

CHILDREN WITH HEARING IMPAIRMENT AND ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS A CASE STUDY MBALE
MUNICIPALITY, UGANDA

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DECLARATION

"This research report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".



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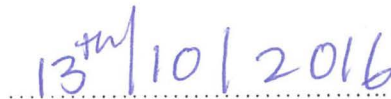
Date

APPROVAL

This research report has been written under our supervision and has been submitted for the award of the degree of Bachelor of Education Special Needs with our approval as University Supervisors.



Nagami Faridah



Date

DEDICATION

I dedicate this work to my beloved family members late Vincent Kwanini Emmanuel and Dyali Velonica my wife, who endeavoured lots of vexation and discomfort while I was away to write this research report.

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Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom to write up this dissertation. I do recognize all their contributions, which have enabled this study attain its current shape.

On a special note, my heartfelt appreciations go to my Head Master IU Primary School, lecturers and supervisor, Nagami Faridah.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presented the background, statement problem, general objective, specific objectives, research questions, scope of the study and the significance of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

Over the years, perceptions towards disability have varied significantly from one community to another. Limited literature in disability history, however, continues to pose a great challenge to students of disability studies in their endeavor to trace the development and formation of perceptions towards persons with disabilities. It is towards this end that this article seeks to present a coherent literature review on cross-cultural factors that influence perceptions towards children and adults with disabilities from a historical perspective. The final section provides a few examples that illustrate positive steps taken by the international community, and several countries, to improve disability perception.

As Roeher (1969) observes, an examination of attitudes towards people with disabilities across culture suggests that societal perceptions and treatment of persons with disabilities are neither homogeneous nor static. Greek and Roman perceptions of disability and illness are reflected in the literature.

Among the Greeks, the sick were considered inferior (Barker 1953), and in his Republic, Plato recommended that the deformed offspring of both the superior and inferior be put away in some "mysterious unknown places" (Goldberg & Lippman 1974). On the other hand, "Early Christian doctrine introduced the view that disease is

neither a disgrace nor a punishment for sin but, on the contrary, a means of purification and a way of grace."(Baker et al. 1953)

During the 16th century, however, Christians such as Luther and John Calvin indicated that the mentally retarded and other persons with disabilities were possessed by evil spirits. Thus, these men and other religious leaders of the time often subjected people with disabilities to mental and/or physical pain as a means of exorcising the spirits (Thomas 1957).

In the 19th century, supporters of social Darwinism opposed state aid to the poor and otherwise handicapped. They reasoned that the preservation of the "unfit" would impede the process of natural selection and tamper the selection of the "best" or "fittest" elements necessary for progeny (Hobbs 1973).

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

Deaf children are part of the most vulnerable children in Uganda. According to 2002 Ugandan Census Report, about 10% of children in Uganda possess some sort of disability. Hearing impairment is one of the most common forms of disability among young children in the country. Majority of these have special needs, and are often excluded or have limited access to social services, thus increased vulnerability to violation of their rights. Deaf children are undoubtedly targets and victims of abuse

and neglect given that community members take advantage of their disabilities and their inability to report abuse (2002 Ugandan Census Report).

There are no clear statistics concerning the number of deaf children in Uganda, mainly because of lack of a national wide study conducted to ascertain their actual number and the magnitude of their plight and vulnerability. Available literature is either old or generalized hence inadequate to provide a clear context specific and up-to-date picture of the situation of deaf children in Uganda. There is evidence of a colossal gap between the existing policy framework and actual service provision opportunities for deaf children.

Although the Constitution of the Republic of Uganda (Article 35) recognizes the rights of people living with disabilities, it does not provide enough support mechanism for people with disabilities in areas of health, education and employment. Even though the Persons with Disabilities Act, 2006 explicitly mentions the right to education, health, employment and other social rights, it does not point out on clear cut implementation strategy. The education system of Uganda is neither accessible nor inclusive for deaf children and this coupled with stigma has denied deaf children the right to education.

This baseline study therefore aimed at establishing the situation of deaf children in Mbale Municipal at the individual, community, and local government levels in regard to access to basic social services such as health, education and protection of their rights as well.

The United Nation standard rules on equalization of opportunities for person with disabilities (UN 1993) rule number six stipulates that “States should recognize the

principles of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated setting''. It adds that education of persons with disabilities is an integral part of education system where under this, children with hearing impairment are inclusive.

The world declaration of education for all (1991) gives further force to special needs education. Article 3.5 of declaration states that "the hearing needs of children with disabilities demands special attention and steps to be taken to provide equal access to education for every category of persons with disabilities as an integral part of education system.

The Salamanca statement also observes that special needs education must be part of an education strategy. Indeed new social and economic policies (INSCO 1994) in Uganda, the implementation of universal primary education (UPE 1997), marked a fundamental change in education system.

This move therefore supports the concept of inclusive education as advocated by the Salamanca statement.

The universal primary education gave opportunity to four school age going children per family to be enrolled in school on government sponsorship. In this, priority was given to children with disabilities among the four. However, in industrial division Mbale municipality, there are children with hearing impairment who seem to be enrolled in schools near them and those who join seem not to be benefiting much from teachers and schools where they join. It looks like teachers have no knowledge and skills about children with hearing impairment.

Hearing impairment may be caused during the three developmental stages, pre-natal, peri-natal and post-natal.

Pre-natal stage. This is a stage of development which takes place from time of conception to birth. During this stage, many problems may occur to a zygote and cause hearing impairment. Things like serve wars, earth quarks, alcoholism and genetic factors among others can lead to child to be born with hearing impairment.

Peri-natal stage. This is also called during birth stage which occurs when a child is being produced. Many problems may happen during this stage and cause hearing impairment to the newly born baby. These include prolonged labour, lack of oxygen and other operations which affect the body systems.

Post-natal stage. This is a stage of development where environmental factors play the biggest

1.1.2 Theoretical Perspective

Theoretically, According to Premack and Woodruff (1978), theory of Mind During the past decade, there has been a rapid growth in research examining children's understanding of "theory of mind. who coined the phrase, one is said to have a theory of mind when one imputes mental states to one- self and to others. Moreover, "a system of inferences of this kind is properly viewed as a theory, first because such states are not directly observable, and second, because the system can be used to make predictions, specifically about the behaviour of other organisms" (Premack & Woodruff, 1978, p. 515). By theory of mind, then, is meant the awareness that a situation may not look the same to another person, together with the ability to view the scene from someone s else's standpoint; in this sense, theory of mind could be described as "mind reading" (Happe & Frith, 1995).

Speech Act Theorists, such as Grice (1975), Austin (1962), and Searle (1969) argued that all communication requires both participants to take into account the background knowledge and presuppositions of the other person in the dialogue, as well as their intentions in communicating; otherwise, a dialogue could not meet the conversational rules of pragmatics, as described by Sperber and Wilson (1986). The concept of theory of mind can be viewed as an extension of some of the ideas of Speech Act Theory to more general considerations of social, emotional, and cognitive development (Baron-Cohen, 1988). Clearly, theory of mind is an essential prerequisite for the understanding of many stories, for much of the tension that gives a story its appeal derives from the differing viewpoints of the characters and the receiver's awareness of them.

1.1.3 Conceptual Perspective

Deafness is the state of being unable to hear any sound, and the levels of deafness may vary from mild, to moderate, to severe and finally profound (Abdelaziz Y. Elzouki, 2012). The National Association of the Deaf (NAD) defines deafness as the “audio logical condition of not hearing.” The NAD’s definition includes people with very limited hearing who cannot rely upon it for comfortable communication.

Generally, Deafness is a disorder affecting the ability to hear. There are different forms of deafness and these include:

Congenitally deafness; this refers to a person who is born deaf and has never heard any spoken language. This group of deaf people is fully dependant on sign language alone (Uganda National Association of the Deaf, 2011).

Prelingually deafness; this is a kind of deafness where a person is born hearing, but becomes deaf before mastering the language of the family at approximately the age of 4 years and below (Uganda National Association of the Deaf, 2011). Prelingual

deafness is hearing impairment that is sustained prior to the acquisition of language, which can occur as a result of a congenital condition or through hearing loss in early infancy (Kral A, O'Donoghue GM, 2010).

Post linguallly deafness; Post-lingual deafness is hearing impairment that is sustained after the acquisition of language, which can occur as a result of disease, trauma, or as a side-effect of a medicine (Kral A, O'Donoghue GM, 2010). Here a person is born hearing and loses the hearing after learning the spoken language of the community at approximately 10 years onwards. If given proper support they can be able to speak the language of the hearing community (Uganda National Association of the Deaf, 2011).

1.2 Statement of the Problem

Although the national policy advocates for all children including those with hearing impairment to be enrolled in schools and complete at least primary cycle, in industrial division mbale municipality, most children with hearing impairment do not succeed in their primary leaving examinations or even reach primary seven and those who manage to reach, their performance is usually very weak. It is for this reason that a researcher was prompted to carry out this study.

1.3 The Purpose of the study

The purpose of study was to investigate the factors affecting the education of children with hearing impairment in Industrial Division Mbale Municipality.

1.3.1 Specific Objectives

- 1) Find out methods teachers use in teaching children with hearing impairment.
- 2) Establish the instructional materials teachers use in teaching children with hearing impairment.
- 3) Identify challenges faced by teachers while teaching children with hearing impairment.

- 4) Suggest possible solutions to the challenges faced by teachers while teaching children with hearing impairment.

1.4 Research Questions

- 1) What are the methods teachers' uses in teaching children with hearing impairment?
- 2) Explain the instructional materials teachers use in teaching children with hearing impairment.
- 3) What are challenges faced by teachers while teaching children with hearing impairment.
- 4) Explain the possible solutions to the challenges faced by teachers while teaching children with hearing impairment.

1.5 Scope of the Study

1.5.1 Geographical Study

The study was conducted in Northern Division, Mbale Municipality, and Eastern Uganda. The study area has two primary schools, one of which is private and one government.

1.5.2 Time Frame

This study was conducted in the period of 2 months from August to September 2016.

1.6 Significance

1. The assessment results could be guideposts that would help both parents and pupils identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles.
2. The assessment would also help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs.

3. The study would help parents, educational managers and administrators, teachers, Ministry of Education and Sports officials and politicians see, recognize and appreciate the need for motivation and motivate their subordinates and children for an improved performance.
4. The study would also furnish policy makers, Ministry of Education and Sports, and politicians with information on parents' roles and their implications on pupils' performance; hence giving them a leeway to formulation of better policies regarding parents' roles within the education systems, based on researched information.
5. It was also hoped to improve level of parents' status for an improved performance.
6. Lastly, the study was expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving education for all the learners in primary schools in the said area and Uganda at large.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined both theoretical and conceptual frameworks. The literature survey is guided by the research objectives.

2.1 Review of Related Literature

This section reviews literature related to the respective specific objectives in this research.

2.1.1 Objective one Methods teachers use while teaching children with hearing impairment

Aggarwal (1995) refers to methods as strategies and tactics of showing how to do things so that children are able to do them by themselves.

Sanders (1979), on the other hand defines methods of teaching as basic management, skills and techniques which can lead to classroom atmosphere that is conducive and cope with testing circumstances in line with Sanders idea. Such methods include all participatory ones which aid learning for example discussion, role play, brain storming among others.

Okech (1994), suggests that for a teacher to have basic management skills and techniques it is necessary for all teachers in the class to co-operate closely in planning of lessons and choosing methods of teaching like: co-teaching, team teaching, group work including child centered methods which cater for individual child during the learning process. However, what authors always suggest is usually the opposite of what teachers do in most of our schools in Mbale Municipality industrial division. In most cases, teachers work on their own which leads to failure in class control thus affecting the learning of children including those with hearing impairment.

On the other hand, Howes (1992), suggests child approach which is the way of teaching about health. It is a system of which encourages children to participate in the learning process putting into practice what has been learnt.

Learners with hearing impairment are helped by their ordinary or hearing counterparts during the process of teaching –learning in what they miss to achieve from teacher, they share ideas as a result of child to child approach which encourages co-operational free interaction of children in the learning process.

Mushoriwa (2009), observes that the education system of Uganda today is examination oriented, centralised and competitive in nature. It mainly aims at academic Excellency which forces teachers to concentrate on learners by using teacher centered approach in order to cover the syllabus in time. In this respect, children with hearing impairment are neglected as teachers' feel they waste a lot of time while using sign language in addition to verbal communication.

In support of Mushoriwa, Kiriza (2005) agrees that due to lack of special trained teachers for special education many children with special needs drop out of school including those with hearing impairment because they are treated as strangers in class. As a result of not being catered for academically, teachers again blame the children with hearing impairment for being indisciplined yet it is the idleness that forces them to behave in that way.

Candiru, (2007) states that teachers need to use different methods (multisensory approach) while teaching children with hearing impairment since some of them may not benefit from oral communication alone.

Sakwa and Kizito (1994), points out that teachers of children with hearing impairment should be well versed with sign language in order to facilitate easy learning as well as teaching. This will promote children's self worth and positive attitude themselves.

They continue to suggest that sign language be accompanied by use of words orally which can help them to imitate the lip movement of the word through lip-reading. They also encourage the use of total communication.

2.1.2 Objective two Instructional materials teachers used in teaching children with hearing impairment

Kizito (1994) points out that children with hearing impairment need to be provided with amplification devices such as properly fitting hearing aids that will amplify all that is intended for the child to hear. He continues saying that new technology has been developed to help the child with hearing impairment to speak, including voice, pitch indicators and speech machines which have to work along side a well fitted hearing aid.

Instructional material according to Okwaput and Candiru (2007) is any thing that can aid the teaching learning process. They include diagrams, real objects and pictures.

In industrial division schools, the above seem to be a dream as most of these school do not provide the material suggested by Kizito, thus children with impairment end up benefiting almost nothing from lesson as a result of not hearing.

2.1.3 Objective three Challenges faced by teachers while teaching children with hearing impairment

According to Clare (1998), reports that large classes have created a big challenge to teachers in terms of addressing the varying needs of learners in the classes.

According to Atim and Okot (1998), discovered that teachers face a challenge of lack of enough knowledge and skills in order to be able to handle UPE classes where different categories of children are enrolled including those with hearing impairment.

Most teachers in industrial division in mbale municipality do not have knowledge about sign language and skills in order to be able to help learners with hearing

impairment and as such it has caused a big challenge to them during lessons in terms of communication.

According to Hergarty et al (1990) adds that children with special needs including those with hearing impairment who were studying in ordinary schools were causing a threat to educationalists. They continue to report that teachers working in ordinary schools lack enough competences to educate pupils with special needs including those with hearing impairment.

According to Atim and Okot (1998) observe that the challenges that affect the ordinary teachers include lack of skills and knowledge in order to help learners with special needs to enable them effectively participate in learning process like the ordinary peers.

According to Wade (1999) adds by emphasizing that teachers lacked skills and knowledge in order to be able to meet the varying needs of children with special educational needs to enable them effectively participate in learning process like the ordinary peers.

2.1.3 Objective four Solutions to challenges faced by teachers while teaching children with hearing impairment

According to Alenyo (2002), states that ordinary teachers need to work in collaboration with qualified personnels in the area of special needs education. They continue citing personnel as special needs education co-ordinators (SNECOS) Henerant teachers and special needs education or former educational assessment and resource service (EARS) staff in order to acquire skills of helping children with special needs including those with hearing impairment in class.

According to Lindi (1997) advises that children including those with hearing impairment be enrolled in group work as participation in group work is important in

that children learn from one another and it also encourages co-operation among learners.

According to Odeke (2008), in his lecture handout states that a teacher should position himself close to the child while communicating so that the child will be able to know that he/she is there in class or around him/her, he continues to say that teachers should always repeat what they often say or communicate to the children and should be consistent as this will help the child with it to interpret or lip-read what is being conveyed.

MOLES states that teachers need to use a variety of participatory methods as well as organizing a variety of ways to help each child including those with hearing impairment to learn. This will also help to provide them with greater success and satisfactory. They add that indeed using a variety of methods will enable all the learners regardless of a special need to achieve or benefit from a lesson than only relying on one or few methods.

2.2 Related Studies

Deafness as a disability has been the underlying premise of the education and rehabilitation of the deaf for decades (Butler, Skelton & Valentine, 2001; Lane, 1997). From the perspective that deafness is an impairment, the inability to hear interferes with a person's ability to respond to environmental cues, to communicate, and to enjoy aspects of mainstream culture such as music. The "debilitating" effects of deafness can be lessened through the use of technology such as hearing aids, cochlear implants, assistive listening devices, and through the use of oralism, being able to speak and visually read others' speech (Higgins, 1990; Kronick, 1990). The individual is a member of a familial and societal heritage that does not consider the inability to hear an integral part of its day-to-day functioning. For example, one parent describes what

motivated her to have her daughter receive a cochlear implant, a prosthetic device that is placed in the inner ear to allow some profoundly deaf persons to hear: "We do not live in a deaf community. We live in a high-rise apartment complex " (James, 1991). In fact, there are those who argue that the very concept of "culture" is amorphous, that each of us lives in a number of communities within which we must maneuver (Turner, 1994). Therefore the individual who is deaf must learn to function as a member of a family and a community, in which deafness is a pathology in order to belong and contribute to these groups (Higgins, 1990; James; Turner).

Deafness As A Culture, Particularly within the past few decades, proponents of deafness as a culture have asserted that deafness is not a pathology and therefore does not need to be "fixed" (Butler, Skelton & Valentine, 2001; Dolnick, 1993; Lane, 1992, 1997; Padden & Humphries, 1988; Wilcox 1989). Advocates of deafness as a culture distinguish culture by using the capital "D" whereas the lower case "d" signifies deafness as a pathology (Dolnick, 1993). From this perspective, an individual who cannot hear is potentially a member of a rich cultural heritage that separates the individual from any non-Deaf members of their family or community. Dolnick's article, "Deafness As Culture," presents an excellent summary of the Deaf culture debate. "Parent and child belong to different cultures, as they would in an adoption along racial lines," says Dolnick, "And deaf children acquire a sense of cultural identity from their peers rather than their parents" (p. 38).

Padden & Humphries (1988) describes culture as "a set of learned behaviors of a group of people who have their own language, values, rules for behaviors, and traditions" (p.4). They apply this definition to Deaf culture stating that Deaf people behave similarly, use the same language, and share the same beliefs. The view of deafness as culture holds that children and adults who cannot hear are isolated from

the mainstream because communication with hearing individuals will always be laborious (Butler, Skelton & Valentine, 2001; Dolnick, 1993; Fletcher, 1988; Foster, 1988; Marschark, 1993; Padden & Humphries, 1988; Wilcox, 1989). For example, Foster's study examined the experiences of Deaf students in the mainstream and found that their interaction with non-Deaf students was severely curtailed due to communication barriers. The study also found that Deaf students tended for the most part to socialize with each other rather than with non-Deaf students and this was attributed to shared language and experiences.

Psychosocial Theories of Group Dynamics In order to discuss the Deaf culture debate from a psychosocial perspective it is necessary to explore the current thought concerning in-group and out-group dynamics. The next section surveys some of the psychosocial theories that examine the role of stigma, language, and prejudice in the process of group identification.

Stigma A person becomes stigmatized "[when they are] reduced in our minds from a whole and usual person to a tainted, discounted one" (Goffman, 1997). Thus, a stigma is essentially an attribute that is discredited by others. Stigma appears to play a role in-group formation, particularly in minority group formation. Individuals who are stigmatized by society, for example certain racial and religious minorities, gays, women, persons with disabilities, etc., have been known to transform their stigmas into the basis for group identification (Brewer, 1991; Brewer, 1995; Coates, 1988; Crocker, 1989). One explanation for this phenomena is based on the assumption that each individual desires to have positive self-esteem (Crocker). Since the concept of stigma can be negative, because it separates the individual from the norm, an individual must re-define the stigma in order to maintain positive self-esteem. Brewer writes: having any salient feature that distinguishes oneself from everyone else in a

social context...is at least uncomfortable and at worst devastating to self-esteem. One way to combat the non-optimality of stigmatization is to convert the stigma from a feature of personal identity to a basis of social identity. (p. 481)

An extension of this view is that people who are stigmatized, as with most people, tend to identify with similar people. It has been suggested that people do this in order to be "normal." In other words, a stigma can become the norm within the stigmatized population (Crocker, 1989).

Not all stigmatized people chose to identify themselves with other similarly stigmatized people. Some theorists propose that an important factor that contributes to whether or not people will form groups, or choose to be members of already formed groups, is whether or not membership to the majority group is feasible (Crocker & Major 1989; Wright, Taylor & Moghaddam, 1990). For example, Wright, Taylor and Moghaddam measured what motivated a person's desire to move from a low to a high status group and found that

...individual attempts at social mobility will be maintained as long as the advantaged group appears open and as long as entry is dependent solely on individual performance. However, when a disadvantaged-group member is prevented from gaining entry into the advantage group and perceives the system as closed, individual social mobility will be abandoned in favor of collective action. (p. 996)

In other words, when it is possible for a stigmatized individual to "pass" in the majority group, that individual will likely seek to identify with the majority group. When membership to the majority group is completely closed to the stigmatized individual, that individual is likely to join forces with other stigmatized individuals and form a new group.

Language Theories that examine language as the basis of cohesion and separation also factor into the dynamics of group formation (Bourhis & Giles, 1979; Giles, Bourhis & Taylor, 1977). Language has been shown to be an important tool that people use to express their identity and to make judgments about other people (Bourhis and Giles, 1979). Language can also be viewed as an inseparable dimension of culture and heritage. It has even been demonstrated that people identify more with people who speak the same language than with people who share the same familial background (Giles, Bourhis, and Taylor, 1977).

Prejudice Where stigma is a label, prejudice is an attitude (Herek & Capitanio, 1999). Devine (1995) states that prejudice "...is commonly defined as negative feeling toward persons based solely on their group membership" (p. 486). Prejudice appears to underlie the separation of individuals into "in-groups" and "out- groups" (Brewer, Manzi & Shaw 1993; Crocker, Blaine & Luhtanen 1993; Mullen, Brown & Smith, 1992), separating "us" from "them." Prejudice against a certain group by others functions as an act of cohesion among persons who belong to that group. Any traits that group members share can be perceived by people in that group as positive (Crocker, Blaine & Luhtanen, 1993).

Application of Psycho-Social Theories to Deaf Culture

Disability and Stigma If deafness is viewed as a disability, then people who are deaf carry with them the stigma of "lacking" a typical human characteristic. As discussed earlier, a person who is stigmatized usually needs to see the stigma as positive in order to maintain high self-esteem. Therefore a person with a disability either needs to regard the disability as constituting a positive part of their identity or that the individual needs to disassociate themselves from the stigma of disability altogether (Barnes, Mercer & Shakespeare, 1999; Linton, 1998).

It has been argued that when people with disabilities identify with other people who have disabilities they do not regard themselves as stigmatized, but as members of a select group (Calt, 1988; Foster & Brown, 1988; Kronick, Kronick & Irwin, 1990; Linton, 1998; Smith, 1994). People with disabilities, like all people, want to be worthwhile members of a group, to feel that other people share their life experiences, that they have other traits other than a disability, and that traits associated with a disability are positive (Linton, 1998). From this perspective, a person who is deaf might identify with other deaf people in order to maintain a sense of self worth. A person who is deaf will likely be comfortable with peers who are deaf because within the peer group being stigmatized as "deaf" is not a determinant of one's role within the group (Foster and Brown, 1988).

Prejudice Against the Hearing The insistence of some advocates of Deaf culture upon excluding anyone who is perceived as "hearing" is a central issue because it may explain why many people labeled as "hearing" object to the Deaf culture model. For example, "hearing" has a negative connotation as used by members of the Deaf culture (James & Parton, 1991). This projection of negative attributes onto anyone outside of the culture could be said to constitute prejudice. There are a number of articles written by members of the Deaf culture and members of the hearing world alike that cite examples of prejudice against deaf persons who were trained primarily in oral methods of communication (Wilcox, 1989), against deaf persons who wear cochlear implants (Mascia & Smithdas, 1994; Eggert, 1994), and against hearing professionals who work in the area of deafness (Lane, 1992).

There also appears to be prejudice against hearing society in a broad sense as well. For example, some proponents of Deaf culture suggest that Deaf people have stronger ties

with the Deaf culture than they do with their families, their neighbors, their co-workers, etc. (Dolnick, 1993). There are even those who profess that they feel parental responsibility for Deaf children, especially those that are born to hearing parents, that somehow the Deaf culture is more of a parent to a Deaf child than the child's hearing family: "[Hearing parents] have to accept that the [Deaf] child can never be one hundred percent theirs" (Dolnick, 1993, p. 51).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1 Research Design

This was a cross sectional study combining both quantitative and qualitative research methods. The study entailed the use of both exploratory and descriptive research approaches to gain an in-depth understanding of the situation of deaf children in the study districts. Quantitative and qualitative methods of data collection and analysis were employed in a complimentary manner and both primary and secondary data sources were utilized.

3.2 Research Population

This study population will comprises of primary pupils population categories.

The primary study population included deaf children (aged 3-18 years) and their parents/caregivers, district level. Other members of the community were also interviewed to understand their perception on deaf children.

3.3 Sample Size and Sampling Procedure

Table 3: Study sample size from the eight primary schools Category of Population	Parent Population	Sample Population	Sampling Technique
Headteachers			Purposive Sampling
Teachers			Purposive Sampling
Pupils			Purposive Sampling

Parents			Purposive Sampling
Grand Total			Purposive Sampling

Note: R.V. Krejcie and D.W. Morgan (1970) Determining Sample Size for Research

3.4 Data Collection Methods

Data collection for this study was undertaken using a combination of qualitative and quantitative methods which included the following; Structured Interviews using Questionnaires/Interview Schedules -Structured and Semi structured interviews using questionnaires were conducted among deaf children, their caregivers and other community members to obtain information on relevant variables.

Structured interviews helped to obtain socio demographic characteristics information of the respondents, their social and cultural problems and the overall situation of deaf children in their multiple environments.

3.5 Instrumentation

The researcher used four types of instruments. These included: questionnaires, interviews, non-participation observation and nominal group discussion.

3.5.1 Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven). The respective self-administered questionnaires started with a main title, followed by introductory letter and had sections. Section one consisted of the background. Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain information on level of education of parents, level of family income and parents' marital status, which formed

the independent variables and pupils' performance (the dependent variables). Data were analyzed and were coded using a five-point Likert response scale.

3.6 Validity and Reliability

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.

Headteachers, teachers and parents were interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influence pupils' performance in schools in Northern Division. A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) were computed using the following formula:

Average of CVI = $\frac{\text{No of items rated valid}}{\text{All items in the questionnaires}}$

The CVI for the questionnaires for pupils was which was equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection. 7.062.4

3.7 Reliability

The questionnaires were pre-tested in two selected schools (Jupumwocho and Cana) outside Northern Division that ensured reliability. The sample was 268. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study. Raw data from the instruments

were subjected to a reliability analysis from which Cronbach's co-efficient alpha was systematically and consistently computed using the following formula

3.8 Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data were analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils' performance. ANOVA was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter contains the description of the respondents' background, the dependent variable and the verification of hypotheses.

4.1 Background information on respondents

General information comprised data on the sex of the respondents, age, class, school and responsibilities at school as per Section A of the questionnaire (Appendix A).

4.1.1 Respondents by sex

Table 4.1 shows the distribution of respondents by sex.

Table 4.1: Respondents by sex Sex	Frequency	Percentage
Male	146	52.9
Female	130	47.1
Total	276	100.0

Table 4.1 illustrates that out of the total of 276 respondents, the male students had the highest representation of about 53% and the female had 47%. Actually, according to the District Education Officer Nebbi (2007) female pupils slightly outnumber the male pupils. The highest number of male respondents would mean that there might have been some form of bias in the selection of respondents by the researcher or the boys were more cooperative.

4.1.2 Respondents by age

Table 4.2 shows the distribution of respondents according to age:

Table 4.2: Respondents by age Age	Frequency	Percentage	Cumulative Percentage
Below 13 years	67	24.3	24.3
13 – 14 years	111	40.2	64.5
Above 14 years	98	35.5	100.0
Total	276	100.0	

4.2 Objective one

Methods teachers use in teaching children with hearing impairment.

Table 1

Response	Frequency	%age
Explanation	5	33
Discussion	4	27
Chalk and talk	4	27
Question and answer	2	13
Total	15	100

As noted in table 1, the findings differ as far as methods use in teaching children with hearing impairment majority of respondents (33%) said that explanation was used, while similar respondents (27%) each claim that discussion minority of the respondents (13%) said that question and answer method was used.

4.3 Objective two

Instructional materials available to aid the teaching of children with hearing impairment

Table 2

Response	Frequency	%age
Charts	6	40
Text books	4	27
Chalk board	3	20
Real materials	2	13
Total	15	100

Regarding instructional materials available to aid the teaching of children with hearing impairment, (40%) of respondents reported that charts are available, this was followed by respondents (27%) who said that text books are available while (20%) of respondents claim that chalk board was available, yet (13%) of respondents who are the minority said that real materials are available.

4.4 Objective three

Challenges faced by teachers while teaching children with hearing impairment.

Table 3

Response	Frequency	%age
Large classes	7	47
Communication problem	6	40
Inadequate instructional materials	2	13
Total	15	100

Concerning challenges faced by teachers while teaching children with hearing with hearing impairment, (47%) of respondents reported that large classes was a challenge,

(40%) of them said that they had a challenge of communicating with children with hearing impairment while (13%) claim that inadequacy of instrumental materials was a challenge.

4.5 Objective four

Solutions to challenges faced by teachers while teaching children with hearing impairment.

Table 4

Response	Frequency	%age
Train teachers in sign language	7	47
Government to provide instructional materials	3	20
Recruit more teachers	3	20
Parents to buy books for children	2	13
Total	15	100

Concerning solutions to challenges faced by teachers in teaching children with hearing impairment, majority of respondents (47%) reported that teachers should be trained in sign language while similar respondents (20%) each said that more teachers should be recruited in order to reduce the high teachers-pupil ratio, whereas (13%) of respondents claim that parents should provide books for children with hearing impairment just like their ordinary peers.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the discussion, conclusions, recommendations and areas for further research. The first Section demonstrates discussion according to the objectives and hypotheses of the study; the second Section advances conclusions drawn from the discussion. The third Section gives recommendations drawn from the conclusions. The fourth Section puts forward possible areas for further research.

5.1 Discussion Findings

Objective one Methods teachers use in teaching children with hearing impairment

The findings indicated in the table 1 on methods teachers use while teaching children with hearing impairment, respondents reported that explanation, discussion, chalk and talk, question and answer were used respectively.

In support to the above, Knight et al (1980) suggests that there is critical need to provide individualized educational programmes (IEP) to help learner master an educational programme in line with his/her learning need which is not the case with teachers in industrial division and has led to poor performance of children with hearing impairment r even drop out.

Objective two Instrumental material teachers use in teaching learners with hearing impairment

Kizito (1994) concurs with the instructional material mentioned above by pointing materials such as hearing aids and speech materials. This is supported by Candiru and Okwaput (2002) who pointed out materials like diagrams, real objects and pictures.

According to the researcher own view, much as availability of real materials was mentioned, it was contrary to what really happens in real life situation during the teaching-learning process of children with hearing impairment in most of the schools in industrial division in Mbale municipality.

Objective three Challenges faced by teachers while teaching children with hearing impairment.

Concerning challenges teachers face while teaching children with hearing impairment as indicated in table three, findings show that large classes, communication problem and inadequate instructional materials were the challenges faced. This now calls for teachers to co-operate and work as a team, consult each other and work hand in hand with specialist personnel in sign language and special needs education as well in order to be guided on how to communicate to such learners with hearing impairment.

Wade (1999) emphasizes that teachers lack skills and knowledge in order to be able to meet the varying needs of children with special educational needs to enable them effectively participate in learning process like the ordinary peers. This is also suggested by Atim and Okot (1998). However, this continues to call for cooperation and prior preparation.

One of the qualities of a good teacher is being creative and as such teachers should be creative in making instructional materials for all their learners and should be made in time before going to class for lesson.

Objective four Suggested solutions to the problems faced by teachers while teaching children with hearing impairment.

The findings on solutions to challenges faced by teachers while teaching children with hearing impairment were that teachers be trained in sign language, government to

provide instructional materials, recruitment of more teachers and children reported that parents should buy them exercise books to use at school.

According to Lindi (1997) children including those with hearing impairment should be enrolled in group work as participation in group work is important in that children learn from one another and it encourages co-operation among learners. This then calls a teacher to position himself or herself in a place where learners view him/her properly so as to be able to lip-read as suggested by Odeke (2008). He adds that teachers should always repeat what they say. Besides the above, there is need to train teachers in sign language in order to acquire skills to communicate with those learners with hearing impairment during teaching-learning process.

Concerning government provision of instructional materials, this was a bit contrary to the researcher's opinion, teachers were trained to make instructional materials and how to use them during their grade III teachers' training course therefore they should not rely on government all the time for instructional materials. Finally as a result of (UPE) a great number of children have been enrolled in school and these really requires more teachers to be recruited in order to deal with the challenge of high teacher-pupil ratio.

5.2 Recommendations

Basing on the findings of the study, the following are the recommendations;

There is need to provide assistive devices like hearing aids to learners with hearing impairment.

Distribute trained teachers in sign language in all schools that have enrolled children with hearing impairment in Northern Division, Mbale municipality.

The municipality should organize refresher course for all teachers in sign language so as to be able to communicate properly with learners with hearing impairment.

Encourage teachers to make maximum use of the local environment on the said of instructional materials instead of waiting for government to provide.

5.3 Conclusion

Given the findings and discussion provided above, much has been revealed concerning factors affecting education of children with hearing impairment in Northern Division, Mbale municipality.

Some methods identified included chalk and talk which does not benefit learners with hearing impairment as most of them may not hear what is being said by the teacher. This may make those children to even drop out of school.

Teachers also complain of inadequate instructional materials to aid teaching of children with hearing impairment. This shows that there was lack of creativity and commitment within teachers as far as making of instructional materials was concerned which greatly affects the education of children with hearing impairment even the ordinary learners.

Another challenge was teachers' lack of knowledge and skills in sign language which leads to communication problem. This calls for refresher courses, workshops for teachers in sign language skills at different levels say: school, division, municipality among others.

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APPENDICES

Appendix I: Instrument (s)

Demographic Profile of Respondents

Name: -----(Optional)

Place of Residence

Village -----

Parish -----

Sub-county -----

County -----

District -----

Gender:

Male

Female

Age:

20- 30

- 40

51- 60

-70

Marital Status

Single

Married

Divorced

Separated

wed

Level of Education

1. Primary education

2. Secondary education

3. Diploma holder

4. Degree holder

5. No formal education

Appendix II

Interview guide to headteachers

1. May I know the approximate enrolment of your school?

(i) Boys

.....
.....

(ii) Girls

.....
.....

2. Which methods do you think are most convenient for teachers to use in teaching children with hearing impairment?

.....
.....
.....
.....

3. Which instructional materials are readily available for your teachers to use in teaching children with hearing impairment that can lead to good performance?

.....
.....
.....
.....

4. What are some of the challenges faced by teachers while teaching children with hearing impairment in and outside your school?

.....
.....
.....
.....

5. What can be the possible solutions to the above challenges?

.....
.....

Interview guide for teachers

1. May I know the approximate number of learners in your class?

-
-
-
-
2. Which methods do teachers find easy to use in teaching children with hearing impairment?
-
-
-
-
3. Which instructional materials are always available for teachers to use while teaching children with hearing impairment?
-
-
-
-
4. What are some of the challenges teachers face while teaching children with hearing impairment?
-
-
-
-
5. How do you think teachers can overcome the above challenge?
-
-
-
-

Appendix iv

Interview guide for learners

1. May I know your name?

.....

.....

.....

.....

2. How do you normally learn in class?

.....

.....

.....

.....

.....

3. Which materials do your teachers normally use while teaching you?

.....

.....

.....

.....

4. Are you comfortable with the ways teachers teach you?

(a) If _____ yes, _____ how?

.....

(b) If _____ no, _____ why?

.....

5. How do you think teachers can help you best?

.....

.....

.....

.....

APPENDIX D

INTERVIEW GUIDE FOR PRIMARY TEACHERS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS

Section A: Background information

1. Your age
2. Your gender:
3. Name of your school
4. Years of service in the current school

Section B.1: Level of education of parents

5. What is your view about the level of education of the majority of the parents of this school?
6. Mention some ways by which the level of education of parents of this school affect the performance of pupils in this school.

Section B.2: Level of family income

7. What is your opinion about the level of income of the majority of the parents of this school?
8. To what extent do parents of this school support the education of their children? 75

Section B.3: Parents' marital status

9. Comment on the marital status of the majority of parents of this school.
10. What influence does the marital status of parents have on the performance of the pupils in your school?

Section C.1: Academic performance

11. What is your view about the performance of pupils in your school?
12. What do you think are some of the factors that have led to the current state of pupils' performance in your school?

Section C.2: Co-curricular activities

13. Give comment on the co-curricular activities in your school.
14. What should parents do to improve on pupils' performance in your school?
 - (i)
 - (ii)
 - (iii)

Thank you for your cooperation.

A MAP OF UGANDA SHOWING DISTRICT OF STUDY



College of Education, Open and Distance Learning

1st September, 2016

TO WHOM IT MAY CONCERN:

KWANINI SILVAS

REG. NO. **BEDISNE/46229/151/DU-TR.**

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of **EDUCATION PRIMARY IN SPECIAL NEEDS.**

He wishes to carry out research in your Organisation on:

CHILDREN WITH HEARING IMPAIRMENT AND ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A CASE STUDY. MBALE MUNICIPALITY.

The research is a requirement for the Award of a Bachelors degree in **EDUCATION PRIMARY IN SPECIAL NEEDS.**

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

Yours faithfully,

Womuzumbi Moses
BRANCH DIRECTOR – 0782572505
KIU- TORORO STUDY CENTRE