PERCEPTIONS OF LEARNERS ON TEACHING-LEARNING PROCESSES AND THEIR ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS FOR THE HEARING IMPAIRED IN UASIN GISHU COUNTY, KENYA

EVELYNE N. PWOKAH

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APRIL, 2016
DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented for a degree in any University or for any other award.

Candidate
Signature.................................... Date....................... 01/04/2016

Evelyne N. Pwokah
Reg./No. E55/CE/2392/2010

Declaration by supervisors

We confirm that the work reported in this thesis was carried out by the student under supervision.

Supervisors

Signature.................................... Date....................... 11/04/2016

Dr. Bunyasi Beatrice Awori
Department of Special Needs Education,
School of Education
Kenyatta University

Signature.................................... Date....................... 01/04/2016

Prof. John. A. Orocho
Department of Education Management,
Policy and Curriculum Studies,
School of Education
Kenyatta University
DEDICATION

To all the learners with hearing impairments. My entire family for the tolerance, patience and financial support they gave me during many years of study and many involvements outside the home. My dear late father, who taught me how to associate with people with specials needs, inspired me so much in bringing me up as a professional person.
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ABBREVIATIONS AND ACRONYMS

HI       Hearing Impairment
KCPE     Kenya Certificate of Primary Education
KCSE     Kenya Certificate of Secondary Education
KSL      Kenyan Sign Language
SACMEQ   Southern and Eastern Africa Consortium for Monitoring and Education Quality
SPSS     Statistical Package for Social Sciences
TCSAP    Teachers' Characteristics and Students' Academic Performance
ABSTRACT
The purpose of the study was to examine perceptions of learners with hearing impairment (HI) on their teaching-learning process and how their perceptions influence their academic performance in primary schools for the HI in Uasin Gishu County. The target population comprised of 153 learners in the one primary school and units for HI in the county. The only one fully fledged primary school for learners with HI was purposively selected while the units were selected basing on the 30% formula of sampling provided by Mugenda and Mugenda, (2003). Therefore, two units were randomly selected (Kandie and Kamagut). The respondents were selected from the upper classes (Class Six, Seven and Eight). Pupils in these classes were considered knowledgeable enough to comprehend the requirements of the research tool. There were 68 pupils in Classes Six, Seven and Eight in Eldoret School for the Deaf and 14 pupils in the same classes in Kandie and Kamagut units. Therefore, a total of 82 pupils constituted the sample of learners. Questionnaire was the main data collection tool. Data collected were coded and entered into Statistic Packages for Social Sciences (SPSS). Frequency distribution tables were generated to show the frequencies of participants on each variable. The relation between the students’ perception of the teaching-learning process and the subsequent influence on academic performance was computed to give the inferential statistic index using Chi-square correlation coefficient. One way ANOVA was also computed to test if the use of instructional materials influence on academic performance of learners with HI differed in the selected primary schools. Findings were presented in pie charts, bar graphs and cross-tabulations. The results of the study revealed that academic performance of learners with HI in the sampled schools was generally below average with an overall mean score of 34.18% for the five examinable subjects. When Chi square correlation coefficient was computed to determine the measure of association between learners’ perception of teacher-pupil interaction and academic performance, a significant relationship was found ($\chi^2 (3, N=70) = .789, p= 0.003$). Besides, a Chi square Correlation coefficient computed to determine the measure of association between learners’ perception of teachers’ use of instructional time and academic performance yielded a significant relationship ($\chi^2 (3, N= 70) =0.815, p= 0.001$). Further, a Chi square Correlation coefficient computed to determine the measure of association between learners’ perception of teachers’ use of instructional materials and academic performance yielded a significant relationship ($\chi^2 (3, N= 70) =0.721, p= 0.005$). Besides, a One way ANOVA which was computed to test if the use of instructional materials influence on academic performance of learners with HI differed in the selected primary schools found no significant difference in the use of instructional materials and academic performance in the selected schools ($f$-value was found to be significant at $> = 0.05, F=1.157$, $= .317 > 0.05$). It is recommended that: efforts should be made by the quality assurance and standard division in the Ministry of Education in organizing for relevant in-service programmes for all teachers and headteachers in the special schools where they can be enlightened and sensitized on communication approaches, sign language and even instructional materials; teachers should provide opportunities for learners in class and support to pupils with hearing impairments to enable them participate in the teaching and learning process in a bid to create healthier teacher-pupil interactions and enhance learners’ academic performance; headteachers should organize sign language workshops and lesson presentations at school level to assist the teachers in the teaching and hearing process as well
as in class time management in a bid to enhance academic performance of learners with HI; and, teachers need to employ more of the instructional materials to keep the pace with their hearing counterparts in regular schools.
CHAPTER ONE
INTRODUCTION

1.1 Introduction
The study sought to investigate perceptions of learners with HI towards the teaching-learning processes and their academic performance. This chapter presents the background of the study and the problem statement. It also presents the purpose of the study, the objectives, research questions, hypotheses, significance of the study and the operational definitions of concepts and key terms used in the study.

1.2 Background to the study
Determining perceptions of learners with HI on learning-teaching processes of their teachers and their subsequent academic performance was central to this study. As rightly noted by Ekwama (2013), perceptions of learners with HI is one of the most important aspects to consider when discussing the successful teaching and learning of learners with hearing impairments. It is important to discuss perceptions of learners with HI towards their teachers because it is the very aspect where the disability poses the greatest challenge for the learners (Mbewe, 2014).

The result of such a challenge is persistent poor academic performance. Realizing that to some extent perceptions of learners with HI plats a significant role in the teaching/learning, it became necessary to investigate the nexus between perceptions of learners with HI on learning-teaching processes (use of instructional time, use of teaching and learning resources, communication skills, pupil-teacher interactions) and academic
performance of learners with hearing impairments with a focus on primary school children in Eldoret School for the Deaf in Uasin Gishu County.

The World Health Organization (WHO, 2010) estimates that approximately 600 million people (ten per cent in any country) in the world experience impairment of various kinds including hearing impairments (HI). As regards to this research “Hearing Impairment” carries a general weight in that it includes all hearing loss from the most simple to the very complex cases.

As for institutions entrusted with education, a successful learner is he who performs exemplarily and also who adheres to laid down set of standards either by the government or the training institution. The main reason as to why many schools put a lot of emphasis on academic performance is mainly to evaluate, identify, track and encourage the success of learner in this institution. World Education Services (2011) notes that the most significant point is fostering improvement and making full use of the learning process. This will be achieved by strictly evaluating areas of success and failure in learners’ academic life.

The Academic performance of learners with HI depends on the perceived learning experiences on teachers’ commitment. A competent teacher is able to develop a social relation with an individual pupil, to direct the teaching work of the class and have the content of the subject (Nordenbo, Larsen, Tiftikçi, Wendt & Østergaard, 2008). A social relation such as teacher-pupil interaction and teachers directing teaching work like
teachers’ use of instructional time are some of the variables that the inventory for data collection will measure.

In a scenario where instructor/teachers displays a high degree of enthusiasm, benevolent, strict and open and maintains a thought working schedule a high progress is realized. The students /pupils cultivates self-confidence and embraces the learning materials issued to them (Lang, 2005) comes up with several factors that are deemed important in terms of performance media usage, lessons materials that are well structured, making use of learners with HI and the use of additional questions in the entire lesson period.

SACMEQ II study unearthed that in a Mozambique case study, tutors in the upper primary popularly referred to upper grade (EP2) showed little academic and professional training. This situation was similar to another in Pakistan where tutors were seriously impaired in knowledge required to facilitate the implementation of anew curricula (Kanu, 1996). FWU AND Wang (2002) reports that Taiwan’s authority in a reform in their education system prioritized the ability of the teacher in improving the quality of education.

Ehindero and Ajibade (2000) bring out the issue of suspicion and speculations from the students who are the curious stakeholders in education entries as regards lacking professional qualifications. This inadequacy entails techniques, skills and strategies that are required to disseminate ideas, concepts and principles in a suitable manner to ensure proper learning. They strongly attribute lack of these factors greatly contribute towards
the high rate of failure and encourage students to abandon schooling in secondary institutions. These deductions on the part of the stakeholders suggest for investigations to be done on the effects of teachers-pupil interaction and teachers utilization of instructional time which are vital for teaching/learning in schools entrusted with catering for the deaf on academic excellence of students.

Looking on a Nigerian field study, several researchers have come up with similar observations. Adediluara and Tayo (2007) observes that the way student perceives their teachers the mastery of the contents designed for instruction, their work attitude and instructing skills has definite relationship on students academic excellence in Nigeria high schooling. Similarly Adegun (2001), Adesina (2009) and Obanyan (2010) come to a conclusion that teachers are the key pointers and determinant of a successive education. Teachers are taken to be important actors as concerns transmitting contents standards in practically teachable classroom lessons aimed at achieving the aspired goals and objectives of the education system. Olaleye (2010) realized that there is a close correlation between teachers characteristics and learners academic excellence.

As a result, discussions of effective education for learners with hearing impairments have turned towards the perceptions of these teachers towards their learners and how this affects the teaching and learning process. However, not much is known about the perceptions of learners with HI towards their teachers’ competencies (use of instructional time, use of teaching/learning resources, learner-teacher interactions and communication
skills) and how this influences the academic performance of learners with hearing impairments. This study sought to fill this research gap.

### 1.3 Statement of the Problem

The way pupils' perform in education is the big concern of any education system. The target is the content that pupils learn and the laid arrangement to transmit this knowledge. Several studies have been carried out toward establishing the relationship between teachers characteristics and academic excellence on the part of the students/pupils. (Fgatabu, 2013; Feryal, 2010, Olaleye 2010), Adediwura and Tayo 2007). However, these studies involves able bodied learners while this study was designed for learners with hearing impairment.

The situation in Kenya is quite disturbing as refers to academic performance is that there an increasing disparity between learners with HI and their counter parts in the normal school (Adouo, 2004). over the years learners with HI in Kenyan have performed badly compared to the hearing colleagues (Ndurumo, 1993, Okombo, 1994 and Adoyo 1995). This fact has come more widely in the Kenya Certificate of Primary Examination where results shows that pupils with hearing defects performing very badly.

In the years 2009, 2010, 2011 and 2013, primary schools for the learners with HI in Uasin Gishu County registered mean scores of 102.29, 129.54, 131.67 and 144 respectively of in KCPE examination (KCPE results registers, Education office Uasin Gishu, County, 2014). These means were far below the means registered by their fellow
learners in regular schools. This is an alarming state considering that these learners need to compete favourably for opportunities in secondary schools, universities and subsequent job opportunities. Stakeholders in the education sector have been attributing this dismal performance to school factors and particularly teacher factors. This study seeks to narrow down to learners’ perception of (use of instructional time, use of teaching and learning resources, communication skills, pupil-teacher interactions) and the subsequent influence that the perceptions have on their academic performance.

1.4 Purpose of the Study

The study sought to investigate the perceptions of learners with HI toward the teaching-learning process (use of instructional time, use of teaching and learning resources, communication skills, pupil-teacher interactions) and their academic performance HI in Eldoret Primary School for the HI in Uasin Gishu County.

1.5 Research Objectives

This study sought to achieve the following objectives:

1. To determine the performance of learners with hearing impairments in examinable subjects in primary schools for the HI in Uasin Gishu County.
2. To establish the relationship between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance in primary schools for the HI in Uasin Gishu County.
3. To establish the relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance in primary schools for the HI in Uasin Gishu County.

4. To determine the relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources (instructional materials) in Uasin Gishu County.

1.6 Research Hypotheses

The study sought to test the following null hypotheses:

**Ho**₁: There is no significant relationship between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance in primary schools for the HI in Uasin Gishu County.

**Ho**₂: There is no significant relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance in primary schools for the HI in Uasin Gishu County.

**Ho**₃: There is no significant relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources (instructional materials) and their academic performance in primary schools for the HI in Uasin Gishu County.

1.7 Significance of the Study

Findings of this study will be of help to teachers in evaluating their teaching strategies and gaining insight on the relationship between teacher-pupil interactions and learners’
academic performance. The findings of the study will help teachers realize the importance of class interaction and use of instructional time when handling learners with HI.

Besides, findings of this study will be useful to teacher-trainers in laying emphasis on key tenets of teacher competencies when handling learners with HI; use of instructional time, use of teaching and learning resources, communication skills and pupil-teacher interactions. Findings of the study will inform teacher-trainers on the need for teacher-trainees to interact with learners with HI before the end of their training.

Further, the findings will be useful in informing policy formulation developing relevant curriculum that captures key tenets of teacher competencies as far as handling learners with HI is concerned. Finally, besides adding to the pool of knowledge in special education by filling in the identified knowledge gap, the findings of this study will form a basis for future research in special education and allied fields.

1.8 Delimitation and Limitation of the Study

1.8.1 Delimitations of the Study

The study focused on the relationship between the perceptions of learners with hearing impairment on learning-teaching processes (use of instructional time, use of teaching and learning resources, pupil-teacher interactions) and their academic performance in examinable subjects. The focus was pupils of Eldoret Primary School for the Deaf in
Uasin Gishu County. The study excluded learners with other forms of disabilities and those without any disability.

1.8.2 Limitations of the Study

The researcher encountered a number of limitations. First, some respondents were not willing to respond to questionnaires provided for fear of victimization. The researcher however assured the respondents of confidentiality. Second, the issue of the learning-teaching processes and learners academic performance raised concerns of teachers' commitment to duty. As such, majority of the respondents were unwilling to respond to items addressing this issue. The researcher assured respondents of confidentiality. Finally, research findings do not reflect the status of in other schools for the hearing impaired in the country and therefore the findings can only be generalized to other areas with caution.

1.9 Assumptions of the Study

The study made the following assumptions:

i. All respondents provided honest and reliable responses

ii. All teachers were qualified to teach learners with hearing impairments.

1.10 Theoretical and Conceptual Frameworks

1.10.1 Theoretical Framework

As for the sake of this study the Bronfenbrenner's (1975), ecological system theory of human development was applied. this theory was found suitable for it was compatible
with the concept of teaching/learning of pupils with HI and better still, in it assistance is guaranteed within the framework of an integrated, holistic educational support make-up. This theory brings out explicitly the complexities of the intermingling and interdependence of multiple systems that has a lot of influence on learners, learning and their development. Bronfenbrenner’s further compares the different social set ups in which the minors leave in interact and learn and which are all interconnected. he identifies at least four levels/systems which results due to the interrelated structures and environmental systems, namely, microsystem, the mesosystem, the exosystem and macrosystem. these four all interact to culminate in chronosystem. Donald, Lazarus and Lolwana (2002) explains further these four systems owned by bronfenbrenner more explicitly as shown below;

$Microsystems$: under these systems we consider the family, fellow age set colleagues whom they intermingle directly every day. the systems shaped by the daily activities, various under taking by the people involved and connections that impacts directly on learners development.

$Mesosystem$ - this one consists of microsystems that are well connected with one another. at this stage we witness the interactions of family, school and peer systems. the activities of one microsystem automatically influences the attitude of the learner towards other microsystem, for example what learner does at home will have a lot to say in may be school or vice versa.
*Exosystem* - under this system the child is not directly involved for it refers to the larger social system. In some circumstances the people with intimate relations with the learner in microsystem may exercise some influence. To cite some examples, we have parents, workplace and existing community groupings. although the child is not directly involved at this high level system he/she will feel the either positive or negative results by the forces involved with the interaction with his own system.

*Macrosystem* - This level is equated to the social system in general. It entails the major social structures. It also involves the belief system, values, norms and customs that have a great impact and which subsequently are affected in a cascading manner by other levels of the system.

*Chronosystem* - this level occurs when the interactions between systems and the impact on the development of the learners are crossed by developmental timeframes.

Swart and Pettipher (2005) has attempted to explain the ecosystemic approach expounded by Bronfenbrenner by stating that for the sake of this approach, systems are a series of organization whose identity becomes more than simply the sum of their parts. to expand on this either a person or a situation can be altogether thought of as both a discrete entity and part of a system as well. To clarify further a learner is a member family, a school system and a peer system as well. Everyone of these systems operates in a stable and predictable ways that enables its existence yet hold the possibility of fluidity and change.
Though these systems operate differently, they are interrelated and are at constant dynamic interactions.

If a change occurs at one level, it will automatically affect the other levels though not always predictable. As was found out subsystems exists at any given level. They also interact with each other and also with other levels of the system. we find out that part of one subsystem can likely form part of other subsystems. Although these systems try to maintain themselves they still undergo continues change and are always reorganizing themselves striving to attain an equilibrium. It was found that a systematic understanding of change will take a circular and not a linear causality and that the interrelatedness of all aspects of a situation also do occur.

If there occurs a slight change in the system at one level potentially there will be an effect on the whole system. this approach admits and agrees that there exists a certain degree of unpredictability. This model agrees with the fact that any individual has got a possibility of experiencing a range of contexts that also are encountered by others but these intermingling of this personal characteristics, time, contexts and chance will impact differently to different student/pupils.

This therefore means each person goes through or possesses various systems in interaction and develops in totality. Donald et al (1997) observes that the different stages of a system in a social set-up do influence and consequently they do influence one another in a dynamic balance, tension and interplay.
An integral element in Bronfenbrenner model is the realization that the environment is not the only factor that exert change on the child but also child participates in ensuring his/her development too. Swart and Pettipher (2005) denote that the child's realization of his or her context acts upon his altitude to the human and physical change.

As we have found out bronfenbrenner's theory is pertinent with enactment of a integrated, holistic educational supports structure. This theory however recognizes the vital role played by educators, parents, education personnel, peers and the general family set up, the societal and established government arrangements can demonstrates to both individual pupils/students and to all other systems that may influence on the evolvement and maintenance of obstacles to learning and development in a conclusive and integrated way so as to ensure that quality support is rendered at the different stages of the system.

In order for a successful implementation of learning for HI to be realized an effective education support structure ought to be developed. The realization of the aims of a special education, in our case HI will only be attained if the teacher will be trained and aided to meet new constraints with confidence. The microsystem that was dealt with earlier, in our scenario constitutes the teachers in special education schools. In a situation where learners with HI develop a negative attitude/perceptions about the qualifications of their tutors, then there is possibility that learning on the part of the pupil will be affected. All role players ought to collaborate in order to ensure that institutions of
learning become inviting, friendly / inclusive, health promoting stage learners with HI are assisted in order to realize or maximize their abilities.

1.10.2 Conceptual Framework

Wolfson (1994) defines conceptual framework as a model that is reflective of relationships among critical variables to a study. Its critical function is to depict relationships between variables and concepts of interest. Figure 1.1 presents the conceptual framework on which this study was based.

**Independent Variables**

Teacher-pupil interaction

Teacher’s use of instructional time

Use of teaching/learning resources

**Dependent Variable**

Pupils’ academic achievement

Figure 1.1: Conceptual Framework

Source: Suthir (2016)
It is argued in this conceptual framework that the perception of learners towards teacher-pupil interaction is significant in determining the learning process and the subsequent academic achievement of the learner with HI. Besides, learners’ perceptions towards their teachers’ competencies as far utilization of instructional time is concerned is equally important in influencing the learning process of learners with HI. It is also argued in this framework that the perceptions that learners with HI form towards their teachers on the way they utilize teaching/learning resources have a significant impact on how they learn and their subsequent academic achievement in national examination (KCPE). Overall, it is argued in the framework that there exists a close link between perceptions of learners with HI on their teachers’ competencies and their consequent academic achievement. If they perceive their teachers positively, they are likely to achieve more in their academics than if they do not.
1.11 Operational Definition of Terms

**Academic performance:** A measure of a pupil’s achievement in KCPE examinations in terms of attainable marks.

**Communication:** A mode of transmitting and receiving information during the teaching/learning process in a class of learners with HI.

**Disability:** A limitation or restriction and disadvantage caused to an individual functioning as a result of an impairment.

**Impairment:** Refers to identifiable defect in the basic function of an organ or any biological part of the body, in this case, the ear.

**Learning experiences:** The behaviour of pupils with HI acquired during the teaching process.

**Teacher Competence:** The ability of teachers to effectively conduct classes of learners with HI to achieve desired lesson objectives.

**Special Education:** Specially designed instruction that meets or caters for individuals with some form of impairment, in this case sensory impairment.

**Pupil’s perception:** Views, opinions and feelings of learners with HI on their teachers’ competence skills (use of instructional time, use of teaching and learning resources, pupil-teacher interactions).
1.12 Summary of the Chapter

In this chapter are presented a background to the study, the problem that the study sought to address as well as the objectives that guided the study. The chapter also captures a discussion on the significance of the study and the theoretical framework on which the study was based. The interrelationships between the independent and the dependent variables are illustrated on the conceptual framework in the chapter. Finally, terms used in the thesis have been operationalized under the section on operational definition of terms. The succeeding chapter presents a review of literature related to the study and the subsequent knowledge gap.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
The chapter discusses the literature related to the concept of perceptions of learners with hearing impairment on their teachers’ competencies in facilitating their learning process. The review focuses on studies on the concept of hearing impairment, the concept of perception, hearing impairment and academic performance, perception of learners with hearing impairment on teacher-pupil interaction and academic performance, perception of learners with hearing impairment on teachers’ use of instructional time and academic performance, perception of learners with hearing impairment on teachers use of instructional materials and academic performance. The chapter concludes by presenting a summary of the reviewed literature and the subsequent emerging knowledge gaps.

2.2 The Concept of Hearing Impairment
Kapp (2012) uses the term ‘hearing impaired’ to denote a group of people with various degrees of hearing loss. Researchers and advocates for people with disabilities feel that the term ‘impairment’ is negative and reflects on the individual, creating the impression that there is something wrong with the individual. The term impairment is derived from the medical model which defines disabilities in terms of deviance, like an illness which should be fixed and cured. Opponents of the medical model advocate for a social model of understanding and for defining disabilities by rather using the term ‘aurally handicapped’. According to this model, a society has to adapt to accommodate the disabled individual and remove these barriers (Ross & Deverell, 2014). For the purpose
of this study, the term hearing impairment/hearing impaired will be used instead of aurally handicapped. This terminology has become synonymous with the Kenyan way of distinguishing between three categories of children depending with their ability to hear.

According to (Kapp, 2012) the three categories or classification has a lot to say when it comes to determining the education they receive, which are partially hearing children, hard-of hearing, children who are deaf. He refers to children with a hearing loss of less than 35dB as partially hearing. Children with this level of hearing can be educated in the ordinary school. (Kapp, 2012). Hard of hearing pupils/students comprise ones whose hearing loss ranges 35dB and 65dB. These children attend hard of hearing schools or otherwise are admitted in schools for the deaf though in special divisions cum-classes (Kapp, 2012). For a child to be declared deaf he ought to have a hearing loss of over 65dB. They usually join schools for the deaf and the mode of teaching is by visual teaching method and sign language. Deaf children have a hearing loss of 65dB and over. These children are taught in schools for the deaf, which primarily use visual teaching methods and sign language (Kapp, 2012). In this study, the focus is on all children who have hearing impairments regardless of the category of hearing loss.

2.2.1 Children with Hearing Impairment

According to Deborah (2010), no other area of exceptionality in elementary education is more crucial than with the hearing impaired. Even when alone in the woods, a person is surrounded by meaningful sounds. The gurgling brook tells him water is near, the chirping birds let him know when it’s day break, the rustling leaves indicate the presence of wind or
the approach of an animal or another person. For the hearing infant, the world of sounds help him to learn to associate objects, persons and events and to draw inferences and to make predictions about what will happen. It also provides an excellent means for them to relate to other people (Deborah, 2010).

Considering the important role of hearing in the rapid learning that children accomplish, it is easy to understand the enormity of the impact on child and family that a severe congenital hearing disability can have. In view of the fantastic rate at which young hearing children become proficient in understanding and using their native language it is apparent that intervention for the child with impaired hearing must begin in the early years (Glorig & Roberts, 2011).

According to Umadevi & Venkatramaiah (2013) mothers have refused to accept that the offsprings are deaf or to permit paedicians to diagnose them mainly due to a sense of shame and other times because of being ignorant of the possibilities awaiting their children with HI until very late in life when essential time have been lost. This definitely denies the child his/her rights. What the mother oughts to do is to pity him and be ambitious in helping him to overcome his disability as soon as possible. Should the mother fail to face the facts and rectifying the situation with an aim of enhancing the remaining facilities will at final and vest shame and remorse on the side of the parents.

Hearing impairment or deafness is a major disabling condition worldwide. The etiology of hearing loss range from congenital to acquired, and includes common and preventable childhood infections like otitis media, meningoencephalities and malnourishment mainly lack
of Vitamin A and Iodine, and these mainly affect poor families. The morbidity and burden of hearing impairment on the children and their parents is enormous (Umadevi & Venkatramaiah, 2013). As a result affected children experience developmental delays in many facilities ranging from speech, cognition, behaviour amongst other aspects of psychological advancement. If hearing loss is combated and created and identified early in life language will be improved considerably also a whole or range communication and empirical skills (Frank-Briggs, 2012).

According to Powell, Son, File, & San Juan (2010) asserts that it is rather demoralizing and disturbing for a parent who is totally ignorant on deafness and has a child stigmatized as "deaf and dumb" for the reason this phenomenon is still unknown. In the first instance the parents will panic, be guilty, blame and despair. They will seek to understand the disabilities and its effects on their lives.

They would strive to overcome their own psychological disturbances and the attitudes other people have towards them. They will change the responses to their child, and these will change the way they look upon their children. These changes in attitude will subsequently impact adversely on the child. As regards the hearing parents, it would be very painful experience in accepting this a normally. If diagnosis of deafness is done and results communicated to them they result to trauma and shock. Most likely parents may develop negative attitudes towards their young ones when diagnosed absent prior to diagnosis. Likewise there may result change in their behaviour patterns (Kumar & Rao, 2008).
The basic issue is that a person with disability is often not respected as a person. Instead, they are subjected to different meanings and prejudices in all aspects of their lives (Augoustino & Reynolds, 2011). As a result, these individuals develop perceptions about different aspects of their lives including education and the people they interact with. This study sought to investigate the perceptions that learners with HI held about the competencies of their teachers and how these perceptions influence their academic performance. Research and studies to the term "perception" is taken to mean an opinion, or group of opinions that an individual may have about a certain object. Over time and context they are deemed fixed and stable (Hogg & Vaughan, 2012), (Hovland & Rosenberg, 2010) indicate that people react toward perception of objects which include individuals, social groups, situations, and social issues, while of thin response is predetermined by their view on that particular object.

2.3 The Concept of Perception

Perceptual development is the developing ability to interpret what is perceived by the senses (Louw, 2010). According to Jordaan & Jordaan (2012), there is a difference between being aware and perception. A person can be aware that there is light or noise. But perception is on a higher level of information processing, for example a person can perceive the light as being the light of a car or the noise as that which a car makes. The study of perception can be approached from two different points of view. A physiological-neurological approach focuses mainly on the mechanics of perception and the five sensory systems (taste, touch, smell, hearing, sight). Mader & Mader (2013) view perception as the manner by which we do our selection, organization and interpretation of
the external and internal stimuli. External stimuli comprises of sensations that overwhelm us always or which emanated from the five common senses.

Nel & Urban (2009) classify internal stimuli into two psychological one which manifest as motivation, interest and desire physiological on the other hand is the nervous system. The second view is that perception can not merely be explained without taking into consideration the perceiving person in his situational relationships. According to Nel & Urban; (2011) perceptual constancies are essentially built on affects, norms, values, attributes and ideas. Perceiving shows a close relationship to the affectivity. The affective system and the perceptual system do not exist as separate systems in the infant. But as a child develops, affect and perceiving function more and more independently. Affect does have an influence on what is perceived but it does not alter the fundamental way in which a person perceives.

If an adult sees a serious accident, his affective involvement will largely determine what he perceives of the accident. The extent and nature to which one is affectively involved is determined by the measure of cognitive control over the affectivity (Nel & Urbani, 2011). Jordaan & Jordaan (2012) maintain that research has shown that if one is exposed to certain stimuli which for some reason caused stress in your past, the viewing of these stimuli will again cause you stress and anxiety, to such an extent that the meaning of these stimuli might not even get through to your consciousness. There is a kind of defence mechanism at work to protect your mind. This is known as perceptual defensiveness (Jordaan & Jordaan, 2012).
According to Nel & Urbani (2009), perceiving is an act of solidarity. Therefore, even at the basic level of communicating through perceiving, we will find that there are inter-disparities amongst different cultural groups, different socio economic groups and different working classes. The way people react and respond to others in thought feeling and action can be termed as perception. It results from fusion and weighing of collective factors. The weighing process consists of factors that are as a result of unconscious actions from past experiences. To sum perception is deemed to be implicit awareness of the likely consequences an action might have as (Cook, 2010) puts it. The latter description applied in this study.

2.4 Hearing Impairment and Academic Performance

Academic performance can be weighed by using several yard sticks namely normative academic status and classroom academic status and academic excellence (Semmel & Frick, 2010). Normative academic status involves grading learners and ranking them against national/state norms gotten through scores on national or state standardized examinations. As regards classroom status relates to learners success as compared to his or her colleagues in class. One way of measuring classroom status is by seeking teachers' perceptions of learners achievement and ability to learn expected academic content. Academic progress according to Semmel & Frick (2010) is the change in academic achievement observed from one year to the following one and can be determined by observing gains on achievement examinations and teachers view of the leaner's change.
Everyone of these frames of reference is vital. Pupils may perform badly on national or internal standard examinations and be achieving as well as their classmates. There is a case where students may be scoring well and grade level as per standardized test scores but be lagging behind their colleagues in academic circles. Students who start schooling scoring below their normal colleagues in class make realize commendable success year to year, though fail to show sufficient success to reach his classmates achievement. It is clear that in order for an academic status to be complete it should include all three frames of references. (Allen, 2009) denotes that in a research on the academic achievement of students with HI show that they trail behind their hearing age mates at the same age and grades as regards what is expected of them. To add on the above (Traxler, 2010) asserts that about 50% of a national sample of students with HI at high school produced results that were below basic proficiency level in reading comprehension and tackling mathematical problems. It was also found out that students with HI instructed in general education schools score highly pertains to academic achievements than their colleagues in self contained schools (Kluwin & Stinson, 2013).

Holt (2014), observes from a research that involved 5800 learners with HI and who participated by sitting for the Stanford achievement test in 2009-2010, that students in local school undergoing general education classrooms for over 16 hours weekly, performed better compared to those in self-contained classrooms even in situation where demographic variables which include age, gender, extent of hearing loss and ethnicity influenced the truth manifested vividly. Even in a situation where demographic variables
of age, gender, extent of hearing loss and ethnicity had been controlled statistically influenced the truth still manifested.

Kluwin & Stinson (2013) found that children under 21 years of age and undergoing general education schooling portrayed a high reading comprehension scores than their colleagues who were taught primarily in self contained classrooms. What is not clear where the exemplary success is an antecedent or is due to the good participation in general education classrooms. From an earlier research by (Kluwin & Moores, 2014) it was concluded that having controlled factors such as perception of teachers and learners, parent employment, prior achievement, gender, ethnicity and degree of hearing loss of learners with HI who learnt mathematics in general education classes score higher in mathematics computation compared to their colleagues who received the same from instructors of learners with HI in self-contained classrooms.

It is possible that HI students in general education classrooms demonstrate higher academic achievement than those in self-contained classrooms due to academic press, that is, those aspects of the school environment that “press” students to perform academically, such as teacher's expectations, school policies, and academic standards (Lee & Smith, 2009). Alternatively, it is possible that HI students who are high achievers are placed and remain in general education classes.

Although their achievement may be higher than that of HI peers in self-contained settings, HI students in general education classes appear to score below their age- or
grade-matched hearing peers. An early study of DHH students in public schools (Davis, Shepard, Stelmachowicz, & Gorga, 2011) found that whereas those students with a PTA of less than 50 dB had scores commensurate with their hearing peers, those with a PTA greater than 50 dB scored in the low-average range for reading and math on standardized achievement tests. A study of elementary students with mild hearing loss (Blair, Peterson, & Viehweg, 2009) found that although these hard-of-hearing students achieved within the norms for their age group on a standardized achievement test, they scored below a control group of matched hearing classmates.

Blair et al., (2010) obtained standardized achievement scores in the areas of arithmetic problem solving, math concepts, vocabulary, and reading comprehension on 24 matched pairs of first through fourth grade hard-of-hearing and hearing students. The hard-of-hearing students received scores consistent with their grade level; for example, at the end of second grade they received grade-level scores between 2.5 and 3.4 across subject areas. However, they consistently scored below their matched hearing peers.

Only a few studies (Most, 2006; Power & Hyde, 2012) of classroom academic status exist for DHH students in general education. Most (2006) compared teachers’ perceptions of 33 Israeli-Arab DHH students and 66 hearing students in the same general education classrooms. All students were in Grades 1–6. She used a questionnaire that tapped the general education teachers’ perception of student performance in five domains: academics, attention, communication, class participation, and school behavior. The teachers gave the DHH students significantly lower scores in all domains than the hearing
students. In addition, significantly fewer DHH than hearing students received passing scores in each domain.

Power and Hyde (2012) asked 143 itinerant teachers supporting DHH students in general education classrooms in Australia to report on the ability of their students to participate in the general education curriculum. These teachers reported that 66% of their students were academically competitive with their hearing classmates (i.e., they met the same standards for teaching and assessment), 14% could work within the general education curriculum but were not competitive with hearing classmates, whereas 17% met only minimum academic standards and could not be evaluated by the same standards used with hearing classmates.

It is clear that there is little research that compares the academic status of DHH students to their hearing peers in the same classrooms. The differences in results reported by Most (2006) and Power and Hyde (2012) are likely to be due to differences in the methods of obtaining data but could also be due to differences in the availability of services, placement policies, or student characteristics. Clearly, few generalizations can be made from these studies, indicating a need for additional research to add to our knowledge of teachers' perceptions of the academic standing of HI students when compared with hearing classmates.

For sure different variables are attributed to a learned academic achievement. Attempting to look into each variable separately and the influence it exerts is hard since they are
often connected in complex manner. This notwithstanding these variables maybe intertwined to each other. A good example is where degree of hearing loss may be related to receptive and expressive mouth communication abilities. This also may be related to classroom communication and participation. Family influence may have a direct relation to family resources and parents expectations on the part of the pupil. This may also have a say in the child's communication skills and academic process. The way teachers and learners perceive things may have a correlation on classroom communication and the resultant academic performance.

For the sake of this study it important that we look into variables that have a direct relationship with academic achievement of students with HI and more so the ones that are as a result of school programs such as perceptions of learners with HI and more so the ones that are as a result of school programs such as perceptions of learners with HI on their teachers’ competencies. Stakeholders in education over the low performance in primary schools for the deaf in recent time have complained. Also they blame learners in general as having not prepared adequately to study as the main reason for pupils poor performance. (Ayodele 2004) identified lack of dedication and commitment, on the side of the teachers to their jobs as a major factor that has affected the academic performance of pupils.

Bess, et al (2012) found out that student with HI performs poorly in a good number of academic subjects owing to the fact that they score lower on measures of verbal
intelligence Quotient that in standards of performance. Definitely hearing loss poses tough obstacles on the academic performance of pupils with HI.

In a study similar to the above, American speech-language–hearing association (2000) also noticed that learners with HI face verbal based constraints, bad auditory memory for they are easily distracted. Likewise they cannot concentrate in a noise environment. Another researcher by name of Rumba (2012) did an investigation on institutional factors that influence performing in Kenya Certificate of Primary Education by children with HI is special in the cost of Kenya. The institutional factors investigated were; staffing situation, class enrolment, workload, trained personnel, learning resources, social factors and awareness on the challenges faced by learners with HI were also considered.

Fgatabu (2013) found that sign language has a great effect of performance on learners with hearing impairments. The study also found that sign language techniques were the widely used as a learning resource in the school and that training skills affect the performance of learners with hearing impairment to a very great extent. Fgatabu’s study was on the perception of factors influencing performance of pre-school children with hearing impairment in Kaaga School, North Imenti district, Kenya. The purpose of Fgatabu’s study was to establish the effects of learning resources, sign language, prejudice and training skills on learners with hearing impairment. The study adopted a descriptive research design and used descriptive statistics to analyzed data. The study also found that absenteeism due to lack of time management for them, late enrolment, being used like workers or servants at home, assumptions that children with disability do
nothing at school, lack of hearing assistance, and discrimination in regular schools and
discrimination in the society are some of the prejudice factors that affect learners with
hearing impairments. Finally, the study found out that training skills affect the
performance of learners with hearing impairment to a very great extent.

From Fgatabu’s study the academic performance of learners with HI was not established
and factors like perception of learners with H.I of teacher-pupil interaction and teachers’
use of instructional time were missing. This study sets out to establish academic
performance and to investigate these factors in relation to academic performance of
learners with hearing impairment in upper primary schools in Kenya.

Gesier (2012) sums up both professional characteristics and competence as two major
categories of qualities that are identified as productive professional tutor. Professional
attributes encompasses professional values, personal and professional evolvement,
communication and relationships and synthesis and application. As for competence,
knowledge and understanding of children and their learning, subject knowledge,
curriculum, education system and the teachers role forms the attributes a professional
competent teacher.

Further, Hallahan and Kauffman (2010) hold that, there exists three dimension of teacher
quality contrary to the believe that there are two. The first one is known as teacher
effectiveness and which digs deep to seek the extent the teacher strives to meet desired
goals upon students. The second dimension is referred to as, teacher competence and
looks into whether the tutor posses the knowledge and skills and the final dimension is known as teacher performance which dwells with the notion of the conduct of the tutor as he practices in class.

According to De Grauwe and Varghese (2010) paid attention to textbook as main factor for improving quality in education and not teacher qualifications but as we will find out some literature materials still exalts teacher competence as the integral factor (Hallahan and Kauffman, 2010). Maina, Oracha, Indoshi (2011) study sought to establish factors influencing of performance of deaf students on mathematics. This study deduced that they way the deaf student fared in mathematic in Kenya Certificate of Secondary Education (KCSE) examination compared to other disciplines was poorer. This study showed that content coverage, time on task and medium of instruction as some of the curriculum factors influencing performance of deaf students in mathematics in KCSE.

The study suggests early intervention measures for the learners, continuous in-service training of teachers on techniques of instructing mathematics to the learners with HI, engagement in service of relevant specially trained teachers and curriculum inclusion in content form. This study missed an examination of the possible influence of the feelings of students on their teachers competencies as a factor on poor performance. As we have found out several studies have been done focusing on the instructor quality as key to valuable education and very little if any research on learners perceptions of teaching-learning processes thus the purpose of this study.
2.5 Perception of Learners with HI on Teachers-Pupil Interaction and Academic Performance

A good individually based relationship between the various employees in the school environment with erect a suitable arena for instructing and learning. The conducive relationships will enable and promote the academic interest of the students. Instructors in special schools have a freedom either to impact the learners, self-concept positively by formulating an environment of dual support and caring or on contrary via an environment of sarcasm and prejudice (Mwaniki 2008). Mwaniki researched on the relationship between self concept and academic progress and deduced that self-concept is connected to academic success whilst self-concept/attitudes to and viewing of oneself are closely related to how one acquires knowledge and responds. It is from this premise that the study seeks research on the perception of students with HI on teachers view towards organizing a conclusive situation of mutual that would improve on self-concept.

According to (Chedzoy and Burden, 2007) the competence of the teacher is characterized by possession of knowledge, abilities and beliefs and which he transfers to class on the other hand when the learners perceive to competences of the teachers and subsequent formulates behavioural attitudes with a lot of effect when it comes to learning in that it’s either negative or positive. Under this study the teachers competences under scrutiny were teacher pupil interaction and use of teaching time by instructors.

Nordenbo, et al (2008) undertook a technical research of a systemic review in also designed for ministry of education in which the main focus was instructors competence
and pupils attainment in pre-school and primary and concluded that the instructor must acquire the competence needed to create a mutual as pertain to the pupil and equally must be capable of transmitting teaching work of the class into the instructing and teaching system. As we find out a teacher is a visible being/leader as he participates in teaching and so he will delegate some of his responsibilities by allowing his students to class to make rules and regulations and will ensure they enact and safeguard these rules themselves. Both of these competences are vital in that they help realize the ultimate goals for example motivation of the pupils and independence which is crucial in enhancing academic learning.

Williams (2007) reports that disabled children build in them good habits of citizenship and survival guides through organized curriculum activities by means of which such habits can be fostered. This study pays attention to the perception of learners with hearing impairment of teachers’ approach towards building good habits of citizenship and survival guides during curriculum implementation.

Wekesa (2010) researched on the physically challenged students in Kenya with aim of establishing whether there is any relationship between self-concept and academic excellence amongst these people. It was found out negative self-concept and that there lacked significance between the relationship of students perceptions of their teachers attitude towards them and their self-concept. He also proposed the special units /school should endeavours in creating a conducive environment that would seek to develop a
self-concept since as per the result from this study majority of the learners with disabilities portrayed a low self-concept.

Frymark (2010) reported that learners with HI face difficulties in self expression which in turn affect their interaction with teachers and fellow students in and out of classroom. Learners need to ask questions, answer questions and contribute to learning during lessons. A research done by Gomez Arai and Lowe (1995) also showed that participation of students in classroom activities is important in order for effective learning to take place.

Chickering & Gawson (2011) emphasized that active classroom involvement is not just sitting and listening to the teacher talk but by talking about what they learn, write about it, relate it to past experience and apply it to their daily lives. This helps them to improve their retention of information and thus improve their academic performance. Teacher pupil interaction is a significant factor towards pupils learning, Good interaction makes learners to understand subject matter, interact with one another and help improve academic performance. Studies done by Zalme, et al., (2007), Rubangunya (2011) and Tibtengeza (2009) on classroom interaction have revealed that language of instruction is the major factor that affects classroom interaction. Not enough have been done to establish perception of learners with HI on teacher pupil interaction as problem that affect academic performance.
Effective teacher-student interactions create emotional support, classroom organization and instructional support. Positive relationships between teachers and students, and among peers results in emotional support of learners. Well managed classrooms engage learners with learning activities. Instructional Support means interactions that teach students to think, provide ongoing feedback and support, and facilitate language and vocabulary (Chickering & Gawson, 2011).

Johnson and Morasky (2009) cautions any one working with students with special needs and alerts us of the possible outcomes of neglecting this timely advice. According to this two these children are by prone to a low self-confidence high frustration level, lack of self-esteem, anxiety depression and despair. The mere fact that these students have presented themselves in class does not mean a child’s success in academics and also development is guaranteed but rather more efforts should be directed towards integrating them both socially and functionally.

Babatola (2007) and Akinpelu (2005) discovered an interesting finding when they researched on the performance between the sexes. The male hearing impaired performed a little better compared with his female counterpart. Another researcher (Fare (2011) looked into the influence of types of exceptionality on the self-perception of students with special needs. Findings of this investigation had a rather funny character in that exceptionality types of students with special needs did influence on their self-perception and academic progress.
According to Bahir, Riaz, Shujaa and Saqib (2004) realized a small difference in school social behaviour company in adolescents with disabilities of public and private schools. Harmonious existence members of the school community at all levels will create a suitable environment for teaching/learning. This good and relationship will cultivate and maintain the academic urge of the students. How well the deaf and hard of hearing students will succeed academically will be determined by the school/institution social behaviour (Horner, 2009).

Frostad and Ahlberg (2010) singled out the variables that impact on the social behaviour of the hard hearing and deaf students. They cited background /the past life of the student, past deeds, parental factors, teachers and school. In a situation where hard hearing and deaf students had to attend school in the elementary level and high classes responded well by demonstrating a healthier psychosocial adjustment. The use of devices and gadgets such as hearing aids modes of communications academic progress and the surrounding factors helped in shaping psychosocial alignment among hard of hearing and deaf students.

Feryal (2010) studied on student-teacher perception on teachers competence and their contribution on success and failure in studying in Dokuzeylul university. He summarized his finding by writing that how well a teacher is trained and competent is an vital tool in education and that a highly qualified teacher is integral educational resource. Quality teachers he/she denotes always uphold and care for students and their learning. The definite beneficiaries of the education provided by the different organizations are learners
and quality teachers ought to help them achieve their learning goals. These teachers should apply various instructional techniques in order for students to realize their learning needs while the classroom. They also have to create a conducive scenario and look into the needs of students when it comes to language learning, motivation and interests. Teachers should realize that the effective side is deemed most important for students will always when they fail, but it is their convictions that if the teachers give them enough encouragement and positive feedback it will increase their desire to study harder.

Olaleye (2010) highlighted on teachers’ characteristics as predictors of students’ academic performance in secondary school in Osun state Nigeria. He used a population of 1600 purposively selected Senior Secondary School (SSS) III students from 16 rural and urban schools. Questionnaire tagged teachers’ characteristics and students academic performance (TCSAP) was used to elicit information from the students. Data collected were analyzed using simple percentage, Pearson Product Moment Correlation and chi-square to test the hypotheses generated in the study.

From this study we find that there was a significant relationship between teachers characteristics on student academic performance contrary to the aspiration of my study. The study by the researcher focused on secondary school students without disabilities in Nigeria. My study aims at investing the perceptions of learners with hearing Impairments in primary schools, instructor learners interaction, the tutors utilization of instructional time and use of teaching /learning resources. It aims at establishing whether there is a difference in the finding's on the perception of learners with hearing impairments.
Lee (2012) was trying to examine the relationship between student’s perceptions of the school social environment and student performance. He relied on USA data borrowed from the program for international student assessment 2000. Results were that he found out that relationships between students perception of school situation academic well-being were significantly to behavioural and emotional student involvement. The relationship between the teachers and student was also significant pre-indicator of reading performance. Meanwhile the effects of the teacher student relationship on student performances were not in correlation with academic performance of the school.

As put by Liberante (2012) student teacher relationship cannot be quantified by any measure and have impacts on students learning and schooling experience. This type of relationships happens to be among the most powerful element in the learning process. To expound on this further (Hughes & Chen 2011) says this kind of relationship is a major factor for it affects student’s developing school engagement and academic motivation and finally forms the basis of the social context in which learning takes place.

The interactions between teacher-student are influenced by a number of aspects including gender but consequently do influence learners' academic performance and behaviour sense of school belonging and an encouragement of students to “participate cooperatively in class undertakings crops up as a result of there being a supportive and positive relationships between each other teachers and students. “ Hughes and Chen 2011, p.278). In some circles some may prioritize classroom environment and a warm teacher-student interaction. They may quickly judge the situation and conclude their success is due to this
factor and not their expertise and knowledge. For the sake of our study focus is on learner’s perception on their poor academic excellence.

The majors factors to identify interpersonal relationships on teachers side good showing attentiveness, empathy and full awareness of the students ability and believe in the students. In response learners show a positive attitude towards their teaching (Chedzoy & Burden, 2007) differences between schools and classes are better explained factor in students background but the fact is tutors and students leaders have the greatest impact on the schools inner environment and culture.

Through the evidence already collected over time the type of students’ relationships with their teachers will determine current and fantastic changes in schools. As (Connel & Wellborn, 2011) notes children who enjoy positive and supportive relationships with their tutors portray more positive attitudes towards education and fully engaged academically and great achievers and are accepted more easily by peers. The opposite is the case for students characterized by conflict.

Researches have also been undertaken student-teacher relationship predicated on child gender (Birch & Ladd, 2007). Females are to greater extent more likely to enjoy close relationship with teachers than the young men. Boys are characterize by higher levels of conflict (Silver et al 2005). The dimensions of student teacher relationships that are most predictive of the learner’s future school course vary from girls too boys. As for the latter level of relational conflict in lower schooling predict future adjustment. The case with
girls is that relational support is more predictive of adjustment in future years (Hanre and Piata 2011).

Asikhia (2010) directed his research to Ogun State Nigeria whether the concentrated on students and teachers perception of the causes low academic excellence in secondary schools. Teachers’ attitude indicated the teachers’ qualification and students’ environment has nothing to do with students’ poor performance but the teachers instructing methods did impact poor academic excellence. Looking at learners answers we find instructors’ qualification and students environment did affect students poor performance. It became clear that however that, the way the instructors taught as well as the materials used for learning teaching sake did not have any effect.

2.6 Perception of Learners with HI on teachers’ use Instructional Time and Academic Performance

In an instance where some students may develop a negative attitude towards teachers’ approach to teaching work has resulted to a poor academic performance on the side of the such students (Olaleye 2010). Eggen and Kauchak (2009) clarifies that in an event where learners embraces a positive attitude towards their teachers’ mode of teaching results for effective teaching. They came up with various teachers attitude considered by learners as caring and supportive and facilitating a smooth learning classroom environment as enthusiasm, caring, firm, democratic practices to promote students responsibility. Use time for lesson effectively, have established efficient routines and the free interaction for them. Fisher (2011) adds that effective learning is realized and learners are at peace with
themselves and enjoy materials they are learning when teachers fully utilize instructional time. Collaboration with students assures the tutors of good attitude towards school and subsequent good academic performance.

Harrisson (2012) in a paper presented at the first international workshop on education and rehabilitation of disability entitled “An overview of mental rehabilitation services in Africa” suggested that it is an absolute of the disabled person to get access to special services which he/she requires in order to effectively function and to contribute to himself as well as his/her community to the fullest extent possible. The learners with hearing impairment in this context are to receive specialized services in the classroom from their competent teachers. How they perceive their teachers with respect to the teachers’ use of instructional time is the subject to this study.

Hocutt (2006) carried out research based on how effective was special education. He posed the question whether placement was the critical factors. After a thought research he reused that the numerous program models, implemented in both special or general education posed moderate positive academic and social effects for the learners with disabilities withstanding no known intervention be applied that do away with the effects of having a disability. Except for a few learners with disabilities, have not achieved as much as the able-bodied counterparts. Even when they come as a group learners with learning disability have gained less even compared to student without disabilities at a low achieving level.
To sum up, students with disabilities can be best assisted regardless of whether they attend special education school or the general ones, by employing intensive and reasonably individualized instruction and also encompass with care and frequently monitoring closely the success that students make. Placement rather than instruction is yet to be proved to be the critical single factor that ensure students academic of social prowess. Subsequent studies have shown that the usual practice in a general education model has no compassion with practice in the model programmes which had portrayed great success for students with disabilities.

As we have noticed, the support that was endorsed in ensuring improvement in academic performances for students with disabilities carried a heavy investment in resources such as time and effort and a lengthy support for teachers. This research do not encourage inclusion into the education system for all pupils with disabilities but specifies the need for a special education. Where enough resources are provided school should automatically aid more students for their success to be realised in general education environment.

Musumba (2008) in his study on factors shaping teachers’ attitude towards the mentally handicapped in the special education unit in Uasin Gishu County, Kenya, reported that professional training had significant effect on teachers’ attitudes and recommended that teachers need to undertake professional training before handling pupils with special needs. Pupil-teacher interaction will be measured in this study.
Going by the research findings of Ehinderro and Ajibade (2000). Learners who are the main partakers of in education have had a lot of suspicions and speculations that some of their teachers lack the professional know how. These qualifications are manifested in the form of skills, techniques, strategies required to relay concepts, ideas, principles in a manner designed to promote tangible learning. Ehindero and Ajibade (2000) strongly believe that these shortcomings have a lot to stay to the growing rate of non-performance and discontinuation of students in secondary schools. These findings makes it necessary to scrutinize the effects the view of learners with HI on teachers’ use of teaching time.

Fgatabu (2013) highlighted that the effects of learning resources, sign language, prejudice and training skills on academic performance of learners with hearing impairment. The study adopted a descriptive research design and descriptive statistics to analysed data. The study also found that absenteeism due to lack of time management for them, late enrolment, being used like workers/ servants at home, assumptions that children with disability do nothing at school, lack of hearing assistance, and discrimination in regular schools and discrimination in the society are some of the prejudice factors that affect learners with hearing impairments. From the study a factor like perception of learners with HI of teacher pupil interaction and use of instructional time is missing. The researcher of the current study wonders if learners with hearing impairment ever form opinion about their teachers’ competence. This study sets out to investigate this factor in relation to academic performance of learners with hearing impairment in upper primary schools in Kenya.
Eggen and Kauchak state categorically that positive teachers' attitudes are fundamental to effective teaching. They proposed several factors/attitudes that will ensure there will be a friendly and helpful classroom environment. Their list comprised enthusiasm, caring, firm democratic practices to advance students' duties, use time for instructing well, come up with a daily schedule and ensure a smooth intermingling with students and be encouraging them they are down at rewarding them when they perform or achieve. Fisher (2011) says in case where teaching time is efficiently utilized by the tutors, high instructing takes place and students feel happy about themselves and the resource materials they are learning. The way teachers intermingle and associate with learners do affect their behaviour towards school and the academic outcome. We find that the most determinant help for those with disabilities regardless of where they go to school have employed intensive and reasonably individualized instruction accompanied by care and frequent of students.

According to Adediwura and Tayo (2007) the way students look upon their teachers and they view the knowledge of subject matter, their attitude towards work and instructing skills was a great impact on the students' academic outcome. They did an analysis is the views of teachers' attitudes and teaching skills as indicators of academic performance.

Nordento et al (2008) on their technical report that aimed at undertaking a systematic review for the ministry of education and research in OSLO on teachers’ competence and pupils achievement in pre-school and school came up with these findings. They established that a competent teacher must have the ability to relate well socially with a
particular pupil, must also be knowledgeable in a way to direct teaching work of the class in the instructing learning process. Teachers while in class are supposed to delegate responsibility to the pupils as pertains to rules and ensure that they follow and uphold them. These intertwined competences are vital in developing the overall aim for example students’ motivation and autonomy which in gradients meant for academic learning.

Williams (2012) reports that teachers build in children who are disabled good habits of citizenship and survival guides through organized teaching activities by means of which such habits can be fostered. The researcher wishes to establish whether teachers-pupil interaction improves academic performance of learners in Eldoret municipality, Uasin Gishu County.

2.7 Perceptions of Learners on Teachers’ use of available Teaching/Learning Resources

Ayiela (2012) found that there was no significant difference in the use of instructional materials and academic performance of learners with HI in special schools in western Kenya. In her study on the factors affecting Kenya Certificate of Primary Education (KCPE) performance of learners with HI, she sought to find out whether instructional materials used by teachers influenced learners academic performance. The instructional materials investigated were text books, charts, models among others. The findings showed that text books were 97%, charts 57% and models 28% available, yet were over 90% ineffectively used. Ayiela suggested that a study be done in urban setting private or public schools for information generalization of factors affecting KCPE performance.
The current study sought to investigate the available resources that teachers used while teaching learners with HI in Eldoret municipality.

Management involves modeling and sustaining any setting where people operate/work in numbers for the mere purpose of achieving pre-determined tangles sufficient and well organized instructional materials/resources dictate the extent of learning to realize in a learning setting. High quality resources/materials can ignite interest, maintain the Zealousness and change learning to be more interesting and helpful. The reason as to why instructional materials are must in the modern classroom is so vital because study have shown vividly that they improve the performance on the part of the student.

2.8 Summary
From the literature reviewed studies conducted included effects of teachers’ characteristics of secondary school (Ehindero & Ajibade, 2000); perception of the factors that influence performance of pre-school children with HI (Fgatabu 2013); perception of teachers’ competence of University (Feryal, 2010); perception of the causes of poor performance of secondary school (Ashikia, 2010) among others. While these studies were done in other level of education and with non-disabled learners, the current study intended to investigate perception of learners with hearing impairment on their teachers’ competencies and how this influences their subsequent academic performance. The succeeding chapter presents the research methodology that was employed in this study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discussed the methodological procedures that were employed in data
collection and analysis. It describes the research design that was employed, location and
population of the study, sample and sampling procedures; data collection, reliability and
validity, and data analysis.

3.2 Research Design
The study adopted a descriptive survey design which provided the opportunity for full,
rich and deep descriptions of the participants’ perceptions. This design is also useful in
identifying the standards against which the existing conditions can be compared. The
survey method is chosen because the findings of this study will be generalized over a
large population. The design was chosen because it involved gathering of facts. In
studying variables the researcher did not manipulate them as they were in their natural
setting. This research design provided many relevant facts which were both important
and necessary.

Koul (1997) asserts that descriptive survey studies assists in sourcing pertinent and clear
information about a known phenomenon and at times draw valid general conclusions
from these factual information at hand. He further says that surveys are not used for fact
finding but also may result in that formulation of important principles of knowledge and
solutions of vital problems involving institutions country or the international arena. He
concludes by saying that survey design is the only means by which views, opinions, attitudes and suggestion information meant to improve education practices and teaching is available (Koul, 1992).

3.3 Research Variables

A variable is a measurable characteristic, attribute or any other trait that is expected to vary over time and among a group of individuals, objects or unit (Mugenda and Mugenda, 2012). There are two major variables, independent and dependent variables. Independent variable influences or causes a change in other variables. In this study the independent variables were learners’ perception of teacher-pupil interaction, teachers’ use of instructional time and teachers’ use of teaching/learning resources. The dependent variable is what is altered by one or more independent variables. In this study the dependent variable was learners’ academic performance.

3.4 Location of the Study

The study was conducted in Eldoret Primary School for the Deaf in Uasin Gishu County in Kenya. The choice of locating this study was because the area was convenient for researcher in terms of time and resources. According to the KCPE results of given years, 2009-2013, the special schools in the county have had minimal scores academically. This was seen to be low on average mean scores in all subjects. It was due to this reason the researcher chose Eldoret Municipality Uasin Gishu County as the study locale.
3.5 Target Population

Target population refers to the entire group of individuals, objects, item, cases, articles or things with common attributes or characteristics from which samples are taken for measurements. The target population for this study comprised of 153 learners with HI in one fully fledged primary school and five units for the HI in Uasin Gishu County as illustrated in Table 3.1.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>School</th>
<th>Population size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eldoret School for the Deaf (Fully fledged)</td>
<td>102</td>
</tr>
<tr>
<td>Kandie (Unit)</td>
<td>15</td>
</tr>
<tr>
<td>Kamagut (Unit)</td>
<td>12</td>
</tr>
<tr>
<td>Kipsomba (Unit)</td>
<td>06</td>
</tr>
<tr>
<td>Kiplombe (Unit)</td>
<td>10</td>
</tr>
<tr>
<td>Kapkoi (Unit)</td>
<td>08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

Sample size is the number of observations in a sample (Evans, et al., 2000). A sample design is a definite plan for obtaining a sample from a given population (Polit, 2005). A sample frame was drawn from the target population. A sampling frame is a list of cases or individuals from which a sample can be selected to form the units of observation in a study (Orodho, 2004). A total of 82 pupils constituted the sample of learners. Table 3.2 illustrates the sample size.
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>School</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eldoret School for the Deaf</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td>Kandie</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Kamagut</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>129</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

3.6.2 Sampling Techniques

Sampling technique refers to a specific process by which the entities of the sample are selected (Kothari, 2004). According to Mugenda (2003) purposive sampling allows researchers to use the cases that have the required information with respect to the objectives. The researcher purposively selected pupils from Classes Six, Seven and Eight. This is because these pupils were considered sufficiently knowledgeable to comprehend the research tool.

The only one fully fledged primary school was purposively selected while the units were selected basing on the 30% formula of sampling provided by Mugenda and Mugenda, (2003). Therefore, two units were randomly selected (Kandie and Kamagut). The respondents were selected from classes class Six, Seven and Eight. Pupils in these classes were considered knowledgeable enough to comprehend the requirements of the research tools. There were 68 pupils in Classes Six, Seven and Eight in Eldoret School for the Deaf and 14 pupils in the same classes in Kandie and Kamagut units.
3.7 Research Instruments

An instrument is the means through which the researcher collects data from the sample population and as is stated by Mugenda and Mugenda (2003) in social science research, the most commonly used instruments are questionnaire, interview schedule, observation checklist and standardized texts. The purpose of the instruments in research is to measure the variables of the study to help in yielding accurate and meaningful data for decision making (Mugenda, 2008). Data for this study was collected using the learners’ questionnaire.

A questionnaire is a set of questions for gathering important information from individuals about the population (Kathuri, 1993). One can administer questionnaires by mail, telephone, using face-to-face interviews, as handouts, or electronically. The questionnaires will consist of a number of both open-ended and closed-ended questions. The questionnaire will enable the researcher to collect data within a shorter time since most of the information will easily be described in writing. A questionnaire has the ability to source information associated with the nature of the research, it is found to be convenient, cost effective and highly dependable (Kothari, 2004). This is why this tool was considered appropriate for this study.

The instrument comprised of five sections: Section A which solicited data on biographic data (gender, class and age). Section B solicited data on learners performance in their last two end of term examinations scored out of 500. The average of the two score was calculated to give a score that represented the learner’s academic performance in
percentage. Section C, is a likert scale questionnaire with nine statements on perception of learners on teachers’ pupil interaction. Section D, is a likert scale questionnaire with nine statements on perception of learners on teacher use of instructional time. Section E, is a list of learning resource where the respondent was to identify one resource used most frequently by teachers in class.

3.8 Pilot Study

According to Murray (2003), piloting, which acts as a reconnaissance study, is important because it helps to identify ambiguities of the items and vague questions for improvement. The pilot study was conducted before the main study. It was carried out prior to the main study to assess the reliability and accuracy of the tools and the feasibility of whole study. It was conducted in the non-sampled school for learners with HI in Nandi County, Kapsabet School for the Deaf. It comprised 20 learners from classes class, six, seven, and eight.

3.8.1 Validity

For the purpose of this study to assess the accuracy meaningfulness, appeal and arrangement of instrument, earmarked for data collection, content and face validity were in use. Koul (1992) states that success of a scale to measure what it intended to measure in the first instant to show that the differences in individual /scores can be seen to represent true difference on the characteristics being investigated is termed as face validity of an instrument. Kothari (2004) argues that professionals have agreed that a scale has to logically appear to reflect accuracy in what it intends to measure, thus this is
what is termed as content validity. The researchers supervisors were instrumental in this research in that they assisted in ensuring that the instruments were in relation to the set objectives and content area being studied.

This helped to determine content validity of the instrument items. The supervisors assisted further in the research in that the suggestion and comments they aired went a long way in modifying the research items in a way that they became adaptable to this study. In order to ensure content validity the items in the instruments were developed having based them on the research objectives. Having listened to the experts there was needed to change the wordings of the items in the instrument.

3.8.2 Reliability

For an instrument to be reliable it should be able to elicit the same responses each time it is used. When defined in a quantitative research share meaning with consistency and reliability over time, over instruments and over groups of respondents (Cohen, west , Aiken and Cohen , 2000) should there occur a random influence intended to manipulate the measurement, then it is seen as errant if not only it maximizes systematic variance. Under reliability we are concerned with precision and accuracy. A reliable research is one that can be repeated under the same respondents, similar content and similar results obtained. As (Mislevy et al 2004) puts it poor reliability down plays the precision of measurement and reduces ability to track. The split-half test method was employed to estimate the reliability of the questionnaire. The questionnaires were administered to pupils in another school not included in the study. The responses to the items in the
questionnaires were selected alternatively; the odd and even items formed two separate responses. These were later assigned numerical values to form two sets of scores. The correlation coefficient (Pearson r) was calculated between the two scores, the reliability coefficient index. The coefficient index was found to be 0.78 which is above 0.5 level of significant level and therefore the instrument was considered reliable.

3.9 Data Collection Procedure

The researcher visited each school that was sampled from the population. An introductory letter was given to Head teacher. Once permission was granted the researcher visited the respective classes. The researcher explained to the respondents what the research is all about and why they were to participate. The respondents were made to understand that the information being gathered was to establish their perception of teachers’ pupil interaction and teachers’ use of instructional time. The respondents were given the questionnaires and clarifications made on how to mark the preferred level of agreement. The researcher assured the respondent that the exercise would take less than twenty minutes of their time, however those who would require more time were to be granted. The respective participants were class four, five, six, seven, and eight pupils, who were already seated in one room/ during the exercise. The researcher administered the questionnaires with the help of a research assistant.

3.10 Data Analysis

Data collected was processed and analyzed to facilitate answering the research questions. The responses were coded and entered into Statistic Packages for Social Sciences (SPSS).
Frequency distribution tables were generated to show the frequencies of participants on each variable. The data was presented in pie charts, bar graphs and cross-tabulations. This was useful in explaining variable distributions, summarizing and organizing data to make meaning and observe trends. The relation between the students’ perception of teachers’ competencies and their subsequent academic performance was computed to give the inferential statistic index. Chi-square correlation coefficient was calculated to determine the significance of the relationships. One way ANOVA was also computed to test if the use of instructional materials influence on academic performance of learners with HI differed in the selected primary schools.

3.11 Logistical and Ethical Consideration

The researcher began by obtaining a formal authority from the Institution (Kenyatta University) upon completion of the research proposal. Research permit was obtained from the Ministry of National Commission for Science, Technology and Innovation which helped facilitate the research process. The researcher conducted a familiarization to help reduce suspicion among the teachers and respondents so as to gain their confidence and trust. The respondents were requested not to write their names or person identification numbers on the questionnaire. This assured them of anonymity and confidentiality. They were also assured that they were free to withdraw from the study at any time they so wished. The researcher thanked all the individuals who fairly contributed their ideas or their time and effort.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction
The study sought to investigate perceptions of learners with HI towards the teaching-learning processes and their academic performance. This chapter presents the findings of this study. The mean mark was derived for academic performance of five subjects while Chi-square correlation coefficient was computed to determine the significance of the relationship of variables. One way ANOVA was also computed to test if the use of instructional materials influence on academic performance differed in the selected schools. Qualitative data were analyzed descriptively. Analyzed data were presented in form of frequency tables, charts and figures. Although all the 82 questionnaires that were given out were returned, 70 of them were completely filled and therefore were used for purposes of data analysis. This represented a response rate of 85.4%, considered reliable to draw deductions from.

The study sought to: determine the performance of learners with hearing impairments in examinable subjects; establish the relationship between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance; establish the relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance; and, determine the relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources and their academic performance in Primary Schools for the Deaf in Uasin Gishu County.
4.2 Demographic Profile of Respondents

Demographic information of the respondents was important since it gave the researcher the general overview of the learners with HI in the sampled schools. As indicated, 70 questionnaires were filled and used for analysis purposes. Of these questionnaires, 59 were obtained from Eldoret School for the Deaf, 7 from Kandie Unit and 4 from Kamagut. The distribution of respondents in terms of the classes from which they were drawn and gender is illustrated in Table 4.1.

Table 4.1: Distribution of respondents in class and gender

<table>
<thead>
<tr>
<th>School</th>
<th>Six</th>
<th>Seven</th>
<th>Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Eldoret School for the Deaf</td>
<td>8 (13.6%)</td>
<td>4 (6.8%)</td>
<td>14 (23.7%)</td>
</tr>
<tr>
<td>Kandie</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
</tr>
<tr>
<td>Kamagut</td>
<td>1 (25.0%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

From Table 4.1, it can be seen that there is minimal difference between the enrollment of boys and girls in the primary schools for deaf. This could be attributed to the fact that there is heightened awareness among communities to treat girls as much as they treat boys in matters of education. Besides, this scenario could be attributed to the intensified call toward Education For All (EFA) by the Ministry of Education in Kenya.
Respondents were also asked to indicate their ages in years. Age of respondents was classified in ranges of below 15, 15-17, 18-20 and over 20 years. Table 4.2 summarizes the respondents’ age.

**Table 4.2: Respondents’ age**

<table>
<thead>
<tr>
<th>Age bracket (Years)</th>
<th>Boys, %</th>
<th>Girls, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 15</td>
<td>3 (4.3)</td>
<td>2 (2.9)</td>
</tr>
<tr>
<td>15-17</td>
<td>30 (42.9)</td>
<td>28 (40)</td>
</tr>
<tr>
<td>18-20</td>
<td>4 (5.7)</td>
<td>2 (2.9)</td>
</tr>
<tr>
<td>Over 20</td>
<td>1 (1.4)</td>
<td>0 (0)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

From Table 4.2, it can be observed that majority (82.9%) were aged between 15 and 17. This is attributed to the fact that majority of learners with HI begin school one or two years later than their hearing counterparts or repeat classes in primary schools because of the hearing impairment condition.

**4.3 Academic Performance of Learners with Hearing Impairment**

The researcher sought to determine the academic performance of learners with HI in examinable subjects. The overall mean score for all learners in the sampled schools was 34.18 (SD 9.40) of the five subjects done at primary education level. Boys had a mean score of 35.02 (SD 11.03) while the girls had a mean score of 33.14 (SD 6.88) (KCPE results, 2009-2013). There was a low mean difference in the mean scores of boys and girls as shown in Table 4.3.
Table 4.3: Academic performance mean based on learners’ gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>35.0179</td>
<td>38</td>
<td>11.03031</td>
</tr>
<tr>
<td>Girls</td>
<td>33.1419</td>
<td>32</td>
<td>6.88834</td>
</tr>
<tr>
<td>Total</td>
<td>34.1871</td>
<td>70</td>
<td>9.40832</td>
</tr>
</tbody>
</table>

As Semmel and Frick (2010) have noted, academic excellence can be verified using various frames of reference namely normative status; classroom academic status; and academic progress. The first frame of reference involves ranking learners against national or state norms and can be seen as a result of scores from state based academic examinations. When the learners success is compared with his colleagues in the classroom environment, it is thus referred to as classroom academic status.

Classroom status can be measured by obtaining teachers' perceptions of learners’ achievement and ability to learn expected academic content. Academic progress refers to the change in academic achievement from one year to the next and can be measured both by looking at gains on achievement tests and teachers' perception of learner change. In establishing the academic achievement of learners with HI in the sampled schools, this study considered the three frames of reference. This is because each of these frames of reference is important in a learner’s academic life.
The finding of this study is in concordance with research conducted by Allen (2009) on the academic achievement of HI learners which indicates that such learners lag far behind what is expected of their hearing peers at similar ages or grade levels.

Clearly, the means obtained by the sampled learners with HI is far below the average mark. According to the usual assessment, any score above 40% is regarded average and that below is below average and above 50% is above average score. Traxler (2010) adds that by high school, about 50% of a national sample of HI students perform at a below-basic proficiency level in reading comprehension and mathematics problem solving. With this kind of performance of the sampled learners with HI, then this is likely to be the scenario by the time they get to high school, if interventions are not put in place.

The finding of this study is also in line with what Bess et al., (2012) found in their study that learners with hearing impairment tend to do badly in most academic subjects because they score lower on measures of verbal Intelligence Quotient than in measures of performance. This means that hearing loss impose serious hindrances on the academic performance of pupils with hearing impairment. In a related study, American Speech-Language-Hearing Association (2010) also found out that pupils with hearing impairment experience verbal based difficulties, poor auditory memory and are easily distracted. They also have a problem paying attention in a presence of a background noise. The performance of these learners in the sampled schools could therefore be attributed to such factors.
4.4 Perception of Learners with HI on Teacher-Pupil Interaction in Relation to Academic Performance

The researcher intended to find out the perception of learners with HI on teacher–pupil interaction in relation to academic performance. Respondents were first asked to indicate the level at which they agreed with given statements on teacher-pupil interaction. A five-point likert scale was provided as follows: (SA) – Strongly Agree, (A) – Agree, (UD) – Undecided, (D) – Disagree and (SD) Strongly Disagree. Table 4.4 presents a summary of the findings on this attribute.

Table 4.4: Teacher-Pupil Interaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (1)</th>
<th>A (2)</th>
<th>UD (3)</th>
<th>D (4)</th>
<th>SD (5)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers monitor students behavior frequently</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>40</td>
<td>18</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers ask questions and give immediate answers</td>
<td>11</td>
<td>12</td>
<td>0</td>
<td>30</td>
<td>17</td>
<td>3.4</td>
</tr>
<tr>
<td>Teachers have no rules for class activities</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>22</td>
<td>46</td>
<td>4.6</td>
</tr>
<tr>
<td>Teachers encourage pupils to participate</td>
<td>21</td>
<td>19</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Teacher use cooperative learning</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>30</td>
<td>22</td>
<td>3.9</td>
</tr>
<tr>
<td>Pupils are punished for not getting the correct answer</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>33</td>
<td>20</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers are enthusiastic and have a sense of humour</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>37</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>Teachers are tolerant towards pupils own initiatives</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>29</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers use reinforcement/ praise/or rewards</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>35</td>
<td>15</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Aggregate mean 3.6
With an aggregate mean of 3.6, teacher-pupil interaction among learners with HI and their teachers in the sampled schools was ranked at an average value. This means that a lot more effort needed to be done to alter the perceptions of learners with HI on how they interacted with their teachers.

From the analysis, 55 respondents (78.6%) had a positive perception of teacher-pupil interaction (perception score greater than 27) while 15 respondents (21.4%) had a negative perception (perception score less than 27) as shown in Table 4.4.

Of those who had positive perception 26 respondents had an academic mean mark between 31 and 40, 20 had mean of 30 and below, seven had a mean between 41 and 50. Only two learners had a mean above 50. From those who had a negative perception of teacher pupil interaction, six respondents had a mean mark between 31 and 40, six had a mean of 30 and below, three had a mean between 41 and 50. There were no respondents who had a negative perception with a mean above 50.

Table 4.5: Perception of learners on teacher-pupil interaction

<table>
<thead>
<tr>
<th>Perception on teacher-pupil interaction</th>
<th>Academic performance (Mean)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 50</td>
<td>41-50</td>
</tr>
<tr>
<td>Positive</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Negative</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
It is apparent from the finding in Table 4.5 that attitude of learners with HI towards their interaction with their teachers is a significant component in their academic performance. Learners with HI who perceive their interaction with their teachers to be positive tend to perform better academically. On the contrary, those learners with HI who perceive their interaction with their teachers to be negative tend to perform dismally. Mwaniki (2008) in a related study argues that healthy interpersonal relationship amongst the personnel in the school setting will help to promote favorable environment for teaching-learning situation.

The healthy relationships will attract and sustain the academic interest of the learners. Teachers in special schools have the choice either to impact the students’ self-concept positively by creating an environment of mutual support and caring or negatively through an environment of sarcasm and ridicule. From Table 4.6, the mean score of students’ perception of teacher-pupil interaction was found to be 28.06 (SD 3.27) and the mean of academic performance in the five subjects was found to be 34.13(9.44).

<table>
<thead>
<tr>
<th>Table 4.6: Teacher-pupil interaction and academic mean scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Academic performance</td>
</tr>
<tr>
<td>Teacher-pupil interaction</td>
</tr>
</tbody>
</table>

**Hypothesis Testing**

**Ho1:** There is no significant relationship between perceptions of learners with hearing
impairments on teacher-pupil interaction and their academic performance in primary schools for the Deaf in Uasin Gishu County.

Chi square correlation coefficient was computed to test the correlation between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance.

**Table 4.7: Correlation between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance**

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Perceptions of learners</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of learners</td>
<td>Correlation</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>Chi-square</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>70</td>
</tr>
<tr>
<td>Academic performance</td>
<td>Correlation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chi square</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>70</td>
</tr>
</tbody>
</table>

The measure of association between teacher-pupil interaction and academic performance was found to be: \( \chi^2 \) (3, N= 70) = .789, \( p= 0.003 \). The \( p \)-value is less than the significant level, 0.05. The study found a significant relationship between teacher pupil interaction and academic performance. The null hypothesis was therefore rejected.
4.5 Perceptions of Learners with Hearing Impairment on their Teachers’ use of Instructional Time in Relation to Academic Performance

The study required the learners to express their opinions on their teachers’ use of instructional time and how this affected their academic performance. Respondents were asked to state their level of agreement with statements relating to teachers’ use of instructional time. A summary of these responses is provided in Table 4.8.

Table 4.8: Teachers use of Instructional Time

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (1)</th>
<th>A (2)</th>
<th>UD (3)</th>
<th>D (4)</th>
<th>SD (5)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers plan for lessons</td>
<td>25</td>
<td>33</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Teachers use various teaching methods</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>38</td>
<td>20</td>
<td>4.0</td>
</tr>
<tr>
<td>Teachers organize interclass competitions</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>41</td>
<td>20</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers use interesting teaching activities</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>39</td>
<td>17</td>
<td>3.9</td>
</tr>
<tr>
<td>Teachers use effective pacing of lessons</td>
<td>7</td>
<td>6</td>
<td>16</td>
<td>31</td>
<td>17</td>
<td>3.3</td>
</tr>
<tr>
<td>Teachers have fluency in sign language</td>
<td>22</td>
<td>27</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>2.2</td>
</tr>
<tr>
<td>Teachers give assignments and marks them</td>
<td>13</td>
<td>18</td>
<td>0</td>
<td>24</td>
<td>15</td>
<td>3.1</td>
</tr>
<tr>
<td>Teachers start and end lesson on time</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>36</td>
<td>25</td>
<td>4.0</td>
</tr>
<tr>
<td>Teachers involve pupils in structuring and selection of activities in class</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>30</td>
<td>20</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Aggregate mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>

Of the examined perceptions, respondents ranked two components of teachers’ use of instructional time highly. These were teachers’ ability to plan for their lessons (mean, 1.5) and teachers’ fluency in sign language (mean, 2.2). This implies that since teachers plan their lessons and are effluent in sign language, then they are able to effectively
utilize instructional time. However, an aggregate mean of 3.3 suggests an average level of utilization of instructional time. This average level of utilization of instructional time explains the dismal performance of learners with HI in their academics.

Further, from the analysis, 52 respondents (74.3%) had a positive perception of their teachers’ use of instructional time (perception score greater than 27) while 18 respondents (25.7%) had a negative perception (perception score less than 27) as shown in Table 4.9.

Table 4.9: Perception of learners on teachers’ use of instructional time

<table>
<thead>
<tr>
<th>Perception of teachers’ use of instructional time</th>
<th>Academic performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 50</td>
<td>41-50</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

Of those who had positive perception, 23 respondents had an academic mean mark between 31 and 40, 20 had mean 30 and below, eight had a mean between 41 and 50. Only two had a mean above 50. From those who had a negative perception of teacher use of instructional time nine respondents had a mean mark between 31 and 40, six had a mean of 30 and below, two had a mean between 41 and 50. Only one respondent had a negative perception with a mean above 50.
From Table 4.10, the mean score of students’ perception of teachers’ use of instructional time was found to be 29.0286 (sd 4.63) and the mean of academic performance in the five examinable subjects was found to be 34.13(sd 9.44).

**Table 4.10: Teachers’ use of instructional time and mean of academic performance**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance</td>
<td>70</td>
<td>34.1286</td>
<td>9.43616</td>
</tr>
<tr>
<td>Teachers’ use of</td>
<td>70</td>
<td>29.0286</td>
<td>4.63125</td>
</tr>
<tr>
<td>instructional time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis Testing**

**H02:** There is no significant relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance in primary schools for the Deaf in Uasin Gishu County.

To determine the correlation between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance, a Chi-square correlation analysis was computed. Table 4.11 presents a summary of the analysis.
Table 4.11: Correlation between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance

<table>
<thead>
<tr>
<th>Perceptions on teachers’ use of instructional time</th>
<th>Correlation</th>
<th>Academic performance</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square</td>
<td>1.000</td>
<td>.815</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>.001</td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

The measure of association between perceptions of learners on teachers’ use of instructional time and learners’ academic performance was found to be $\chi^2 (3, N= 70) = 0.815, p= 0.001$. The $p$-value was found to be lower than the significant level, 0.05. There is therefore a significant relationship between perception of learners with HI on teachers’ use of instructional time and their subsequent academic performance. The null hypothesis was therefore rejected.

Olalaye (2010) argues that as a result of some learners being indifferences towards their teachers approach to teaching work poor academic results has been witnessed from such students. to ensure that there is effective learning, (Eggen and Kauchak (2009) denotes that a positive behaviour of students towards their tutors mode of instructing is essential. they cited a host of teachers attitude denied by students as being facilitative toward a caring and supportive classroom environment. this is essential in as an attempt to collaborate this findings.
Among the proposed attitudes include; enthusiasm, caring, firm, democratic practices to enhance students' responsibility, better use of lesson time, efficient daily schedule, conducive and interactive space with students and rewarding good deeds done by learners. Fisher (2011) in a situation where teachers utilize the instructional time efficiently, high level of learning is witnessed, students are happy and joyful and appreciate the instructing materials issued to them. The manner in which tutors relate with students with HI which impact positively on their attitude as regards schooling and also their academic excellence.

4.6 Perceptions of Learners on Teachers’ use of Teaching/Learning Resources (Instructional Materials) and Academic Performance

Instructional materials are important for effective teaching of pupils with hearing impairments. This is because they motivate these pupils to learn and also increase their retention capacity, reducing the language barrier. However, resources must not only be available but also they should be adequate, suitable and well utilized to be effective in assisting pupils with hearing impairments in their academic performance. The researcher sought to determine the perceptions of learners with HI on their teachers’ use of teaching-learning resources and the subsequent influence on their academic performance. This was done by first establishing the availability of the teaching-learning resources in the sampled primary schools for learners with HI.

Participants were asked to respond to items (See Appendix E) by circling the letter corresponding to one of the six (see pg 92) choices given, which represent the main
resource that teachers use during their teaching. The respondents were also asked to specify any other resources used during the teaching-learning process if they felt there were missing resources from the list provided. The responses were computed in frequencies and percentages and presented in Table 4.12.

Table 4.12: Availability of Teaching/Learning Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>26</td>
<td>37.14</td>
<td>37.00</td>
</tr>
<tr>
<td>Maps</td>
<td>19</td>
<td>27.14</td>
<td>64.14</td>
</tr>
<tr>
<td>Realia</td>
<td>15</td>
<td>21.43</td>
<td>85.57</td>
</tr>
<tr>
<td>Experiments</td>
<td>10</td>
<td>14.29</td>
<td>85.57</td>
</tr>
<tr>
<td>Photographs</td>
<td>0</td>
<td>0.0</td>
<td>85.57</td>
</tr>
<tr>
<td>Text books</td>
<td>0</td>
<td>0.0</td>
<td>85.57</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0.0</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.12 shows that a significant proportion 37.14% of learners with HI identified text books as the most readily available instructional material. 27.14% identified blackboard ruler, 21.43% identified charts and 14.29% identified maps. There was no learner who identified other resource not on the list. The other resources in the list were such as realia, experiments, and photographs were not identified.

The study found out that the most readily available resource that was used by teachers of learners with hearing impairment was text books. The study however did not find out on the adequacy of the textbooks for the learners with HI. The adequacy of the textbooks has an
implication on the teaching and learning of pupils with hearing impairments. Such pupils are unable to keep pace with the children who hear in their academic performance. Therefore, for them to succeed, they require special attention by the teacher, personalized assistance, more practice and being given work suited to their potential. This cannot be achieved if resources commonly used by teachers such as text books are not enough. Additional teaching also helps in repetition and hence reinforces retention of knowledge and skills learnt. Therefore, teachers ought to improvise instructional materials where necessary so as to create a satisfactory learning environment that would enhance KCPE performance among learners with HI. Learners were further asked to indicate if teachers taught using instructional materials. Responses are summarized in Table 4.13.

### Table 4.13: Teachers use of Instructional Materials

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional materials are available for the students</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>Some subjects do not have enough instructional materials</td>
<td>13</td>
<td>18.6</td>
</tr>
<tr>
<td>Some classes have functional group hearing aids</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Teachers at times do not use instructional materials</td>
<td>17</td>
<td>24.3</td>
</tr>
<tr>
<td>The library is small and is not well equipped</td>
<td>13</td>
<td>18.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Results in Table 4.13 indicate that 28.6% of HI learners cited the availability of instructional materials. This shows that although the headteachers supplied the materials e.g. manila papers, black board rulers, wall charts and maps to the teachers, some teachers were not preparing them for usage. Respondents (13%) also indicated that some
subjects did not have enough instructional materials. This could be a set back on the learners academic performance. This is a cause for concern because the Universal Declaration of Human Rights (1948) provides all children regardless of their disability to equal opportunities to education, recreation among other necessities. A one-way ANOVA was computed to test if the instructional materials influence on academic performance differed in the selected schools.

Table 4.14 Mean test scores for equality of variances for the instructional materials used in the schools

<table>
<thead>
<tr>
<th>Instructional materials</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Source</th>
<th>Df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>T-value</th>
<th>f.prob</th>
<th>f.sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td>26</td>
<td>3.0813</td>
<td>0.0813</td>
<td>Instructional materials between schools</td>
<td>2</td>
<td>.331</td>
<td>.166</td>
<td>1.157</td>
<td>.317</td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td>19</td>
<td>3.0567</td>
<td>0.0567</td>
<td>Within schools</td>
<td>68</td>
<td>24.776</td>
<td>.143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard ruler</td>
<td>15</td>
<td>3.1878</td>
<td>0.1878</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance at .05 confidence level

The f-value was found to be significant at \( > = 0.05 \), \( F=1.157 \), \( = .317 > 0.05 \). Based on the results therefore, there was no significant difference in the use of instructional materials and academic performance in the selected schools.

Hypothesis Testing

\( H_0: \) There is no significant relationship between perceptions of learners with hearing
impairments on teachers’ use of teaching/learning resources and their academic performance in primary schools for the Deaf in Uasin Gishu County.

In order to establish the correlation between perceptions of learners with hearing impairments on teachers’ use of instructional materials and their academic performance, a Chi-square correlation analysis was computed. Table 4.15 presents a summary of the analysis.

Table 4.15: Correlation between perceptions of learners with hearing impairments on teachers’ use of instructional materials and their academic performance

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Perceptions on teachers’ use of instructional materials</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions on teachers’ use of instructional materials</td>
<td>Chi-square Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Academic performance</td>
<td>Chi square Correlation</td>
<td>.721</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.005</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

The measure of association between perceptions of learners on teachers’ use of instructional materials and learners’ academic performance was found to be $\chi^2 (3, N=70) = 0.721, p = 0.005$. The $p$-value was found to be lower than the significant level, 0.05. There is therefore a significant relationship between perception of learners with HI on teachers’ use of instructional materials and their subsequent academic performance. The null hypothesis was therefore rejected.
4.7 Summary of the Chapter

This chapter has presented the findings of the study based on the objectives that the study sought to achieve. The objectives of the study were to: determine the performance of learners with hearing impairments in examinable subjects; establish the relationship between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance; establish the relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance; and, determine the relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources and their academic performance in primary schools for the Deaf in Uasin Gishu County. Chi square correlation analysis was computed to establish the level of association between study variables while a one-way ANOVA was computed to test if the use of instructional materials’ influence on academic performance differed in the selected schools. The succeeding chapter presents a summary of the findings, conclusion and recommendations of the study.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings as directed by the three hypotheses. The chapter also provides the conclusions and recommendations of the study. The recommendations give the way forward and the possible areas for further research. The study sought to: determine the performance of learners with hearing impairments in examinable subjects; establish the relationship between perceptions of learners with hearing impairments on teacher-pupil interaction and their academic performance; establish the relationship between perceptions of learners with hearing impairments on teachers’ use of instructional time and their academic performance; and, determine the relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources (instructional materials) and their academic performance in primary schools for the Deaf in Uasin Gishu County

5.2 Summary

5.2.1 Academic Performance of Learners with Hearing Impairment
The first objective of the study was to determine the performance of learners with HI in the five examinable subjects. The results showed that the overall mean score for all learners with HI was 34.18 (sd 9.40) of the five subject done in primary education level. The mean score was way below 50% mean mark required for admission in secondary school. Male learners had a mean score of 35.02 (sd 11.03) which was slightly higher than the female learners with a mean score of 33.14 (sd 6.88).
5.2.2 Perception of Learners with HI on Teacher-Pupil Interaction in Relation to Academic Performance

The second objective in this study was to investigate the relationship between perception of learners with HI on teacher-pupil interaction and their subsequent academic performance. With an aggregate mean of 3.6, teacher-pupil interaction among learners with HI and their teachers in the sampled schools was ranked at an average value. A Chi square correlation analysis was computed and the measure found to be $\chi^2 (3, \text{N}= 70) =.789, p = 0.003$. The $p$-value is less than the significant level, 0.05. The study found a significant relationship between teacher pupil interaction and academic performance. The null hypothesis was therefore rejected.

5.2.3 Perceptions of Learners with Hearing Impairment on their Teachers’ use of Instructional Time in Relation to Academic Performance

The third objective of this study was to investigate the perceptions of learners with hearing impairment on their teachers’ use of instructional time in relation to their academic performance. From the analysis, the mean score of students’ perception of teachers’ use of instructional time was found to be 29.0286 (sd 4.63) and the mean of academic performance in the five examinable subjects was found to be 34.13(sd 9.44). A Chi-square correlation analysis was computed and the measure of association between perceptions of learners on teachers’ use of instructional time and learners’ academic performance was found to be $\chi^2 (3, \text{N}= 70) =0.815, p= 0.001$. The $p$-value was found to be lower than the significant level, 0.05. There is therefore a significant relationship
between perception of learners with HI on teachers’ use of instructional time and their subsequent academic performance. The null hypothesis was therefore rejected.

5.2.4 Perceptions of Learners with Hearing Impairment on their Teachers’ use of Instructional Materials in Relation to Academic Performance

The fourth objective in this study was to determine the relationship between perceptions of learners with hearing impairments on teachers’ use of teaching/learning resources (instructional materials) and their academic performance. Of the listed instructional materials, it was found that text books, blackboard ruler and charts were frequently used by teachers in the selected schools.

A one-way ANOVA was computed to test if the instructional materials influence on academic performance differed in the selected schools. The f-value was found to be significant at \( > = 0.05 \), \( F=1.157, = .317 > 0.05 \). Based on the results therefore, there was no significant difference in the use of instructional materials and academic performance in the selected schools. In order to establish the correlation between perceptions of learners with hearing impairments on teachers’ use of instructional materials and their academic performance, a Chi-square correlation analysis was computed. The measure of association between perceptions of learners on teachers’ use of instructional materials and learners’ academic performance was found to be \( \chi^2 (3, N= 70) =0.721, p= 0.005 \). The \( p \)-value was found to be lower than the significant level, 0.05. There is therefore a significant relationship between perception of learners with HI on teachers’ use of...
instructional materials and their subsequent academic performance. The null hypothesis was therefore rejected.

5.3 Conclusion

The study found out that the performance of learners with HI in the sampled schools was below average.

The study also found out that there was a significant relationship between the learners’ perceptions of teacher-pupil interaction and the subsequent academic performance of the learners.

There was also a significant relationship between learners with HI perception of teachers’ use of instructional time and learners’ academic performance in examinable subjects. The mean score of students’ perception of teachers’ use of instructional time was found to be low and so was the mean of academic performance of the learners with HI in the five examinable subjects. Of the many instructional materials at the disposal of teachers in primary schools with learners with HI, it was found that only text books, blackboard ruler and charts were frequently used by teachers in the selected schools.

There was also a significant relationship between learners with HI perception of teachers’ use of instructional materials and learners’ academic performance in examinable subjects. A One way ANOVA that was computed established that there was no significant difference in the use of instructional materials and academic performance in the selected schools. Besides, there was a significant relationship between perception of learners with
HI on teachers’ use of instructional materials and their subsequent academic performance.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

- Efforts should be made by the quality assurance and standard division in the Ministry of Education in organizing for relevant in-service programmes for all teachers and headteachers in the special schools where they can be enlightened and sensitized on communication approaches, sign language and even instructional materials. This will facilitate academic performance.

- Teachers should provide opportunities in class and support to pupils with hearing impairments to enable them participate in the teaching and learning processes in a bid to create healthier teacher-pupil interactions and enhance learners’ academic performance.

- Headteachers should organize sign language workshops and lesson presentations at school level to assist the teachers in the teaching and hearing processes as well as in class time management in a bid to enhance academic performance of learners with HI.

- Teachers need to employ more of the instructional materials to provide a variety of options for learners to learn and perhaps keep the pace with their hearing counterparts in regular schools.
5.5 Recommendation for Further Study

1. The study was carried out predominantly in a rural setting and in public primary special schools. Further research can be done in urban settings, units and even private schools so that informed generalization of factors affecting academic performance of learners with HI can be reached.

2. With improved technology, appropriate experiments can be undertaken to investigate the effectiveness of computer technology in teaching learners with hearing impairments.

3. Research can be done to investigate the influence of teachers’ attitude towards learners with HI and its potential effect on learners’ academic performance.
REFERENCES


APPENDICES

Appendix A: Letter to the Respondents

Dear respondent,

My name is Evelyne Pwokah. I'm undertaking a Masters course in Special Needs Education in Kenyatta University. I have selected you to participate in responding to a survey on your perception on teacher pupil interaction and teachers’ use of instructional time and academic performance. By agreeing to participate in the study you sign the informed consent for your voluntary participation. This questionnaire will not take more than 20 minutes to complete and I'm seeking for your honest opinion. Please feel free to respond to the items.

All the responses will be kept confidential and the researcher will be the only person to see the responses in their raw form. Do not indicate your name or the name of your school anywhere in the document. I will forever be grateful for your kind assistance.

Yours faithfully

Evelyne Pwokah
APPENDIX B: STUDENTS’ QUESTIONNAIRE

SECTION A: BIOGRAPHIC FORM

Answer the following questions by ticking ( ) where appropriate as it applies to you.

1. What is your gender?    Male( )    Female ( )
2. What Class are you?    Six( ), Seven( ), Eight( )
3. How old are you?..........................years

SECTION B: Academic performance

4. Fill in your mark for the last two terms in the table below:

<table>
<thead>
<tr>
<th>Term</th>
<th>Marks out of 500</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd term 2013</td>
<td></td>
</tr>
<tr>
<td>1st term 2014</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
</tbody>
</table>

SECTION C: Perception of Learners on Teacher-Pupil Interaction

5. The following items relate to the perception of learners on teacher-pupil interaction. Use the following key to tick appropriately as it applies to you. (SA – Strongly Agree, A – Agree, U – Undecided, D- Disagree and SD – Strongly Disagree)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers monitor students behavior frequently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher ask questions and give immediate answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have no rules for class activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers encourages pupils to participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher use cooperative learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils are punished for not getting the correct answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are enthusiastic and have a sense of humour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are tolerant towards pupils own initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use reinforcement/ praise/or rewards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What is your perception of teacher pupil interaction in this school?  
Negative ( )    Positive ( )

7. Do you think your perception of teacher-pupil interaction influence your academic performance in this school?
   Yes ( ) No ( )
8. If yes in Qn 7. above, in which way?

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

SECTION D: Perception of Learners on Teachers’ use of Instructional Time

9. The following items relate to the perception of learners on teachers’ use of instructional time. Use the following key to tick appropriately as it applies to you. (SA – Strongly Agree, A – Agree, U – Undecided, D- Disagree and SD – Strongly Disagree)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use various teaching methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize interclass competitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use interesting activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use effective pacing of lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has fluency in sign language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give assignments and marks them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start and end lesson on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involve pupils in structuring and selection of activities in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What is your perception of teachers’ use of instructional time in this school?
    Negative ( )     Positive ( )

11. Do you think your perception of teachers’ use of instructional time influences your academic performance in this school?
    Yes ( ) No ( )

12. If yes in Qn 11. above, in which way?
    .............................................................................................................
.............................................................................................................

SECTION E: Perception of Learners on Teachers’ use of Instructional Resources

13. From the following list of resources that teachers use during teaching which in your opinion do you think the teachers use most while teaching? Tick ( ) where appropriate:

Charts ..............................................
Maps ........................................
Realia .................................
Experiments .........................
Photographs ...........................
Text books ..............................
Others .................................

14. What is your perception of teachers’ use of instructional materials in this school?
   Negative ( )  Positive ( )

15. Do you think your perception of teachers’ use of instructional materials influences your academic performance in this school?
   Yes ( ) No ( )

16. If yes in Qn 15. above, in which way?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

17. Indicate whether or not you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional materials are available for the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some subjects do not have enough instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some classes have functional group hearing aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at times do not use instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library is small and is not well equipped</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End
Appendix C: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

9th Floor, Utalii House
Uhuru Highway
P.O. Box 10023-00100
NAIROBI-KENYA

NACOSTI/P/14/8671/2903

Evelyne N Pwokah
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Perceptions of learners with hearing impairments on effects of their academic performance in Eldoret Municipality, Uasin-Gishu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Uasin-Gishu County for a period ending 5th December, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Uasin-Gishu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTI, Ph.D., DSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Uasin-Gishu County.
Appendix D: Research Permit

THIS IS TO CERTIFY THAT:
MS. EVELYNE N. PWOKAH
of KENYATTA UNIVERSITY, 4959-30100
eldoret, has been permitted to conduct
research in Uasin-Gishu County

on the topic: PERCEPTIONS OF
LEARNERS WITH HEARING
IMPATURES ON EFFECTS OF THEIR
ACADEMIC PERFORMANCE IN ELDGRET
MUNICIPALITY, UASIN GISHU
COUNTY, KENYA.

for the period ending:
5th December, 2014

Applicant's Signature

[Signature]

Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS:
1. You must report to the County Commissioner and
   the County Education Officer of the area before
   embarking on your research. Failure to do so
   may lead to the cancellation of your permit.
2. Government Officers will not be interviewed
   without prior appointment.
3. No questionnaire will be used unless it has been
   approved.
4. Excavation, framing and collection of biological
   specimens are subject to further permission from
   the relevant Government Ministries.
5. You are required to submit at least two (2) hard
   copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice.

RESEARCH CLEARANCE PERMIT

[Stamp]
Serial No. 3363

CONDITIONS: see back page