position with a more open approach position with a more open

approach to life. It is therefore important to get ways on how to overcome factors affecting the education of deaf girls to enable them acquire knowledge and skills for better achievements in their future life.

Tripp and Kwesiga (2002) concur with United Nations children's fund, ministry of education and non-government organizations on the fact that highlighting children's rights, school health environment, teaching-learning effectiveness and community involvement are key factors in enhancing child's friendly school environment. This therefore means that teachers should review their teaching methods, school environment should be welcoming and parents should be involved in the education of their daughters in order to create a favourable atmosphere to retain the deaf girls in school.

Ngaroga(2001) discourages bad peer groupings especially those that do not support school values. It is therefore important to advise the deaf girls to make the right choice of whom to associate with. This will them to avoid bad groupings which do not promote their education.

Kikampika (1995) identifies the family life education programme to be one of the most important strategy for reducing teenage pregnancies and enhancing responsible behavior among adolescents. This strategy therefore equips the deaf girls with knowledge and instill in them awareness of how to cope up with the physical, social and emotional changes that take place in the process of their growth. Ministry of education and sports supports Kikampikaho's view that parents should be sensitized about the benefits and rights of the deaf girls to education, in order to stop early marriages and defilement. Parents are therefore persuaded to change their attitudes of terminating the deaf girls education in order to get them married off.

Action for Development(1995) identifies eradication of poverty and provision of bursaries as a strategy that could enable all learners to acquire knowledge and skills equally. It is observed that many parents live below poverty line, they are therefore advised to create self-help job opportunities to support education of their children through providing educational needs. The government should identify children from poor families and provide them with bursary grants so that they can attain a desirable and quality education.

The Ministry of Education Science and Technology in the book titled "Girls have the potential" (2005) identifies guidance and counseling as a strategy of supporting the deaf girls in their education. Both parents and teachers can do guidance and counseling. This should therefore be done frequently to solve problems that may arise and more so those that affect the learning of the deaf girls. Guidance and counseling will open possible ways for the deaf girls to admit changes and challenges that may come their way.

In addition to guidance and counseling, the Ministry of Education, Science and Technology (2005) points out that recognition of the deaf girls assists them stay and excel in school activities. Rewards boost the deaf girls' confidence and self-esteem and make them prove that they are capable just like the deaf boys or any other child in all school activities.

The Ministry of Education, Science and Technology also identifies role models as a source of inspirations to all learners, deaf girls inclusive. Kwesiga (2002) is in agreement with this view that "The influence of female teachers is an important motivating factor to the deaf girls". It is therefore the duty of teachers to portray good image that can be emulated by their learners.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher looked at research design, the area of study, the target population, research instruments, procedure for data collection and data analysis.

3.2 Research design

In order to obtain information required about the factors affecting education of the deaf girl-child, the researcher used a qualitative approach. This approach was chosen because it involves spotting what different people say, why they say so and how similar or different people say, why they say so and how similar or different the facts are in relation to the study. The approach also gives chance to the researcher to use direct quotes of some interesting things people say.

3.3 Area of study

The study was carried out in Kaspul division of Rachuonyo district. The division consists of twenty-six primary schools. The researcher selected three primary schools namely; Oyugis primary school, Kalondo primary school and Karabok primary school. Purposeful sampling method was employed to identify the three schools because the enrolment of the deaf girl-child was not done in all the twenty-six primary schools in the area. These schools were also selected because they are found with in the researcher's area of work and these made collection of data easy.

3.4 Target population

The researcher identified head teachers, teachers, parents and deaf-girl children as respondents for this study. The sampled number of head teachers was three, teachers in the selected schools were six, parents were three and six deaf-girl children.

Head teachers

The researcher chose head teachers as study population because they:

Are the administrators of the schools

- a) Guide and counsel children and their parents.
- b) Interpret and implement educational policies and make schools goals and objectives clear to all stakeholders.

Teachers

Teachers were chosen as population of this study because they:

Are role models to these learners.

- a) Are objects of affection as they meet psychological needs of learners.
- b) Are detective since they discover rules breakers and settle disputes among pupils.
- c) Guide and counsel learners in all their activities.
- d) Are resource persons as they impart knowledge and skills to all learners.

Parents

The researcher chose parents as study population because they:

Provide scholastic materials and other personal effects to their children.

- a) Equip teachers with information about their children.
- b) Support childrens' learning by monitoring their progress back at home.

The deaf girl-children

These were chosen because they:

Are the subject of the study.

- a) Could easily express the factors that affect their education with in themselves.

3.5 Sample Population

The researcher used purposive sampling to identify the sample population. This was because the researcher knew could get reliable information from the population. The table below shows the summary of the sample population.

Table 1: Sample population of the study

Respondents	Number
Headteachers	3
Teachers	6
Parents	3
Deaf-girl children	6
TOTAL	18

The researcher used a total of 18 respondents in this study. These include three head teachers, six teachers, three parents and six deaf-girl children. This sample population was done in order to make the work of data collection, analysis and presentation easy as a small group was involved.

3.6 Research instruments

In this study the researcher used interview and questionnaires for data collection.

Interview

Cohen and Manion (1992) define interview as “a two way conversation initiated by the interviewer for a specific purpose of obtaining information related to the topic of study”. The interview is therefore a face to face interaction between two parties for the purpose of getting desirable responses.

Eron (1995) states that; “Interview helps to check on the motivating emotional responses and social situation of the interviewee”. The researcher therefore used it for parents deaf girl-children because:

- a) The researcher was able to give further clarifications of unclear points to the respondents
- b) It provided opportunity for more questions in addition to the intended ones thus more information was obtained.
- c) It was flexible and easily adaptable. It enabled the researcher and respondents to make changes depending on their moods and needs.

Questionnaires

According to Anderson (1982), “A questionnaire is a list of questions that are given to people being surveyed”. The respondents will then write down their responses to the researcher who uses them as “a raw data”. This instrument was designed for headteachers and teachers because:

- It was a suitable method of collecting information required amongst literate respondents.

- It was a quick way of gathering information in a short period of time considering the researcher's schedule for data collection
- Questionnaires were found to be cheap to administer and user friendly without fear or favour since confidentiality was strictly observed. This enabled the respondents to give all their responses depending on their understanding.

3.7 Procedure of data collection

The researcher first tested effectiveness of the research instruments before setting out to the field to collect data using five fellow classmates. The main purpose of this exercise was to test the validity of the instruments. The researcher then made necessary corrections.

An introduction letter was obtained from the University Institute of Open and Distance learning which was taken to the District education officer to seek permission to use the selected schools. The researcher then proceeded to the division headquarters to meet the area education officer who granted permission to proceed to the sampled schools. The letters were meant to assure the respondents about the official capacity of the information required

The researcher then moved to respective schools for self introduction and data collection preceded by personally handing over of questionnaires to the head teachers who acknowledged the urgency of the results. The head teachers later introduced the researcher to the teachers who got the questionnaires. Teachers helped in the identification of deaf girls and parents to interview. The researcher then fixed appointments with parents who were interviewed from their homes.

3.8 Data analysis

Data analysis was done based on the research objectives by the use tables and explanations as presented in chapter four.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter describes the presentation of the collected data. It was based on the set objectives.

The presentation of data was done with the help of tables.

The respondents of the study were 3 headteachers, 6 teacher, 3 parents and 6 deaf girls with a total of 18 respondents. All respondents gave feedback (100%)

4.1 The attitudes of the deaf girls towards their education

In table 2 as shown below, the deaf girls were asked question through interview in order to find out their attitude towards education.

Table 2: The deaf girls' attitude towards their education

Responses	Positive	Negative
If educated will be employed and independent	3	-
Education will enable deaf girls to get good husbands and friends in future.	1	-
Deaf girls don't need to go to school since their husbands will take care of them	-	1
There is no need of education since they will not be able to proceed higher.	-	1
Total	4	2

According to the findings in table 2, 4 deaf girls out of 6 believe that it is good to be educated while 2 said there is no need for the deaf girls to be educated.

The data presented above shows that most of the deaf girls have positive attitudes towards education. The few who expressed negative attitudes said it is fear of not proceeding to higher levels of learning because of in their families, lack of parental support and the value of marriage in their respective communities.

4.3 Views of parents towards the education of deaf girl-child

As shown in table 3 below, the parents were asked questions through interview to find out their views towards education of the deaf girls.

Table 3: Parents' attitude towards education of the deaf girls

Responses	Positive	Negative
When deaf girls are educated parents will get more bride price	1	-
Educating girls (deaf) is a waste of resources since they will benefit their husbands' families.	-	1
Educating deaf girls brings a lot of in themselves, their families and communities	1	-
Total	2	1

The findings in table 3 indicates that 2 parents out of 3 value on education deaf girls while one of them said it is not necessary to educate the deaf girls.

The data presented indicates the view that most parents are actually positive towards education of their deaf daughters due to the fact that of them are ignorant in the field of education, they

tend to follow cultural practices which are gender biased and that is why they are unable the deaf girls education.

4.4 Factors affecting the deaf girl's education at school.

In table 4 below, the respondents were asked questions through interviews and questionnaires to establish school factors affecting deaf girls' education.

Table 4: Factors affecting deaf girls education at school.

	Responses				Freq	
		H/trs	Trs	Parents	Deaf girls	Total
1.	Poor socio-economic status of families.	3	6	3	5	17
2.	Poor performance	3	6	2	5	16
3.	Adolescent stage	3	5	2	6	16
4.	Poor/bad peer groupings	3	5	2	4	14
5.	Ancient cultural beliefs	2	4	2	5	13
6.	Absenteeism from school	3	4	1	5	13
7.	Poor pupil-teacher relationship	2	4	1	5	12
8.	Lack of parental commitment	3	4	3	2	12
9.	Lack of motivation	2	5	-	4	11
10.	Harassment at school by teachers.	-	-	2	5	7

According to findings in table 4, 17 respondents out of 18 are of the view that socio-economic status of families is one of the problems affecting deaf girls' education at school. 16 respondents believe that poor performance and adolescence are the factors affecting the deaf girls learning. Poor/bad peer groupings was also pointed out by 14 out of 18 respondents while 13 respondents identified ancient cultural beliefs and absenteeism as factors hindering deaf girls education. Poor teacher-pupil relationship and lack of commitment by parents were also cited by 12 respondents. Lack of motivation was also given by 11 respondents while teachers' harassment at school was also cited by 7 out of 18 respondents.

The data presented above indicates that there were several factors affecting the education of deaf girls in this area. These among others include; poor social-economic status of parents, poor performance of deaf girls, adolescence stage, poor peer groupings, cultural beliefs, absenteeism from school, poor teacher-pupil relationships, lack of parental commitment, lack of motivation and harassment at school by teachers.

4.5 Ways to overcome factors affecting the education of deaf girls

Table 5 shows the responses of headteachers, teachers, parents and deaf girl-children. They were asked questions through interview and questionnaire to find out ways of overcoming factors affecting the education of deaf girls

Table 5: Ways to overcome factors affecting deaf girls' education

	Responses				freq	
		H/trs	Trs	parents	Deaf girls	
1.	Eradication of poverty	3	6	3	5	17
2.	Guidance and counseling	3	6	2	5	16
3.	Sensitization of parents on the importance of deaf girls' education	3	6	1	5	15
4.	Motivating deaf girls in their learning	3	5	2	4	14
5.	Exposure to the outside world by use of role models	2	5	3	4	14

The findings in table 5 indicate that 17 out of 18 respondents pointed out eradication of poverty as one of the solutions to overcome factors challenging the education of deaf girls, 16 were of the view that guidance and counseling would work better, while 15 pointed out sensitization of parents as the most effective. 14 respondents suggested motivation of the deaf girls and their exposure to the outside world by use of role models to be the best ways of overcoming the effects of the factors affecting the education of deaf girls.

The data presented above reveals that the most effective ways of overcoming the factors affecting the education of deaf girl-child include eradication o poverty, guidance and counseling, sensitization of parents, motivation of deaf girls and use of role models to expose deaf learners to the outside world.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher discusses and concludes the findings of the study and suggests recommendations according to the set objectives of the study.

5.1 Attitudes of girls towards their education

The results in chapter four have revealed that most of the deaf girls have positive attitudes towards their education. Sweetman (1996) supports this view that many girls about 90% have not had any previous training and were keen on doing so. The researcher has observed that many deaf girls are eager to learn although the opportunity of acquiring knowledge and skills is not always offered to them.

According to the findings, few deaf girls have negative attitudes towards their education. This may be due to fear of not proceeding to higher levels in their learning because the poor status of their families. One of the deaf girls respondents had this to say; “ I don’t want to waste more time in school because Lynette passed her examinations and was not taken to a secondary school”. The National Council of Children, Child Right Promotion and Minority Rights Programme (2003-2008) article 77 confirms “The deaf girl-child continues to face gender discrimination and bias”.

Poverty in families has made parents to discriminate the deaf girl-child. The little funds the family can afford is spent on boys’ education while are left to stop at lower levels of learning. This is attributed to the past beliefs that girls’ duty was based in the kitchen and so girls education opportunity was seen as of less necessity. Today, trends have changed as all children

regardless of gender are entitled to quality education to the highest level without discrimination. It is therefore the responsibility of parents to educate all their children without bias.

The deaf girls also expressed support of the traditional view that marriage is highly valued in their communities than education. They thus opt for it to earn respect and status in society. Kwesiga (2002) points out that “Society expects girls to get married and be looked after by their husbands”. The researcher agrees with this view that deaf girl like other girls are some times forced to leave schools because of societal norms and beliefs. Although the deaf girls are forced into marriage, it is observed that some of them abandon their studies at their own choice. Ngaroga (2001) is in support with this view that “The social order demands that education and marriage can not be integrated with school life”. This means that education and marriage can not be undertaken at the same time, one will always forego one in preference to the other.

5.2 Parents’ attitudes towards education of deaf girls.

Parents play a very important role in the education of their children. It is therefore the duty of parents to introduce their children into the education system. Kwesiga (2002) states that; “The decision to enroll a child and keep him/her in school is made at family level by parents”. Okech (1994) agrees with the above that “Parents are the first teachers at home”. The education of the deaf girl-child according to the researcher’s observation starts while the child is still at home i.e it is initiated by parents. Therefore the education of the deaf girl-children is entirely influenced by the attitudes of parents.

The findings reveal that most parents in this area have positive attitudes towards educating their deaf daughters but their ignorance on matters concerning education has made it difficult for them to support the deaf girls learning process. Jeffree (1986) states although teachers and

parents are the child's most important teachers, The sad fact is that "they often work in ignorance of what the other is doing". The researcher agrees with view that ignorance has made many parents to confuse deaf girl-children in school by contradicting teachers efforts to uplift the education of the deaf girls. Most of these parents prefer following their cultural practices which do not support the education of girls. Daily Nation 2nd December 2008 headline "Parents still taking their daughters for cut" clearly shows how parents are often overtaken by their cultural practices. Although culture is an important aspect in human development, some cultural practices are not necessary especially those that hinder individuals learning and development.

5.3 Factors affecting education of the deaf girl-child at school.

Results from study have revealed that there are several factors affecting the education of deaf girls in this area. According to Action for Development (1995) findings, socio-economic status of families of deaf children greatly affects their education. It was observed that "students enrolment primary and intermediate school levels has gradually declined due to economic situations of parent ". This is true according to researcher's own view in that many children have not gone to school because their parents can not afford necessary requirements at school. However some parents are not necessarily poor but have failed to provide for their deaf daughters' education because they lack conviction and commitment on matters concerning education of the deaf girl-child.

Poor academic performance was also revealed as a factor challenging deaf girls learning. One female teacher quoted deaf girl's response while on counseling session as saying; "I am tired of getting and being last in class every term". Ngaroge (2001) confirms the above assertion by saying that "failure to achieve a satisfactory level of performance discourages some pupils". The researcher has observed that many deaf have been discouraged in their learning due to poor

performance, some going to the extent of dropping out of school. Some other deaf girls have been affected by this problem as a result of laziness and lack of commitment to their studies.

Apart from poor performance, some respondents revealed that adolescence was also affecting girls learning and deaf girls not exceptional. Ngaroga (2001) supports this that “advanced age of girls prevents them from continuing with education”. The researcher has noticed many deaf girls who have a feeling that they are grown ups and can not fit in a school situation. Such deaf girls have resorted to dropout of school. The researcher however did not identify anything wrong with the advanced age, in fact it ought to be taken as an advantage because grown ups know what is right and important for their learning.

The deaf girls and their parents revealed that harassment by teachers affect their learning. Teachers are supposed to create conducive environment for the learners to acquire knowledge and skill but this is not the case in these areas of study. Tamale (1998) states that women are always mistreated and harassed sexually. According to the findings, this harassment made the deaf girls feel uncomfortable at school. It has also affected the teacher-parent relationship due to conflicts between the two over the matter which has in turn affected the teacher-pupil relationship paramount for effective learning.

Lack of motivation was also revealed by some respondents as being a factor affecting not only deaf girls but generally all the deaf children. Motivation in form of praises and tokens is not a common thing to the deaf although it is vital for them to excel in learning. Parents and teachers have always failed to realize the importance of motivating in their day to day struggles. Motivation may also be done through exposure to role models and the out side world which is not common for the deaf girls. Ugandan Ministry of Education and Sports (2000) states that

“Role models are a source of inspiration to girls in their education”. The researcher has noted with much concern that there is lack of role models to be emulated by deaf girl-learners in schools as most teachers are male and few female teachers. This therefore discourages deaf girls since they only see men employed and feel that women were not meant to perform to the same level.

5.4 Ways to overcome factors affecting deaf girls’ education.

The findings from the respondents’ views were noted with much concern by the researcher. The results revealed that eradication of poverty would help to solve factors affecting deaf girls’ education. Action for Development (1995) identifies “Eradication of poverty and bursary provision” as a strategy that would enable learners from poor families to acquire education with ease. Some time back, many children from poor families benefited from bursaries but now days bursaries are meant for the rich who study from best school and perform better. It is therefore important the ministry revises the bursary criteria based on best performance to benefit the unreached poor and disabled. Parents of the deaf girls should also be sensitized on the importance of self-help projects.

Respondents further revealed that guidance and counseling would be an important tool in minimizing challenges of the deaf girl-child. This can be carried out by teachers, parents and children themselves through their working groups. The Ugandan Ministry of Education and Sports (2000) confirms that guidance and counseling is strategy used to support girls in their education. the researcher concur with this, that guidance and counseling is appropriate method since it helps the deaf girls to develop confidence in themselves and creates self-esteem in these learners. The behavior of the deaf girls are well modeled by this strategy.

Sensitization of parents on the importance of the deaf girl's education is another strategy suggested by respondents. Parents are not aware of the importance of educating the deaf girls. It is therefore vital for them to be sensitized on issues concerning education especially of the deaf children and the children's rights. Ministry of Education and Sports recommends that "parents should be sensitized about the benefits and rights of girls to education".

Kikampikaho (1995) observes that education programmes should be integrated in schools to eradicate teenage pregnancies and enhance responsible behaviours among adolescents. According to the researcher sensitization of parents alone may not solve their problems. The deaf girl-child should be educated on the importance of their education. Sensitized parents will always encourage and monitor progress of their children and support them fairly in their learning.

Findings have further revealed that "exposure to the outside world through role models" would bring encouragement to the deaf girls. Deaf girls are not exposed to what happens outside their locality, they thus need to be enlightened on what is outside their local settings. Kwesiga (2002) is of the view that "The influence of female teachers is an important motivating factor for girls". Teachers are the first role models to children, therefore deaf female teachers should be trained and recruited into schools to act as role models for the deaf girls. People with vast experience and skills should be invited to talk to the deaf girls in order for them to develop positive attitude towards education.

5.5 Conclusion

With regard to the findings of the study the researcher has realized that girls and their parents are actually positive the education of deaf girl-child although there seem to be factors that do not allow them fully support the idea of effective deaf girls participation in education and learning. Therefore there is an urgent need to overcome these factors to allow deaf girls acquire necessary knowledge, skills and attitudes needed for active participation in learning and development.

5.7 Recommendations

Findings have revealed that the education of the deaf girl-child is still faced with challenges that need immediate solutions. In view of these problems, the following recommendations have been made:

- Sensitization programmes about the value of deaf girls education to be organized in all communities. People should be educated on how to achieve quality education for the deaf.
- More deaf female teachers to be recruited into schools to act as role models.
- Programmes to eradicate poverty be emphasized in order to allow parents be able to provide necessary educational requirements for deaf girl-child at school and home.

APPENDIX I

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APPENDIX III

QUESTIONNAIRE FOR HEADTEACHERS

Dear Sir/Madam

This researcher is interested in finding out factors affecting education of the deaf girl-child and how best these factors can be overcome. You are therefore requested to answer these questions to the best of your knowledge. All responses will be kept confidential, therefore feel free to say what you feel you should say. For this reason therefore, your name should not be shown on this paper.

1. What is the enrolment of your school?

Class	No. of girls	No. of boys	Total
Standard one			
Standard two			
Standard three			
Standard four			
Standard five			
Standard six			
Standard seven			
Standard eight			
Total			

2. What are the feelings of the deaf girls about their education in your school?

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3. If they have negative attitude, what do you think could be the causes?

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4. What are the attitudes of the parents towards the education of their deaf girl-children in your school?

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5. If negative what could be the causes?

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6. In which do parents of the deaf girls in your school support the education of their daughters?

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7. As the head of the school, what factors do you think affect the education of the deaf girls in your school?

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8. Suggest ways through which the above factors may be overcome.

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APPEDIX IV

QUESTIONNAIRE FOR TEACHERS

Dear sir/Madam

This research is carried to find out factors affecting the education of the deaf girl-child ways that can be exploited to overcome them. You are therefore requested to answer these questions to the best of your knowledge. All answers will be kept confidential and for this reason, you should not show your name on this paper.

1. What is the enrolment of your school?

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.....

2. How many deaf girl-children do you have in your class?

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3. What are the feelings of the deaf girls about their education?

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4. Explain what could be the cause of the attitude mentioned above.

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.....
.....

4. What are the feelings of the parent about education of their deaf daughters?

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5. Explain what could be the causes of the attitudes mentioned above?

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6. In which ways do parents of the deaf girls support their education?

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7. What do you take to be the factors affecting the education of deaf girls at school?

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8. How can the above factors be overcome?

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APPENDIX V

INTERVIEW GIDE FOR PARENTS

1. How many daughters do you have?
2. How many of them go to school?
3. What is the attitude of the deaf girl-child towards their education?
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.....
4. What could be the causes of the above attitudes?
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.....
5. As a parent what is your views about the education of deaf girl-child?
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.....
6. In what ways do you support the deaf-girl child?
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.....
7. What problems do you think affect the deaf girls in their education?
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.....
8. In which ways do you think these problems can be solved for the deaf girl to get adequate education?

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APPENDIX VI

INTERVIEW GUIDE FOR THE DEAF GIRL-CHILD

1. In which class are you?
2. Do you enjoy being in school?
3. Why or why not do you like being in school?
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.....
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4. What are the attitudes of your parents towards your education?
.....
.....
5. What could be the causes of the above attitude?
.....
.....
.....
6. How do your parents treat you on matters concerning education compared to your brothers?
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7. In which ways do your parents support your education?

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8. What challenges do you experience at school?

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9. What do you think should be done to help you overcome the above listed problems?

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