EFFECTS OF PSYCHO-CULTURAL FACTORS ON ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIREMENT AT FR. OUDRAA SECONDARY SCHOOL FOR THE DEAF IN SIAYA COUNTY, KENYA

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SEPTEMBER, 2018

DECLARATION

I declare that this is my original work and has not been presented to any other university/institution for consideration of any certification. This research thesis has been completed by referenced sources duly acknowledged. Where text, data (including spoken words),graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated to all those who respond to the needs of the Hearing Impaired and Vulnerable Children (HIVC) in Kenya especially the Ministry of Education, the Franciscan Sisters of St. Anna and my Family who Inspired in me the passion for People with Special Needs.

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ABSTRACT

Education is a fundamental right that leads to realization of other rights and part of development. However, there exists wastage for learners with disabilities, in particular hearing impaired, through repetition, drop out, poor performance and low transition to other levels of education. This study seeks to investigate how psycho-cultural factors affect academic performance of learners with hearing impairment (HI). A focus on the effects of psycho-cultural factors such as self-esteem, peer pressure, perception, beliefs of parents and teachers, parental engagement, gender mainstreaming and emotional adjustments, cultural practices and attitude of the community was of great significance to this study. The study was carried out at Fr. Oudraa Special School in Siaya County in Nyanza Region. The target population for this study was all teachers, support staff, one Education Assessment Resource Centre officer, the head teacher and available parents of Fr. Oudraa special school in Siaya County. The researcher used a descriptive survey design to identify teacher related challenges in the implementation of inclusive education in Fr. Oudraa Special School in Siaya County, Kenya. The study applied a mixed approach for probability and non-probability. Stratified and random sampling was used to sample teachers and learners; this was to ensure equal representation across the stratum. Purposive sampling was used to select an EARC officer, the head teacher, deputy head teacher, 12 parents and 6 support staff to allow gender representation. This study used questionnaires, an interview guide and Focused Group Discussion (FDGs) to gather information from teachers, head teacher, deputy head teacher, the sub-county EARC coordinator, parents and learners. The findings show that there is a strong positive correlation ($r = 0.907$) between self-esteem and academic performance which is statistically significant ($p = 0.037$; $p < 0.01$). This shows that statistically significantly as self-esteem rises, the academic performance of learners with HI improves. However, for self-concept, there was a weak positive correlation ($r = 0.264$) between self-concept and academic performance which is statistically significant ($p = 0.003$; $p < 0.01$). The findings shows that there is a weak negative correlation ($r = -0.156$) between cultural factors and academic performance which is statistically significant ($p = 0.041$; $p < 0.05$). The study recommends that the Ministry of Education should put up plans to sensitize the teachers, students and parents on the need for inclusion of the learners with special needs to improve their self-esteem and self-concept.

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ACRONYMS

EFA	Education For All
ECDE	Early Childhood Development Education
EARC	Education Assessment Resource Centres
MOE	Ministry of Education
HI	Hearing Impaired
KNAD	Kenya National Association of the Deaf
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
NACOSTI	National Commission for Science, Technology and Innovation
SDGs	Sustainable Millennium Development Goal
UNESCO	United Nations Educational, Scientific and Cultural Organization
SLP	Speech Language Pathologist
TSC	Teachers Service Commission
UN	United Nations
USAID	United States Agency for International Development
UPE	Universal Primary Education
ZDV	Zambia Deaf Vision

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a fundamental right that leads to realization of other rights and part of development, as enshrined in the principles of UN Declaration on Human Rights. Developed and developing countries signed their commitments to providing Education for All by 2015 (EFA) and achieving Universal Primary Education by 2015 (Taddele, 2008). This was not realized hence declaration of new goals under Sustainable Development Goals (SDGs).

A study conducted by UNESCO (2008) revealed that United Nations Convention on the Rights of persons with disabilities adopted in 2006 advocates and imposes legal as well as ethical obligations for member states to implement special needs education and inclusive education. This was a paradigm shift anchored on the fact that everybody regardless of their diverse backgrounds should be exposed to equal opportunities in education. It is estimated that 77 million children are currently excluded from education globally and out of these number, a half are children living with disabilities (EFA global monitoring report, 2010). Learners with hearing, visual, mobility impairment and behavioral disorders in countries like UK, South Korea and India receive education in special schools or special classes within regular schools (UNESCO 2010, Yadava, 2013, Yong-wook Kim 2014).

The situation is still replicated in Africa, for instance in South Africa, Ghana, Uganda, Ethiopia among others, large number of children with special needs in education attend special schools and some others are in regular schools (Subbey, 2008, Donohue and Bornman 2014, Mwesigwa 2015).

In Kenya, more than 75% of children living with disabilities are out of school and of those enrolled, majority are confined in special schools or a few special units within regular schools (MoE, 2009). Considerable efforts have been made by the government of Kenya to ensure the success of implementation of special needs educational programs (Sessional Paper No. 14 of 2012).These efforts include making basic education free and compulsory and ensuring that all educational institutions have learner friendly environments.

The government, through the Ministry of Education (MoE), has ensured that the curriculum is responsive and adaptive to the needs of learners with special needs at all levels of education. Education assessment and resource centres have been set up in sub-counties throughout the country for prompt and appropriate identification, assessment and placement of children with special needs in education. The government has also increased funding towards special needs education (Sessional Paper No. 14 of 2012).

More importantly, strong literacy and numeracy skills lay the foundation for all students to succeed at school and in life. It is essential that all special schools give every student from Pre-school to Primary school the best possible chance to excel in reading, writing, spelling, grammar and numeracy, regardless of the disability which in turn translates to better learning outcomes and achievements in examinations (Donohue &Bornman, 2014). This will also translate into good academic performance in Secondary school.

In this respect, Kenya shares in a dilemma facing a range of the low income countries on how to design and implement, within under-resourced settings, curricula that are learner-centered. They take a constructivist view of learning processes that are adaptive to special needs in that they prepare all children with the skills they need for high academic achievements,

improved transition to secondary, future employment, well-being and positive civic participation (Waweru & Orodho, 2014).This leads to attainment of the dual gains of education as an intrinsic basic right and as a means for development.

The Ministry of Education conducted a survey on the nature and degree of the relationship between academics and factors affecting performance of learners with special needs (MoE, 2009). The findings showed that socio-economic, socio-cultural and ill-equipped schools and teachers were responsible. However, combined effects of psycho-cultural factors such as self-esteem and gender, emotional adjustments, attitudes and cultural practices, onset of disability and parental engagement, perception and beliefs of teachers and parents, pre-school training and type of schooling could be of greater influence on dismal performance of HI.

According to the survey done by the government, children with disabilities constitute only less than 1% of the children enrolled in schools, indicating that physical, social and economic barriers may be dispelling parents from enrolling their children with disabilities in these schools (Sessional Paper No.14, 2012). Majority of Hearing Impaired children are born to parents who may have little or no prior knowledge of deafness (Mitchell & Karchmer, 2004). Parents of HI children are thrust into situations that may challenge their existing attitudes toward HI people and what is possible for their HI child to achieve, (KNAD, (2005).

Most academic achievements involve reasoning skills related to concepts, abstractions and mental representations which are directly dependent on hearing (Weisel & Gali Cinamon, 2005). The elements of communication that children with hearing impairment use do not, on their own, meet the demands of holistic learning. The use of sight alone to learn poses a number of constraints to the academic progression of children with hearing impairment (Antia et al.

2002). There is evidence that children with hearing disabilities are sensitive to people's reactions toward them, which have an impact on the children's self-perception (Weisel & Gali Cinnamon, 2005). Another study found out that for HI children, poor attachment is related to less positive parent attitudes toward people living with hearing impairment (Donohue & Bornman, 2014).

Attitudes influence individual behavior and social life at all levels, from interpersonal relationships and community associations to political, economic and legal structures (World Health Organization, 2007). Education is considered as a strong multiplier effect that brings about empowerment and radical changes that breaks the vicious cycle of poverty and promotes socio-economic development of a nation as well as individual growth.

Researchers and educationists have made attempts to examine the underlying causes of poor academic performance for learners living with HI and the results reveal rather spurious relationship (Donohue & Bornman 2014, Mwesigwa, 2015).This study was anchored on the recognition of the rights of the child to survival, growth, protection, quality and effective participation in education. It therefore sought to investigate how effects of psycho-cultural factors influence academic performance of learners with hearing impairment (HI).

A study conducted by UNESCO (2010) andOnyango (2004) attributed poor performance among HI to cultural, social and rigid curriculum. However, this study examined effects of psycho-cultural factors such as perceptions, attitudes, beliefs and cultural practices of the teachers (professionals), parents and the community and how they undermined learning outcomes of HI and, subsequently, understand how these factors influenced their reaction to poor KCSE results of HI students at Fr. Oudraa secondary school. The school’s mean scores and mean grades for the last five years was highlighted as indicated in Table 1

Table 1

The schools mean scores and mean grades for a period of five years, 2012-2016.

YEAR	MS	MG
2016	2.0	D-
2015	4.18	D+
2014	3.95	D+
2013	2.83	D
2012	2.0	D-

Source: Fr. Oudraa past Examinations results records.

Considering the results in table 1, there could have been public and parents' serious concern on what was leading to unpredictable results and what could be done to scale up the performance of HI learners as it happens with regular schools. However, this was not the case for this school, prompting this study. What were the expectations, perceptions, attitudes, beliefs and cultural practices contributing to their satisfaction in spite of the widening gap in performance?

A study by Opiyo (2013) on the influence of socio-economic and cultural factors on the performance of HI learners at St. Martin primary school in Kakamega found out that low income of parents, lack of textbooks and hearing devices, low motivation and poor perception of the community were responsible for low achievement in KCPE. For this study consequences of psycho-cultural factors was analyzed to unveil how opportunities, support and initiatives were not provided hence shaping the challenges facing HI learners at Fr. Oudraa Secondary School and all HI at secondary school level in Kenya.

1.2 Statement of the Problem

The Basic Education Act, (2013) and Sustainable Development Goals No.4, emphasises quality, sustainable and inclusive education for all which should be achieved in a school set-up whether special, regular or unit. However, there exists wastage for learners with hearing impairment and other disabilities through repetition, drop out, poor performance and low transition to other levels of education.

Although the government has adopted policies and strategies, to fast track implementation of special needs education, the learners with hearing impaired lag behind other students in performance at KCSE level. On average a majority of HI learners attain D+ and below. The gap seems to widen because poor performance in special needs schools is accepted as norm and no one raises concern and demonstrates against poor performance in special schools.

A study conducted by UNESCO (2010) and Nekesa (2007) attributed poor performance among HI to cultural and social factors and rigid curriculum. Subsequently, recommendations were made to address these factors. It is clear that disability has a profound effect on the way that people's abilities are perceived and on the nature of opportunities extended to them. The effects of psycho-cultural factors on academic performance of the HI was, therefore, investigated taking into account the fact that the mean score for most HI schools ranges between D+ and D-. This was replicated at Fr. Oudraa Secondary School in Siaya. Unfortunately, in 2016 most subjects recorded D- except KSL, CRE and Business Studies whose mean grades were impressive.

Understanding how psycho-cultural factors determine the performance of learners with HI is an important component of promoting social justice in education (Donohue & Bornman 2014). A focus on the effects of psycho-cultural factors such as self-esteem and peer pressure,

perception and beliefs of parents and teachers, parental engagement, gender mainstreaming and emotional adjustments, cultural practices and attitude of the community was of great significance to this study.

Most researches on hearing impaired have focused on social interaction, family perception, quality of learning resources, instructional materials and pedagogical approaches, influence of socio-economic and socio-cultural factors, but so far no study had dealt candidly with, and documented effects of psycho-cultural factors on academic performance of the Hearing Impaired (HI) which was the primary concern of this study in Siaya County, Kenya.

1.3 Research Questions

The following research questions guided this study:

(i) To what extent are the effects of psychological factors on the academic performance of students with hearing impairment at Fr. Oudraa special school?

(ii) To what extent are the effects of cultural factors on the academic performance of students with hearing impairment at Fr. Oudraa special school?

(iii) Which challenges are faced in the enhancement of academic performance of HI learners at Fr. Oudraa Secondary School?

(iv) What measures can be taken to alleviate the effects of psycho-cultural factors on the academic achievements of HI learners at Fr. Oudraa Secondary School?

1.4 Significance of the Study

The findings for this study were significant to Ministry of Education, Kenya National Association of the Deaf (KNAD), policymakers and all stakeholders in education in the

following ways: The development partners, religious leaders and the school fraternity will get insights and were sensitized on how psycho-cultural factors influence the learning outcomes and academic achievements of HI. The researcher envisaged that in-depth analysis on the effects of psycho-cultural factors will go a long way in collating and documenting information that might be used to scale up performance of Hearing Impaired in the country. The Ministry of Education and policy makers will come up with interventions and set aside funds to support awareness programs for parents, community leaders and capacity building for teachers.

This study extends the existing literature on performance of HI and it adds to the body of knowledge on elimination of psycho-cultural factors barriers influencing performance of HI at Fr. Oudraa Special School.

1.5 Scope and Delimitations of the Study

This study was based on the effects of psycho-cultural factors on the academic performance of HI. It was confined to Fr. Oudraa Special Secondary School fraternity, and parents with hearing impaired learners.

The random sampling methods adopted for this research could not allow generalization of the findings for the reasons that: purposive random sampling was used to select head teachers and teachers because of the specific characteristics required for this study; respondents for this study were drawn from Fr. Oudraa Secondary School due to easy accessibility and availability of the respondents who had firsthand information concerning the experiences of the deaf since they handle them on day today basis. The researcher addressed limitations by triangulation of data from interviews and questionnaires to fill in gaps.

1.6 Theoretical Framework

This study applied to two theories relevant to the study that is; empowerment, strengths, and resiliency perspectives as quoted by Raske (2005) and Explanatory models of disability by Kenavey (2006). The empowerment perspective has encouraged social workers to develop collaborations with oppressed groups such as persons of color, disabilities and people living in poverty. The strength perspective is concerned with talents, capacities, knowledge and resources existing in all individuals and communities. In relation to disability, it is an opportunity for growth hence people living with disabilities need to take into their abilities instead of disabilities, Raske (2005).

The resilience perspective takes into account the individual and family strengths to overcome environmental, social and personal barriers. The Theory posits that those who overcome their disability challenges are treated as disabled heroes while those who cannot overcome their disability challenges are not considered as inspiring. The image of the resilient disabled hero creates an ideal which most disabled people cannot achieve, thereby increasing the "otherness" of the majority of people with disabilities.

This theory was relevant to this study. Children with disability, families and teachers are influenced by the standards and values of the wider culture in which they live and work. A theory on empowerment, strengths, and resiliency perspectives would be used to encourage parents, teachers and the entire school community to nurture talents, capacities, knowledge and resources existing in all individuals, particularly hearing impaired learners.

Explanatory Model of Disability entails three aspects: parents and teachers unwittingly encouraging disabled to overcome society's persistent negative view of disabled people, though

cognitively exhausting; externalizing ones disability to limit negative social-emotional impact, with emphasis on ignoring disability without thinking about it though students may demonstrate visible discomfort whenever reference is made to their disability; and integrating the identity that students permit to express their needs and act autonomously. This explanatory models were informed by Self Regulations Styles of Motivation by Ryan & Deci (2000), which states that students with hearing loss may extrinsically self-regulate behavior in ways that dispel society's negative view of disability to enhance self-esteem or have an introjected style of motivation, when they ignore their disability to enhance self-esteem or if they personally identify with disability, as a result act autonomous regardless of social images and attitudes.

Through an understanding of students explanatory models of disability and self-regulation the parents and teachers can support learners with disability as they work towards competent and self-determined success in classroom activities. It is prudent for teachers, parents and communities to work towards diminishing the way in which disability is created through interactions, expectations, assumptions, remarks and way of doing things. Psycho-cultural factors are a major cause of poor performance for HI learners, therefore, teachers, parents and the community should uphold values, standards, perceptions, beliefs and practices that benefit the HI pupils at Fr. Oudraa, Special School in Siaya County, Kenya.

1.7 Conceptual Framework

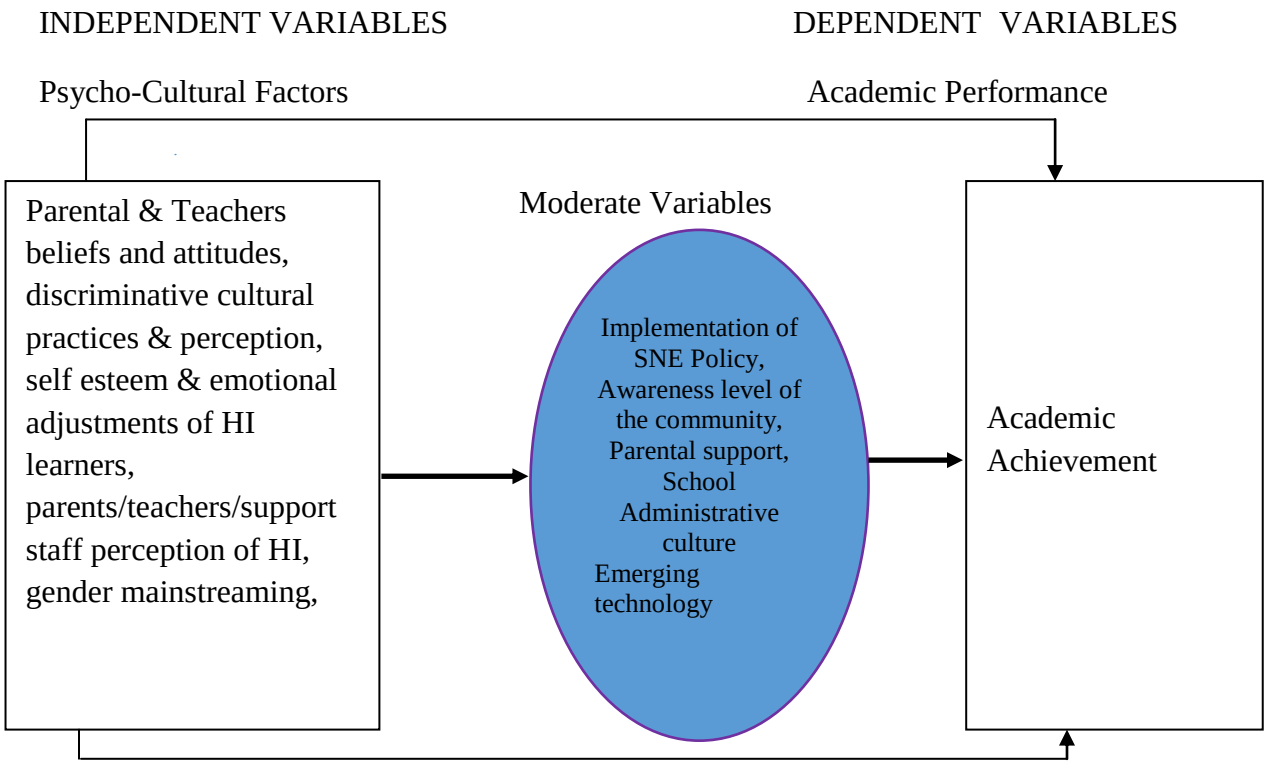


Figure 1.1

Conceptual Framework showing the variables of the study (Researcher, 2017)

The study established the influence of independent variables, psycho-cultural factors, which included; parental and teacher's beliefs, cultural practices by the community and parents, attitudes of parents, teachers and support staff, emotional adjustment of HI learners, perception of HI and gender mainstreaming among others, on the dependent variable, academic performance of HI learners. It was envisaged that psycho-cultural factors have a strong implication on the academic performance of HI learners in terms of improved performance in all subjects, improved mean score in KCSE results, improved transition, improved self-esteem and elimination of discriminative culture. Moderating or intervening variables such as Implementation of SNE Policy, awareness level of the community, parental support and school

administrative culture have direct relationship on the dependent variable, performance of HI learners in KCSE, and an indirect relationship with the independent variables, psycho-cultural factors.

1.8 Definition of Operational Terms

The following terms were defined as used in the study:

Special School: - This term means a school catering for students with special educational needs, e.g. those with disabilities. In this study, special school refers to a school which enrol learners with hearing impairment only.

Psycho -cultural factors: refer to those cultural-related factors in the domain of psychology.

Academic Performance: Refers to HI learners who attain at KCSE the requisite entry points at secondary level.

Improved Performance: Means HI learners perform above average in all subjects at the end of secondary education.

Improved Transition; Increased number of HI learners proceeding to secondary level

Elimination of discriminative culture: Removal of cultural barriers that affect the performance of HI learners

Effects of Psycho Cultural Factors: Means consequences of combination of psycho-cultural factors on academic achievements of hearing impaired e.g. teachers and parents' beliefs and practices

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature anchored on the study title and objectives. It anchored the study on the theoretical framework and identified gaps in the empirical studies from which the conceptual framework was formulated. Empirical literature review grounded with evidence from published scholars work and referred journals was reviewed in this study. Many scholars through various research findings have documented literature concerning education of the pupils with hearing impairment and their performance. The prominent ones are American Medical Association, Bess et al (1998), Carney and Moeller, (1998), USAID, Equip123, (2006) and Zambia Deaf Vision (ZDV) among others. This chapter therefore, looked at the literature generated by these scholars and others on the subject to build on the specific area of effects of psycho- cultural factors on the academic performance of pupils with hearing impaired.

The review was divided into four parts comprising: the effects of psycho-cultural factors; their challenges on learners; measures for alleviating the effects of psycho-cultural factors; summary and identification of the knowledge gap.

2.2 Overview of Special Needs Education

Special needs education dates as early as 1800 in Europe and 1900 in the rest of the world. In Britain for, example, special needs education programs such as oral communication, lip reading, speech therapy and hearing aid were a preserve for the wealthy families. In Kenya special education was started by Christian missionaries and Muslims. The first school was Aga Khan in Mombasa established in 1958, followed by Mumias and Nyangoma in 1961 and Kambui

in 1963. More special schools were established in 1970s and 80's include; Kaaga, Maseno,Tumutumu, and Kapsabet.

To date there are over 98 public primary schools, 7 secondary schools,1341 special units and 4 technical and vocational(TVET) institutions according to Kenya National Survey for Persons with Disabilities (KNSPWD Report, 2008). MoE Report (2011) indicated that in 1999 there were 22,000 special needs learners enrolled in schools, in 2003 they were 26,885 and in 2007 and 2008 the number rose to 29,228 and 45,000 respectively. The Sessional Paper No.1 of 2005 on Education, training and research, set out guidelines for SNE learners to access and provide equal opportunities for children with disabilities regardless of age and economic status. The Kenyan government has embraced full implementation of special needs education as a way of realizing the Sustainable Development Goals and EFA goals (MOE, 2008). The right to education in Kenya is recognized in the Constitution of Kenya 2010 article 54 (1) b, Children's Act 2001, persons with Disabilities Act 2003 article 18 as well as the basic education act 2013 article 44 (4) and 46 (1) (KNCHR, 2014). Other legal documents that support inclusive education include the SNE policy 2009; Disability Mainstreaming policy 2012 and the Sessional Paper 2 of 2015 (Taylor & Caroline 2013). There are also specific bodies like Kenya Society for the Deaf Children (KSDC) and Kenya National Association for the Deaf (KNAD) who deals specifically with the needs of hearing impaired in the country.

2.2.1 Review of theories

2.2.1.1: Classical Liberal Theory of Equal Opportunity

The study was based on Classical Liberal Theory of Equal Opportunity and social Darwinism by Sherman and Wood (1982) who expressed the view that education should offer equal opportunities to all. The theory states that "each individual is born with a certain amount of

capability. Educational systems should therefore be planned in a way so as to eliminate obstacles based on socio-cultural factors, geographical factors, and school-based factors which prevent children who have learning disabilities to take advantage of their inborn talents. Progressivists like Horrance Mann termed this theory as "the great equalizer" which would boost life opportunities of children with special needs in education, Sherman and Wood (1982). The theory demands that opportunities be made available for persons to go through all levels of education to which access should be determined not on the disability of the learner but on his or her capability.

2.2.1.2: Social Darwinism Theory by Sherman and Wood (1982)

Social Darwinism Theory stresses that every person should be given good education and the social status which permits them to inherit aptitude, Organization for Economic Cooperation and Development, (1975) as in Orodho (2012). The theory perceives that making education accessible to everyone is just. The classical liberal theory on the other hand states that social mobility will be enhanced by equal chances of education. The origin of this theory can be traced to writers such as Roussean (1712-1778), who claimed that 'natural' statesmen are born equal and individual abilities should not jeopardize social equity so long as society rewards people according to their status (Orodho, 2012).

There is an assumption that by eliminating economic, social and physical barriers, everybody will receive the type and amount of education that suits his/her inborn capability. Evidence can be cited in favor of this, for example, so many people who have special needs in education have taken advantage of education opportunities and proceeded to get good jobs of higher incomes. If the state would not have provided education to them, these individuals would have been deprived of chances for advancement Orodho, (2012).

It was envisaged that if the effects of psycho-cultural factors are addressed and necessary recommendations tailored to the needs of HI, learning outcomes and academic achievements would greatly lead to improved transition and reduced wastage rates.

2.3 Effects of Psycho-Cultural Factors on the Academic Performance of HI Learners

Students with a hearing impairment have considerable difficulty succeeding in an educational system that depends primarily on the spoken word and written language to transmit knowledge. Studies examining the academic achievement of children in a special school, according to Harriss (2001), show that isolated children display more internalizing problems, such as depression, anxiety and low self-concept. Adoyo (2008) points out that it is a misconception to assume that language is not a necessary ingredient for complex cognitive development. Similar view is held by Chimedza and Peterson (2003) who asserted that deafness does not affect a persons' intellectual capacity to learn and can perform with a normal range of intelligence when tested beyond verbal tests.

Calderon and Greenberg (2011) observed that failure of parents, professional and general public to understand and accept HI is the greatest obstacle to the academic success of hearing impaired. The definition of cultural identity among people who are deaf could be based on how they perceive themselves in terms of personal identity, language identity, and social identity and how strongly these three aspects of identity are inter-related (Hadjikakou & Nikolaraizi, 2007).

Mushoriwa and Gasua (2008) assert that appropriate support can enable HI children to succeed immensely in school, there by demystify labels and stereotypes associated with HI achievement. Adoyo (2008) argues that resources initiated by communities such as instructional materials and knowledge and skills possessed by teachers and parents could alleviate barriers to poor performance for HI.

Chimedza and Peterson (2003) revealed that negative attitudes and retrogressive cultural practices are detrimental to teaching of HI learners. They further stated that, parents and teachers with an acceptable attitude, respect and valuation of individual difference of students with HI enhance performance in secondary school. According to Gender Policy in Education (2007), in the year 2003, out of 23,459 special needs education learners enrolled in secondary schools, about 8,910 were girls. In addition, there was higher dropout rate among girls than boys which was attributed to environments insensitive to their needs and stereotype beliefs that girls should get married. This study sought to establish cultural practices that permeate negative attitude towards the academic success of HI students at Fr. Oudraa secondary school.

Calderon and Greenberg (2011) concur with this view by emphasizing that family and community support play a critical role of determining better outcomes for HI students. A study conducted in UK by Leigh, Newall & Newall, (2010) established that parents found themselves under-informed on decision making and powerless in monolithic school system. Similarly, in the US, Heineman & Webster (2003), parents felt intimidated by not being involved in deciding which school their children attend and which communication approached to be used. This implies that there is lack of proper communication and engagement between the schools and stakeholders such as parents, communities and EARC centres.

Chimedza and Peterson (2003) conducted a paradigm that examined how group functioning with peers affected deaf identity. Essentially, the interactions with peers, both deaf and hearing, affected the concept of self and cultural identification. Bat-Chava (2000) used the Cultural Identity Theory (CIT) to measure deaf identity and focused on three culturally related categories: culturally hearing, culturally deaf, and a mixture of the two known as bicultural. The

findings revealed that deaf identity focused on communication and socialization as intrinsic to the formation of identity.

Wauters & Knoors, (2007) point out that alongside the communication and psychological difficulties, in social behavior deaf children have been found to be more withdrawn and less collaborative than their hearing peers. Findings by Gersten, Keating, Yovanoff, & Harniss, (2001) revealed that support from principals and special education administrators for teachers and families has strong, direct and indirect effects on the quality of education that a child receives as well as academic achievements.

Chimedza and Peterson (2003) observed that administrators set the tone of a school's culture, influence how services for students with a hearing loss are provided, mediate disputes, and shape attitudes about family involvement in a child's education.

Adolescents who ultimately self-identify as members of the Deaf community tend to be raised within a family that practices deaf traditions, to be educated in a school environment where they interact with deaf adults and deaf peers and to communicate in sign language (Hadjikakou & Nikolaraizi, 2006). Calderon and Greenberg, (2011) added that culture is a reflection of most communities, patterns of beliefs, values, behaviors, social customs, and knowledge that represent characteristics of the community. They emphasized that those children who are deaf are exposed to two languages and two cultures. Frequently, the first language and the culture are not the same as their parents.

Wauters & Knoors, (2007) assert that negative attitudes and discrimination toward individuals with hearing disabilities in particular, are deeply rooted and difficult to change. The primary reasons for this include limited experience interacting with individuals who are deaf or hard of hearing, prejudices and fear on the part of the hearing population. UNESCO, (2010)

study showed that different cultural forces pull the child's behaviour in different directions, and create conflicting expectations and increase the probability that the HI will violate cultural norms and be labeled a deviant. Pupils are likely to behave in the way they do because of the challenges they face. It should also be appreciated that there are many conflicting and widening choices in the modern world.

The problems facing people with disabilities are perceived as controlling attitudes on the part of professionals, inadequate support services, and attitudinal, architectural, and economic barriers. It is emphasized that solutions to these problems consist of self-advocacy, system advocacy, elimination of barriers, and outcomes chosen by the person with disability (Pfeiffer, 2005).

Even when students with HI are sent to schools, society anticipates more challenges that they are likely to face than achievements. In fact, most parents sacrifice sending learners with hearing loss to residential schools as a relief so that they are out of their sight. The attitude that society has makes such children grow up with no hope to excel at school and make it in life, Calderon and Greenberg, (2011).On the other hand, the available instructional materials, pedagogical approaches, skills and knowledge possessed by the teachers help enhance barriers and poor results among HI learners at KCSE level.

Mushiriwa and Gashua (2008) pointed out that teachers and parents should try to understand children with hearing impairment (HI) and help them to navigate through learning process and collaborative interactions that can lead to better social adjustments. However, lack of earlier interventions and provision of family centre services, parental related stress to having HI children and poor language outcomes affect the success of HI learners in national examinations.

Heineman –Gosschalk and Webster (2003) interviewed 100 parents and teachers of deaf children on their views about literacy, 60% of the parents felt they were not given sufficient advice or information that could help them read with their children at home. The same sentiments were shared by Watson and Swanwick (2008) in their study. Parents of Deaf and Hard of Hearing (DHH) decried that they were not advised on how to support early literacy through shared reading. More importantly, strong literacy and numeracy skills lay the foundation for all students to succeed at school and in life. It is essential that all special schools give every child, from Pre-school to Primary, the best possible chance to excel in reading, writing, spelling, grammar and numeracy, regardless of the disability which in turn translates to better learning outcomes and achievements in examinations (Donohue and Bornman, 2014).This implies that effects of psycho-cultural factors have a significant negative impact of schooling and overall performance of HI students especially at secondary level.

Calderon& Greenberg (2011), observed that family socio-economic status, ethnicity and student engagement in social activities and other aspects of community life contributes positively or negatively to post school participation in the society. It is clear that beliefs, values and biases held by teachers and catchment area have a direct influence on the behaviour and performance of HI at school.

While human nature is inherited, culture is learned. However, individuals within all cultures vary based on differences, preferences, values, and experiences. Hofstede (2011) identifies cultural dimensions that are globally applicable and are reflected in all aspects of life, including family life, child-rearing practices, education, employment, and health care practices. Constructionism devotes particular attention to the ways in which knowledge is historically situated and embedded in cultural values and assumptions, socio-cultural norms, and language,

Patterson, (1997).The constructionist perspective asserts that a disability-related impairment comes from the relationship of the person with a disability to the socio-cultural environment. The environment is seen as the primary target of intervention. This framework stands in sharp contrast to the position taken by social work education regarding disability, where the emphasis is on rehabilitation, adaptation, and mitigation (Gilson &Deploy, 2002).

How processes of cultural transitions shape the local understanding of disability in terms of measurable functional limitations fail to recognize that culture permeates the variations of the human condition with consequences much deeper than the simple ability to perform a given task, Raske, (2005). As noted by Hofstede (2011) motivation is directing behaviour towards satisfying a need. If the learners' behaviour patterns show dissatisfaction, it leads to failure in class, poor memory and low self-image.

Antia et al, (2002) acknowledges that social constructivist perspective on teaching and learning holds that students construct much of their learning directly from social experiences. Such social experiences allow active engagement in their own learning rather than as passive recipients of knowledge through direct teaching, drill, and practice. Students with hearing loss fail to perform effectively due to lack of necessary skills to participate with peers and learn as members of a community.

2.4 Psycho-Cultural Challenges that Undermine the Performance of HI Learners

Nikolaraizi and Makri, (2005) pointed out that HI are considered less intelligent than hearing and the blind due to this assumption. Davis (2005) stated that the HI choose not to disclose their disability to avoid facing potential stigma. Some parents choose to over protect their HI children limiting their opportunities to access education in good time and whenever they

enroll them to school, such children develop a feeling of isolation and lack of independence at school. In turn, their participation in class and core-curricular activities remain low.

Watson and Swanwick (2008) stated that gender, age at referral, degree of hearing loss, nature of support services and language used at home and school were major barriers to strong literacy and numeracy skills for HI students. Andrew and Lupert (2000) observed that HI students tend to be more fatigued than hearing peers because of the listening efforts required and more this acts as a barrier to building positive self-esteem.

Decades of research and interventions have failed to close the achievement gap between HI and hearing peers due to personal characteristic of people involved and different types of services which schools offer the deaf. Use of sign language, for this case, Kenya Sign Language (KSL) improved learning outcomes for hearing impaired across the nations according to Marscharck and Lee (2014). However, parents may be disempowered in understanding communication approaches and significance of sign language.

Leigh, Newall and Newall (2010) observed that lack of early interventions and provision of family centre services, leave parents with stress related to having HI children and limited language outcomes. Limited academic progress is most evident among HI learners. It is collectively agreed that the manner in which hearing impaired learners are prepared for examinations and world of work is unsatisfactory, Luckner and Muir, (2001). Managing responsibilities and living independently are among challenges facing HI, because there is a disconnect between professionals, families and communities. This makes it difficult for hearing impaired learners to plan their learning activities at school and home. HI learners at secondary school level know that culture does not encourage marriage or relationships between deaf and hearing. Such societal ceilings undermine psycho-social support for HI schooling excellence.

Johnson and Dilka (2000) noted various types of technology that could be of specific interest to HI learners. The learners rely on the decision of the professionals, parents, teachers and other stakeholders. A combination of misconception on abilities of hearing impaired was viewed as the obstacle. Cultural beliefs determine crucial decision of the parents and entire community with regard to investing in assistive technological devices for HI or not. Negative attitude and discrimination towards HI students are deeply rooted in and outside learning institutions, due to limited experience in interaction with HI as well as prejudices and fear of being of HI population, Andrew and Lupert, (2000).Limited understanding may increase anxiety and fear of individual differences, Sze, (2009).

Most researchers contend true collaborations and consultations between professional and families, Turnbull and Turnbull,(2001).The HI learners bear the burden of lack of harmony. Gersten et al (2001) assert that support from principals, special administration, teachers and parents have both strong direct and indirect influence on the quality of education that HI learners receives. He further points out that, Administration of the school sets the tone of school culture on how services are provided, mediate disputes, shape attitudes about family involvement in the child's education as well determines professional development of the teachers.

One would assume that hearing-impaired (HI) individuals encounter more difficulties regarding their self-esteem because they often face multiple challenges, such as speech and language delays, communication problems, and less or no access to the sound-dominated world.

Majority of the persons with disabilities experience hardships as a result of built-in social, cultural and economic prejudices, stigmatization and more often ostracism, abuse and violence. In Ghana disabilities are attributed to curses from gods, a concept held in many African countries, (Agbenyega, Deppler & Harvey, 2005).While some will find a way of eliminating the

child others will not kill but hide the child for they would not like anybody to know because they view it as God's punishment for some disobedience. This is consistent with what Avoke, (2002) notes that negative attitude and persistent belief that disability is regarded as a continuous tragedy, undermines the intellectual worth of HI learners.

Mitchell & Karchmer, (2004) also asserts that parents of Deaf and Hard of Hearing (DHH) children are thrust into situations that may challenge their existing attitudes toward DHH people and what it is possible for DHH people-and their DHH child to achieve. Similarly teachers, principals and support staff are not free from the community influence. These in the long run create significant, intangible barriers or facilitators that have a greater impact on participation than the disability itself Bilbao et al., (2003); Coryell, Harries, & Kirby,(2006).

2.5 Measures to Alleviate the Effects of Psycho-Cultural Factors Influence on the Academic Achievements of HI Learners

Leigh, Newall and Newall, (2011) suggest that early intervention and provision of family centered intervention services help to reduce parental stress related to having HI children and improve early language. Increased collaborative decision making, problem solving and greater attention to family needs will enable them learn to communicate and develop reliable partnership Johnson and Dilka, (2001).On the other hand, improved interaction between HI learners and hearing regardless of age, helps in dispelling stereotypes, thereby creating more realistic perspectives about HI, Nikolaraizi & Makri, (2005).

Nikolaraizi and Makri, (2005) proposed that sign language should be exposed to as many people as possible because they established that hearing individuals who knew sign language held more positive belief regarding capabilities of HI. Sufficient self-esteem is extremely important for psychosocial functioning. It was hypothesized that hearing-impaired (HI) children

have lower levels of self-esteem, because, among other things, they frequently experience lower language and communication skills

Teachers need to make special considerations when teaching hearing-impaired children. Much of the consideration involves common sense that sharpens through close collaboration with the student, the student's family, and the speech language pathologist (SLP). The student and student's family can certainly offer the teacher support on a daily basis through constructive criticism of what is or is not working for the child in the classroom.

A study by Opondo (2001) in Nyanza revealed that most parents were reluctant to invest in the education of children with serious disabilities because they would not reap economic returns in future. This study sought to understand how perceptions, attitudes and gender stereotypes of parents, teacher and the community influence the decision to support HI learners improve literacy and numeracy abilities which in turn contribute to KCSE performance at Fr. Oudraa secondary school.

2.6 Summary of Knowledge Gaps

Most reviewed studies were done on other areas of special needs but few were available on deaf learners, hence this study was to fills in gaps in literature. Moreover, some studies were done in primary schools that had younger learners unlike this study which was on secondary school learners to fill in gaps in literature. In addition, some studies were either qualitative or quantitative in nature but this study had both elements since both interview schedules and questionnaires were used to collect data.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research methodology with key elements being research design, location of the study, target population, sampling techniques and sample size, research instruments, pre-testing, data collection techniques, data analysis and presentation of research findings and finally the logistical and ethical considerations.

3.2 Research Design

According to Orodho (2009), a research design is a strategy for planning and conducting a study. It is a roadmap or plan for planning and conducting a research study. According to this understanding, research designs were blue prints that guided the planning of the research, that is, data collection and analysis. A research design is an overall structure conceived to help the researcher in answering the raised research questions (Mbwesa, 2006). The researcher used a descriptive survey design to identify teacher related challenges in the implementation of inclusive education in Fr. Oudraa Special School in Siaya County, Kenya. The design was appropriate because it enabled the researcher to gather information, summarize, present and interpret it by producing statistical data on aspects of education that interest policy makers and educators.

3.2.1 Study Variables

Dependent Variable

A dependent variable is the factor that appears, disappears diminishes or amplifies as the researcher introduces, removes or varies the independent variable, Creswell (2003). The

dependent variable for this study was Academic Performance of Hearing Impaired (HI) at Fr. Oudraa, special Secondary School in Siaya County, Kenya.

Independent Variables

An independent variable according to Creswell (2003) is the factor that the researcher manipulates in order to determine its influence on the dependent variable. Independent variables for this study were psycho-cultural factors, which included; cultural practices, negative community perception and lack of support towards H.I, parental/teacher beliefs, poor emotional adjustments in children which lead to poor performance in school, and low motivation of the pupils, traumatization and segregation.

3.3 Locale of the Study

The study was carried out at Fr. Oudraa Special Secondary School in Siaya County in Nyanza Region. The transport network is fairly good though the majority of the roads are feeder roads which make it difficult to access the school during rainy seasons. This locale was selected because of its diversity in socio- economic and cultural development clearly illustrated in the issue related to the psycho-cultural factors influencing the academic performance of Fr. Oudraa School for the Hearing Impaired. Culturally, relationships are governed by kinship, age, gender and family descent is patrilineal. In addition, the Luo undertake cultural practices such as grinding soil, sports, songs, and dance. Rites of passage such as marriage and funeral are very significant as well as cultural naming and inheritance rights. However, introduction of Christianity and formal education wife inheritance is fading and intermarriages are impressed.

These cultural practices imbedded into the community may significantly influence academic performance of HI psychologically and culturally.

3.4 Target Population

Target population is the entire group of persons, events or objects having common observable characteristics according to Mugenda and Mugenda, (2009). The target population for this study was all teachers, support staff, one EARC officer, the head teacher and available parents of Fr. Oudraa special school Siaya County. These respondents were selected because they had pertinent information, experience, skills and knowledge in psycho-cultural factors affecting the performance of the HI.

EARC coordinators were selected for this study because they were the ones who coordinated and engaged with parents/care givers early identification, assessment, intervention of children with special needs in education and the placement of such children in appropriate schools. They also advised and offered guidance to teachers in regard to special education as well as organized seminars and in-service training for teachers in implementation of special education.

3.5 Sample Size and Sampling Procedures

A sampling technique is a procedure through which a researcher selects the cases to be included in the study (Mugenda, 2008). The study applied a mixed approach for probability and non-probability. Stratified random sampling was used on teachers and learners; this ensured equal representation across the stratum (Mugenda & Mugenda 2003).

Purposive sampling was used to select an EARC officer, the head teacher, 12 parents and 6 support staff to allow gender representation. According to Mugenda and Mugenda (2008), 10% of the accessible population is enough for descriptive survey.

Table 2

Distribution of the Sample Size for the Study

Category	M	%	F	%	Sampling Technique
Head Teacher	-	-	1	100	Purposive
Teachers	5	41.7	7	58.3	Purposive
Parents	6	7.5	6	7.5	Purposive
Support Staff	3	25	3	25	Stratified
EARC	1	100	-	-	Purposive
Learners	53	50	32	82.1	Stratified
Total	**68**		**49**		

Source: Siaya County Education Director

Based on Table 2, the study sample size was 117. This was considered as representative of the target population.

3.6 Description of Data Collection Instruments

Research instruments are tools which are used for collection of data (Mugenda, 2003). This study used Questionnaires to gather information from teachers and head teacher. An interview guide was used to gather information from the sub-county EARC coordinator, support staff and parents. Focused Group Discussion (FDGs) was conducted for learners. The three instruments were used to gather both quantitative and qualitative data.

3.6.1 Questionnaires for the Teachers and Head Teachers

The questionnaires were used to gather information from the teachers and head teachers on the effects of psycho-cultural factors on academic performance of hearing impaired learners. The teachers and head teachers' opinion on measures they thought should be put in place to scale

up performance for hearing impaired learners. The researcher chose to use questionnaires because they have comparatively greater return rates and reliability, Mugenda & Mugenda (2003). Also the target population comprised of professionals, experienced and skilled whose ability to read and interpret the questions was not in doubt. It was also believed that through questionnaires, much of the data required was provided and time was saved. The questions were mainly close ended. The questionnaire had three sections (A, B and C). Section A gathered general information while section B gathered information tailored to the study objectives. Section C on the other hand sought views on eliminating psycho-cultural factors and measures for improving the quality of results attained by HI learners at Fr. Oudraa special secondary school.

3.6.2 Interview Guide for EARC Coordinator, Parents and Support Staff

Interview guide were used to gather information from the sub-county EARC coordinator, parents and support staff on their knowledge on effects of psycho-cultural factors on academic performance of learners with hearing impaired and measures they had put in place to improve performance for learners with hearing impaired in the school and any other pertinent information relevant for improving performance of learners with disability. Orodho (2009) noted that most people are at ease while presenting themselves verbally than in writing and will therefore give data more readily in an interview. Interview schedule, therefore, enabled the researcher to get more information from EARC coordinator, parents and support staff by probing further into the questions. Issues were also clarified in a better way compared to use of a questionnaire. With the consent of the interviewee, the discussions were recorded.

3.6.3 Focused Group Discussion (FDGs) for Learners

Focused Group Discussion was used to gather information from the learners on their knowledge on effects of psycho-cultural factors on academic performance. The questions were skewed to the study objectives.

3.7 The Validity and Reliability of Instruments.

Orodho (2005) defines piloting as a mini piece of research which is used to make sure that tools set are answerable. Piloting was done on the study instruments in order to detect deficiencies such as unclear/ambiguous items in the research instruments which could affect the responses of the respondents, insufficient space for writing responses, clustered questions and wrong phrasing of questions were detected and altered accordingly in order to enhance validity of the instruments. Piloting was done in a school with a Special Education Unit at secondary level. The procedure for piloting the study instruments was similar to what was used during the actual study.

3.7.1 Validity of Research Instruments

Validity is the degree to which numerous measures of a concept measure what it purports to measure (Orodho, 2005, Kothari, 2004, Mugenda & Mugenda, 2003). It is the degree to which the outcomes from the data analyzed will truly represent the phenomenon under study. Content validity was tested through subjecting the study instruments to the scrutiny of expert judgment of the supervisors.

3.7.2 Reliability of Research Instruments

Reliability is the degree to which a specific measuring procedure gives similar results over repeated trials (Orodho, 2005, Kothari, 2004 and Mugenda & Mugenda, 2003). Test-retest

method is appropriate in assessing reliability of the research instruments. The same questions were administered to the special group of respondents at an interval of one week and the outcomes compared. The Spearman's correlation was used to correlate the two outcomes as shown below:

$$\text{Rho } (r_s)\ 1- \frac{(6 \quad d^2)}{n(n^2-1)}$$

Where: r is coefficient of reliability

d^2=Summation of the deviation squared

n= Sample size

n^2 = Sample size squared

A Spearman's Correlation coefficient of about 0.75 was considered enough to judge the instruments reliable for the study (Orodho, 2009).

3.8 Data Collecting Procedures

The researcher obtained an introductory letter from the school of Post graduate Studies from Catholic University of Eastern Africa (CUEA) for onward submission to the National Council for Science, Technology and Innovation (NACOSTI) for acquisition of the research Permit. Authority was also sought at the Siaya Commissioner and County Education Director's office respectively as well as Sub County Education. Finally visit to the respective school to book an appointment with head teacher and seek permission for data gathering from key respondents was done.

3.9 Data Analysis and Presentation

Ader and Mellenberg (2008) defines data analysis as the process of inspecting, cleaning and modeling data with the aim of highlighting useful information, suggesting conclusions and supporting decision making. Quantitative data was cleaned, questions serialized, a coding key prepared and then data was analyzed using statistical package for social sciences (SPSS) version 21.0 which was suitable for accuracy and completeness with minimal errors. Qualitative data was coded, transcribed and interpreted in themes in line with the study objectives and statement of the problem. Results were presented with the aid of tables and figures using frequencies, percentages and mean scores.

3.10 Logistical and Ethical Considerations

3.10.1 Logistical Considerations

The researcher prepared a work plan to show details of tasks that was done throughout the research process. A budget was prepared to guide the researcher so that the process would not lag behind because of inadequate planning.

3.10.2 Ethical Considerations

Preliminary visits were made to the school to notify the head teacher of the intended research. Informed consent was achieved through briefing the respondents on reasons as to why the research was to be carried out for them to agree voluntarily to participate in the study. Appointments were made to avoid inconveniencing them and confidentiality was strictly guaranteed through concealing identity of all the respondents.

The researcher ensured that the respondents were not subjected to any physical or psychological harm in the process of giving information for the study. This was done by

avoiding use of threatening statements that could cause anxiety among the respondents, therefore the researcher was able to get participants informed consent before deciding to participate in the study.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings, their interpretations and discussions in its attempt to answer the research questions. The findings of the study are presented on the basis of the research objectives as defined in chapter one. The data was analyzed and summarized inform of frequency distribution tables, using descriptive analysis technique and inferential statistics using Pearson correlation. Microsoft Excel and statistical package for social sciences (SSPS) version 21.0 were used as the medium of analysis.

4.2 Response Rate of Various Categories of Respondents

The study sampled 85 learners with hearing impairment in Forms II, III and IV from Fr. Oudraa secondary school for the deaf in Siaya County, Kenya. Moreover, the principal, 12 teachers and 6 members of the support staff were interviewed. Response return rate is summarized as in the Table 3

Table 3

Response Return Rate

Category	**Sample**	**Returned**	**Return Rate**
Head Teacher	1	1	100%
Teachers	12	10	83.3%
Support Staff	6	2	33.3%
Learners	85	67	78.2%
Total	**104**	**80**	**76.9%**

Source: Field data, 2017(N=67)

Out of the 85 learners, 67 returned completed and duly filled questionnaires giving a questionnaire return rate of 78.2%.The return rate was high because the researcher administered the questionnaires to the respondents in person and made follow ups to ensure the questionnaires were duly filled. Similarly with teachers, 10 out of 11 teachers participated in the study thus recording a return rate of 83.3%. High response return rate for the teacher was achieved because the researcher made call backs and arranged for the convenient date for the interviews.

4.3 Demographic Information

Before analyzing the data on the research questions, it was necessary to understand the demographic characteristics of the respondents. Thus the researcher explored the gender and age of the respondents to understand their representativeness of both gender.

4.3.1 Demographic Characteristics of Learners with Hearing Impairment

Learners with Hearing Impairment were central to this study because the study revolved around them. They are in a position to tell the psychological challenges influencing their life. This makes them more instrumental in providing quantitative information on the influence of psychological and cultural factors influencing their academic performance. The demographic characteristics of the students were summarized in Table 4.

Table 4
Demographic Characteristics of Hearing Impaired Learners

Gender	**Frequency**	**Percentage**
Female	25	37.3
Male	42	62.7
Total	**67**	**100.0**
Age		
Below 15 years	17	25.4
15 – 18 years	39	58.2
19 and above	11	16.4
Total	**67**	**100.0**

Source: Researcher's data, 2017

It was imperative to investigate gender of the students to establish how academic performance would vary across gender of the learners with hearing impairment and the enrolment rate of the physically handicapped learners across gender. The study found that majority of the students who participated in the study (62.7%) were males while 37.3% were female. This shows that gender parity in education especially among learners with hearing impairment was still not achieved with male learners exceeding the number of female learners. Thus, there is still need for more advocacy work and affirmative action programs encouraging girl child education and other special groups in the society. However, it is worth noting that there is a good indication that enrolment of girls in the school was improving, to be in line with MoE (2013) *National Education Policy Framework that* stress the need to achieve gender equality in education.

Further, it was also imperative to investigate the age of the respondents to establish the entry age of learners with hearing impairment. The study found that most of the learners (58.2%) were between 15-18 years with 25.4% aged below 15 years. This shows that most of learners were conforming to pedagogical requirements of school entry age of the learners. The age bracket also showed that the respondents were able to understand their feelings and make judgment on their personal opinion regarding the survey questions. This view is shared with Watson and Swanwick (2008) who stated that gender, age at referral, degree of hearing loss, nature of support services and language used at home and school were major barriers to strong literacy and numeracy skills for HI students.

4.3.2 Demographic Characteristics of Head Teacher, Teachers and Support Staff

The researcher noted the gender of the other respondents to be able to understand the level of representation of views of both gender regarding the concept under investigation. The

school principal was female while the teachers were distributed as 60% male (6) and 40% female (4). As for the support staff, there was one male and one female. Overall, the group respondents providing qualitative information were almost evenly distributed as shown in Table 5 with 53.8% being male respondents and the remaining 46.2% being female.

Table 5

Distribution of Head-teacher, Teachers and Support Staff by Gender

Category	**Male**		**Female**	
	Freq	**%**	**Freq**	**%**
Head Teacher	-	0.0%	1	100%
Teachers	6	60.0%	4	40.0%
Support Staff	1	50.0%	1	50.0%
Total	**7**	**53.8%**	**6**	**46.2%**

Source: Field data, 2017(N=67)

4.4 Effects of Psychological Factors on the Academic Performance of Students with Hearing Impairment

In the first research question, the researcher sought to establish the effect of psychological factors academic performance of learners with Hearing Impairment (HI). Psychological factors were measured using 5-point Likert scale constructs for self-esteem and self-concept.

4.4.1 Self-Esteem and Academic Performance of Students with HI

Self-esteem of learners with HI was measured using a 9-item 5-point Likert scale. The respondents were asked to rate the statements as strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The findings were summarized into frequencies and percentages for each response as well as mean and standard deviation (STDV) for each item as shown in Table 6

Table 6
Self-Esteem and Academic Performance of Students with HI

Statement	SA	A	N	D	SD	Mean	STDV
I feel anxious in new social situations where I do not know what is expected of me	26 (38.8)	2 (3.0)	10 (14.9)	4 (6.0)	25 (37.3)	3.000	1.800
I find it difficult to hear criticism about myself	14 (20.9)	10 (14.9)	12 (17.9)	15 (22.4)	16 (23.9)	3.134	1.480
I fear being made to look like a fool	13 (19.4)	16 (23.9)	10 (14.9)	12 (17.9)	16 (23.9)	3.030	1.497
I tend to magnify my mistakes	20 (29.9)	16 (23.9)	10 (14.9)	12 (17.9)	9 (13.4)	2.612	1.454
I am critical of myself and others	26 (38.8)	12 (17.9)	4 (6.0)	14 (20.9)	11 (16.4)	2.582	1.596
I have periods in which I feel devastated and/or depressed	9 (13.4)	16 (23.9)	16 (23.9)	14 (20.9)	12 (17.9)	3.060	1.337
I am anxious much of the time	16 (23.9)	14 (20.9)	11 (16.4)	8 (11.9)	18 (26.9)	2.970	1.547
When some mistreats me I think that I must have done something to deserve it	18 (26.9)	15 (22.4)	8 (11.9)	14 (20.9)	12 (17.9)	2.806	1.493
I have difficulty knowing who to trust and when to trust	17 (25.4%)	6 (9.0%)	10 (14.9)	14 (20.9)	20 (29.9)	3.209	1.604

Source: Field data, 2017(N=67)

From the findings in Table 6, the learners were evenly distributed regarding the statement that they generally feel anxious in new social situations where they may not know what is

expected of them (Mean = 3.00 ±1.8). This emerged as majority of the respondents (38.8%) strongly agreed that they generally feel anxious while 37.3% strongly disagreed. Similarly, majority of the learners with HI cumulatively disagreed that they find it difficult to hear criticism about themselves (46.3%) where 22.4% disagreed as 23.9% strongly disagreed. However, 35.8% of the respondents cumulatively agreed that they find it difficult to hear criticism about themselves. The finding shows that there are nearly half of the learners with HI who do not positively accept criticism thus affecting their self-esteem. Together anxiety occurring to them in situations where they do not know what is expected of them, this affects their concentration and thus academic performance. Similarly, Mitchell and Karchmer (2004) also asserted that parents of Deaf and Hard of Hearing (DHH) children are thrust into situations that may challenge their existing attitudes toward DHH people and that it is possible for DHH people-and their DHH child to achieve.

The study also found that the learners with HI also feel sorry for themselves generally taking blame for most of the misfortunes that befall them. From the findings, majority of the respondents (56.7%) cumulatively agreed that they are very critical of themselves and others where 38.8% strongly agreed with another 17.9% agreeing. Similarly, 49.3% of the learners with HI cumulatively agreed that when someone mistreats them, they think that they must have done something to deserve it with 26.9% strongly agreeing and 22.4% agreeing. The feeling of failure and being critical on themselves provides an indication of relatively low self-esteem which ultimately affects the performance of learners with HI. These findings concur to Harniss (2001) who showed that isolated children display more internalizing problems, such as depression, anxiety and low self-concept.

Further, the respondents acknowledged to magnifying their mistakes and minimizing successes as majority of the respondents (29.9%) strongly agreed with the statement while 23.9% agreed. This is further compounded by the finding on the statement that they always feel anxious and fearful most of the time where majority (44.8%) cumulatively agreed with the statement. Specifically 23.9% strongly agreed as 20.9% agreed with the statement. This shows that the learners do not accept the mistakes to learn from them and improve on their performance. To emphasize this situation, Mushiriwa and Gashua (2008) also pointed out that teachers and parents should try to understand children with hearing impairment (HI) and help them to navigate through learning process and collaborative interactions that can lead to better social adjustments.

As a consequence of not trusting in their abilities, blaming themselves and being critical of themselves, the study found that learners with HI trust others in most of the situations. Specifically, the study found that learners with HI generally disagreed with the statement that they have difficulty knowing who to trust and when to trust as majority (50.8%) of the respondents cumulatively disagreed with the statement. Based on the statement, 29.9% of the respondents strongly disagreed as 20.9% disagreed. The finding shows that the learners actually have people they trust in various circumstances/situations in their lives.

4.4.2 Self-Concept and Academic Achievement of Learners with HI

Self-concept of learners with HI was measured using a 10-item researcher designed 5-point Likert scale. The respondents were asked to rate the statements as strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The findings were summarized into frequencies and percentages for each response as well as mean and standard deviation (STDV) for each item as shown in Table 7.

Table 7

Self-Concept and Academic Achievement of Learners with HI

Statement	SA	A	N	D	SD	Mean	STDV
I can follow the lessons easily	22 (32.8)	26 (38.8)	8 (11.9)	4 (6.0)	7 (10.4)	3.776	1.310
I day dream a lot in class.	18 (26.9)	16 (23.9)	2 (3.0)	20 (29.9)	11 (16.4)	2.851	1.533
I am able to help my classmates with their schoolwork if permitted.	32 (47.8)	14 (20.9)	4 (6.0)	10 (14.9)	7 (10.4)	3.806	1.478
I often do my homework without thinking.	16 (23.9)	12 (17.9)	10 (14.9)	12 (17.9)	17 (25.4)	3.030	1.527
If I work hard I think I can go to the college or university.	39 (58.2)	10 (14.9)	4 (6.0)	8 (11.9)	6 (9.0)	4.015	1.485
I pay attention to the teachers during lessons	22 (32.8)	14 (20.9)	16 (23.9)	13 (19.4)	2 (3.0)	3.612	1.234
Most of my classmates are smarter than I am.	10 (14.9)	12 (17.9)	14 (20.9)	12 (17.9)	19 (28.4)	3.269	1.447
I study hard for my tests.	20 (29.9)	20 (29.9)	8 (11.9)	10 (14.9)	9 (13.4)	3.478	1.440
My teachers feel that I am poor in my work.	4 (6.0)	14 (20.9)	10 (14.9)	22 (32.8)	17 (25.4)	3.507	1.261
I am usually interested in my schoolwork.	26 (38.8)	6 (9.0)	8 (11.9)	4 (6.0)	23 (34.3)	3.119	1.782

Source: Field data, 2017(N=67)

The findings in Table 7 show that majority of learners with HI (71.6%) cumulatively agreed that they can follow the lessons easily with38.8% agreeing while 32.8% strongly agreeing (Mean = 3.776 ± 1.310). Similarly, majority of the learners know that if they work hard they can go to the college or university as indicated by 73.1% of the respondents (Mean = 4.015± 1.485). Consequently, the learners indicated that they pay attention to the teachers during lessons (Mean = 3.612 ± 1.234) where majority of the respondents (32.8%) strongly agreed that they pay attention while 20.9% agreed. The findings show that the learners with HI are capable of following the lessons, fully appreciate the value of hard work in ensuring that they have high performance which can enable them gain entry to colleges and universities. The findings are similar to those of Adoyo (2008) who pointed out that it is a misconception to assume that language is not a necessary ingredient for complex cognitive development. Similar view is held by Chimedza and Peterson (2003) who asserted that deafness does not affect a persons' intellectual capacity to learn and can perform with a normal range of intelligence when tested beyond verbal tests.

However, a significant proportion of learners with HI are not interested in their school work as reported by 40.3% of the respondents who cumulatively disagreed that they are usually interested in my schoolwork. Specifically, 34.3% strongly disagree with the statement while 6.0% disagree. Further, in as much as majority of the learners with hearing impairment (59.8%) cumulatively agree that they study hard for their tests, 28.3% cumulatively disagree where 14.9% disagree while 13.4% strongly disagree. This proportion of learners who disagree that they study provides an indication of learners who have lost the value of hard work in enhancing their performance. Thus, in as much as learners with HI being able to go through the lessons and

understanding that if they work hard they could perform well, a significant majority are not interested in their schoolwork and thus do not study hard.

The findings also show that the learners with HI have the will to help and support each other as indicated by majority of the respondents (68.7%) who cumulatively agreed that they are able to help their classmates with their schoolwork if permitted. Specifically, 47.8% of the respondents strongly agreed while 20.9% agreed with the statement giving a Mean of 3.806 ±1.478. This shows that the learners are ready to help one another. However, there were 25.3% who disagreed with the statement thus indicating that they were not able to help. This shows that a significant proportion of the respondents do not appreciate their abilities. By extension, Nikolaraizi and Makri, (2005) pointed out that HI are considered less intelligent than hearing and the blind due to this assumption.

On perception of themselves, the study found that majority of the learners with HI considers themselves to be inferior to their classmates. This was revealed from the statement that most of their classmates are brighter than them where cumulatively (32.8%) agreed while 20.9% were neutral choosing not disagree or agree with the statement. However, majority of the learners with HI (58.2%) cumulatively disagreed that teachers feel that they are poor in their work with 32.8% disagreeing while 25.4% strongly disagreed. On the contrary though, 26.9% of the respondents cumulatively agreed that teachers feel that they are poor in their work. The finding shows that a significant majority of learners with HI consider themselves not to be as smart as their classmates while teachers also perceive some learners not to be good at what they are supposed to do.

4.4.3 Correlation between Psychological Factors and Academic Performance

In order to establish the effect of psychological factors on academic performance, a correlation test was run between measures of psychological factors viz. self-esteem and self-concept; and academic performance. Self-esteem and self-concept were measured by obtaining the overall score of each participant on the respective scales. Academic performance was measured as the average mean grade points for terms II and III for the corresponding respondents. The correlation output is shown in Table 8.

Table 8

Correlation between Psychological Factors and Academic Performance

		Academic Performance
Self-Esteem	Pearson Correlation	.907
	Sig. (2-tailed)	.037
	N	67
Self-concept	Pearson Correlation	.264
	Sig. (2-tailed)	.003
	N	67

(N=67) Source: Field data, 2017 (p = 0.05)

The findings in Table 8 shows that there is a strong positive correlation (= 0.907) between self-esteem and academic performance which is statistically significant (p = 0.037; p < 0.05). This shows that statistically significantly as self-esteem rises, the academic performance of learners with HI improves. However, for self-concept, there was a weak positive correlation (r = 0.264) between self-concept and academic performance which is statistically significant (p = 0.003; p < 0.05). The weak relationship implies a slight improvement with every rise in self-concept. Similarly, Gersten, Keating, Yovanoff & Harniss (2001) revealed that support from principals and special education administrators for teachers and families has strong, direct and

indirect effects on the quality of education that a child receives as well as academic achievements.

From qualitative data, there were several psychological factors that were discussed.

4.4.1: Self-Esteem

Self-esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride, and shame. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Most participants reported that self-esteem of deaf learners affects their academic performance. This was reflected in the responses from the Head teacher and teachers that:

> *"at times pupils feel low at the way they see themselves and it affects how they answer the questions when asked by a teacher and this negatively affects academic performance"* (Teacher, 2)

> *"When am in class, and some pupils do not answer questions because of how they are able to look at themselves as compared to others. Such pupils have low academic performance"* (Head teacher, 1)

> *"It's not easy for pupils who look at themselves with low attitude to perform in academics. Such pupils often fail in examinations"* (Deputy Head teacher, 1)

From the interview transcripts above, it can be concluded that self-esteem was a major factor which influenced the academic achievement of deaf learners when they are in school. The way a pupil sees herself affects how they perform academic activities in the classroom and this affects the academic achievement among them.

4.4.2: Inferiority Complex

An inferiority complex is having low self-worth, a doubt and uncertainty about oneself, and feelings of not measuring up to standards. It is often subconscious, and is thought to drive afflicted individuals to overcompensate, resulting either in spectacular achievement or extremely

asocial behavior. This is an unrealistic feeling of general inadequacy caused by actual or supposed inferiority in one sphere, sometimes marked by aggressive behaviour in compensation. Most study participants reported that inferiority complex is a psychological factor that greatly hampers the academic achievement of deaf learners in school. Some teachers, head teacher and support staffs reported that:

> "*The way in which some deaf students at times feel intimidated while in school always affects how they see themselves and this in turn affects the academic achievement in school. When a student sees that they are incapable when they compare with others greatly negates academic achievement*" (teacher, 3)
>
> "*Inferiority complex is real among deaf learners. They see themselves as not capable when compared to the other learners and this lowers their morale to work hard in class work"* (Support staff, 1)
>
> "*It is usual to see deaf learners feel really not able to perform academic tasks when compared with others. This in a way has affected their academic achievement*" (Head teacher, 1)

From the interview transcripts above, it can be concluded that academic achievement is greatly affected by the way deaf pupils perceive themselves not capable of performing in school.

4.4.3: Self-Concept

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. One's self-concept is a collection of beliefs about oneself that in fact, a weak self-concept will most likely lead to self-sabotage behavior. It includes elements such as academic performance, gender identity, sexual identity, and racial identity. Most participants reported that deaf pupils have generally low self-concept and this affects their academic achievement in school. Most deaf learners do not see themselves very capable of performing academic tasks and hence it's a psychological factor that determines academic achievement. Some respondents' reported that:

> "*Some deaf learners see themselves that they are not capable of performing in class. This has made some learners unable to do well in their academics"* (Head teacher, 1)

> *"…well….deaf learners have a major problem because they don't really look at themselves as people who are capable of performing in class when compared with other learners. They always feel inadequate and intimidated unlike other learners"* (Teacher, 6)

It was concluded from the above interview excerpts that the self-concept of deaf learners affect their academic performance while they are in school. The self -concept of any learner determines how they perceive themselves in their classwork hence academic performance.

4.4.4: Anxiety

Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. It is a feeling of worry, nervousness, or unease about something with an uncertain outcome. Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth, somatic complaints, and rumination. Most participants were of the opinion that anxiety among deaf pupils negatively influenced their academic achievement. More anxious learners are not able to concentrate in class; they are fearful, restless and feel inadequate when handling academic tasks. Two teachers reported that:

> *"when teachers ask questions in class, the deaf pupils sometimes feel anxious especially during mathematics lessons and this lowers their academic achievement"* (Teacher, 7)

> *"I have taught all kinds of learners but the deaf learners are always very anxious when they are in class and they do not absorb all the content as required. Anxiety affects them to a great extent"* (Teacher, 10)

From the two interview excerpts, it can be concluded that anxiety is a major psychological factor that affects the academic performance of the deaf learners. Feelings of restlessness do not give deaf learners ample time to perform well in academic tasks that they are given.

4.4.5: Stress

Stress is defined as a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs. Stress refers to the pressure or tension exerted on a material object, a state of mental or emotional strain or tension resulting from adverse situations. Most participants reported that stressful experiences of deaf learners have negatively affected the performance of deaf learners in schools. This was reported by some teachers and support staff who indicated that deaf learners were stressed in most circumstances and this affected academic performance. Some respondents reported that:

> *"Most deaf learners have a traumatic past which affects their feelings and academic performance in general. They have been stressed and as such their academic performance has been lowered due to this"*(Teacher, 8)

> *"Stress has been a major factor affecting the academic achievement of the deaf learners when they are in school. The deaf learners have always had stressful moments as a result of interaction with other people at home and at school"* (Teacher, 3)

> *"Deaf learners are a stressed lot. From the way you see them, they are affected so much by the stressful events that they have gone through in their lives"* (Deputy Head teacher, 1)

From the interview with three respondents above, it can be concluded that stressful moments have affected the academic performance of the deaf learners in school. In most cases, they think of home challenges and thus are not able to deliver in class as required.

4.5 Effect of Cultural Factors on the Academic Performance of Students with Hearing Impairment

The second research question sought to establish the effects of cultural factors on the academic performance of students with HI. Thus the respondents were administered with

questionnaires with a cultural factors scale designed to measure the effect cultural factors on performance of deaf learners.

4.5.1 Cultural Factors and Academic Performance of Learners with HI

Cultural factors affecting learners with HI was measured using an 8-item 5-point Likert scale. The respondents rated the statements as strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The findings were summarized into frequencies and percentages as well as mean and standard deviation (STDV) as shown in Table 9.

Table 9
Cultural Factors and Academic Performance

Statement	SA	A	N	D	SD	Mean	STDV
Discrimination affects the academic achievement of deaf learners	32 (47.8)	20 (29.9)	2 (3.0)	8 (11.9)	5 (7.5)	2.015	1.347
Communication barriers affect the academic achievement of deaf learners	22 (32.8)	14 (20.9)	6 (9.0)	16 (23.9)	9 (13.4)	2.642	1.512
Teen pregnancies affect education of girls who are deaf	10 (14.9)	13 (19.4)	14 (20.9)	4 (6.0)	26 (38.8)	3.343	1.532
Negative attitudes of teachers towards the deaf learners affect academic achievement of deaf learners	20 (29.9)	14 (20.9)	4 (6.0)	10 (14.9)	19 (28.4)	2.910	1.669
Negative beliefs by the parents affect the education of deaf learners	22 (32.8)	12 (17.9)	8 (11.9)	10 (14.9)	15 (22.4)	2.761	1.610
Negative attitudes towards the deaf learners by their relatives affect the academic achievement	24 (35.8)	8 (11.9)	17 (25.4)	10 (14.9)	8 (11.9)	2.552	1.418
Stigma and discrimination by parents affect the education of deaf learners	32 (47.8)	12 (17.9)	8 (11.9)	8 (11.9)	7 (10.4)	2.194	1.458
Negative attitude of the community affect education of deaf learners	20 (29.9)	16 (23.9)	12 (17.9)	4 (6.0)	15 (22.4)	2.672	1.548

Source: Field data, 2017(N=67)

From the findings in Table 9, the respondents identified various cultural factors affecting their academic performance. Majority of the respondents (77.7%) cumulatively agreed that discrimination affects the academic achievement of deaf learners. Specifically, 47.8% strongly agreed that discrimination affects the academic achievement of deaf learners while another

29.9% agreed. Similarly, 65.7% of learners with HI cumulatively agreed that stigma and discrimination by parents affect the education of deaf learners. The findings show that discrimination is a major cultural factor affecting the achievement of learners with HI and this is even meted on them by their parents who favour their siblings without disabilities. This is contrary to Mushoriwa and Gasua (2008) who asserted that proper support can enable HI children to succeed immensely in school, there by demystify labels and stereotypes associated with HI achievement.

The study also found that negative attitude of the society towards learners with HI affect the academic achievement of the learners. Majority of the respondents cumulatively indicated that negative attitudes of teachers (50.8%), the parents (50.7%), relatives (47.7%) and the community at large (53.8%) affect the education of learners. This shows that the community generally perceives the learners with HI negatively which affects their own perception of themselves and also leads to lack of academic attention. A significant level of negative attitude is witnessed from parents where majority (32.8%) strongly agreed and relatives where 35.8% also strongly agreed that negative attitude towards them from parents and relatives respectively affect their education. The findings are in agreement with those of Calderon and Greenberg (2011) who observed that failure of parents, professional and general public to understand and accept HI is the greatest obstacle to the academic success of hearing impaired.

Further, the learners with HI also acknowledged that communication barrier is a factor which affects their academic achievement. This view emerged from the respondents where majority (32.8%) strongly agreed that communication barriers affect the academic achievement of deaf learners while 20.9% agreed. However, a significant 37.3% cumulatively disagreed with this view indicating that communication barrier is not a setback in them achieving their academic

goals. This finding shows that although communication is a challenge to majority of deaf learners, a significant proportion have taken this positively and work to overcome the limitation. Similarly, Chimedza and Peterson (2003) revealed that negative attitudes and retrogressive cultural practices are detrimental to teaching of HI learners.

However, regarding teen pregnancies affecting education of girls who are deaf the study found that this was not a major issue as majority of the respondents (44.8%) cumulatively disagreed with the statement where 38.8% strongly disagreed while 6% disagreed. On the contrary, a significant 34.3% of the learners with HI acknowledge teen pregnancies as a challenge affecting education and academic performance of deaf girls. This emerged as 19.4% of the respondents agreed that teen pregnancies affect education of girls who are deaf while 14.9% strongly agreed. The finding shows that although not extremely prevalent, teen pregnancies significantly occur among leaners with hearing impairment which affects their education.

4.5.2 Correlation between Cultural Factors and Academic Performance

In order to establish the effect of cultural factors on academic performance, a correlation test was run between measure of cultural factors and academic performance. Self-esteem and self-concept were measured by obtaining the overall score of each participant on the respective scales. Academic performance was measured as the average mean grade points for terms II and III for the corresponding respondents. The correlation output is shown in Table 10.

Table 10

Correlation between Cultural Factors and Academic Performance

		Cultural factors	Academic performance
Cultural factors	Pearson Correlation	1	-.156
	Sig. (2-tailed)		.041
	N	67	67
Academic performance	Pearson Correlation	-.156	1
	Sig. (2-tailed)	.041	
	N	67	67

Source: Field data, 2017(N=67) (p = 0.05)

The findings in Table 10 shows that there is a weak negative correlation (r = -0.156) between cultural factors and academic performance which is statistically significant (p = 0.041; p < 0.05). This shows that statistically, as cultural factors increase, the academic performance of learners with HI declines. The finding is an indication that negative cultural factors negatively affecting academic achievement of the learners. In this case the factors were stigma and discrimination, negative attitude from parents, teachers and relatives as well as teen pregnancies.

The Cultural Factors are the factors that an individual learns at a very early stage of life due to socialization within the family and other key institutions. From qualitative data, there were several cultural factors reported to be responsible for the low academic performance of the deaf learners. The themes on cultural factors were stigmatization, early marriage, substance abuse.

4.5.1: Stigmatization

Stigma refers to attitudes and beliefs that lead people to reject, avoid, or fear those they perceive as being different. It also means to treat a particular type of behaviour as wrong or embarrassing and to try to make people who behave in this way feel ashamed. Most participants

reported that stigmatization among deaf learners affected their academic performance negatively. Some participants reported that:

> *"most parents still see deaf learners as incapable as compared to their other children and this really affects the performance of the deaf learners"* (Teacher, 5)
>
> *"Stigma is a real thing here among deaf learners. We can see how their parents treat them when they come, they don't care much about them. As a result, the deaf learners feel unwanted by parents"* (support staff, 2)
>
> *"Mmhh…I can say that parents create stigma among the deaf learners and this affects them to a great extent since they don't see themselves like the other learners. Deaf learners feel left out by their parents in most cases"* (Head teacher, 1)

From the interviews with the three participants, it can be concluded that there is still a lot of stigma on deaf learners by their parents and this has greatly affected the academic performance of the pupils in school.

4.5.2: Early marriage

Early marriages defined as the marriage or union between two people in which one or both parties are younger than 18 years of age. It is a formal marriage or informal union entered into by an individual before reaching a certain age, specified by some global organizations as high as the age of 18. Most participants reported that parents of deaf learners were not interested in their education and as such tended to propose to them for early marriages. This affected the academic performance of the deaf learners as parental care on them was very low. Some respondents reported that:

> *"An early marriage among deaf learners is very common in our school due parental neglect and lack of concern. Most deaf learners are married off very early and as such they abandon school"* (Teacher, 7)
>
> "*Most deaf learners are married off early due to bad parental upbringing and this has greatly affected our learner's performance.*

> *Most parents think that having a deaf learner is a taboo and so they don't care much about their wellbeing*" (Teacher, 8)

> "*Our parents are at times hasty and they marry of deaf learners so early since they do not want to take care of them well as required. Deaf learners are seen as cursed and not wanted in society*" (support staff, 2)

From the interview transcripts, it can be concluded that the deaf learners are faced with lots of early marriages and this has led to drop outs from school. The poor parental attitude has created this kind of problem to the deaf learners.

4.5.3: Substance abuse

Substance abuse, also known as drug abuse, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance-related disorder. Most participants reported that some deaf learners were engaged in substance abuse and this in turn affected the academic achievement in school. Some deaf learners were involved in the consumption of drugs and other substances and this affected their consistence at school. Some respondents reported that:

> *"Some deaf learners have low academic performance because they indulge in drugs and substance abuse"* (Teacher, 9)

> *"Using drugs like marijuana has lowered academic performance of some of our deaf learners and this has affected the length of stay in school and discipline"* (Teacher, 5)

> *"Well, we have seen some deaf learners just get spoilt here in school because of engagement into substance abuse when they are at home. This is due to bad influence and it does not help them much academically instead it causes them to miss school"* (support staff, 1)

From the interview transcripts above, it can be concluded that deaf learners indulge into substance abuse and this has negatively affected their academic performance.

4.5.4: Poverty

Poverty refers to the state or condition of having little or no money, goods, or means of support; condition of being poor. It is a condition where people's basic needs for food, clothing, and shelter are not being met. Participants of the study reported that poverty was a cultural factor that affected the academic achievement of deaf learners. It was reported that some deaf learners came from very poor homes and this affected their concentration at school and hence it lowered their academic achievement. The Head teacher, a teacher and a support staff reported that:

> "*Some parents of deaf learners are very poor and are not able meet the needs of the deaf learners both at home and school. The parents do not care about the welfare of deaf learners and as such they are left suffering without maximum support*" (Head teacher, 1)

> "*Most deaf learners have poor financial backgrounds and are not able to meet all their basic needs as required. They have problems because parents are not capable of financing them well in all their needs*" (Support staff, 2)

> "*Poor financial support is an issue among the parents of deaf learners and this has negatively affected their performance at school. Most deaf learners struggle with their basic items. Girls even lack sanitary pads to help themselves*" (Teacher, 3)

From the interview transcripts with the three respondents, it can be concluded that, poverty affected the deaf learners' academic performance in school. Most parents were very poor and could not afford the basic needs of the deaf learners.

4.6 Challenges Faced in the Enhancement of Academic Performance of Learners with HI

The third research question sought to establish the challenges faced in the enhancement of academic performance of students with HI. Thus the respondents were administered with questionnaires with a challenges scale with statements designed to measure the challenges that hinder enhancement of academic performance of learners with HI. The challenges were measured using a 10-item 5-point Likert scale. The respondents rated the statements as strongly

agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). The findings were summarized into frequencies and percentages as well as mean and standard deviation (STDV) as shown in Table 11.

Table 11: Challenges Faced in Enhancing Academic Performance of Learners with HI

Statement	SA	A	N	D	SD	Mean	STDV
The English language used in exams is somehow complex to understand for the deaf	27 (40.3)	10 (14.9)	2 (3.0)	10 (14.9)	18 (26.9)	2.731	1.733
The deaf learners have very limited source of information	22 (32.8)	10 (14.9)	6 (9.0)	8 (11.9)	21 (31.3)	2.940	1.714
The deaf learners look at themselves as low achievers as compared to others	12 (17.9)	18 (26.9)	4 (6.0)	18 (26.9)	15 (22.4)	3.090	1.467
Teachers have negative attitudes towards the deaf	12 (17.9)	14 (20.9)	14 (20.9)	12 (17.9)	15 (22.4)	3.060	1.443
There is shortage of assistive devices in schools	20 (29.9)	18 (26.9)	10 (14.9)	10 (14.9)	9 (13.4)	2.552	1.415
There is low parental assistance offered to the deaf learners	16 (23.9)	2 (3.0)	10 (14.9)	19 (28.4)	20 (29.9)	3.373	1.538
There is low parental attendance to school meetings	14 (20.9)	12 (17.9)	11 (16.4)	14 (20.9)	16 (23.9)	3.090	1.485
Parents don’t provide basic needs to deaf learners	11 (16.4)	6 (9.0)	10 (14.9)	16 (23.9)	24 (35.8)	3.537	1.503
The education system does not consider the special needs of deaf learners	21 (31.3)	4 (6.0)	10 (14.9)	16 (23.9)	16 (23.9)	3.030	1.614
There are few teachers who are trained to teach deaf learners	20 (29.9)	16 (23.9)	8 (11.9)	6 (9.0)	17 (25.4)	2.761	1.610

The findings in Table 11 shows that one of the major challenges was that the English language used in exams is somehow complex to understand for the deaf as reported by majority of the respondents (55.2%) who cumulatively agreed with the statement where 40.3% strongly agreed while 14.9% agreed. Similarly, the study found that limited very limited sources of information to deaf learners are a challenge as reported by 47.7% of the learners. Specifically, 32.8% of the respondents strongly agreed that deaf learners have very limited source of information with another 14.9% agreeing. These findings shows that in as much as the learners with HI have a challenge with the English language used in exams, they also have limited sources of information to help them in their academic undertakings. Similarly, Leigh, Newall and Newall (2010) who established that parents found themselves under-informed on decision making and powerless in monolithic school system.

Further, the study found that there is a shortage of assistive devices eg. Hearing aids, in schools for learners with HI as indicated by 56.8% of the respondents. Specifically, 29.9% of the learners strongly agreed that there is shortage of assistive devices in schools while 26.9% also agreed with the statement. Similarly, the study found that there are few teachers who are trained to teach deaf learners (53.8%). This emerged as majority of the respondents (29.9%) strongly agreed that there are few teachers who are trained to teach deaf learners with another 23.9% also agreeing. These findings show that deaf learners face challenges in terms lack of devices as well as lack of trained teachers to be able to handle their special needs thus hindering the learners with HI from improving their academic achievement. This is in agreement with Johnson and Dilka (2000) noted various types of technology that could be of specific interest to HI learners. The learners rely on the decision of the professionals, parents, teachers and other stakeholders.

The other challenge which emerged from findings was parental involvement in the education of learners (children) with HI. On this note, although majority of the respondents (58.3%) cumulatively disagreed with the statement that there is low parental assistance offered to the deaf learners, a significant 26.9% agreed indicating that more than a quarter of the parents of learners with HI do not offer them the adequate support. Similarly, 25.4% of the respondents cumulatively agreed that parents do not provide basic needs to deaf learners against a majority of 59.7% of the respondents who cumulatively disagree with the statement. Specifically, 35.8% strongly disagree that parents don't provide basic needs to deaf learners with another 23.9% disagreeing. This finding shows that although parents generally provide basic needs, this is probably not adequate for the learners with disability or some parents do not provide the same. The Lack of basic needs provided by parents/guardians hinders the academic progress and performance of learners with HI. These findings are consistent with Calderon and Greenberg (2011) who concur with this view by emphasizing that family and community support play a critical role of determining better outcomes for HI students.

Qualitative data from interviews also revealed several challenges as discussed below:

4.6.1: Weak Collaboration among Stakeholders

This means there was a disconnect among caregivers, guardians and schools and each treated them independently without collaboration for a common ground. Most participants reported that this affected performance negatively as the stakeholders did not work towards a common goal. Some respondents reported that: *"Each of the three groups, parents guardians and schools are on their own and they do not have a common ground of doing things"* (Teacher, 7) *"There is lack of common understanding among interested parties in the school and this slows down many things"* (Support staff, 2)

From the two interview transcripts, it can be concluded that lack of collaboration negatively affected the academic performance of the deaf learners in schools. Each of the stakeholders don't have a common goal in school and this disconnect has been there for long.

4.6.2: Communication Barrier

It was reported that there was a major problem of unqualified personnel in schools as this made it difficult to communicate with the deaf learners. Some teachers did not have signing skills, some workers were too ignorant of the signing skills too and the same to most parents and this negatively affected the academic performance of the deaf learners. Some respondent's reported that:

> *"Most workers do not have signing skills and hence communication with deaf learners is a big problem"* (Teacher, 4)
>
> *"Communication with deaf learners is a problem to most workers in school as we have no training in their language with signs in most cases. We only try to communicate with them but it is not easy to do so"* (Support staff, 1)

From the two interview transcripts above, it can be concluded that most workers are not trained in the sign language and this has negatively academic performance of the deaf learners in schools.

4.6.3: Lack of Teaching Resources

Most participants reported that there was lack of teaching resources to enable the teachers teach deaf learners appropriately. Some schools had obsolete materials while others lacked even basic materials. In some schools, there were very poor maintenance problems of the resources which had already been bought in school. Some respondents reported that:

> *"In our school, we lack many teaching materials that can help us teach the deaf learners. We have a lot of need in many areas in schools"* (Teacher, 1)

> *"Most items in our school are very old and need to be replaced and this affects our learning to a great extent"* (Teacher, 8)

From the interview transcripts above, it can be concluded that there was inadequate materials which negatively affected teaching and learning among deaf learners. In some schools, the materials were obsolete and this hampered learning.

4.6.4: Absenteeism among Deaf Learners

Most participants reported that there were several cases of absenteeism among deaf learners since they reported to school very late as compared with other learners. The deaf learners reported to school late and this limited the time they had for learning to take place. Teachers had to wait for most learners to report to school before beginning their learning sessions in school. Some participants reported that:

> *"Our deaf learners always report late to school. It is like the first two weeks we spend doing nothing in school because there are no pupils to be taught yet we are ready"* (Teacher, 9)

> *"Being late is a very common problem among the deaf learners. They report towards the end of week one and you know as teacher, that delays everything"* (Teacher, 6)

From the two interview transcripts above, it can be concluded that deaf learners had serious cases of absenteeism and this negative affected them because they lost lots of learning hours.

4.7: Strategies of Addressing Challenges

The fourth objective was on the Strategies of addressing challenges faced in enhancement of academic achievement among deaf pupils. The findings are as follows:

Most participants reported that there could be several strategies that could be used to address the challenges experienced with deaf learners in schools.

4.7.1: Employment of Qualified Staff

This means employment of qualified staff that has knowledge of signing to assist in communication with the deaf learners. This would ease communication with deaf learners in the schools and at home. One teacher and one support staff reported that:

> *"we need qualified workers who can understand sign language, but if we employ the untrained ones then school needs to take them for training"* (Teacher, 7)

> *"More workers who know how to sign should be employed. It is so difficult to communicate with the workers who do not know and this makes dealing with deaf learners very difficult in most cases"* (Support staff, 2)

From the interview data above, it can be concluded the school Board of Management of deaf learners need to consider the employment of deaf learners in their schools to solve communication problems and challenges.

4.7.2: Training Parents on Deaf Awareness

Most respondents were of the opinion that there was need to train parents on deaf awareness as this could make them have the best ways of handling the deaf learners in schools. Most deaf learners were not treated well by their parents as some had bad attitude towards them. Two teachers reported that:

> *"parents need to be enlightened about the issues that affect the deaf learners as this would correct the bad attitudes that parents have towards them,"* (Teacher, 3)

> *"Parental training is the key to most problems that affect the deaf child in school. The parents in most cases have poor attitude towards their on deaf children,"* (Teacher, 9)

From the two interview transcripts, it can be concluded that the schools and the Ministry of Education should endeavor to train parents and make them understand the deaf learners in a better way.

4.7.3: Training Deaf Learners in Assertive Skills

This refers to communication skills while interacting with others. It basically means standing up for your personal rights, expressing thoughts, feelings and beliefs in direct, honest and appropriate ways. Thus, it is an important personal and interpersonal skill needed for the task of deaf learner. A teacher reported: *"Deaf learners should not just sit and watch but learn to be assertive, develop confidence, and go for it,"* (Teacher, 8).

The views suggest that deaf learners still need to develop good personal and interpersonal skills, so as to be aware of the different ways of communicating with others to avoid undesirable consequences. Assertive behavior should make it clear that the other person's contributions are valued and that they be encouraged to communicate their idea and emotions freely without feeling under pressure.

4.7.4: Enhancing Positive Attitude Change among Deaf Pupils

This refers to the attitude the society has towards deaf learners using the culture as the mirror. Attitudes are evaluative statements either favorable or unfavorable concerning objects, people or events that reflect how an individual feels about something. In addition, attitudes play a central role in the formation of people's beliefs and behaviors yet attitudes are intangible and unobservable. A respondent stated: *"Deaf pupils should surmount the social structure level and the attitude by other people."*(Teacher, 7).

The views of teacher 7, seem to suggest that society still looks at the deaf learners negatively as compared to the other learners.

4.7.5: Sensitization of Deaf Pupils on Affirmative Action

Affirmative action is the policy of favoring members of a disadvantaged group who are perceived to suffer from discrimination within a culture.The aim of sensitization is to bring a definite orientation in the thinking, practices and approach of individuals concerning gender.

A participant responded: *"Deaf pupils should be sensitized on effective affirmative action so that they may know the policy that guide their lives,"*(Teacher, 3).

The view by teacher 3 suggests that deaf pupils are subordinated because of social, religious and cultural practices and beliefs in society and therefore need to be sensitized on certain policies and Affirmative Actions that will make them argents of change on how the society should view deaf learners.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section provides summary of the study based on; purpose of the study, objectives, methodology, major findings and conclusions is provided. It also provides both policy and academic recommendations based on the study findings.

5.2 Summary of Findings

This section provides summary of major findings based on the research questions.

Psychological Factors and Academic Performance

On the first objective, the study found that majority of the respondents (38.8%) strongly agreed that they generally feel anxious while 37.3% strongly disagreed. Similarly, majority of the learners with HI cumulatively disagreed that they find it difficult to hear criticism about themselves (46.3%) where 22.4% disagreed as 23.9% strongly disagreed. However, 35.8% of the respondents cumulatively agreed that they find it difficult to hear criticism about themselves. The study also found that majority of the respondents (56.7%) cumulatively agreed that they are very critical of themselves and others where 38.8% strongly agreed with another 17.9% agreeing. Similarly, 49.3% of the learners with HI cumulatively agreed that when someone mistreats them, they think that they must have done something to deserve it with 26.9% strongly agreeing and 22.4% agreeing.

Further, learners with HI tend to magnify their mistakes and minimize successes as majority of the respondents (29.9%) strongly agreed with the statement while 23.9% agreed. This is further compounded by the finding on the statement that they always feel anxious and fearful much of the time where majority (44.8%) cumulatively agreed. The study also found that

learners with HI generally disagreed with the statement that they have difficulty knowing who to trust and when to trust as majority (50.8%) of the respondents cumulatively disagreed with the statement.

On self-concept, the study found that majority of learners with HI (71.6%) can follow the lessons (Mean = 3.776 ± 1.310). Similarly, the learners know that if they work hard they can go to the college or university (73.1%). Consequently, the learners indicated that they pay attention to the teachers during lessons (Mean = 3.612 ± 1.234). The study also found that a significant proportion of learners with HI are not interested in their school work as reported by 40.3% of the respondents who cumulatively disagreed that they are usually interested in my schoolwork. Further, in as much as majority of the learners with disability (59.8%) cumulatively agree that they study hard for their tests, 28.3% cumulatively disagree.

The study further found that the learners with HI have the will to help and support each other (68.7%) by helping their classmates with their schoolwork if permitted (Mean of 3.806 ±1.478). On perception of themselves, the study found that majority of the learners with HI considers themselves to be inferior to their classmates based on the statement that most of their classmates are smarter than them where cumulatively (32.8%) agreed. However, majority of the learners with HI (58.2%) cumulatively disagreed that teachers feel that they are poor in their work.

There is a strong positive correlation ($r = 0.907$) between self-esteem and academic performance which is statistically significant ($p = 0.037$; $p < 0.05$). There was a weak positive correlation ($r = 0.264$) between self-concept and academic performance which is statistically significant ($p = 0.003$; $p < 0.05$).

Cultural Factors and Academic Performance

On the second objective, the study found that majority of the respondents (77.7%) cumulatively agreed that discrimination affects the academic achievement of deaf learners. Similarly, 65.7% of learners with HI cumulatively agreed that stigma and discrimination by parents affect the education of deaf learners. Majority of the respondents also cumulatively indicated that negative attitudes of teachers (50.8%), the parents (50.7%), relatives (47.7%) and the community at large (53.8%) affect the education of learners.

The study also found that communication barrier is a factor which affects academic achievement of learners with HI where majority (32.8%) strongly agreed that communication barriers affect the academic achievement of deaf learners while 20.9% agreed. However, a significant 37.3% cumulatively disagreed with this view indicating that communication barrier is not a setback in them achieving their academic goals. Regarding teen pregnancies affecting education of girls who are deaf, the study found that this was not a major issue as majority of the respondents (44.8%) cumulatively disagreed. On the contrary, a significant 34.3% of the learners with HI acknowledged teen pregnancies as a challenge affecting education and academic performance of deaf girls. The study established that there is a weak negative correlation ($r = -0.156$) between self-esteem and academic performance which is statistically significant ($p = 0.041$; $p < 0.05$).

Challenges Faced in the Enhancement of Academic Performance of Learners with HI

On the third question, the study found that the English language used in exams is somehow complex to understand for the deaf as reported by majority of the respondents (55.2%) who cumulatively agreed. The study also found that very limited sources of information to deaf learners are a challenge (47.7%) of the learners. The study also found that there is a shortage of

assistive devices in schools for learners with HI as indicated by 56.8% of the respondents. Similarly, the study found that there are few teachers who are trained to teach deaf learners (53.8%).

Further, the study that majority of the respondents (58.3%) cumulatively disagreed with the statement that there is low parental assistance offered to the deaf learners, a significant 26.9% agreed indicating that more than a quarter of the parents of learners with HI do not offer them the adequate support. Similarly, 25.4% of the respondents cumulatively agreed that parents don't provide basic needs to deaf learners against a majority of 59.7% of the respondents who cumulatively disagree with the statement.

5.3 Conclusions

On the First research question and regarding self-esteem, the researcher concludes that there are nearly half of the learners with HI who do not positively accept criticism thus affecting their self-esteem. Together with anxiety occurring to them in situations where they do not know what is expected of them, this affects their concentration and thus academic performance. Further, the learners with HI also feel sorry for themselves generally taking blame for most of the misfortunes that befall them. The feeling of failure and being critical on themselves provides an indication of relatively low self-esteem which ultimately affects the performance of learners with HI. Generally, learners with HI have people they trust in various situations in their lives.

On self-concept, the researcher concludes that the learners with HI are capable of following the lessons and fully appreciate the value of hard work in ensuring that they have high performance which can enable them gain entry to colleges and universities. Some of the learners with HI have lost the value of hard work in enhancing their performances hence do not study hard. The study also concludes that some of the learners are ready to help one another although

others are not able to help. This shows that a significant proportion of the respondents do not appreciate their abilities. The study consequently concludes that psychological factors directly influence academic performance of learners with HI such that statistically, as self-esteem rises, the academic performance of learners with HI improves and a slight improvement with every rise in self-concept.

Based on the second research question, the study concludes that discrimination is a major cultural factor affecting the achievement of learners with HI and that the community generally perceives the learners with HI negatively which affects their own perception of themselves and also leads to lack of academic attention. The study also concludes that although communication is a challenge to majority of deaf learners, a significant proportion have taken this positively and work to overcome the limitation. Similarly, the study concludes that although not extremely prevalent, teen pregnancies significantly occur among learners with hearing impairment which affects their education. Overall, there is a statistically significantly effect of cultural factors on the academic performance of learners with HI and that negative cultural factors negatively affecting academic achievement of the learners.

On the third research question, the researcher concludes that in as much as the learners with HI have a challenge with the English language used in exams, they also have limited sources of information to help them in their academic undertakings. Further, the study concludes that deaf learners face challenges in terms lack of devices as well as lack of trained teachers to be able to handle their special needs thus hindering the learners with HI from improving their academic achievement. Further, although parents generally provide basic needs, this is probably not adequate for the learners with disability or some parents do not provide the same. The Lack

of basic needs provided by parents/guardians hinders the academic progress and performance of learners with HI.

5.4 Recommendations

This section stipulates the recommendations to be implemented for practice and policy for good academic performance among the learners with Hearing Impairment

The findings revealed a low self-esteem and self-concept among the learners with HI, and this may influence negatively on their academic performance. The study therefore recommends that the Ministry of Education should put up plans to sensitize the teachers, students and parents on the need for inclusion of the learners with special needs to increase their self-esteem and self-concept.

Teachers' Service Commission (TSC) should advice its members on the best ways of handling learners with HI to achieve their full academic potentials. Moreover, specialized training among the teachers should be increased as well as investing in assistive devices for learners with HI should be increased to help them to cope up with the challenges and improve where possible.

The Ministry of Education should also create an enabling environment for the inclusion of learners with special needs. This they can do through reforming and restructuring special education delivery programs. The curriculum developers could also design a curriculum that would focus and cater for the diverse needs of all learners in an inclusive setting.

Female physically handicapped learners given that the study revealed teen pregnancies also affect academic performance and overall education of learners with HI, the study

recommends that every effort through provisional of adequate learning materials and equipment for people with disabilities, strengthening child rights and rights of people with disabilities should be done to encourage girl-education for their good academic performance.

5.5 Suggestion for Further Study

This study contributed significantly to the body of literature on effect of psychological factors on academic achievement of learners with hearing impairment**.** From the study findings, the researcher suggested that further studies to be done on;

- Socio-demographic factors influencing academic performance of learners with Hearing Impairment
- Institutional factors influencing academic performance of learners with Hearing Impairment
- Attitude and perception of the community on learners with Hearing Impairment and how this influence their academic performance

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APPENDICES

APPENDIX I: CONSENT LETTER FOR PARTICIPATING IN RESEARCH

Dear Respondent,

RE: DATA COLLECTION

I am a student at the Catholic University of Eastern Africa Pursuing A Master's Degree in Guidance& Counseling. I am carrying out a research on:

"Effects of Psycho-Cultural Factors on the Academic Performance of Learners with Hearing Impairment at Fr. Oudraa Secondary School in Siaya County, Kenya"

I will be grateful if you kindly assist me to fill in the attached questionnaire by responding to the questions either by ticking [√] or giving a brief explanation in the spaces provided. All the information you will provide will be treated with utmost confidentiality.

Consent:

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. Accordingly, I voluntarily agree to take part in this study.

Signature _____ Date _____

Thank you in advance for your cooperation.

SR CELLESTINE MANGITI

APPENDIX II: QUESTIONNAIRE FOR DEAF LEARNERS

(Please DO NOT write your name or name of your school anywhere in this questionnaire)

SECTION A: DEMOGRAPHIC INFORMATION (Please fill in or tick the appropriate choice below)

- Gender : (a) Male [ ] (b) Female [ ]
- Age: **.....years**
- Class Level :

  (a) Form 2 [ ] (b) Form 3 [ ] (c) Form 4 [ ]

SECTION B: PSYCHOLOGICAL FACTORS

Self-esteem scale

Instructions: Place a check mark next to the number of each statement that you find to be true.

I generally feel anxious in new social situations where I may not know what is expected of me	SA	A	N	D	SD
I find it difficult to hear criticism about myself	SA	A	N	D	SD
I fear being made to look like a fool	SA	A	N	D	SD
I tend to magnify my mistakes and minimize my successes	SA	A	N	D	SD
I am very critical of myself and others	SA	A	N	D	SD
I have periods in which I feel devastated and/or depressed	SA	A	N	D	SD
I am anxious and fearful much of the time	SA	A	N	D	SD
When some mistreats me I think that I must have done something to deserve it	SA	A	N	D	SD
I have difficulty knowing who to trust and when to trust	SA	A	N	D	SD

Rotter's Locus of Control Scale

For each question select the statement that you agree with the most

1. a. Children get into trouble because their patents punish them too much.	SA	A	N	D	SD
b. The trouble with most children nowadays is that their parents are too easy with them.	SA	A	N	D	SD
2. a. Many of the unhappy things in people's lives are partly due to bad luck.	SA	A	N	D	SD
b. People's misfortunes result from the mistakes they make.	SA	A	N	D	SD
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.	SA	A	N	D	SD
b. There will always be wars, no matter how hard people try to prevent them.	SA	A	N	D	SD
4. a. In the long run people get the respect they deserve in this world	SA	A	N	D	SD
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries	SA	A	N	D	SD
5. a. The idea that teachers are unfair to students is nonsense.	SA	A	N	D	SD
Without the right breaks one cannot be an effective leader.	SA	A	N	D	SD
b. Capable people who fail to become leaders hive not taken advantage of their opportunities.	SA	A	N	D	SD
7. a. No matter how hard you try some people just don't like you.	SA	A	N	D	SD
b. People who can't get others to like them don't understand how to get along with others.	SA	A	N	D	SD
8. a. Heredity plays the major role in determining one's personality	SA	A	N	D	SD
b. It is one's experiences in life which determine what they're like	SA	A	N	D	SD

Self-Concept Scale

Instructions: Place a check mark next to the number of each statement that you find to be true.

I can follow the lessons easily	SA	A	N	D	SD
I day dream a lot in class.	SA	A	N	D	SD
I am able to help my classmates with their schoolwork if permitted.	SA	A	N	D	SD
I often do my homework without thinking.	SA	A	N	D	SD
If I work hard I think I can go to the college or university.	SA	A	N	D	SD
I pay attention to the teachers during lessons	SA	A	N	D	SD
Most of my classmates are smarter than I am.	SA	A	N	D	SD
I study hard for my tests.	SA	A	N	D	SD
My teachers feel that I am poor in my work.	SA	A	N	D	SD
I am usually interested in my schoolwork.	SA	A	N	D	SD

SECTION C: CULTURAL FACTORS QUESTIONNAIRE

Instructions: Place a check mark next to the number of each statement that you find to be true.

Discrimination affects the academic achievement of deaf learners	SA	A	N	D	SD
Communication barriers affect the academic achievement of deaf learners	SA	A	N	D	SD
Teen pregnancies affect education of girls who are deaf	SA	A	N	D	SD
Negative attitudes of teachers towards the deaf learners affect academic achievement of deaf learners	SA	A	N	D	SD
Negative beliefs by the parents affect the education of deaf learners	SA	A	N	D	SD
Negative attitudes towards the deaf learners by their relatives affect the academic achievement	SA	A	N	D	SD
Stigma and discrimination by parents affect the education of deaf learners	SA	A	N	D	SD
Negative attitude of the community members affect education of deaf learners	SA	A	N	D	SD

SECTION D: Challenges Faced in Enhancement of Academic Achievement

Instructions: Place a check mark next to the number of each statement that you find to be true.

The English language used in exams is somehow complex to understand for the deaf	SA	A	N	D	SD
The deaf learners have limited very source of information	SA	A	N	D	SD
The deaf learners look at themselves as low achievers as compared to others	SA	A	N	D	SD
Teachers have negative attitudes towards the deaf	SA	A	N	D	SD
There is shortage of assistive devices in schools	SA	A	N	D	SD
There is low parental assistance offered to the deaf learners	SA	A	N	D	SD
There is low parental attendance to school meetings	SA	A	N	D	SD
Parents don't provide basic needs to deaf learners	SA	A	N	D	SD
The education system does not consider the special needs of deaf learners	SA	A	N	D	SD
There are few teachers who are trained to teach deaf learners	SA	A	N	D	SD

APPENDIX III: INTERVIEW SCHEDULE FOR TEACHERS AND HEADTEACHER

1. Which psychological factors affect the academic achievement of the deaf learners?
   Explain----------

   ----
2. Which cultural factors affect the academic achievement of the deaf leaners?
   Explain----------

   ----
3. What are the challenges faced in the enhancement of academic achievement of deaf learners?----------
   ----
   ----
4. Which strategies could be used to address the challenges faced by deaf learners?----------
   ----

APPENDIX IV: AUTHORIZATION FROM UNIVERSITY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

A. M. E. C. E. A.
KISUMU CAMPUS

P.O. Box 1580
Kisumu
Tel:(057)2024202
E-mail: admin@cuea.edu

Date: 16/12/2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: PERMISSION TO CARRY OUT EDUCATIONAL RESEARCH

SR. CELESTINE A. MANGITI

Registration No. 101872 is a student in the Faculty of Education pursuing a Masters of Education Degree in Guidance and Counseling.

According to the policy of the Catholic University of Eastern Africa, every student in the Faculty of Education must conduct a research study in partial fulfillment for the award of a degree in education.

SR. CELESTINE wishes to carry out an in-depth study on:

EFFECTS OF PSYCHO-CULTURAL FACTORS ON THE ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRED AT FR. OUDRAA SECONDARY SCHOOL IN SIAYA COUNTY, KENYA

In this regard the University kindly requests you to grant him/her permission to carry out research on the topic cited above. We believe that the findings and recommendations from him/her research project will contribute to the improvement of Education in the region.

CATHOLIC UNIVERSITY OF EASTERN AFRICA (A.M.E.C.E.A.) KISUMU CAMPUS 18 DEC 2017 TEL: 057-2024202 P.O. Box 1580, KISUMU

Yours sincerely,

DR. Beatrice Busolo
Coordinator Education

APPENDIX V: NACOSTI LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/45897/21613** Date: **2nd March, 2018**

Mangiti Celestine Akinyi
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Effects of psycho-cultural factors on the academic performance of learners with hearing impaired at Fr.Oudraa Secondary School in Siaya County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **2nd March, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: NACOSTI PERMIT

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 17750

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. MANGITI CELESTINE AKINYI
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 0-40601 BONDO,has been permitted to conduct research in *Siaya County*

on the topic: *EFFECTS OF PSYCHO-CULTURAL FACTORS ON THE ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRED AT FR.OUDRAA SECONDARY SCHOOL IN SIAYA COUNTY, KENYA*

for the period ending:
2nd March,2019

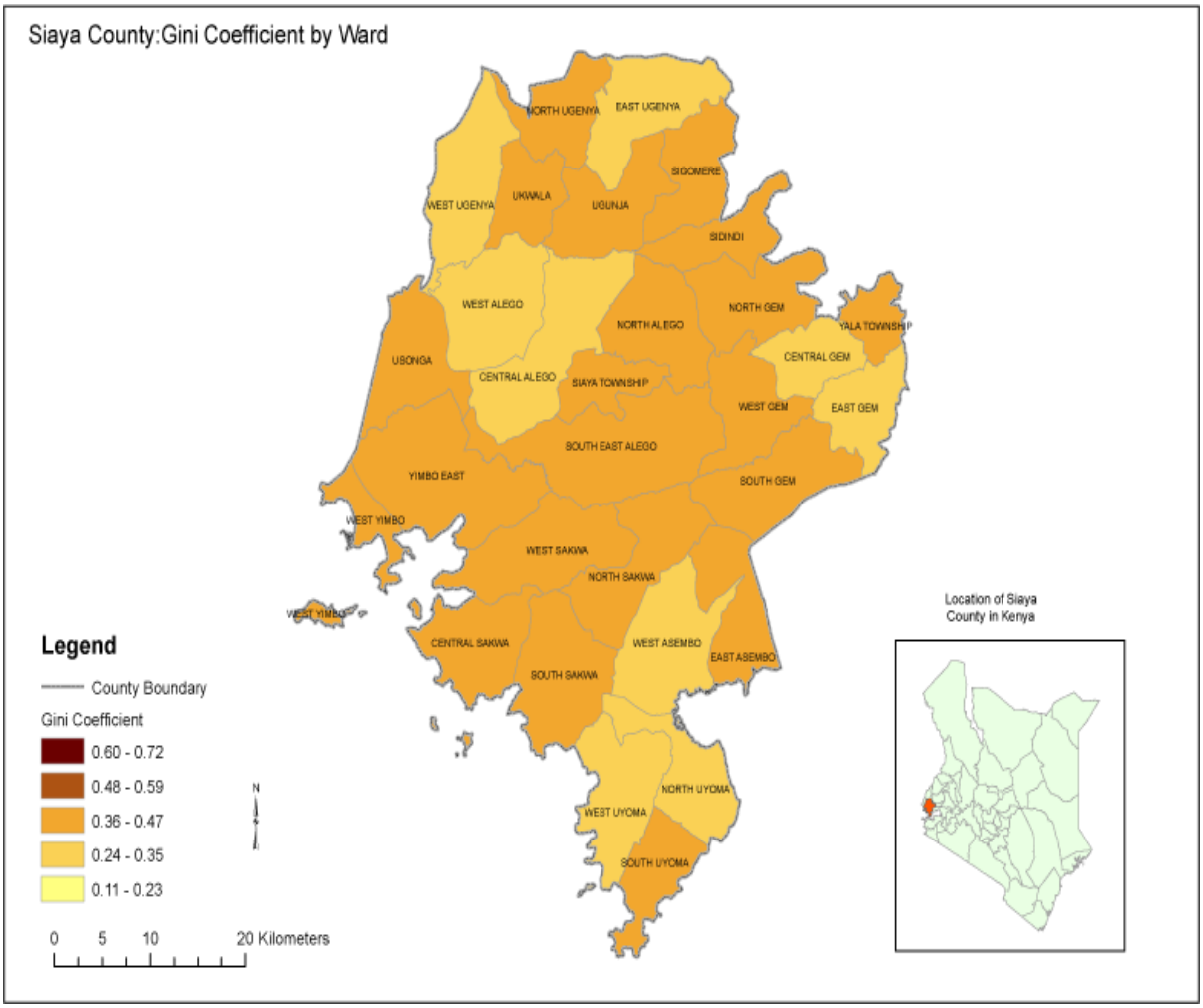
.....
Applicant's Signature

Permit No : NACOSTI/P/18/45897/21613
Date Of Issue : 2nd March,2018
Fee Recieved :Ksh 1000

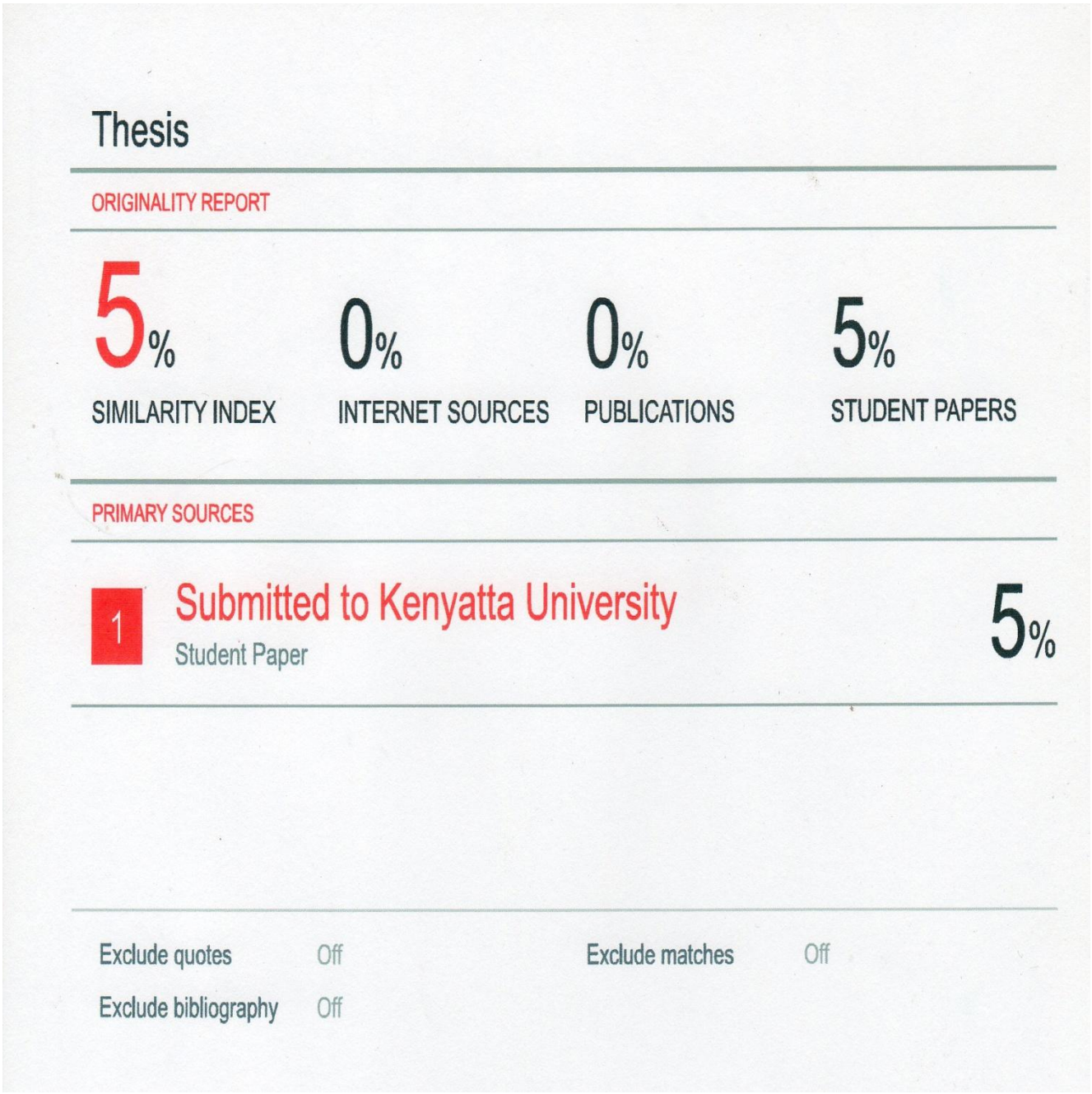


.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX VII: SIAYA COUNTY MAP



APPENDIX VIII: PLAGIARISM REPORT



Thesis

ORIGINALITY REPORT

5%	0%	0%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Kenyatta University Student Paper	5%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		