INFLUENCE OF INTERPERSONAL RELATIONSHIP ON ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENTS: A CASE OF ST. BERNADATTE TURKANA COUNTY, KENYA

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NOVEMBER, 2017
DECLARATION

Declaration by Candidate

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

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DEDICATION

To my beloved mother Mary Nyandera Ateenyi and sister Consolata Nyandera Akiiki, my other siblings, friends and relatives for their moral support and encouragement that has enabled me reach this far. Whoever reads this Thesis May have a feel and an inspiration for further learning.

May God bless you all.
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I wish to acknowledge and sincerely thank all those who in one way or the other contributed to the successful completion of this work.

First, I wish to thank the Almighty God for his providence and grace that has enabled me to come this far. Secondly, my sincere heartfelt gratitude goes to my academic advisors:

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I am also indebted and I owe a vote of thanks to Dr. Beatrice Bunyasi Awori and Professor Godifrey Karugu, my supervisors for their relentless professional guidance, encouragement, advice and timely action at every stage of the development of the document.

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ABBREVIATIONS AND ACRONYMS

APA: American Psychological Association

DR: Doctor

EFA: Education for All

HI: Hearing Impairment

KCPE: Kenya Certificate of Primary Education

KNEC: Kenya National Examination Council

MoEST: Ministry Of Education Science and Technology

NCLB: No Child Left Behind

PROF: Professor.

UN: United Nation

UNESCO: United Nations Educational, Scientific and Cultural Organization
ABSTRACT

The purpose of this study was to find out the influence of interpersonal relationship on academic performance of learners with Hearing Impairment (HI); a case of St. Bernadette school for the deaf in Turkana County. The study focused on Interpersonal relationship of learners with (HI) and how it helps learners improve on academic performance. The study was triggered after a critical observation of inadequate interpersonal relationship and its effects on learner's academic performance. Learners with HI were facing a lot of problems due to their inability to communicate freely with their peers, teachers and parents which seemed to have a bearing on academic performance. Interpersonal relationship influences the socio-psychological wellbeing of learners’ with HI which consequently improves their self-concept and self-actualization that enhances academic performance. This study was guided by the three objectives; to examine the influence of teacher-pupil interpersonal relationship on academic performance of learners with hearing impairment, to find out the academic performance of learners with hearing impairment and to establish the influence of interpersonal relationship on academic performance of learners with hearing impairment. The research design used in this study was a case study, where structured questionnaires and interview guide were used to collect data. Purposive sampling technique was employed to select the school for the study in Turkana County while learners were randomly selected. The study targeted population was 75 as unit of analysis and sampled 62 as unit of inquiry using Krejcie & Morgan (1970) approach of determining the sample size basing on the targeted population. The Key informants comprised head teacher, the deputy head teacher 2 teachers from each of the selected classes, these were selected purposively. A total of 62 units of inquiry were obtained to participate in the study. The data was analyzed using micro soft excel computer frequencies and percentages were used to determine the findings based on the objectives of the study. The findings of the study were: There were interpersonal relationship amongst some learners with hearing impairment, their parents and teachers. This caused improved performance through improved language of communication, discussion group attendance, freeness in teacher-pupil approaches in deliberating on subject concepts and gifts from some parents and teachers. A reasonable percentage of learners with hearing impairment, parents and teachers still do not relate well which could be the cause of withdrawal, dismal performance and isolation of these learners both at home and in the school settings.
CHAPTER ONE

INTRODUCTION

1.0 Introduction
This chapter presents the background of the study on the influence of the interpersonal relationship on academic performance of the learners with hearing impairments. It also describes the background of the study, problem statement, the purpose of the study, objectives, research questions, significance of the study, the operational definition of the concepts and key terms used in the study.

1.1 Background to the Study
Interpersonal relationship is an interaction that exists between any two or more persons with an aim of fulfilling one or more physical or emotional needs (Cavazos, 2013). Learners in St. Bernadette School with HI have varied degrees of hearing loss ranging from mild to profound structures for effective interactions in the learning environment. Many a time they rarely discuss freely as a group, class or comrades. Their grouping or closeness is majorly based on degree of hearing loss, geographical locations and level of communicability of individual learners. As a result, it deprives them the freedom of relating well with their teachers and among themselves; asking and answering questions from their teachers, sharing ideas, discussing freely as a class or group for the benefit of social and academic growth (Mayesky, 2014:227).

Cavazos identified the components of interpersonal skills as verbal communication, non-verbal communication, listening skills, negotiation, problem-solving, decision-making and assertiveness. Communication is the exchange of ideas, information, thoughts and feelings. Without positive interpersonal relationship amongst learners
and teachers, there could be communication breakdown, hence poor academic performance.

Education is important in the life of everyone but more so to persons with hearing impairment (HI) because it provides basic skills demanded in work place by employees (Fgatabu, 2013). Education contributes and enhances expansion of employment opportunities, equity and economic growth as stipulated in the Sessional paper no 1 of 2005 in Kenya. Poor performance of learners with hearing impairment in academic sphere deprives them employment opportunities which their peers with hearing enjoy (Gorski, 2015). If interpersonal relationship is boosted between learners with hearing impairment and teachers, hearing learners and parents, it will equally boost academic performance of learners with hearing impairment in schools. In the subsequent international declarations, protocols and conventions in Thailand, 1990 and Dakar, 2000 Kenya government initiated a focus on attainment of Education for All (EFA). EFA can be realized if all avenues of attaining academic excellence for learners with HI are exhausted.

According to (Cavazos, 2013), interpersonal relationship is the ability of learners with hearing impairment to interact with teachers and colleagues in their learning environments. Learners with hearing impairment in most cases lack that interpersonal relationship as a result of communication barrier. The more they relate with teachers and their peers, the more they learn new things from one another hence high educational performance. In a classroom situation learners need to ask and answer questions in order to contribute to the learning and understanding process of the
subject content. Similarly, learners need to share the learnt knowledge with their peers to help synchronize the subject content through discussion. This calls for closeness, confidence and respect amongst learners with hearing impairment, their peers, teachers and parents through interpersonal relationship. If it is well rooted, nurtured and maintained in both classroom and social settings for learners with hearing impairment, they can improve their educational performance for a brighter future. Learners who had positive teacher relationships showed positive adaptation to school regardless of their grade level, gender or across the elementary age range (Baker, 2006).

Emphasis by teachers of learners with hearing impairment has been; to identify, evaluate, track and encourage progress of learners in schools, but little has focused on interpersonal relationships. Academic environment where interpersonal relationships of learners with hearing impairment thrive needs to be evaluated in order to foster social interaction which leads to improvement in academic performance. Pagliano (1994) reported that more than 80% of education is received through hearing. Hearing impairment can affect children in several ways such as delayed development of receptive and expressive spoken language skills, delay in general language acquisition, lack of self-esteem and self actualization. This communication difficulties often lead to social isolation and poor self-concept which limits interaction with other people hence lack of educational growth. The initiation and enhancement of interaction ability of learners with HI will subsequently influence academic performance and vocational choice. The focus of this study is to investigate teacher-
pupil relationship, pupil-pupil interaction in a learning environment and parent-child relationship.

The quality of teacher-pupil relationship is important for children with hearing impairment. When these children have close relationship with their teachers, they show significant advantages compared to other classmates without such relationship (Baker, 2006). Education of learners with hearing impairment in Kenya has constantly trailed their hearing counterparts in academic performance. It is on record that the Kenya Certificate of Primary Education (KCPE) performance for learners with hearing impairment is still below average where a few learners manage to score above 250 marks out of the required 500 marks (Ayiela, 2012; Adoyo, 1995; Okombo, 1994 & Ndurumo, 1993). Current standardized assessment results indicate that there is a large achievement gap between learners who are deaf and their hearing counterparts. This disparity has existed for decades and little has changed at all (Ayiela, 2012).

Wanjiko, (2014) in her study on barriers to successful implementation of inclusive education of learners with HI in Muranga found that the major factors hindering the implementation of inclusive education of learners with hearing impairment in public regular schools were; lack of funds to cater for school management and development, lack of trained teachers in special needs education in the area of hearing impairments, and teachers' /parents' attitude towards inclusive education. Regarding the adjustments of systems to accommodate learners with hearing impairment, the study established
that only minimal adjustments were made in the schools hence making learning unfavorable for learners with hearing impairment.

Academic performance is a tool for identifying strength and weakness in education and is an outcome of an educational assessment. The practice of educational assessment seeks to determine how well the learners are learning and provides feedback to learners and other stakeholders on the effectiveness of education services (National Resource Council 2001) the education system uses academic performance to design and implement programs and services that may improve the academic performance of learners with hearing impairment. The Ministry of Education and parents have a greater desire to see the children’s upbringing and educations improve in order to increase demands made by the work place on young people’s basic skills (Ndurumo, 1993). Over the years research has shown that learners with hearing impairment in Kenya have consistently trailed behind their hearing counterparts in academic performance (Ndurumo, 1993; Okombo, 1994 &Adoyo, 1995).

According to Kenya National Examination Council (KNEC) results the Kenya Certificate of Primary Education (KCPE) results for pupils with hearing impairments for St. Bernadette School for the deaf in Turkana County was 99.9, 100, 133.1, 118.5 and 126.4 for the year 2009, 2010, 2011 2012 and 2013 respectively (St. Bernadette KCPE results, 2015). These results are far below the mandatory 250 marks required for secondary school entry. It is against this backdrop that this study seeks to investigate the effects of interpersonal relationships on academic performance of learners with hearing impairment Fisher et al., (1980).
1.2 Statement of the Problem

There are so many programs and schemes put in primary schools to enhance interpersonal relationship and interact among teachers, Learners with hearing impairments and parents that create school environment and academic performance (Dewey, 2012). Ideally all these are meant to improve interpersonal relationship and support academic performance of the learners with hearing impairment.

Despite all these programs in place the interpersonal relationship is still insufficient and it affects academic performance of learners with hearing impairments. According to (Ishikida, 2005) it has been observed that the special educators for children with hearing impairment started using ASL to teach these children, there has been consistent poor academic performance.

In addition to this, the issue of interpersonal relationship influences academic achievement of children with hearing impairment has not been resolved since there is a controversy on whether male or female would perform better academics. Interpersonal relationships is important to learners with hearing impairment for it helps them to successfully and freely intermingle with peers and teachers, manage life tasks such as learning, socializing with peers, elders and solving everyday problems (Gisleson, 2017). Learners with hearing impairments lag behind in achievement in comparison to hearing peers due to the impact of hearing impairment on learning. Ndege,(2010). Emphasis by teachers of learners with hearing impairment has been; to identify, evaluate track and encourage progress of learners in schools but little has focused on interpersonal relationship. If the situation continues like this, we are likely to experience more poor academic performance of the learners with hearing impairment.
impairment. This study comes in timely to shade light and underpin the challenges of interpersonal relationship in the school environment in order to enhance influencing academic performance Kenya.

1.3 Purpose of the Study
The study sought to investigate the influence of interpersonal relationship on academic performance of learners with hearing impairment of St. Bernadette in Turkana County, Kenya.

1.4 Objectives of the Research
1. To examine the influence of interpersonal relationship between teacher-pupil on academic performance of learners with hearing impairment at St. Bannandete Turkana.
2. To find out the academic performance of learners with hearing impairment in St. Bannandete Turkana.
3. To establish the extent to which interpersonal relationship influences academic performance of learners with hearing impairment St. Bannandete Turkana.

1.5. Significance of the Study
The significance of the study is to generate knowledge and add value to already existing stock of knowledge. Further the generated knowledge may be utilized by scholars in their further studies as reviewed literature.

The results of this study are to inform school administrators, counselors and policy makers to formulate policies that harmonize interpersonal relationship so as to improve interpersonal relations.
The knowledge of the study is to bring peaceful environment in the schools so as to enhance teacher-pupil, pupil-pupil, and parent-child relationship and the influence on academic performance of learners’ with HI. Saoko and Mutemi (2000) report that most school teachers are not effective because they lack knowledge on the psychological and social needs of learners.

Finally Policy-makers may make bylaws that fit in the school environment and forester interpersonal relationships as a basis for the evaluation of the appropriateness of existing teacher training and as pointers to future teacher training programmes for teachers of learners with HI.

1.6 Limitation and Delimitation of the Study

1.6.1 Limitations
Some of the learners who took part n this study found it hard to interpret the questions and ably fill the questionnaires as required.

Another limitation was proficiency in sign language

1.6.2 Delimitations
The researcher motivated the learners and created good rapport which enabled them to interpret the questions and provide the required information for the study.

The researcher trained the research assistant who ably interpreted the questionnaires for the better understanding by the learners, and so were able to answer the questions as required.
1.7. Assumptions of the Study

It was assumed that the learner’s academic performance was greatly influenced by their interpersonal relationship and interaction with their Teacher, parents and fellow pupils.

It was also assumed that the academic performance of learners with hearing impaired is low due to their inappropriate interaction and interpersonal interaction with their Teachers.

1.8. Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

The study employed the social cognitive theory postulated by Albert Bandura (1986). This Social cognitive theory posits that learners develop a wide range of skills by watching other people perform those skills. Social cognitive theory was suitable for the study as applied to the classroom environment; teachers play a critical role as live models from which learners can learn social behaviors and positive communication skills. The theory was expected to shed light on the importance of feedback and encouragement from teachers in relation to Learners academic performance. In this way teachers helped to regulate Learners behavior as they interact with learners.
1.9.2 Conceptual Framework

The conceptual framework clearly illustrates the interpersonal relationship as independent variable and demonstrates how it influenced on academic performance learners with hearing impairment. When learners are closer to their teachers they tend to have good learning environment that yields to higher achievement levels of
academic performance. Once a Learner feels that he/she has a strong interpersonal connection to teachers strive to work hard and perform better so as to keep the good relationship. Positive teacher-Learners relationships draw learners into active process of learning and engagement which promote their desired academic performance. The active interaction reinforces free discussions of subject matters and engaging learners for cognitive development posting into better academic performance.
## 10. Operational Definition of Terms

**Academic performance:** Refers to pupil’s performance. In this study, the overall class average mark will be the measure of academic performance used (Gerard, 2013).

**Communication:** Refers to transmitting and receiving information through a common system of symbols whether in form of writing or other signs, expressive movement or spoken words.

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

**Impairment:** Refers to identifiable defect in the basic function of an organ or any biological part of the body (Noyd, Krueger, & Hill, 2016).

**Interpersonal relationships:** Refer to the ability of learners with HI to interact with teachers, colleagues and parents in a learning environment (Berliner & Calfee, 2013).

**Learning experiences:** Refer to the behaviour of pupils acquired during the teaching process.
<table>
<thead>
<tr>
<th><strong>Teacher-Pupil interaction:</strong></th>
<th>Refer to a relationship where learners engage in learning activities by thinking and providing feedback.</th>
</tr>
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<tbody>
<tr>
<td><strong>Special unit:</strong></td>
<td>Is a section that works in collaboration with the main school or stream and has the responsibility to supervise learners with special needs and the education (Beveridge, 2012).</td>
</tr>
<tr>
<td><strong>Pupil-pupil interaction:</strong></td>
<td>Refers to pupils communicating with one another in class by use of constructive knowledge, cooperate learning and discussions of divergent understanding.</td>
</tr>
<tr>
<td><strong>Parent-child relationship:</strong></td>
<td>Refers to parental communication with their children cordially at home or in school.</td>
</tr>
</tbody>
</table>
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
In this chapter, presents a critical review of related literature as guided by research objectives and issues that are raised in the conceptual framework. The literature comprises of relevant studies from various researchers and educationists about interpersonal relationships on academic performance of learners with hearing impairments. It is divided into three sections. The first part deals with theoretical review to provide rigor for this study in order to get deeper understanding of study variables. It also looked at teacher-pupil interpersonal relationship on academic performance of learners with HI. The second section reviews literature on academic performance of learners with hearing impairments. While the third part deals with impact of parent-child relationship on academic performance of learners with HI in African countries, while the last part deals with government policies related to learners with disabilities.

2.2 Theoretical review.
A theory is a system that explains phenomena by stating constructs and the laws that interrelates these constructs and cognitive development to each other (Mugenda and Mugenda, 2003). Amin (2005), defines theories as statements about how concepts and variables are connected with a purpose of explaining why things happen as they do. The study was guided by the theory of mind, a management philosophy developed by Eliyahu M. Goldratt in 1984, with focus on the area of academic performance measurement. According Goldratt as cited by Kumar (2011), the strength of any chain, either a process or a system, is only as good as its weakest link.
2.2.1 Theory of Mind and Deaf Children
The research adopted a theory of mind on which it was grounded as shown that children who are deaf have significant delays in their understanding of a Theory of mind. The assumption of this theory speculates that the lack of access to conversations and interpersonal relationship in the environment causes deaf children to miss important information about the world. But deaf children have some access to conversations, interpersonal relationship and interaction for the most part; they are socially developed and the alone promotes cognitive competence in their expressions.

In addition, theory of mind provides skills development in deaf children have relied solely on verbal tasks to assess their understanding. It is quite possible that deaf children have a Theory of Mind but don’t have sufficient language to understand the stories that are typically used to test them. For very different reasons, children who have autism also have delays in developing a Theory of Mind. For the deaf child, the delay in acquiring a Theory of Mind is caused by lack of access to language, not by any fundamental cognitive development problems.

2.3. Teacher-Pupil Relationships and Academic Performance
Teachers and learners interaction in class and out of classroom settings promote conducive learning environment. Learners ask areas they did not clearly understood and teachers’ questions to contribute to their learning. Teachers also interact with learners during co-curriculum and extra-activities outside class. These activities boost relationship and social development between teachers and learners with hearing impairment as they interact freely hence good learning environment for better academic performance. Learners with hearing impairments are faced with the difficulties of self-expression while interacting with teachers and other learners who
are not fluent in sign language. Communication difficulties may lead to social isolation and poor self concept which subsequently negatively influence academic performance.

Kyamanywa (2011) carried out a study on the relationship between performance management practices and employee performance in public organizations in Uganda. The main objective was to investigate whether there is a relationship between performance management practices (decision rights, incentives, performance contracts, organization resources and performance measurement) and employee performance in public organizations in Uganda. He found that there was a 3-way order interactive effect among performance management practices. Performance measurement, government policy and employee performance had the most critical interaction effect. Learners with HI, the teachers and the government policies must be incorporated for positive results of performance to be achieved.

Libarente (2012) reported that teacher-pupil relationship is one of the most powerful elements within the learning environment because it forms the basis for social contact in which learning takes place. As teachers and pupils relate, pupils engage in school activities that promotes academic achievement and social skill development. Another benefit of teacher-pupil relationship is that pupil’s gets emotional support as teachers have their classes organized. Libarente, (2012) in his study found that teacher-pupil relationship had immeasurable effects on pupils’ learning and their schooling experience. He concluded that boys and girls receive support and assistance they need and teachers endeavored to reduce the gender stereotype to provide opportunities for learners to develop deep knowledge and understanding as well as self regulatory skills.
Lee, (2012) studied the effects of the teacher–Learners relationship and academic press (demandingness) on Learners engagement and academic performance and concluded that the relationship was not reliant on academic press of a school. However, supportive teacher–Learners relationships and academic press were significantly related to behavioral and emotional Learners engagement. The question is ‘does teacher-pupil relationships have an influence in academic performance of learners with hearing impairment? Libarente (2012) and Lee, (2012) studies were done in America on non disable high school learners, the current study will seek to investigate the influence of interpersonal relationship on academic performance of learners with hearing impairment at St. Bernadette in Turkana county Kenya.

Teachers’ interaction with pupils in a classroom creates emotional support for learners who would benefit from an effective curriculum. Hughes and Chen (2011) also concluded that supportive positive relationships between teacher and pupils ultimately promote a sense of school belonging and encourage pupils to participate cooperatively. Hughes and Chen, (2011) study sought to find out the effects of teacher-pupil relationship on the engagement and academic performance using US data from the program for International Learners Assessment (2000). The study revealed that supportive teacher–Learners relationships were significantly related to behavioral and emotional Learners engagement and predictor of reading. The study used 147 secondary schools with a sample of 3748 learners aged 15. The study was done with non-disabled learners in secondary school.
Bashir, Riaz, Shujaat and Saquid (2004) conducted a study on school social behaviour of hearing-impaired adolescents from public and private schools. The study found significant mean differences in school social behaviour between hearing-impaired adolescents of public and private schools. The purpose of the study was to measure the school social behaviour of adolescent with hearing impairment adolescents from public and private schools. They used a cross-sectional survey research design and purposively sampled the teachers of Rawalpindi and Islamabad special schools.

The results revealed significant differences across gender and hearing levels of hearing impaired in the first language as adolescents. The study by Bashir et al, (2004) used a cross-sectional design to establish the social behavior of learners; the current research design to establish the influence of interpersonal relationships on academic performance. The case study design will facilitate an in-depth study of the influence of interpersonal relationships on academic performance of learners with hearing impairment.

Hallinan (2008) report that for learning process to take place both cognitive and socio-psychological dimensions are to be considered if achievements are to be improved. Other studies reviewed by Hallinan, indicate that certain teacher traits serve as strong indicators of learners’ like or dislike for school while others stresses the need to value and respect learners. A study by Montalvo, Mansfield, and Miller (2007) showed that learners with greater effort in studies demonstrated a higher degree of persistence when they like their teachers, hence better grades. From these studies there is a clear indication that shows many factors influence academic
performance of learners. Little research has been done to show how interpersonal relationships influence academic performance of learners with HI.

Mantzicopoulos (2005) found that kindergarten teachers reported lower teacher-learners’ conflict when schools coordinated activities designed to ease the transition between pre-school and kindergarten. The activities include communicating kindergarten expectations to parents, arranging kindergarten preview experiences, and encouraging parental involvement. These brought about closer relationships because teachers were given the opportunity to better understand their learners’ skills and appreciate their family backgrounds (Mantzicopoulos, 2005).

Certain instructional practices like activities that were more teacher-directed, rote-learning experiences and skills taught in isolation increased teacher-pupil conflict. However, teachers who used developmentally appropriate instructional practices were more probable to decrease teacher-Learners conflict (Mantzicopoulos, 2005). The consequences of conflict in teacher-Learners relationships can be long-term. Children who experienced these conflicts in first grade demonstrated lower achievement in mathematics over the years (Buyse, Verschueren, Verachtert, & Van Damme, 2009).

Daniels and Araposthasis (2005) had conversations with alternative high school learners and asked what teachers could do to help keep learners engaged, they learned that the learners wanted teachers to establish trust, design lessons that learners find interesting and relevant, and decrease the emphasis on extrinsic rewards such as grades, which have little meaning for at-risk learners. In another study at the high
school level, Montalvo, Mansfield and Miller, (2007) showed that a difference in Learners motivation depended upon the Learners’s like or dislike for a teacher. Teachers liked by learners shared characteristics such as constructing a classroom setting with an emphasis on learning, giving effective feedback, and encouraging tenacity when work becomes challenging; these traits all increase Learners achievement. What emerged from the research from both elementary and secondary learners is a set of striking similarities. When learners perceive that teachers are supportive and that they are participants in a classroom where expectations are appropriate, fair and clearly communicated, learners demonstrate better attendance and score higher on assessments (Klem& Connell, 2004).

2.4 Pupil-Pupil Relationships and Academic Performance

High pupil-pupil interactions provide multiple opportunities for pupil to discuss ideas in small groups. It supports a whole class discussion which generates deep thinking process. A pupil-pupil interaction is also an indicator for the proportion with which the class is dedicated to pupil talking to one another and all they have learnt. Classroom interaction has long been considered to play a significant role in a learning environment where learning is realized and educational objectives attained.

Ndurumo (1993) reviewed literature of a study conducted in California State Department of Education by Kirk (1972), reported that the performance of learners with emotional problems was below average in school achievements compared to those without emotional problems. Teachers identified the emotional characteristic as crying, withdrawal symptoms, examination phobia, hysteria and the like. Such
attributes, heavily affect learners and interfere with their academic performance both directly and indirectly.

Research conducted by Durklak and Weissberg (2007) showed that there is a significant statistical difference between high and low emotionally intelligent groups. The study focused on four measures: interpersonal skills, adaptability, stress management and general mood with respect to their academic performance. The study concluded that high performers had a range of social and emotional skills for meeting academic challenges whereas low performers pose insufficient competence to meet the challenging and competitive academic environment. The above study focused on the social and emotional aspects of the learners, the current study focus on the influence of pupil-pupil relationships on academic performance of learners with hearing Impairment.

2.5 Parent-Child Relationship and Academic Performance

Parent-child interaction has long been considered to have a crucial influence on child academic performance and development. The communication between a parent and a child brings a reciprocal combined effect on the action of a parent and a child (Rosso& Owens, 1982). A warm and responsive parent-child interaction balances acceptance with limits and is positively related to self-esteem, acceptability and achievement of the child. Benard and Kelly (1990) reported that child's ability to experience, to decide and control his own behaviour through his decision depends on his relationship with parent. Children who are in strong parent-child relationship have high school achievement rate, low deliquesce and dropout rate and increased completion rate (Shamsuddin 2006). Shamsuddin (2006) reported that parents who
have placed a high value on autonomy, independence, mastery of competence and achievements exhibit curiosity in academic field. Such parents also allow give and take interaction with their children seriously to exhibit curiosity and motivation to their children for academic excellence.

Mo and Singh (2008) show that there is a significance of parental involvement in middle school learners school engagement and performance. The study focused on parental relationships and involvement in their children's lives and the effects on the learners’ school engagement and school performance. The above studies have showed contradicting information on the effect of parent-child relationships have on academic performance of non-disabled learners. The current study will seek to find out the effects of parent-child relationships on academic performance of learners with H.I.

Lee (2012), Liberator (2012), Hughes & Chen (2011) and Chedozoy & Burden (2007) in their studies found that teachers good interpersonal relationship makes learners to show attentiveness empathy are aware of learners’ ability and believe in learners. This makes learners to be positive towards their teaching and hence perform.

Fisher, Marliave, Cohen, & Dishaw, (1980) contends in their studies carried out on Teaching Behavior and Academic performance of learners over time. Learning achievements are purposeful outcome of the teacher’s interaction and their interpersonal relationship with their learners. Understanding how learners’ performance is achieved, when they have shown that there are factors that influence academic performance such as teacher-pupil interaction. These studies had been done outside Kenya but minimal researches have been done on social relationship of
learners with hearing impairment with teachers and peers especially in Kenya. This study aims at investigating the effects of interpersonal relationships on academic performance of learners with hearing impairment.

2.6 Pupils Academic Performance of learners with hearing impairments

Strong pupils’ interactions and their interpersonal relationship with teachers provide multiple opportunities for pupil to discuss ideas in small groups. It supports a whole learning process which generates deep thinking process and quality academic performance. A pupil’s interpersonal relationship and interaction is also an indicator for the proportion with which the class is dedicated to pupils talking to one another and all they have learnt. Classroom interaction of pupils with their teacher foster academic performance and has been considered to play a significant role in a learning and acquisition of the taught concepts. The school environment influences teaching and learning experience where learning is realized and educational objectives attained as predetermined by the institution.

Ndurumo (1993) reviewed literature of a study conducted in California State Department of Education by Kirk (1972), reported that the performance of pupils with emotional problems was below average in school achievements compared to those without emotional problems. Teachers identified the emotional characteristic as crying, withdrawal symptoms, examination phobia, hysteria and the like. Such attributes, heavily affect pupils and interfere with their academic performance both directly and indirectly.
Research conducted by Durklak and Weissberg (2007) showed that there is a significant statistical difference between high and low emotionally intelligent groups. The study focused on four measures. The study concluded that high performers had a range of social and emotional skills for meeting academic challenges whereas low performers pose insufficient competence to meet the challenging and competitive academic environment. The above study focused on the social and emotional aspects of the pupils, the current study focused on the influence of Teacher-pupil interpersonal relationships and academic performance of pupils with hearing Impairment.

2.7 The influence interpersonal relationship and Academic Performance of learners

The teacher-pupil’s interpersonal relationship and interaction has long been considered to have a crucial influence on child academic performance and development. The communication between a teacher -child brings a reciprocal combined effect on the action towards learning process (Rosso & Owens, 1982). A warm and responsive teacher interaction balances acceptance with limits and is positively related to self-esteem, acceptability and achievement of the pupils.

Benard and Kelly (1990) reported that Learner's ability to experience, to decide and control his own behaviour through his decision depends on his relationship with the teachers and other pupils as well. Children who are in strong teacher-learner’s relationship have high school achievement rate, low deliquesce and dropout rate and increased completion rate (Shamsuddin 2006). Shamsuddin (2006) reported that teachers who have placed a high value on autonomy, independence, mastery of competence and achievements exhibit curiosity in academic field. Mo and Singh
(2008) show that there is a significance of teacher and parental involvement in school Pupils school engagement and performance. The study focused on parental interpersonal relationships and involvement in their children's lives and the effects on the Pupils’ school engagement and school performance. The above studies have showed contradicting information on the effect of relationships have on academic performance of non-disabled pupils. The current study will seek to find out the influence of teacher-pupils interpersonal relationships and academic performance of pupils with Hearing Impairments.

Lee (2012), Liberator (2012), Hughes & Chen (2011) and Chedozoy & Burden (2007) in their studies found that teachers’ good interpersonal relationship makes pupils to show attentiveness and foster acquisition of the taught concepts. The constant interaction of teacher with pupils assists in Pupils' ability to acquire knowledge and retain the learnt concepts for some time in Pupils mind. This makes pupils to be positive towards their teaching and learning process through meaningful interaction with school environment hence better academic performance.

2.8 Summary
The related literature reviewed; clearly identified gaps as shown that do affect the effective teacher-pupil interpersonal relationship and its influence to academic performance of learners with hearing impairments (Libarante, 2012 and Lee, 2012). One wonders whether the same experience do occur when the effective pupil-pupil relationship as advanced in (Gomez, Arai and Lowe, 1995); and effects of parent-child relationship (Benard & Kelly, 1990 and Barley et al., 1970) on academic performance. These studies found interpersonal relationship to be statistically significant on academic performance. However, Schamsuddin (2006) found that
parent-child relationship does not have a statistically significant influence on academic performance. This contradicting information prompted the researcher to carry out a study on the effects of interpersonal relationships on academic performance. While these studies were done in other level of education and with non-disabled learners, the current study propose to investigate the effect of interpersonal relationship of learners with HI. The above mentioned studies have been done outside Kenya; the current study carried out in Kenyan context attempting to critically examine the influence interpersonal relationship on academic performance learners with hearing impairment.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction
This chapter describes the methodological procedures which were used in data collection and analysis. The study employed a mixed method which enabled collection of both qualitative and quantitative data that provided clear understanding of the variables under study. It chapter also describes the research design, location, population of the study, sample and sampling procedures, data collection, instruments of data collection, reliability, validity, data analysis and ethical considerations.

3.1 Research Design
A research design is defined as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2004). The study used case study research design which enabled the researcher to effectively carry out the study. It was carried out in St. Bernadette School for the Deaf in Turkana County in Kenya. Research design refers to the procedures used by the researcher to explore facts and reality on relationship between variables (Borg & Gall, 1996). According to Mugenda and Mugenda (2003), a design reports the way things are carried out through a systematic collection of data from members of a given population. Sundeeep (2007) argues that before progress can be made in solving educational problems, descriptive phenomena must be obtained by means of research design. Kombo & Tromp (2006) put case study design used in the research attempted to effectively understand and describe what is in the social system and interpersonal relationship foster academic performance of learner with hearing impairment. A case study design allowed the researcher to gather information and interpreted the situation
on the influence of interpersonal relationship on academic performance of learners with Hearing impairment in detail.

3.2. Study Variables
The independent variable for this study was interpersonal relationship between teacher-pupil, pupil-pupil and parent–child relationship of learners with hearing impairment. The dependent variable to this study was academic performance of learners with hearing impairment. The study further employed epistemological and ontological paradigm that enabled clear understanding of the knowledge claims and ultimate reality of the study variables.

3.3 Location of the Study
The study was carried out in St. Bernadette School, which is situated in Turkan, North West part of Kenya and is about 390 km from Nairobi. The study was conducted in School for the Deaf in Turkana. St. Bernadette School and area were sampled because; it was convenient and had adequate population with the characteristics of the variable under study. St. Bernadette School was particularly selected because it had the required unit of inquiry who provided the required information on the variables.

3.4 Target and study population
According to Mugenda and Mugenda (2003), a population refers to an entire group of individuals, objects or events having a common observable characteristic of the researcher’s interest. The population is the group of individuals to which the findings, discussion of the findings, and the implications of the research is generalized (Sampson, 2012). The study targeted teachers, parents and learners with hearing impairment of St Bernadette School for the Deaf in Turkana. The study targeted
Population was 75 and the study covered a period of four years of analysis. The unit of inquiry in this study included; Headteacher, Deputy Head teacher, Teachers, Parents and pupils with hearing impairments which formed unit of analysis. The study selected learners with hearing impairments from class five, six and seven. The teachers of these classes were also purposively chosen as key informants because of their interactions with targeted learners with hearing impairment. These learners from classes five, six and seven were chosen for the study because of their ability to answer the questionnaires independently and report about their own social relationships with teachers, classmates and parents.

### 3.4.1 Sampling Techniques and Sample Size

Purposive sampling technique was used to select the three classes for the study in St. Bernadette school for deaf in Turkana County. The school was selected because it had adequate population needed by the researcher for the study. From the selected classes, simple random sampling was used to select learners while purposive sampling was used to sample teachers for the study. The criterion for selecting teachers was purposive based on the teachers who teach learners with hearing impairment, and so interact frequently with them. The multiple sampling procedures were employed so as to avoid bias and weakness of singular sampling technique.

### 3.4.2 Sample Size

The study sample size comprised of the head teacher, the deputy head teacher, 2 class teachers from each of the selected classes, 6 teachers, 9 parents of learners with hearing impairment from each selected class and 9 learners with hearing impairment from each of the selected class (Table 3.1). A total of 62 participants were selected for this study. This number represented more than 20% of the teachers and learners in
Bernadette school for the deaf, which was adequate to contribute a sample in a study of this nature (Gay, 1992). The 27 parents of learners with hearing impairment and 27 learners with hearing impairment were drawn from unit of analysis using simple random and convenient sampling approaches.

Table 3.1: Sampled Population distribution

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Class v</th>
<th>Class vi</th>
<th>Class vii</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Head Tr.</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Learners with</td>
<td>-</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>HI</td>
<td>-</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>Parents of WHI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>62</td>
</tr>
</tbody>
</table>

3.5 Data collection methods

The researcher combined various data collection methods by way of methodological triangulation in order to exhaustively investigate the variables of the study. This mixed approach was used so that the various methods. The methods complemented each another hence covering up the weakness in each method and minimized possible bias (Mugenda & Mugenda, 2003).

The study used survey, interview and observation as the methods to collect primary and secondary data. Primary data was obtained through the survey and interviews method while secondary data was obtained through literature review.
3.5.1 Survey method
This is a technique in which the researcher gives a list of short questions to the respondents requesting them to fill and collect them later. Closed ended questions designed to suit the objectives were used to effectively attain data for the study. The approved questionnaires were hand delivered to the respondents by the researcher and or any the appointed research assistant by the researcher. The researcher preferred this data collection method because it was the easiest way of collecting data from respondents compared to other data collection method.

3.5.2 Interview method
The interview method was used and interview guides is a set of questions that the researcher asks during the interview which is one of the data collection methods. Interviewers asked questions orally and simultaneously record the respondents’ answers. This data collection method generally decreases the number of the respondents that do not know the answers compared with self-administered surveys. Interviewers also provide a guard against confusing items. If interviewees have misunderstood a question, the interviewer can clarify, thereby obtaining relevant responses. The researcher used this method of data collection because it gave foremost information from the interviewees as in the researcher personally got to the respondents and ask them questions directly related to the topic of study.

3.5.3 Observation method
The method of observation involved a systematic collection of data in which the researcher employed vision as its main means of data collection to examine what was happening in some real-life situation and then recognized the interaction and relationship according to the planned scheme (Cohen & Crabtree, 2006). This method
was important because it reveals a lot of information from the situation that may not have been captured in the above mentioned methods. Its also gave a triangulation of all data collected. It revealed more valid interperson relationship and real academic performance of the learners with hearing impairment interest.

3.6. Research Instruments
Data was collected from primary and secondary sources. Primary data was collected using three pretested structured questionnaires while secondary data was collected through books, journals and internet search. Each item in the questionnaire was developed to address a specific issue of the objective or research questions (Mugenda & Mugenda, 2003). The research objective of the study formed the basis from which the research instruments were constructed. The questionnaires were both closed-ended and open-ended items. Qualitative and quantitative data collection methods were used to avoid response and information bias. This ensured validity, reliability and accuracy of information (Orodho, 2003). To complement the questionnaires, an interview guide was used to elicit information on the opinion of the head teacher towards interaction in and out of class. This was deemed appropriate as the interview method of data collection is flexible and can be adapted to a variety of situations.

3.6.1 Questionnaires
Questionnaires were used because they could collect a large amount of information in a reasonably quick space of time (Orodho, 2003). Questionnaires ensured confidentiality and information needed was easily narrated (Kombo & Tromp, 2009). Questionnaires were free from bias of the interviewer and answers were in the respondent’s own words. Questionnaires were given to all respondents of the study, who were purposively selected.
3.6.2 Interview Schedule

The interview schedule was used to gather information from head teacher and deputy head teacher. Interview schedule was chosen because it creates an opportunity to develop relationships with the participants so that the researcher can get the full range and depth of information from them. The open-end interview schedule emphasized and un-earthed information that questionnaires could not deliver. The interview complemented data collected from questionnaires.

3.6.3 Observation Schedule

The observation schedule or checklist was used by the researcher to get more information on the condition of study variables in the learning environment. The observation schedule was preferred as it verified the truth of the statement made by the respondents in the context of questionnaires and interview schedule. In addition, the information obtained under this method relates to what is currently happening on the ground (Cohen, Mahion & Marison, 2000).

3.7 Quality control

3.7.1 Pilot Study

Pilot study was conducted in Isiolo School for the deaf in Isiolo County. The school and the county were selected because they had similar environment and population same characteristics like those in Turkan County. The population or unit of analysis of the pilot study consisted of 1 headteacher, 1 deputy headteacher, 2 teachers, and 3 learners with hearing impairment. These participants were for the purposively selected to be used to verify the validity and accuracy of instruments that were used in the actual study.
3.7.2 Validity
The pilot study was carried out to establish the validity and reliability of questionnaires and interview schedules as research instruments before the actual study commenced. For instance, after the pilot study unclear questions were modified and wrong phrasings of questions were electrified to fit the study. Besides those two lecturers as domain experts in the special needs education and competent personnel were consulted to validate these instruments. Their professional advice and recommendations were incorporated in the questionnaires and the interview schedules that were employed in the study. Ambiguities among the questions were detected and corrected according to their advices.

3.7.3 Reliability
Pre-testing of the research instruments was carried through test re-test method was conducted in the attempt to establish reliability of the instruments. This exercise involved administering the developed study instruments to purposively identified participants at different times or interval of two weeks to the same group of respondents, and then comparing the two scores. According to Creswell (2003), qualitative data can be made reliable and valid by triangulating different data sources of information by examining evidence from the sources and using it to build justification for themes. The scores of both tests were correlated and reliability established using the Spearman rank order correlation coefficient (Rho) formula.

\[
\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}.
\]

Where: \( \rho \) (Rho) is Spearman correlation index
\( D \) is the difference in ranks for a pair of scores
\( n \) is the number of scores within each distribution.
A reliability measure of 0.75 was established. According to Mugenda and Mugenda (2003), a correlation coefficient greater or equal to 0.75 showed a high reliability of the instruments.

### 3.8 Data Collection procedure

The study data collected with the help of research Assistants and researcher himself carried out interviews with the key informants who included headteacher and the deputy. The researcher asked face-to-face guiding and prompting questions from interview schedule. The three languages; English, Kiswahili and sign language were very important in the research, because those who could not explicitly express themselves in one of the language, could use the other alternative one for clarity purposes. Filling and collection of questionnaires was conducted in a natural classroom setting, where the researcher observed participants filling and handing over the questionnaires to observe the whole process as it went on smoothly.

### 3.9 Data analysis

The researcher carried out both quantitative and qualitative data analysis in the study. The data was analyzed and triangulated to enable the researcher come up with the truth and ultimate reality on the study variables so as to make appropriate conclusions and recommendations.

#### 3.9.1 Quantitative Data Analysis

Quantitative data analysis is a systematic approach to investigations during which numerical data is collected and the researcher transforms what is collected into numerical data. Data collected was checked, cleaned to ensure regularities are removed so as to have accuracy; this was useful in ensuring that the objectives of the
study were being addressed. The coded data was entered into the Computer, checked and statistically analysed using the micro soft excels software to generate descriptive and inferential statistics. Analysis was carried out according to the objectives of the study; the raw data obtained conclusions Descriptive analysis was applied to describe the primary variable and associated indicator items related to the study objectives.

3.9.2 Qualitative Data Analysis
Qualitative data was collected using interviews, observation and unstructured open-ended questions and written comments from questionnaires, key informants interviews were edited on a continuous basis to ensure completeness. Data collected was categorized according to emerging variables from each question in the interview guide and discussions. All data were triangulated during the analysis to increase validity, and at the end of it a report was written.

3.10 Ethical Considerations
The researcher sought for clearance from the university and as research ethical committee for consideration required. After getting clearance and permission from Kenyatta University. The researcher further proceeded to seek permission from the National Commission for Science Technology and Innovation as required. Besides that, the researcher sought permission from Turkana Education Officer, County Commissioner and the County Director of Education Turkana County. The researcher also went ahead to ask for permission for the Headteacher and individual participants who were involved in study. The study observed the research ethics of honesty and integrity to the school and the individuals were involved in the study.
CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.0 Introduction

The study aimed at finding the influence of interpersonal relationship on academic performance of learners with hearing impairment in St. Bernadatte School for the Deaf, Turkana County. This chapter deals with the presentation, analysis and discussion of findings. From the analyzed data, interpretations were made in order to come up with the findings of the study. The contents of the chapter are in line with the three objectives that were set for the study. Responses were discussed under the following objectives:

- To examine the relationship between teacher-pupil relationship and academic performance of learners with hearing impairment.
- To establish the academic performance of learners with hearing impairment.
- To establish the extent to which interpersonal relationship on academic performance of learners with hearing impairment.

4.1 Response rate

Response rate refers to the number of people who participated in the research survey divided by the number of people in the sample. It can be termed as the return rate or the completion rate of the survey questionnaires in the survey research. Usually it is expressed in the form of a percentage. From the study population, out of the 75 which was targeted, for interviews and survey to the targeted sample, 62 responses were received, and these constitute the realized sampled population. The total response rate was 82.66% and 17.34% of the targeted population did not participate in the study.
The 82.66 % response rate was high representative of the actual targeted study population, the findings of the study can be generalized (Sekaran & Bougie,2010).

4.2 Demographic Distribution of Teachers of Learners with Hearing Impairment

The respondents were requested to provide information about their gender, education level, and their experience in the teaching profession of learners with hearing impairments. The information was vital in ensuring similarity in the characteristics of the study population so as to draw accurate and representative findings from the study sample. This information was further incorporated in the analyses to explore its relationship with the study variables.

4.2.1 Gender of Teachers of Learners with Hearing Impairment

From the sampling, various proportions of the gender representation are as shown in Figure 4.1. This showed that there was a gender disparity in favor of females in the general composition of teachers. This may be due to the fact that female teachers were many in St. Bernadette School for the Deaf as compared to male teachers are within the environs of Turkana County.
The study findings clearly indicated that, out of 6 teachers in the study, 4 (66.67%) were female while 2 (33.33%) were male. The gender of teachers in the study was considered important in determining inter-personal relationship of the learners and their teachers.

Similarly, teachers who are posted to the School had varied educational and professional training levels and this implies they had more female teachers than males who are qualified in teaching the deaf children.

### 4.1.2 Gender of learners with Hearing Impairment in St. Bernadette School for the Deaf

The study sought it was important to establish the gender of learners with hearing impairment who participated in the study. The findings are illustrated in the Figure 4.1.2
Figure 4.2 Gender of learners with Hearing Impairment in St. Bernadette School for the Deaf
(Source, Primary field data 2016)

From the figure 4.1.2 above, it was revealed that majority of the learners who participated in the study 18 (66.67%) were boys while 9 (33.3%) were girls. This implied that the study was gender sensitive, however the males were many than female learners who participated in the study. It further revealed that there were many male learners with hearing impairments in the schools.

4.1.3 Levels of Teachers’ education and qualification
The study found it important to examine the level of the teacher and qualification in the teaching and learning professional. The findings are shown in the figure 4.1.3 below.
Figure 4.3: Professional qualifications of teachers

(Source, Primary field data 2016)

The results of the study findings, indicated majority of teachers in the school 4 (50%) were trained graduates and qualified in special education. While 2(25%) were P1 regular class teachers who had served in that capacity for a long time. It also revealed that 2 (25 %) of Teachers had a Diploma in special education. University graduates were formerly P1 teachers who underwent professional advancement while serving as teachers and they owned a teaching certificate. It was also noted in the findings that these teachers had passion for learners with hearing impairment which made them pursue further studies for in-depth output to enhance the performance of learners with hearing impairment.

This finding support Ndege, (2010) in his study on factors influencing academic performance in day secondary schools in Esise division, Borabu district, Kenya who found that teacher’s level of professional training and parent pupil level of
relationship influence the academic performance of learners. When learners are cooperative, they will always relate well with their teachers, parents and their peers.

4.1.4 Classes of Learners Selected for the Study

The study selected three classes of learners with hearing impairment to participate in this noble exercise. The findings are indicated in the Table 4.1.4 below.

**Table 4.1.4: Classes of the selected learners in the study school**

<table>
<thead>
<tr>
<th>Sampled Learners in the Classes</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Girls</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

(Source, Primary field data 2016)

The results in Table 4.1.4, showed that 27 learners with hearing impairment how they were selected from the various classes. The findings indicate 18 were male and 9 females and they were all in the school settings. These research participants were spread across the three targeted classes. The findings indicate that, the selected class to participated in study were; standard five had 9 (33.33%), standard six 9 (33.33%) and standard seven 9 (33.33%) who participated in the study. The results indicated that boys were double that girls which implies less attention is paid to education of girls by parents of children with hearing impairment in that area. The girl child is less privileged to education compared to boy child basing on the evidence of study findings. The finding supports Ayiela (2012) who found that the gap which existed between the parents and their children with haring impairments in decades which caused disparity hence rendered learners with disability helpless and useless was
diminishing. Interpersonal relationship therefore is not only helpful in the improvement of learners with disabilities from being assisted by others but to be self-reliant, self-actualized, and self-confident and self-esteemed (Wamocho, 2003).

4.2. Teacher-pupil influence to academic performance of learners
This study examined teacher-pupil relationship and its influence to academic performance of learners with hearing impairment. While examining their relationship and its influence in the study, the researcher focused on key thematic areas. These thematic areas included; Teachers- learners with hearing impairment in the study school, approach of learners with hearing impairment to teachers, liking of subjects. The study findings are discussed below.

4.2.1 Relationship of Teachers and Learners with Hearing Impairment
The researcher posed a question on cordial relationship between teachers and learners with hearing impairment. Majority of the learners with hearing impairment 12 (44.44%) relate with some teachers, 7 (25.93%) relate well with all teachers while 8 (29.63%) has never related with any teacher (Figure 4.2). This finding shows that 19(70.37%) of the learner respondents were in agreement that there is cordial relationship between teachers and pupils in St. Bernadette School for the deaf. However, it can be argued that 29.63% who had never had cordial relationship with teachers still suffer isolation as a result of communication barrier at family level and at school. Communication breakdown makes it difficult for learner to cope up with others (Table 4.2). Teachers of learners with hearing impairment were equally asked the same question of whether there exist cordial relationship between them and the learners. Their responses were; 3 (37.5%) said some learners, 5 (62.5%) said all while none said there was no cordial relationship with learners with hearing impairment. It
was unanimously agreed by all (100%) that there exist cordial relationship between teachers and learners with hearing impairment. The deduction about teachers’ responses could be that 37.5% are not genuinely relating well with learners with hearing impairment but said sometimes as professional cover-up (Table 4.2). When the level of relationship is high between the teachers and learners as can be witnessed in the findings, understanding equally improves hence good performance is realized. The study supports Hallinan (2008) who found that for learning process to be effective, both cognitive and socio-psychological dimensions are to be considered if achievements are to be improved. Hallinan, further states that that certain teacher traits make some learners’ like or dislike for school while others stresses the need to value and respect learners.

Table 4.2: Teacher /learners with HI relationship

<table>
<thead>
<tr>
<th></th>
<th>Sometimes</th>
<th>All times</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners with HI</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

(Source, Primary field data 2016)

From the study findings in the table 4.2 teachers’-Learners interpersonal relationship has a significant influence in St. Bernadette School of the Deaf.

Learners were asked if they always to express their interpersonal relationship approach their teachers with their problems during lessons or after classes.
The study findings clearly revealed that, majority 17 (62.96%) said yes while 10 (37.04%) said no. The overwhelming 62.96% positive responses of the learners showed that they were free with their teachers. Genuine relationship offers freeness in asking and answering questions which leads to learning and deep understanding of the concepts and the subject matter. It therefore gives room for good performance by the learners. The finding of the study supports Montalvo, Mansfield, and Miller (2007) who found that learners with greater effort in studies demonstrated a higher degree of persistence when they like their teachers, hence better grades.

4.2.3 Teachers are more liked than others by learners

The study examined the teacher interpersonal relationship with the learners with hearing impairment in Kenya has constantly trailed their hearing counterparts in academic performance. The study findings are reflected in the Figure 4.5 below:
From the Findings of the study, the results demonstrates that in answering a question of whether some teachers are more liked than others by learners with hearing impairments, 15 (55.56%) said yes while 12 (44.44%) said no. Learners with hearing impairment who did not agree that some teachers are more liked than others were asked to give their reasons as to why they thought that teacher were liked the same.

Out of twelve learners with hearing impairment who said no, 10 (83.33%) were of the opinion that they were all cooperative while 2 (16.67%) said they were bias. This finding supports Baker, (2006) who found that quality of teacher-pupil relationship shows significant advantages compared to other classmates without such relationship.

The overall result shows that majority 25 (92.59%) of learners with hearing impairment accepted that they loved some of their teachers than others. This shows that these teachers’ language, approach and the conduct were more pleasing.
understandable and conceptual than the others hence inducing learners to the subjects thus more love and respect to the teachers (figure 4.3). The finding supports Libarente (2012) who reported that teacher-pupil relationship is one of the most powerful elements within the learning environment because it forms the basis for social contact in which learning takes place.

4.2.4 Discussion with Learners having Hearing Impairment.
The study findings indicated that, interpersonal relationship has played a very important role in attitudinal, behavioral and emotional up-bringing of learners in general but more so to learners with hearing impairment.

![Figure 4.6: Group and class discussion](Source, Primary field data 2016).

The study findings also revealed that a significant proportion (74.07%) of learners with hearing impairment indicated that interpersonal relationship plays a significant role on learners’ interaction behavior and improved their academic performance. The
The rest (25.93%) said they could not tell whether teachers attended, discussed or answered their questions in class or group discussion. The responses from most of the participants were in agreement that teachers’ interactions and experience greatly influence learners with hearing impairment.

These must be a group that does not attend classes regularly for one reason or another. The positive response could be attributed to the comfort received by learners with hearing impairment during class and group discussion consistently. The revelation of the study supports Owiyo (2013) who found that any effective counseling in an educational setting must address the needs of the clientele if it is to add value to the learner. Montalvo, Mansfield, & Miller (2007) found that learners with greater effort in education demonstrated a higher degree of persistence in schooling when they like their teachers.

### 4.3 Academic Performance of Learners with Hearing Impairment

The researcher felt there was a need to examine and find out learners academic performance with hearing impairment. The findings indicated that learners who were having good interpersonal relationship with their teacher had better academic performance. Pie-chart 4.3.1 Academic performance of learners with hearing impairments.
The findings in the Pie-chart 4.3.1 shows that 78% of the participants agreed interpersonal relationship of teacher-pupils improves academic performance and 22% disagreed with the assertion in the study. This means interpersonal relationship of teachers-learners plays significant roles geared towards improved academic performance with hearing impairments. The findings further clearly indicated that learners with hearing impairment in St. Bernadette School for the Deaf in Turkana County. The responses were discussed under the following sub-headings; teachers competence, sharing concepts of the subject matter with peers, responsibility of being another persons’ keeper, frequency of group discussion per week, and individual participation in outdoor activities in the school compound.

4.3.2 Teachers’ competence and experience with the learners

The study also felt it important to establish whether teachers’ competence and experience at St. Bernadette Schools of the deaf had positive bearing on learners’ academic performance. The finding clearly revealed that teachers experience
supported by teachers’ competence influences their interaction with the learners during teaching and learning process while enhancing the academic performance.

**Bar-chart 4.3.2: Teachers competence and their experience**

(Source, Primary field data 2016)

The findings of the study in the Bar-chart 4.3.2 showed that majority of respondents believed that teachers’ competence and teaching experience also promoted the learners academic performance. When pupils were asked to give other factors that supports their academic performance 85% of the respondents said teachers’ competence and 15 % disagreed with the assertion as presented in the of this section. This implies not only interpersonal relationship with influence learners academic but
also teacher’s competence and experience have a positive significant bearing on learners’ academic performance.

4.3.3 Academic Performance of Pupils at St. Bernadette School of Deaf
The study critically analyzed of learners’ academic performance records for the last four years at St. Bernadette School of the Deaf. The findings indicated that the majority of pupils with hearing impairments who did not have good relation with the teachers scored low marks in academic performance. While those who had appropriate relationship had better results in academic performance. The time series results analysis give deeper understand that each year there were a different in performance and interpersonal relationship. Table indicates learner’s academic performance results for four years that from 2010 to 2013.

Table 4.3 Analysis of Learners academic performance results

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. Div1</th>
<th>%</th>
<th>NO. Div2</th>
<th>%</th>
<th>NO. Div 3</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4</td>
<td>17.40</td>
<td>6</td>
<td>26.10</td>
<td>13</td>
<td>56.52</td>
<td>23</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
<td>12.50</td>
<td>4</td>
<td>16.70</td>
<td>17</td>
<td>70.83</td>
<td>24</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>7.40</td>
<td>7</td>
<td>25.92</td>
<td>18</td>
<td>66.70</td>
<td>27</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>00</td>
<td>7</td>
<td>41.20</td>
<td>10</td>
<td>58.82</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>24</td>
<td>58</td>
<td>91</td>
<td>91</td>
<td>91</td>
<td>91</td>
</tr>
</tbody>
</table>

(Source, Primary field data 2016)
From Table 4.3 above analysis of results record for four years, it was observed that 4 out of 23 (17.40 %) of pupils passed with division one academic performance, 6 24.10% were in division two and while 13 (56.52%) passed in third division. The academic performance of that year was fairly good and that implies was cordial interpersonal relationship between teachers and learners which supported the academic performance.

While analyzing the results of 2011, it was observed the performance was going down the year on 3 (12.50%) of the learner with hearing impairments scored first division which registered a declined in academic performance. In the second division they had 4 pupils out of 24 (16.70%) and 17(70.50%) passed in third division. When observing the scored results and percentages the learners did not perform well academically this reflects decline relationship of teacher-learner in the school.

From the results of 2012, it was observed that learners performance continued to worsen and declining. The implication for all that was attributed to inappropriate interpersonal relationship among teachers and learners in the sampled school in Turkana region. The findings of academic performance indicates only 2 (7.40% ) of the number pupils who scored first division ,7 (25.92%) got second division while 18 (66.70% ) learners passed in third division. From the critical analysis of the students scores reveals that academic performance is going down every year.

The results of 2013 from the 4.5 above gives evidence that, there was no first division, only 7 (41.20%) passed with second division while 10 (58 .82%) passed with third division. With series time analysis of the learners academic performance clearly
revealed that there was indeed decline in academic performance and interpersonal teacher-learners relationship in the school.

4.3.5 Academic performance for primary examination

The study felt it was important to examine the performance of the learners in the sampled classes in St. Bernadette School of the Deaf. The results of the findings are in the Table 4.4 below.

Table 4.4: Analysis of learners results of sampled classes in St. Bernadette School

<table>
<thead>
<tr>
<th>School</th>
<th>D1</th>
<th>%</th>
<th>D2</th>
<th>%</th>
<th>D3</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>P7</td>
<td>01</td>
<td>3.44</td>
<td>17</td>
<td>58.62</td>
<td>11</td>
<td>37.93</td>
<td>29</td>
</tr>
<tr>
<td>P6</td>
<td>03</td>
<td>5.08</td>
<td>20</td>
<td>33.90</td>
<td>36</td>
<td>61.01</td>
<td>59</td>
</tr>
<tr>
<td>P5</td>
<td>00</td>
<td>00</td>
<td>38</td>
<td>62.29</td>
<td>23</td>
<td>37.70</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>75</td>
<td>70</td>
<td>149</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source, Primary field data 2016)

From Table 4.4; above show the results of the learner’s academic performance from selected classes in the schools in that year. It was observed that only 1(3.44%) had first division out of 29 learners in primary seven by year 2016. The same class registered 17 (58.62%) had second division, while 11(37.93%) scored third division.

When we analysed to primary six academic performance of the learners 3(5.08%) had first division, 20(33.90%) second division while 36(61.01%) passed with third division. This performance implied that primary six was doing well in both teacher – learner relationship and academic performance as compared to primary seven.
From the study analysis the result of primary five, they had no one in first division 38 (62.29) second division and 23(37.70) third division. The analysis of the learner’s academic performance revealed that there was decline in interpersonal relationship despite primary six showed better result. This implies that there is a positive significant influence of interpersonal relationship on academic performance of the learners in Turkana Kenya.

4.4. Interpersonal relationship and academic performance of learners
The researcher asked a question on whether learners with hearing impairment share with their peer’s ideas that relate to the concepts of the subjects taught in class improves academic performance. This promotes peer tutoring which is very important in enhancing mutual understanding of the subject matter hence good academic performance at the end (figure 4.5).

![Chart showing sharing concepts of the subject matter](source, Primary field data 2016)
The results from the above bar graph response to this question were; 20 (74.0%) said they sometimes share ideas, 5 (18.52%) said they always share ideas while 2 (7.41%) had never shared ideas with their peers at all. The majority 25(92.59%) of the participated learners attest to the fact that they share ideas of the concepts taught amongst them. This implies interpersonal relationship and sharing of the views among the peers influences their academic performance.

4.4.1. Responsibility of being another person’s keeper
A question was asked whether learners with hearing impairment share responsibility of being another persons’ keeper. This finding supports Hallinan (2008) who found that for learning process to take place both cognitive and socio-psychological dimensions are to be considered if achievements are to be improved. It should be established the cause of their uncooperativeness in the learning environment which makes them not to relate well with their peers to boost academic performance for all learners with hearing impairment in the school.

![Figure 4.8: Responsibility of being another persons’ keeper](Source, Primary field data 2016)
The response were; 20 (74.07%) said they always, 2 (7.41%) said sometimes while 5 (18.52%) said never take. The result shows that majority 22 (81.47%) confirmed that they take responsibility of being another persons’ keeper in the school compound (Figure 4.6). From this revelation, it can be argued that some pupils (18.52%) are still suffering from isolation and loneliness as a result of their uncooperativeness hence lowering academic performance in their final examination.

4.4.2. Frequency of group discussions per week
Learner respondents were asked how frequent they attend group meetings in one week. Their responses were; 6 (22.22%) attend meeting 1-2 times per week, 13 (48.15%) attend between 3-4 times, daily (0%) and 9 (33.33%) doesn’t attend any meeting at all. The frequency of 70.37% of group discussion attendance is big enough to give a conclusion of high degree of interpersonal relationship among the learners to lend to the improvement of academic performance. Besides the proof of interrelationship amongst learners with hearing impairment in St. Bernedette School for the Deaf, 18.52% is still not relating well with their peers. The study finding supports Durklak and Weissberg (2007) who found that there is a significant statistical difference between high and low emotionally intelligent groups.

4.4.3. Individual participation in outdoor activities
A question was asked whether learners with hearing impairment interact freely and participate in and outdoor activities in the school environment. This can be argued that they are the cause of low mean grade in St. Bernadette School for the Deaf.
From the study finding and responses it is clear that, 10(37.04%) said always, 8(29.63%) said sometimes while 9(33.33%) said never (Figure 4.7). Even though majority 66.67% of learners with hearing impairment interact and participate in outdoor activities, quite a reasonable 33.33% portion are still isolated, lack self-esteem and not self-actualized to socialize with their peers and teachers.

4.4.4 Parent-child relationship on academic performance of learners with hearing impairment

The third objective of the study was to explore the impact of parent-child relationship on academic performance of learners with hearing impairment. This objective was analyzed under the following sub-topic; treating demands of my children with hearing impairment as first priority, discussion with my child/children with hearing impairment school matters frequently, use of adapted common language by all
members of the family and giving presents, gifts and outings to my children in appreciation of good work at school.

4.4.5 Treating demands of my children with hearing impairment

A question was paused to parents of learners with hearing impairment on whether they treat demands of their children with hearing impairment as a priority just like their fellow brothers and sisters with hearing at home. The stronger the relationship, the greater self-esteem, self-motivation and self actualization hence improved academic performance.

![Figure 4.10: Treating demands of children with hearing impairment](source, Primary field data 2016)

The results and responses indicated that, 15(55.56%) said yes 7(25.93%) said no while 5(18.52%) could not tell the nature of treatment they give to their children with hearing impairment. From the findings of the study it can be seen that majority of parents 55.56% give priority to demands of their loved children with hearing impairment without discrimination of the disability they have. It is a proof of the
interrelationship that exists between the parents and their children both at home and at school.

4.4.6 Parental discussion with their children with hearing impairment on school matters

The researcher intended to establish the involvement of the parent / guardian in school matters of their children. A question was asked on how many times in a term they visit, check and interrogate their children about how the children are fairing on at school. From the finding, it can be argued lack of visit and discussion is the cause of lack of self-esteem, self-actualization and withdrawn of some learners with hearing impairment which leads to poor performance. The results are reflected in the figure 4.11 below.

![Figure 4.11: Parental discussion with their children](Source, Primary field data 2016)

The findings revealed the majority 16 (59.26%) said that they visit their children once or none in a term, 6 (22.22%) visit twice while 5(18.52%) said they visit thrice or
more in a term. This could imply and deduce one to reasonably say parents’ interpersonal relationship with school and their children influence academic performance why some learners are withdrawn such that they don’t even attend to group discussion and outdoor activities.

4.4.7 Use of adapted common language by all members of the family
This study examined adaptation of common language by all family members where learners with hearing impairment comes from and its influence in the relationship in the family. Parents were asked to tell whether all family members use a common mode of communication in the family or not. It promotes strong bond and interrelationship in the family hence self-esteem to pursue education as their hearing counterparts.

![Use of common communication mode](Source, Primary field data 2016)

**Figure 4.12: Use of common communication mode**

(Source, Primary field data 2016)
The findings clearly indicate the majority of the families of learners with hearing impairment used common mode of communication at home, it is evident that many homes 37.04% still subject their children with hearing impairment to a lot of torture and isolation. This could be the reason why many learners with hearing impairment still perform poorly in their academic results due to isolation, lack of comfort and self esteem to pursue education.

The responses were; 10(37.04%) said some people, 7(25.93%) said all while the remaining 10(37.04%) none knows how to communicate with the deaf (Figure 4.10).This could mean that majority 62.96% of families have common mode of communication with their learner with hearing impairment which makes them more comfortable and confident at home.

4.5. Gift and outing to children in appreciation of good work at school

Parents of learners with hearing impairment were asked if they appreciate their children with hearing impairment with gifts and outings for the improved performances realized. Responses were; 5 (18.52%) give gifts and outings, 7(25.93%) do not give gifts and outings while 15 (55.56%) can’t tell.

Majority of parents of learners with hearing impairment could not tell whether they give presents to their children or not. It can be deduced from the finding that these parents neglect their responsibility hence frustrating educational social and psychological growth of their children.
The finding supports Durklak and Weissberg (2007) who found that low performers pose insufficient competence to meet the challenging and competitive academic environment. Since such learners lack self-esteem and confidence in them, they lack those important values to keep them at par with their peers.
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
The chapter provides a summary, discursion, conclusions and recommendations of the study. This study was to investigate the influence of interpersonal relationship on academic performance of learners with hearing impairment in St Bernadette School for the Deaf in Turkana County.

5.1 Summary
The study was conducted in St. Bernadette Primary Schools for the Deaf in Turkana County, Kenya. The study was guided by three objectives of the study.
The study targeted administrator of the chosen school, teachers, learners with hearing impairment and parents of learners with hearing impairment; a sample size of 62 respondents were selected for the study; an administrator, 6 teachers, 27 learners with hearing impairment and 27 parents of learners with hearing impairment. The summary of the research findings is as follows:

5.2. Discussion of the findings

5.2.1 Relationship between teacher-pupil and academic performance of pupils with hearing impairment.

The teacher-pupil interpersonal relationship has great influence to good academic performance of pupils with hearing impairment in schools. According to the study findings the majority of pupils with hearing impairment are in agreement that there was cordial interpersonal relationship of the teachers and pupils with hearing impairment that led to improvement in academic performance. Therefore the
overwhelming positive responses of implies that interpersonal relationship and effective interaction of teacher-pupils yields to effective academic performance of the learners.

The results of the research findings clearly indicate that pupils with hearing impairment were more free and hard good relationship with their teachers which accorded them improved academic performance in St. Bannadete School of the Deaf Turkan. The researcher therefore believes nature of free interaction and friendly environment between the teachers and the pupils improves their learning process yielding into retention of the learnt subject matter and academic performance learners.

It was also noted that school environment enables conducive learning which improved academic performance of the pupils with hearing impairment in St. Bernadette School of the deaf. This implies that friendly School environment which includes good Teacher-pupil interpersonal relationship played a very important role in attitudinal, behavioral and emotional up-bringing of pupils in general but more so to pupils with hearing impairment.

The findings revealed that interpersonal relationship between pupils-pupil with hearing impairment and other stakeholders is a real bearing to academic performance. The teachers as agent for change in both social and academic improvement do greatly influence the academic performance of learners with hearing impairment. Interpersonal relationship narrows the gap between those with disabilities and the ‘normal’ pupils. It enables some of those with disabilities to forget their impairments and focus on their learning for better performance. More so the favorable environment enables the learners to focus on future issues as their counterparts with hearing. It helps to reduce fear, stigmatization of the disability and reproach hence
improving self-esteem, self actualization and confidence to do what others can do. By removing those barrier related to disabilities, makes pupils with hearing impairment to work hard just like their peers without disabilities to improved academic performance for a well integrated society.

The study revealed that the parents, pupils and teachers relate well among themselves with the ultimate aim of helping pupils with hearing impairment to meet their educational obligations. In the school, despite the fact that many parents, teachers and pupils with hearing impairments’ good relationship, there are some pupils who still suffers isolation and uncooperativeness which may disrupt consultation among peers and teachers to bring harmony in the classroom environment for conducive learning for all.

5.2.2 The Teacher-Pupil relationship on academic performance of pupils with hearing impairment.

Most of the pupil participants in Primary School for the Deaf showed that there was a great attitudinal change in the pupils with hearing impairment in terms of how they relate with one another in the school environment. Overwhelming percentage of pupils with hearing impairments strongly agreed on the fact that they share ideas of the concepts taught amongst them. It is a proof of good ties together for learning to go heights to improve academic performance of pupils with hearing impairment in the school. Pupils with hearing impairment strongly agreed that they are one another’s keepers in the school.
Majority of pupils with hearing impairment showed that they attend discussion group more than three times in one week. The frequency is big enough to prove good efforts towards learning. It equally proved that many pupils if not all, relate well in School for the Deaf.

5.2.3 The extent of parent--pupil relationship on academic performance of pupils with hearing impairment.

Majority of teachers in Primary School for the Deaf give priority to demands of their parents love and good relationship with children with hearing impairment without discrimination of the disability they have. It is a proof of the interrelationship that exists between the parents-children both at home and at school supports effective learning and performance of learners. The strong parent-pupil relationship has greater influence on pupils’ academic performance. It supports pupils to cultivate self-esteem; self-motivation and self actualization hence improved academic performance.

Most teachers’ respondents were very concerned with their children’s welfare, upkeep and progress in the learning processes which improved academic performance. It showed that no visiting day passed without them attending or visiting their children, monitoring their academic progress and health. It study observes that even though interpersonal relationship was realized in majority of the respondents, it does not rule out many learners with hearing impairment, teachers’ competence and parents supports to contribute towards improved performance. Therefore upholding interpersonal relationship ties up with conducive school environment to effectively support both educational and academic performance in the school.
However, it was equally noted that some parents still did not attend visiting days to show good interpersonal relationship their children with hearing impairment regularly. When Pupils were consulted on their observation, on the school environment and parental support for effective learning. The pupils agreed that parent-pupils interpersonal relationship with hearing impairment cooperated very well in their school but it called for strengthening with other classmates.

It was also observed that after guidance and counseling services on use of hearing aids in the schools children’s ability is stimulated and they eventually improve on their academic performance. Cooperation of parents’ involvement schemes in school programs is very important and it supports pupils with hearing impairment and their hearing peers to improve on academic performance. It was also full involvement and active participation of parents, teachers and pupils with hearing impairment make a significant contribution to improved academic performance. The Teachers confirmed with the study findings that good and conducive school environment calls for active commitment of the parents, pupils and teachers. The friendly School environment foster effective learning process and enhance improved academic performance of learners with hearing impairment actively participated in class and group discussion. Cooperation between pupils with hearing impairment, their teachers and their parents improved performance of pupils with hearing impairment.

5.3.1 Conclusions

Based on the study findings, it is safe to conclude that:

a) The influence of interpersonal relationship of learners with hearing impairments in St. Bernadette School of Deaf in Turkana demonstrated improved performance. The role played by interpersonal relationship is
significant most teachers, learners and the administrator in school. Good interpersonal relationship serves as splendid and pivotal in enhancement of conducive educational environment and cognitive advancement to learners with hearing impairments. The study therefore concludes interpersonal relationship of teacher-pupil, pupil-pupil and parents needs to be enhanced because to provides positive educational direction for learners with hearing impairment hence better academic performance. It also concluded that a number of learners who had improved their interpersonal relationship with peers, teachers and parents of learners with hearing impairment performed better as compared to those with cordial relationship.

A number of the teachers were professionally qualified in handling learners with hearing impairment, but some need to be exposed to advanced training to enhance their ways of handling learners with hearing impairment.

b) Interpersonal relationship influenced the social and effective cognitive development domain and instilled positive attitude of learners with hearing impairment and improved learners’ academic performance. Therefore the study concludes good peers, parents and teachers’ relationship is necessary on matters related to both education and cognitive advancement hence boosting their interpersonal model of relationship. It concludes Good pupils’ relationship supports class discussion, their teacher’s engagement and parent’s involvement in the study School Activities. The interpersonal relationship was very important because it supports learners with hearing impairment as it helped in improving their self-esteem and academic performance.
c) Interpersonal relationship of the three parties which parent, pupils and teachers which makes school environment was necessary and it effectively aided pupils’ academic performance. Therefore Schools with children having hearing impairment should enhance involvement of the parents in school activities to aid their commitment activities of learners with hearing impairment, teachers and their parents.

5.3 Recommendations

The following recommendations were made based on the findings of the study;

(a) The government through the Ministry of Education should ensure that qualified teachers of learners with hearing impairment are availed in schools to help promote interpersonal relationship which will eventually eradicate isolation to promote performance educationally. This will ensure that learners with hearing impairment gain confidence, self-esteem and be self-actualized.

(b) The government to launch and maintain systematic awareness campaign on the need for all stakeholders to accept, recognize and use a common mode of communication both at school and homes of all learners with hearing impairment. This will boost interpersonal relationship between the learners with hearing impairment and the hearing lots which in the end part and parcel of every society they are in. Equally, more teachers should be trained to cope with the rising demands of the learners with hearing impairment.

(c) The government, teachers, parents, the community, the school sponsors and NGOs should work together to ensure that sign language and hearing aids are
put in use throughout to enhance communication with learners with hearing impairment. Provision of hearing aids to all learners with hearing impairment and serviced regularly to boost communication of hard of hearing learners. The government should engage the non-governmental organizations, the faith based organizations, individual well-wishers and the community in mobilizing resources especially for provision of modern hearing aids that are suitable for these learners.

(d) The government should ensure that interpersonal relationship is enhanced adequately and appropriately by all parents of learners with hearing impairment so that they don’t neglect their responsibilities as parents, instead appreciate their children with hearing impairment.

(e) Training institutions should enhance interpersonal relationships to their trainees, so that, they exercise it in the field.

5.4 Suggestions for Further Research

The following suggestions were given as problems for further research:

(a) The establish the existence of interpersonal relationship among learners and teachers to enhance harmony and educational standards in the society.

(b) Special schools for learners with hearing impairment as this study only focused on St. Bernadette School for the Deaf.

(c) Interpersonal relationship is still lacking in quite a number of parents making their children with hearing impairment to be withdrawn to this moment thus causing poor performance.
REFERENCES


Wanjiku, C. N (2014). Barriers to successful implementation of inclusive education for learners with hearing impairments in public day primary schools in Murang'a County, Kenya


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APPENDICES

APPENDIX 1: INTRODUCTION LETTER TO THE RESPONDENTS

Dear Respondent,

My name is Charles Mugisa. I am undertaking a Masters course in Special Needs Education in Kenyatta University. I have selected you to participate in responding to a survey on the influence of interpersonal relationships of learners with HI and academic performance. This questionnaire will not take more than 20 minutes to complete and I am seeking for your honest opinions. 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

Mugisa Charles.
APPENDIX II : QUESTIONNAIRE FOR HEADTEACHERS

1. Gender: Male ☐ Female ☐

2. Age: 20 – 30 ☐ 30 – 40 ☐ 40 - 50 ☐ 50 and above ☐

3. Enrolment in your school
   1 – 100 ☐ 101 – 200 ☐ 201 – 300 ☐
   301 – 500 ☐ 501 – 1000 ☐ 1001 - 1500 ☐

4. Number of children with disabilities
   1 – 10 ☐ 11 – 20 ☐ 21 – 30 ☐
   31 – 50 ☐ 51 – 100 ☐ 101 - 200 ☐

5. Number of learners with HI in your school------------------------------------------

6. Number of boys with HI in your school-----------------------------------------------

7. Number of years in the school-------------------------------------------------------

8. Number of girls with HI in your school ------------------------------------------------

9. Number of years in the school-------------------------------------------------------

10. Academic qualification
    
    P1 ☐ Diploma ☐ Degree ☐ PhD ☐

11. Professional qualification
    
    P2 ☐ P1 ☐ Diploma ☐ Degree ☐
    Bed ☐ Med ☐ PhD ☐

12. Number of years as an administrator.
    
    0 - 1 ☐ 3 – 5 ☐ 5– 10 ☐ 10 and above ☐

13. Number of teachers for learners with HI in your school -----------------------------

14. Number of regular teachers in your school ------------------------------------------

80
15. Have you attended any in service course (training) in special needs education?
   Yes                No

16. How many special needs trained teachers do you have in your staff?

Kindly respond to the statements below by ticking the portion that fits your opinion.

The statements have five possible responses on impact of guidance and counseling on learners with hearing impairments. Choose only ONE from each statement.

   **Strongly Agree 5** Agree 4  Undecided 3  Disagree 2  **Strongly disagree 1**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. After guidance and counseling, the use of hearing aids by learners with HI improved their communication and interaction level.</td>
<td></td>
</tr>
<tr>
<td>18. The performance of learners with hearing impairment has been improving since the introduction of guidance and counseling session in school.</td>
<td></td>
</tr>
<tr>
<td>19. The usage of hearing Aids has improved since the introduction of guidance and counseling in the school.</td>
<td></td>
</tr>
<tr>
<td>20. The usage of total communication amongst all the learners, teachers and the administration has greatly improved hence creating harmony in the school environment and classroom settings.</td>
<td></td>
</tr>
<tr>
<td>21. Parents of learners with hearing impairment are cooperating with the administration of the school.</td>
<td></td>
</tr>
<tr>
<td>22. Regular teachers have moderated their methods of</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>communication to accommodate learners with HI.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>23.</strong> Regular teachers have adjusted their sound production to accommodate learners with HI.</td>
<td></td>
</tr>
<tr>
<td><strong>24.</strong> Learners without HI are co-operative to their counterparts with HI.</td>
<td></td>
</tr>
<tr>
<td><strong>25.</strong> Parents of learners with HI meet their obligations for effective learning of their children.</td>
<td></td>
</tr>
<tr>
<td><strong>26.</strong> The use of audio visual Aids is used to enhance learning in classroom settings.</td>
<td></td>
</tr>
<tr>
<td><strong>27.</strong> There are adequate resources to promote learning of learners with HI.</td>
<td></td>
</tr>
<tr>
<td><strong>28.</strong> The available assistive devices are well maintained by the school.</td>
<td></td>
</tr>
<tr>
<td><strong>29.</strong> School levies of learners with hearing impairments are paid promptly by their parents</td>
<td></td>
</tr>
<tr>
<td><strong>30.</strong> Placement of learners with hearing impairment in class is done according to counselor’s advice.</td>
<td></td>
</tr>
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</table>
APPENDIX III : PUPILS 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?  Four (🗗),  Five (🗗),  Six (🗗),  Seven (🗗), Eight(🗗)
3. How old are you?.........................years

Teacher- pupil relationship

The following statements relate to teacher-pupil relationship. Choose by ticking (✓) an appropriate answer as it applies to you.

1. I have a cordial relationship with my teachers
   Always   Sometimes   Never

2. I always have an in-depth conversation with my teachers
   Always   Sometimes   Never

3. Teachers allow me to present my ideas orally
   Always   Sometimes   Never

4. I always panic when I am participating in class
   Always   Sometimes   Never

5. Teachers ask questions that require short answers like ‘yes’ or ‘no’
   Always   Sometimes   Never
6. Teachers give us an opportunity to debate in class
   Always ☐ Sometimes ☐ Never ☐

7. Teachers organize us to work in groups
   Always ☐ Sometimes ☐ Never ☐

8. Teachers ask questions that require explanations
   Always ☐ Sometimes ☐ Never ☐

9. Teachers guide us on preparing group presentations
   Always ☐ Sometimes ☐ Never ☐

**Pupil-pupil relationship**

The following statements relate to Pupil-pupil relationship. Choose by ticking (✔) an appropriate answer as it applies to you.

1. I share with my peers ideas that I think about
   Always ☐ Sometimes ☐ Never ☐

2. I share the knowledge I have learnt with other pupils in group discussion
   Always ☐ Sometimes ☐ Never ☐

3. I have cordial relationship with my teachers
   All ☐ Some ☐ Never ☐

4. We share responsibilities of learning with each other
   Always ☐ Sometimes ☐ Never ☐
5. How frequent do you attend group meetings per a week?
   1-23- 4 □  Daily □  None □

6. I love to have a cordial relationship with other pupils
   Always □  Sometimes □  Never □

7. I do not like relating to others
   Always □  Sometimes □  Never □

8. I am an active member of a playing group
   Always □  Sometimes □  Never □

9. I share my confidential(private) information with friends
   Always □  Sometimes □  Never □

10. I mix well with other pupils when we are out of class
    Always □  Sometimes □  Never □
APPENDIX IV: PARENTS QUESIONNAIRES

Parent-child relationship

The following statements relate to parent-child relationship. Choose by ticking an appropriate answer as it applies to you.

1. How is your relationship with your child?

   Friendly ☐ Unfriendly ☐

2. We have one common communication language at home.

   Always ☐ Sometimes ☐ Never ☐

3. Language problems do not limit my interaction with children

   Always ☐ Sometimes ☐ Never ☐

4. I discuss school work with my children/child with hearing with impairment

   Always ☐ Sometimes ☐ Never ☐

5. My children do not understand me when I communicate in sign language

   Always ☐ Sometimes ☐ Never ☐

6. I go to school during visiting days.

   Always ☐ Sometimes ☐ Never ☐

7. At home we do have a common communication language by all

   Always ☐ Sometimes ☐ Never ☐
8. My children dictate what I should do

Always ☐  Sometimes ☐  Never ☐


Always ☐  Sometimes ☐  Never ☐

**General statements about relationships**

Please describe your relationships with the following people

Teachers of your child with hearing impairment

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

Other parents

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

School

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
APPENDIX V: TEACHERS’ QUESTIONNAIRES

BIODATA

Gender:       Male ☐      Female ☐
Ages: 25 -30 ☐     31 – 35 ☐ 36 – 40 ☐ 41 -45 ☐ 46 and above ☐

Highest academic qualification attained:

Form IV ☐ Form VI ☐ University ☐

Highest professional qualification attained:

P1 ☐ Diploma ☐ Bachelor of education ☐ master of education ☐

Did you advance your current professional qualification? Yes _  No _

State your initial level of professional qualification before advancement.

P1 ☐ S1 ☐ Diploma ☐

Are you professionally trained teacher for learners with HI?

☐ ☐

SECTION B: Teacher- pupil relationship

The following items relate to teacher-pupil relationship. Choose by ticking an appropriate answer about your observation on pupils.

1. Pupils always panic when participating in class

   Always ☐ Sometimes ☐ Never ☐

2. Pupils have a friendly relationship with teachers

   Always ☐ Sometimes ☐ Never ☐
3. Teachers involve pupils in presenting their ideas
   Always ☐ Sometimes ☐ Never ☐

4. Teachers ask questions that require ‘yes’ or ‘no’ answer
   Always ☐ Sometimes ☐ Never ☐

5. Teachers ask questions that require explanation
   Always ☐ Sometimes ☐ Never ☐

6. Teachers and pupils can converse with ease
   Always ☐ Sometimes ☐ Never ☐

7. Teachers encourage in-class debates
   Always ☐ Sometimes ☐ Never ☐

8. Teachers guide pupils on group presentation
   Always ☐ Sometimes ☐ Never ☐

**SECTION C: Pupil-pupil relationship**

The following items relate to Pupil-pupil relationship. Choose by ticking an appropriate answer about your observation on pupils.

1. Pupils talk to peers about ideas they think about
   Always ☐ Sometimes ☐ Never ☐
2. Pupils communicate knowledge they have learnt with each other  
   Always ☐  Sometimes ☐  Never ☐

3. Pupils actively participate in groups  
   Always ☐  Sometimes ☐  Never ☐

4. Pupils share learning responsibilities with each other  
   Always ☐  Sometimes ☐  Never ☐

5. Pupils prefer to work alone  
   Always ☐  Sometimes ☐  Never ☐

6. Pupils enjoy having a satisfying relationships with each other  
   Always ☐  Sometimes ☐  Never ☐

7. Pupils dislike relating with each other  
   Always ☐  Sometimes ☐  Never ☐

8. Pupils are active members of their play groups.  
   Always ☐  Sometimes ☐  Never ☐
APPENDIX VI: TEACHERS 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. Are you trained to teach pupils with hearing impairment? Yes ( ), No ( )
3. How many years have you taught Teacher with hearing impairments?
   - Below Four years ( )
   - Four to Ten years ( )
   - Above Ten years ( )

SECTION B: Teacher-employments relationship

The following items relate to teacher-employments relationship. Choose by ticking an appropriate answer about your observation on Teacher.

9. Teacher always panic when participating in class
   Always [ ] Sometimes [ ] Never [ ]

10. Teacher have a friendly relationship with teachers
    Always [ ] Sometimes [ ] Never [ ]

11. Teachers involve Teacher in presenting their ideas
    Always [ ] Sometimes [ ] Never [ ]

12. Teachers ask questions that require ‘yes’ or ‘no’ answer
    Always [ ] Sometimes [ ] Never [ ]

91
13. Teachers ask questions that require explanation
   Always ☐  Sometimes ☐  Never ☐

14. Teachers and pupils can converse with ease
   Always ☐  Sometimes ☐  Never ☐

15. Teachers encourage in-class debates
   Always ☐  Sometimes ☐  Never ☐

16. Teachers guide Teacher on group presentation
   Always ☐  Sometimes ☐  Never ☐

SECTION D: INTERVIEW SCHEDULE

1. Briefly describe your relationships between you and the pupils that you teach in class.
   ........................................................................................................................................
   ........................................................................................................................................

2. What is the quality of pupil-pupil relationships both in class and out of class
   ........................................................................................................................................
   ........................................................................................................................................

3. Give a brief comment on parent-child relationships (this is when parents visit the school and what children report about their parental relationship)
   ........................................................................................................................................
   ........................................................................................................................................
APPENDIX(VII): CHECKLISTS OF THE SAMPLED SCHOOL AND CLASSES

BASIC REQUIREMENTS AND MINIMUM STANDARDS INDICATORS FOR ACADEMIC PERFORMANCE:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>STANDARDS</th>
<th>SCORES FOR LEARNERS FOUR YEARS</th>
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<td>Academic progress book</td>
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<td>P6</td>
<td>Academic progress book</td>
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<td>P7</td>
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<tr>
<td>2</td>
<td>Learners performance record</td>
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<tr>
<td>3</td>
<td>End of year Report forms record</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Class room academic progress</td>
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<tr>
<td>5</td>
<td>Teaching Timetable</td>
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<td>No.</td>
<td>TEACHERS PERFORMANCE</td>
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<td>1</td>
<td>Curriculum books</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Schemes of work</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lesson plans</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX (VIII) : OBSERVATION GUIDE

NAME OF TEACHER: ……………………………………………………………………………………

TITLE OF LESSON: ……………………………………………………………………………………

DATE: …………………………………………………………………………………………………

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<th>Rating (from 1, 2, 3, 4, 5)</th>
<th>Additional Comments</th>
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<td>Scheme of work.</td>
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<td>Lesson plan.</td>
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<td>Adequacy of content.</td>
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<td>Objectives.</td>
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<td>Linkage with the previous work</td>
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<th>CLASSROOM LEARNING ENVIRONMENT</th>
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<tr>
<td>Organization.</td>
<td></td>
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<tr>
<td>Display (Pupils/Teacher)</td>
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</table>

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<th>TEACHING /LEARNING PROCESS</th>
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<tbody>
<tr>
<td>Teaching methods</td>
<td></td>
<td></td>
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<tr>
<td>Children Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Knowledge of the content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of the learning Materials.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL OF PUPILS UNDERSTANDING</th>
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<tbody>
<tr>
<td>Pupils Participation</td>
<td></td>
<td></td>
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<tr>
<td>Pupils Response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessing Pupils interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT OF PUPILS BOOKS</strong></td>
<td></td>
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<td></td>
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<tr>
<td>Pupils books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Exercise, tests/ homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment records</td>
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<tr>
<td>Class registers</td>
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</table>

<table>
<thead>
<tr>
<th><strong>MEETINGS PUPILS’ NEEDS</strong></th>
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<tbody>
<tr>
<td>Catering for individual differences</td>
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<tr>
<td>Gender sensitivity</td>
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<tr>
<td>Variation of activities</td>
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<td>Teachers personality</td>
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</table>

<table>
<thead>
<tr>
<th><strong>TEACHER’S STRENGTHS AND WEAKNESSES</strong></th>
<th></th>
</tr>
</thead>
</table>

6. Assessment of learners’ acquisitions of the subject matter learnt

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

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

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

7. Follow-up assessment for professional development strength and weakness in the teaching and learning process.

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

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

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

8. Teacher-pupil involvement and interaction in the teaching and learning process

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

.................................................................
APPENDIX (IX): RESEARCH PERMIT

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref. No. NACOSTI/P/16/21512/10105

3rd May, 2016

Mugisa Charles Brother
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of interpersonal relationship on academic performance of learners with hearing impairments: A case of St. Bernadatte Turkana County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Turkana County for the period ending 29th April, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Turkana 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.

BONIFACE WANYAMA
FOR DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Turkana County.

The County Director of Education
Turkana County.
APPENDIX (X): TABLE FOR DETERMINING SAMPLE SIZE FOR FINITE POPULATION

To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population.

<table>
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Note: N is Population Size; S is Sample Size. Source: Krejcie & Morgan, 1970

Note: