

**ACADEMIC IMPLICATIONS OF DEFIANT BEHAVIOR DISORDER ON
PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENT IN
SELECTED SPECIAL SCHOOLS, KILIFI COUNTY, KENYA**

OMMANG'ALE LINUS ERNEST

E55/CE/23863/2013

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (SPECIAL NEEDS EDUCATION) IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY, KENYA**

NOVEMBER 2022

DECLARATION

I confirm that this research thesis is my original work and has not been presented in other university or institution for certification. Referenced works that have been properly acknowledged have been used to support this research thesis. The sources are specifically acknowledged through reference in compliance with the anti-plagiarism requirements when text, data, images, photos, or tables have been taken from other works, including the internet.

Signature.....

Date.....

OMMANG’ALE LINUS ERNEST

Department: Special Needs Education

This research thesis has been submitted with our approval as university supervisors.

Signature.....

Date.....

DR. GEORGE WAIRUNGU MATHENGE

Department of Early Childhood and Special Needs Education,

Kenyatta University

Signature.....

Date.....

DR. BEATRICE BUNYASI AWORI

Department of Early Childhood and Special Needs Education,

Kenyatta University

DEDICATION

My family who provided me with a peaceful, harmonious, and enabling environment as I endeavored to complete this study.

ACKNOWLEDGMENT

I wish to thank my supervisors; Dr. Mathenge and Dr. Bunyasi, who remained consistently committed to guiding the entire process of this study. Further, I thank the lecturers in the Early Childhood and Special Needs Education department and other departments for their valuable contribution to this work's enrichment.

I am greatly indebted to the individuals, mainly relatives, and friends, who assisted me in one way or the other.

Finally, more gratitude to my family for their support, as well as the schools under study for providing data for this study. God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGMENT.....	iv
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS.....	xiii
ABSTRACT.....	xiv
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	4
1.4 Purpose of the Study	5
1.5 Research Objectives.....	6
1.6 Research Questions	6
1.7 Significance of the Study.....	7
1.8 Limitations and Delimitation	7
1.8.1 Limitations.....	7
1.8.2 Delimitations	8
1.9 Assumptions.....	8
1.10 Theoretical and Conceptual Framework.....	8
1.10.1 Theoretical Framework	8

1.10.2 Conceptual Framework	9
1.11 Operational Definitions of Terms	11
CHAPTER TWO: LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Traits of Defiant Behaviour Disorders in Learners with Hearing Impairment.....	13
2.3 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Special Schools.....	16
2.3.1 Biological Factors.....	16
2.3.2 Psychological Factors.....	17
2.3.3 Social Factors	17
2.4 Defiant Behavior Disorder and Academic Performance	18
2.4.1 Defiant Behavior Disorder and Academic Performance of Learners with Hearing Impairment.....	18
2.4.2 Defiant Behavior Disorder and the Classroom Environment.....	20
2.4.3 Defiant Behavior Disorder and Educators.....	21
2.4.4 Defiant Behavior Disorder and Class Discipline	21
2.5 Strategies used by Teachers to Manage Defiant Behavior Disorder among Learners with Hearing Impairment	25
2.5.1 Self-Monitoring and Self-Evaluation as Defiant Behavior Management Strategy among Learners with Hearing Impairment.....	25
2.5.2 Self-Instruction and Goal Setting as Strategies for Defiant Behavior Management amongst Hearing Impaired Learners.....	26
2.5.3 Modification of the Classroom Environment.....	27

2.5.4 Increase Choice Making	29
2.5.5 Make Curricular Adaptations and Modification of Instruction Material	29
2.5.6 Provide Peer Support.....	30
2.5.7 Appreciate Positive Behaviors	31
2.5.8 Teach Replacement Skills	32
2.5.9 Increase Opportunities to Respond (OTR).....	32
2.5.10 Role of Guidance and Counseling in Defiant Behavior Management	
Strategy among Learners with Hearing Impairment.....	33
2.6 Summary.....	34
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	36
3.1 Introduction.....	36
3.2 Study Design.....	36
3.3 Variables	37
3.4 Study Locale	37
3.5 Target Population.....	37
3.6 Sampling Technique and sample size.....	38
3.6.1 Sampling Technique.....	38
3.6.2 Sample Size	39
3.7 Data Collection Techniques and Instruments	39
3.8 Piloting.....	40
3.8.1 Validity of Research Instrument.....	41
3.8.2 Reliability of Research Instruments	42
3.9 Data Collection Procedure	43

3.10 Data Analysis and Presentation	43
3.11 Ethical and Logistical Considerations	44
CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION	
AND DISCUSSION	45
4.1 Introduction.....	45
4.2 General and Demographic Information	46
4.2.1 Response Rate	46
4.2.2 Gender of the Teachers.....	47
4.2.3 Level of Education of Teachers.....	48
4.2.4 Teaching Experience	49
4.2.5 Distribution of Teachers by Professional Qualification	51
4.2.6 Demographic Profile of Learners with HI.....	53
4.2.7 Demographic Profile of the Head Teachers	54
4.3 Forms of Defiant Behaviours Displayed by Learners with Hearing Impairment	56
4.3.1 Defiance.....	60
4.3.2 Temper Outburst.....	61
4.3.3 Fighting	62
4.4 Prevalence of Defiant Behaviour among Learners with Hearing Impairment	63
4.5 Causes of Defiant Behaviour by Learners with Hearing Impairment as Reported by Teachers.....	66
4.6 Defiant Behaviour and Learning among Learners with Hearing Impairment	67
4.7 Measures Taken by Teachers in Managing Deviant Behaviour in Special Schools..	73

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	83
5.1 Introduction.....	83
5.2 Summary of Findings.....	83
5.2.1 Defiant Behavior traits in Learners with Hearing Impairment.....	83
5.2.2 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Special Schools	84
5.2.3 Defiant Behavior Disorder and Poor Performance among Learners with Hearing Impairment	85
5.2.4 Educational Intervention Strategies that Teachers Employ to Curb Defiant Behavior among Learners with Hearing Impairment	85
5.3 Conclusions.....	86
5.3.1 Defiant Behavior Traits in Learners with Hearing Impairment in Selected Special Schools in Kilifi County	86
5.3.2 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Selected Special Schools in Kilifi County	86
5.3.3 Defiant Behavior Disorder and Poor Performance among Learners with Hearing Impairment in Selected Special Schools in Kilifi County	87
5.3.4 Educational Intervention Strategies that Teachers Employ to Curb Defiant Behavior among Learners with Hearing Impairment in Selected Special Schools in Kilifi County	87
5.4 Recommendations of the Study	88
5.4.1 Policy and Practitioners Recommendations	88
5.4.2 Areas for Further Researcher	89

REFERENCES	90
Appendix A: Consent Form	96
Appendix B: Questionnaire for Teachers	97
Appendix C: Questionnaire for Learners With HI.....	101
Appendix D: Interview Questions for Principals/ Headteachers	103
Appendix E: Observation Checklist.....	104
Appendix F: Research Permit	105

LIST OF TABLES

Table 1.1: Enrolment records.....	5
Table 3.1: Target Population.....	38
Table 3.2: Sample Population.....	39
Table 4.1: Respondents Response Rate	46
Table 4.2: Distribution of Respondents in Class and Gender.....	54
Table 4.3: Head teachers' Demographic Profile.....	55
Table 4.4: Forms of Defiant Behaviours as Reported by Teachers in Special Schools....	57
Table 4.5: Forms and Extent of Aggression as Reported by Learners	58
Table 4.6: Common Behavioural Problems Noted Using an Observation Checklist.....	59
Table 4.7: Causes of Defiant Behaviours in School as Reported by Learners with HI....	64
Table 4.8: Causes of Defiant Behaviour by Learners with Hearing Impairment as Reported by Teachers	66
Table 4.9: Effect of Defiant Behaviour on students' learning as Reported by Teachers..	68
Table 4.10: Mean and Standard Deviation of Effect of Deviant Behaviour on learning as Reported by Teachers	69
Table 4.11: One-Way ANOVA on Level of Deviant behaviour and Learning Behaviour.....	72

LIST OF FIGURES

Figure 1.1: Conceptual Framework	10
Figure 4.1: Distribution of Teachers by Gender	47
Figure 4.2: Highest Level of Education of Teachers	48
Figure 4.3: Distribution of Teachers by Experience	50
Figure 4.4: Distribution of Teachers by Professional Qualification	52

ABBREVIATIONS AND ACRONYMS

ADHD	Attention Deficit Hyperactive Disorder
CD	Compulsive Disorder
DBD	Defiant Behavior Disorder
ECDE	Early Childhood Development Education
GoK	Government of Kenya
HI	Hearing Impairment
HOC	Hindering Other Learners
KICD	Kenya Institute for Curriculum Development
MOE	Ministry of Education
NGO	Non-Governmental Organization
ODD	Oppositional Defiant Disorder
PWD	Persons with Disabilities
TOOT	Talking Out Of Turn
TSC	Teachers Service Commission
UT	Untrained Teachers
OTR	Opportunity To Respond

ABSTRACT

This survey aimed to explore the implication of defiant behavior disorder on academic performance of learners with hearing impairment in Kilifi County, Kenya. The study was prompted by the increasing number of learners with hearing impairment in Kilifi county failing to perform academically. The study objectives were to find out common traits of learners with hearing impairment with defiant behavior disorders in Kilifi County, Kenya. Establish how defiant behavior disorder leads to poor academic performance among learners with hearing impairment in Kilifi County, Kenya. To determine the prevalence of defiant behavior disorders in learners with hearing impairment in special schools in Kilifi County, Kenya and lastly to investigate education intervention strategies that were employed to curb defiant behavior disorder while improving academic performance in learners with hearing impairment in Kilifi County, Kenya. Piloting was done at School A for the Hearing Impaired after which further improvements of the research instruments was done. The survey was guided by the Social Learning theory advanced by Albert Bandura (1977). The descriptive survey design was adopted since it depicted the condition of occasions in view of the response from the participants. The target population was four hundred and sixty one respondents while the sample size was one hundred and fifty four respondents. The research instruments utilized were interview, questionnaires and observation schedules. Mixed data analysis methods were employed whereby qualitative data was analyzed by use of themes guided by the survey objectives while quantitative data was analyzed by use of simple descriptive statistics like measures of central tendency, frequency distribution tables, mean, mode, median and measures of dispersion i.e. variance and standard deviation. The study established that the defiant behaviours observed in learners with hearing impairment were mostly psychological including low self-esteem, low confidence and/or depression. Verbal defiant behaviours noted in learners included threatening others, labelling, cheating, gossiping and excluding others from games. These findings also suggest that exposure to family-related conflicts; drug and alcohol abusing parents or caregivers, poverty and trauma were the major factors causing defiant behaviours among learners with HI. The survey concluded that high scores of defiant behavior among learners with HI led to poor performance in class. School administrations need to boost greater parental involvement in the school by including them in the formulation of policies and a behavior management plan to deal with the issue of defiant behaviors especially those that are physical in nature. The Ministry of Education's quality assurance and standard division should make an effort to plan appropriate in-service programs for all teachers and head teachers in the special schools so that they can become informed and sensitive to communication strategies, sign language, and even instructional materials. This will help students do better in school. The study may be of benefit to the Ministry Of Education, Kenya Institute of Curriculum Development, and Teachers Service Commission who are major players in the field of education. Parents' guardians and sponsors of learners with hearing impairment with defiant behavior disorder will also be able to understand their learners better.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The study's background, the problem statement, the study's purpose and objective, the research questions and hypotheses, the study's significance, the study's limitations and assumptions, the theoretical and conceptual framework, and the operational definition of terms are all covered in this chapter.

1.2 Background to the Study

Defiant behavior disorder among learners with hearing impairment is the leading cause of teacher burn out in special needs schools and units worldwide. Studies done in schools in North America, South America, Europe, Asia and Africa show that this burn out is manifested by a number of symptoms such as depression, stress, exhaustion, absenteeism, low morale, apathy, boredom and outbursts of anger (Miller, 2006). If how teachers of learners with hearing impairment act and react to students' behavior is not working, they lose effective control of their classrooms. Their ability to handle behavior will largely determine whether or not situations escalate (Halifax: Nova Scotia Department of Education, 2008). In developed nations like United States of America, Britain, Germany and France support for teachers is given in that they are provided with opportunities to learn the skills of negotiation, consultation, conflict and classroom management that will help increase their confidence as they handle learners with defiant behavior disorder in schools for the learners with hearing impairment.

In South Africa issues to do with discipline and classroom management are greatly of concern to most teachers, especially teachers in special schools for the learners with hearing impairment (Ratcliff *et al.*, 2010). This is because these issues need to be handled carefully at early levels when the learners are joining schools to help them build a good foundation. Keeping control of class remains a concern and a great challenge for special needs education teachers. Schools and educational committees are anxious to discover ways to help with the difficulty many learners have in adjusting to the school learning condition and to receive amicable association with peers (Ratcliff *et al.*, 2010).

Teachers and general public in Tanzania view defiant student behavior as a major concern in special needs schools for learners with hearing impairment today (Henricsson & Rydel, 2004). The problem is evident in nursery school where teachers are searching for ways to make learners with hearing impairment less defiant and more outgoing, confident and sensitive to others feelings. At school conflict is predictable. Some learners break rules, disrupt learning and do not demonstrate self-discipline. However, the occurrence and seriousness of defiant and disruptive behavior in our classrooms, the time and dynamism required by teachers to deal with discipline, is a dispute that requires attention. Even more worrisome is the small segment of learners with hearing impairment who exhibit violent behavior (Henricsson & Rydel, 2004)

Kenya has a replica situation that can be compared to most countries in the world today. In special primary and secondary schools for learners with hearing impairment, teachers use a lot of time to address class mischief as opposed to actual teaching (Stanfield, 2005). The environment of primary school for learners with hearing impairment with DBD has

been changing throughout the years. Educators are investing extra time on discipline than on instructions in classroom due to an expansion in off task and poor behaviors (Rosenberg & Jackman, 2003). It has been expressed that the most troublesome issue confronting primary schools for learners with hearing impairment is "troubled" conduct (White *et al.*, 2001). There is an upsurge of learners in classrooms with conduct issues and learners looking for services for disorder, for example, enthusiastic and defiant behavioral disorders (Miller, 2006). There is increase in desire for understanding defiant behavior among Learners with hearing impairment in primary school (Bru, 2009; McCarthy *et al.*, 2009) and how educators react to Learners with hearing impairment that meddle with the classroom condition. Defiant behavior among learners with hearing impairment in the classroom impairs learning the condition (Bru, 2009), and builds instructor burnout rate (McCarthy *et al.*, 2009).

In Kilifi county socio-economic factors seem to increase occurrences of defiant behavior disorder in classrooms for the hearing impaired and teachers have an uphill task to make sure that they are able to contain such behaviors within the class while making sure that curriculum needs of all learners are being met (Stanfield, 2005). Externalizing emotions is currently one of the most difficult difficulties for teachers of hearing-impaired learners. This sort of behavior includes destructive and defiant behavior, disobedience, temper tantrums, and impulsive and hyperactive behavior, to name a few examples (Henricsson & Rydell, 2004).

To end defiant behavior, one must find its cause and help learners with hearing impairment learn positive behavior. In the past disciplinary measures such as yelling,

corporal punishment and humiliation were used. These have however been replaced by antecedent behavior management programs, such as time outs, detention and other less physical remedies. These new measures have helped reduce cases of defiant behavior in schools and make classrooms more manageable hence reducing cases of teacher burn out and fatigue and also improve academic performance. Learners also learn from others vicariously so as to avoid defiant behavior and keep up good behavior. Special schools for learners with hearing impairment have the mandate to see to it that the school environment is safe and also understand and support learners through school based intervention programs.

1.3 Statement of the Problem

Teachers and school staff in special schools are growing more concerned about defiant conduct among students with HI. Discipline and redirection take up more time, which may have an effect on the other children in the classroom. Data from the Kilifi County education office show that the number of learners with hearing impairment dropping out of school due to defiant behavior in particular, externalizing behaviors is on the rise. Multi-disciplinary committee reports in student files from various schools with learners who dropped out show that defiant behavior and factors related to defiant behavior are the most noted causal factors for learners with hearing impairment performing poorly. There are however other factors such as teacher attitudes, poor methods of teaching and incompetency of the teacher in sign language.

Table 1.1: Enrolment records

YEAR	ENROLMENT	DROP OUT
2012	332	62
2013	348	78
2014	312	80
TOTAL	992	220

Kilifi County Education 2015

According to the records at the education county office in 2012, sixty two learners with hearing impairment dropped out, in 2013 seventy eight learners with hearing impairment dropped out and in 2014 eighty learners with hearing impairment dropped out, this figures are high compared to the learners with visual impairment and learners with physical handicap combined. This study seeks to explore the teachers' description of defiant behavior, insight to the causes of defiant behavior disorder among learners with hearing impairment and interventions available for them.

1.4 Purpose of the Study

The aim of the survey was to explore the implications of defiant behavior disorder on academic performance of learners with hearing impairment in special schools in Kilifi County, Kenya.

1.5 Research Objectives

The current survey objectives were:

- i. To find out common defiant behavior traits in learners with hearing impairment in Kilifi County, Kenya.
- ii. To determine the prevalence of defiant behavior disorder in learners with hearing impairment in special schools in Kilifi County, Kenya.
- iii. To establish how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya.
- iv. To find out educational intervention strategies that teachers employ to curb defiant behavior among learners with hearing impairment in Kilifi County, Kenya.

1.6 Research Questions

This survey questions were:

- i. What are the common behavior traits of learners with hearing impairment with defiant behavior disorder?
- ii. What is the prevalence of defiant behavior disorder in learners with hearing impairment in special schools?
- iii. How does defiant behavior disorder affect the academic performance of learners with hearing impairment?
- iv. Which educational intervention strategies do teachers use to manage defiant behavior disorders among learners with hearing impairment?

1.7 Significance of the Study

In the Kenyan situation most teachers have little or no information about behavioral disorders and thus they dismiss hearing impaired learners with behavior disorders to be unruly and indisciplined, this is more pronounced on learners with defiant behavior disorder. The findings of this study therefore may help stakeholders and educational planners to work together in developing a more relevant curriculum that meets the needs of hearing impaired learners with defiant behavior disorders and assist stakeholders and policy makers in the organization of in-service training, workshops, and seminars for teachers on defiant behavior disorders among learners with hearing impairment. This research may also open up a new area for further academic and social research into defiant behavior disorders as an area of interest in education in Kenya. Education Institutions such as universities may also benefit from this work as learners may be able to study it. Lastly, it may enable school teachers and parents to develop a working relation towards meeting the needs of learners with hearing impairment with defiant behavior disorder.

1.8 Limitations and Delimitation

1.8.1 Limitations

The researcher made time for the research; the distance covered during the research was a factor to consider. The researcher also had to use his own limited resources to carry out the research.

There was limited access to data, for example the researcher would have wanted to interview parents, guardians or caregivers who were unavailable.

1.8.2 Delimitations

The survey was limited to few chosen special schools for hearing impaired learners in Kilifi County while leaving others that offered valuable information. A cross section of learners from the entire county and their teachers from the chosen schools took part in the study.

1.9 Assumptions

The survey assumed that:

- i. All students were taught by qualified teachers in their specific area of specialization.
- ii. That respondents will give truthful and honest answers

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

The survey was guided by Albert Bandura's Social Learning Theory (SLT), which was created in 1977. According to the notion, learning is a social cognitive process that can be continually aided by perception or direct instruction, even in the absence of motor reproduction or explicit encouragement and support. Vicarious reinforcement refers to the mechanism by which learning happens in addition to behavior through observation of rewards and sanctions.

In an attempt to find out why learners with hearing impairment in special schools in Kilifi County fail to achieve academically as a result of defiant behavior, aspects of this theory were used to delve further into key factors to learning such as attention, retention,

reproduction of behavior and motivation. Other factors such modeling which are important to learning and reciprocal determinism were used to explain class management and behavior modification which play a big role in determining whether a learner is successful in academics or not.

1.10.2 Conceptual Framework

A learner with hearing impairment with defiant behavior disorder displays behavior that includes but are not limited to challenging school rules, refusing to do assignments, arguing or fighting with teachers and fellow students, cheating in examinations, sometimes they are spiteful, vindictive and angry in class, and resentful in school (Markward & Bride. 2001). Defiant behaviors, are manipulative factors that lead to lack of academic performance. Intervening factors such as KICD curriculum, the learners environment both at home and school, the culture of the learner and also the location of the school are intervening factors that lead to poor academic performance. These behaviors which represent the independent variables bring the learner into conflict with the teachers who strive to enforce the school rules, punish or reinforce behavior, offer guidance and counseling and also deliver curriculum and co-curricular content to learners with hearing impairment in schools. A learner with hearing impairment who enters into conflict with the teacher and curriculum due to defiant behavior disorder finds it difficult to continue learning. Such a learner performs poorly, periodically skips school and eventually drops out of school thus not achieving academically. The learner failing to perform academically forms the dependent variable.

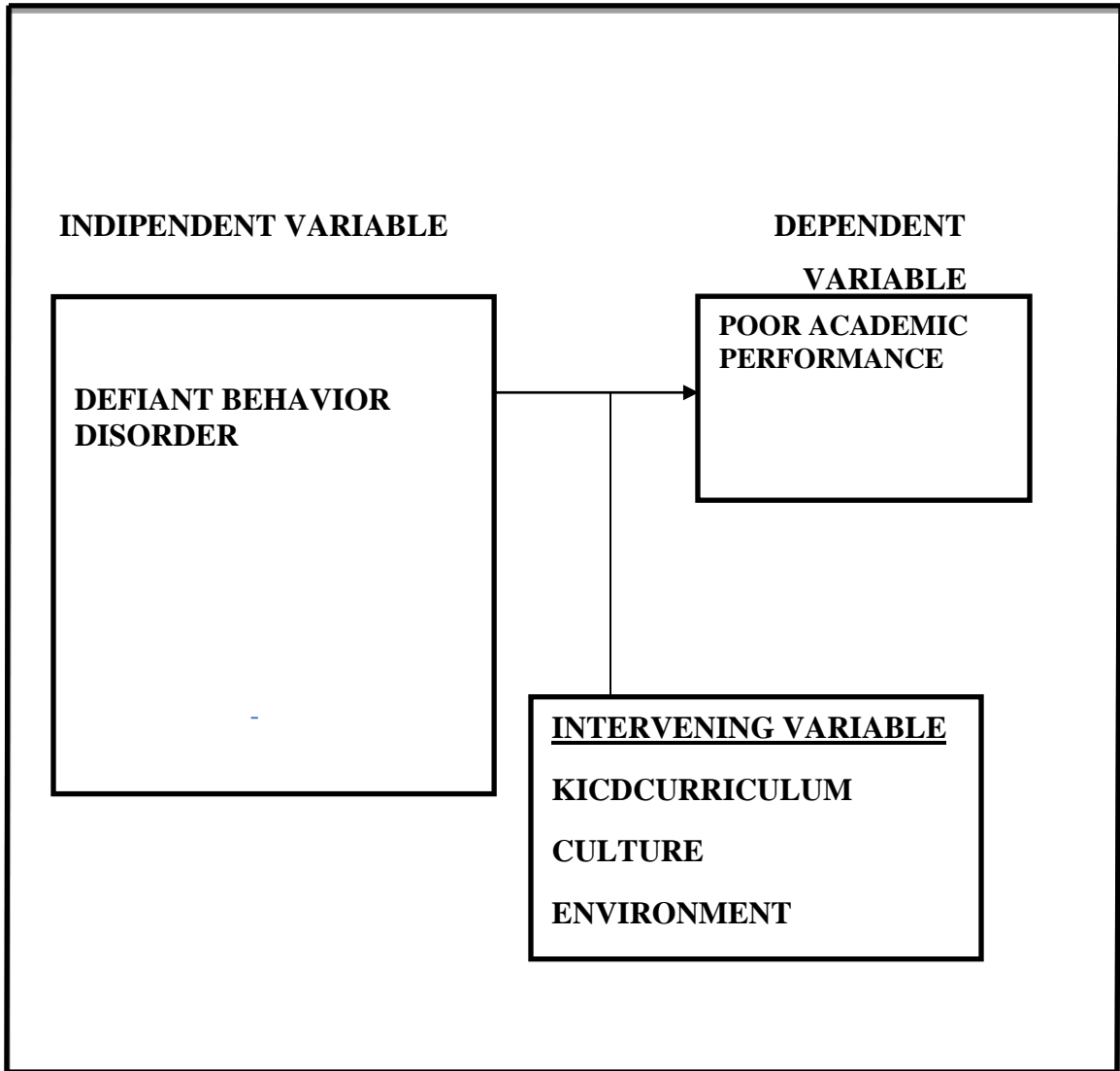


Figure 1.1: Conceptual Framework

Source: Researcher's own conceptualization of research problem, 2016

1.11 Operational Definitions of Terms

Academics Performance: This refers to the educational evaluation outcome of the learner with defiant behavior disorder with hearing impairment; it could be long term or short term.

Cognitive : Concerned with what the learner with Hearing Impairment is reading and understanding.

Counseling : Assistance to learners with Hearing Impairment to solve personal problems.

Curriculum : Subjects learned in class by learners with hearing impairment.

Defiant behavior disorder: A display of hostile and disobedient behavior directed to adults and teachers of the learner with hearing impairment.

Depression : Learner with hearing impairment having a low mood and feeling dejected.

Emotions : How a learner with hearing impairment feels about a certain topic or event.

Environment : The surrounding of a learner with Hearing Impairment at home and school.

Externalizing behavior : Problematic behavior by the learner with Hearing Impairment directed towards the environment.

Guidance : Guidelines and advice given to a learner with H. I aimed at resolving defiant behavior.

Hearing Impairment : This is partial or total inability to hear.

Intervention Strategies : Teacher working with hearing impaired learner to learn new skill or modify defiant behavior.

Misbehavior : Behaving contrary to laid down rules and regulations by the learner with HI.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part outlines literature as derived from survey objectives. The study objectives were

- i. To find out common defiant behavior traits in learners with hearing impairment in Kilifi County, Kenya.
- ii. To determine the prevalence of defiant behavior disorder in learners with hearing impairment in special schools in Kilifi County, Kenya.
- iii. To establish how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya.
- iv. To find out educational intervention strategies that teachers employ to curb defiant behavior among learners with hearing impairment in Kilifi County, Kenya.

The chapter concludes with a summary that shows important issues to take note and the actual gap that the research seeks to address.

2.2 Traits of Defiant Behaviour Disorders in Learners with Hearing Impairment

Defiant behavior disorders typically appear while a learner with hearing loss is in primary school, however the disorder can be observed in children as young as three years old. A learner with hearing impairment who has defiant behavior disorder may engage in the following practices: The learner is often offended, angered, or irritated, has frequent temper tantrums, and occasionally clashes with adults, particularly the most well-known adults in their lives, such as guardians, educators, and family. The learner will not respect

rules, appears to purposefully pester or disturb others, lacks confidence, has a low dissatisfaction limit, and attempts to blame others for any mishaps and transgressions (Bride & Markward, 2001).

In Kano state, Nigeria, Rabiou and Mastura (2017) did a survey on the opinions of parents on the interpersonal behavior problems of their deaf students. Eight parents of children who had severe hearing impairments participated in a detailed interview as part of the evaluation, which was a subjective single contextual analysis. Three key themes emerged from a thematic analysis of the data: aggression, peer judgment, and seeking social support. According to the investigation, the majority of hearing-impaired students are disobedient, disrespectful, irrational, violent, and destroy property. While their parents turn to spirituality and work with others to cope with their difficult circumstances, it was emphasized that the hearing-impaired parents themselves recognized that they needed additional support to better understand their students.

Majid and Saif (2011) led a research on the social interactions of hearing-impaired students in the classroom. The survey utilized a checklist of 40 items to track the students' behavior. The outcomes showed that hearing-impaired students behave inconsistently in the classroom. The study came to the conclusion that students with hearing loss exhibit positive behavior, such as concentrating on the teacher, remaining calm and abiding by the rules, helping others, respecting seniors, appreciating others' organization, and avoiding conflict. While a few youngsters with hearing impairment do not observe discipline rules, they are constantly loud; they do not talk about their

sentiments with educators, do not take an interest in rivalry and do not impart their having a place with others.

Many parents who have hearing impaired learners with defiant behavior disorder revealed that their learners were rigid and demanding from an early age. These behavior characteristics according to White, Algozzine, Audetre, Marr and Ellis, (2001), can be categorized in the following chronological order: Between the ages of 3 and 6 years, the child exhibits low patience, anger, and increasing difficulty with peer interactions, and gradually becomes more openly defiant towards adults in nursery.

When a learner enters lower primary, which is between the ages of 6 and 11, their habits may persist at home, at school, and in the community. Academic issues first appear as impulsivity, restlessness of the muscles, and a range of defiant and defiant behavioral issues. Students with hearing impairment exhibit academic difficulties, poor peer relationships, a loss of interest in learning, stealing, an increase in chronic lying, shoplifting, running away from home, alcohol/drug abuse, truancy, sexual experiences, and depression and low self-esteem in upper primary school, where students are aged 11 to 13.

The adolescent period (13–18 years) is characterized by truancy by students with hearing impairment, which results in a lack of academic achievement due to the child's dropping out or being expelled from school, upsurge engagement with and loyalty to peer groups that engage in criminal activity, and increased social isolation from other students and family members. Additionally, the learner may begin or continue to steal and shoplift,

flee their house, engage in drug and/or alcohol misuse, and engage in sexual promiscuity. The academic success of learners who have hearing impairments will be compromised by issues with poor self-esteem, low self-confidence, and/or despair.

2.3 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Special Schools

There is no obvious reason for defiant behavior disorder. Notwithstanding, most specialists accept that an amalgamation of psychological, biological and social risk elements play a role in the disorder development. It is broadly accepted that a combination of components cooperates towards making an individual build up the side effects of defiant behavior disorder.

2.3.1 Biological Factors

According to Rosenberg and Jackman (2003), learners with hearing impairment and adolescents are increasingly helpless in developing behavior disorders. For instance a parent with a background marked by consideration shortfall/hyperactivity issue (Attention Deficit Hyperactive Disorder, Opposition Defiance Disorder, or Conduct Disorder), a parent with mental health issues (for example, depression or bipolar disorder), a parent who struggles with drinking or drug abuse a problem with the area of the brain responsible for thought, judgment, and motor control, The lopsidedness of the cerebrum, a mother who smoked while she was pregnant, exposure to chemicals, and inadequate nutrition will cause a learner to acquire a problem of defiant conduct.

2.3.2 Psychological Factors

These factors however are not restricted to; a poor association with at least one parent, a careless or absent parent, a trouble or failure to frame social connections or procedure meaningful gestures (Ratcliff, Jones, Costner, Savage-Davis& Hunt, 2010).) Family members do not set up good role models for them to follow because most of them have very low social status, they do not know how to guide the learners. The labeling effect on the learners ever since they were young, they react to that label applied to them and they act more and more like the label and eventually accept all labels. The learners cannot settle on any choice and have no clue about what the person in question is doing. They regularly contend with educators to help their certainty and stand out, in actuality they do not have a lot of accomplishment in school and feel inferior when contrasted with different learners. They are considered lazy, which is a big hindrance to overall development of the learner.

2.3.3 Social Factors

Social factors such as the ones mentioned below can contribute to defiant behavior disorder. These include; poverty, confused condition, misuse, disregard, absence of supervision, uninvolved guardians, conflicting control and family shakiness, (for example, divorce or continuous moves) (Ratcliff *et al.*, 2010). The family background plays a very vital role in the upbringing of the learner with hearing impairment, the learner can be the spoilt child of the family and heavily relies on others, the learners do not have any social or moral values thus they cannot respect people around them. Peer group influence is huge and the learner does not know how to choose friends, they lack goals and expectations for the future and have very weak or below average foundation,

such social factors negatively affect a learner and they become vulnerable as it leads to poor school attendance and eventually poor academic performance.

2.4 Defiant Behavior Disorder and Academic Performance

Several benchmarks, including normative academic standing, classroom academic standing, and academic excellence, can be used to assess academic performance (Semmel & Frick, 2010). Normative academic standing entails rating students and placing them in comparison to state and national norms determined by their performance on standardized tests. Status in the classroom is determined by how well a student is doing in comparison to his or her classmates. Inquiring about teachers' opinions of students' academic accomplishment and capacity to understand expected academic material is one technique to assess the status of a classroom. According to Semmel and Frick (2010), academic progress is the change in academic achievement seen from one year to the next. It can be identified by examining gains on examination achievements and teachers' perceptions of the learner's development. Pupils who have a rebellious behavior disorder frequently defy the rules of the classroom, refuse to complete homework, and argue or quarrel with other learners. This behavior may seriously hinder both social and academic functioning. A distressing classroom environment can result from constant testing of boundaries and conflict.

2.4.1 Defiant Behavior Disorder and Academic Performance of Learners with Hearing Impairment

Ideal hearing impaired students should have certain study skills like control and collaboration and the ability to follow directions, communicate, master social situations,

regulate anger, and respect physical boundaries (Lane *et al.*, 2004). Stacks (2005) noted that conduct problems for hearing-impaired students in lower primary school can generally be divided into two groups: externalizing and internalizing.

The externalizing practices are defiant actions that refuse to comply with the wishes of the educators and actions that instructors deem to be testing. This behavior can be described as destructive and defiant behavior, disobedience and temper tantrums, impulsive and hyperactive activity (Henricsson & Rydell, 2004). These students with hearing loss have more bad connections with instructors and other classmates, including negative relationships while receiving greater attention from the teacher (Henricsson & Rydell, 2004).

Because they disrupt class time and put the linkage between instructors and learners under more strain, externalizing behavior receives more attention in HI exceptional schools than other practices. Additionally, some internalizing behaviors can be detrimental. Internalizing behaviors are described as causing "unhappiness, anxiety, physical symptoms, and loneliness" by Henricsson and Rydell (2004). Another definition provided by Stacks (2005) includes the phrase "Are reflective of interior feelings like depression, anxiety, and withdrawal." In a study hall situation, it is observed that concealing behaviors are significant but externalizing behaviors are becoming more problematic, as suggested by educators (Stacks, 2005).

In an examination on the academic accomplishment of learners with HI, Allen (2009) indicates that they trail behind their hearing counterparts at indistinguishable age and

grades with respects to what is anticipated from them. To add on the above Traxler (2010) affirms that about half of a national sample of learners with HI at secondary school delivered results that were beneath fundamental capability level in understanding appreciation and tackling mathematical problems.

2.4.2 Defiant Behavior Disorder and the Classroom Environment

Bru (2009) looked into the academic performance of rebellious students. Students and the instructor provided information on academic results during the exam. Kids who were having problems were asked questions about talking to other students without permission, upsetting other people, interrupting others or speaking out of turn, and upsetting the teacher. Bru (2009) further didn't discover noteworthy lower academic results for study halls with rebellious students with HI; and yet learners' reports were utilized which could have detailing inclination that could have changed the outcomes. Regardless of the importance of the academic achievements, students with hearing impairments reported being unable to concentrate and that "noisy" classrooms were a source of concern for instructors and students, with or without oppositional learners.

The classroom environment is important for learners with hearing impairment to learn but also for the teachers because of burn out rates. McCarthy et al. (2009), states that, "teaching is a demanding profession" and instructor burnout rate has been a worry in the education world thus a suitable environment is needed for both the teacher and learner to perform as expected of them.

2.4.3 Defiant Behavior Disorder and Educators

No matter how many extended stretches of teaching they have had, teachers can experience burnout stress. Burnout rates can be attributed to the school, the ability of the teacher to adjust, and the stress of study halls. The number of students with special needs, the presence of adult aides, and other activities outside of the study hall can all contribute to teacher burnout. Specialists looked into how well a teacher was doing in the classroom and discovered that pressure from having kids who were testing for hearing impairment was there (McCarthy et al., 2009).

If educators perceive themselves to have more children with atypical needs, which leads to inconsistent classrooms, their professional achievement and anxiety emotions may deteriorate (McCarthy et al., 2009). Teachers indicate that students with hearing impairment who do not have any disabilities, students with hearing impairment who have specific learning disabilities, and students with hearing impairment who have ADHD are the most stubborn or difficult to educate in class. Instructors have been found to most likely reinforce positive behavior first, followed by changing the classroom, and then changing the educational program in response to learners with hearing impairment acting in ways that included ‘defiance and noncompliance, disruption, and socially inappropriate behavior’ (Westling, 2009).

2.4.4 Defiant Behavior Disorder and Class Discipline

Regardless of whether kids with hearing impairment have known handicaps, regulating conduct is unpleasant. Clunies-Ross et al. (2008) compared teacher perceptions of their classrooms to questions regarding those classrooms. The employment of proactive or

receptive strategies to monitor student conduct was of interest to the researchers. A proactive approach is one in which the teacher sets ground rules for the classroom and rewards hearing-impaired pupils who behave well or obey the rules. In essence, it is 'bad behavior prevention' and laying the groundwork for a more positive approach to dealing with challenging and disobedient conduct.

Reactive strategies are usually characterized by chasing the cause of the problem, such as producing consequences. The instructor explained that the most common test methods are Talking out of turn (TOOT) and Hindering Other Learners (HOC). TOOT includes going out of line, speaking, sometimes marking when another student speaks, marking extra, speaking when the teacher speaks, sometimes marking and signing. Hindering Other Learners (HOC) was when learners with hearing impairment were upsetting or diverting different hearing impaired learners and thus investing less energy in their school work. HOC and TOOT expanded educator stress, individual pressure, and investing more energy in discipline (Clunies-Ross, et al, 2008).

The discoveries demonstrate that the educators who all the more regularly utilized reactive strategies had more pressure which was identified with remaining task at hand, trouble making, and restricted assets in the classroom. Reactive techniques were found with hearing-impaired students who were not on task, which was also demonstrated in the instructor reports, which state that they must deal with students' behavior at least five times per day. Similarly, Martin et al. (1999) highlight that when instructors work to improve students' behavior, this can increase pressure. The examination was led to perceive how an instructor's trust in the classroom identified with responding to a

learner's misbehavior. It was discovered that educator trust in overseeing students with hearing disability's conduct was connected to how the instructors reacted to bad conduct in the study hall. The results showed that educators were more inclined to notify other school staff about a student's behavior if they were concerned about the behavior of the student. The recommendation to other school staff was unclear to the designers as to whether it was a helpful or harmful action. Additionally, it was discovered that teachers employed non-physical methods of punishment more frequently, such as "verbal reprimands and detaining the child," to manage student behavior (Martin *et al.*, 1999).

Ratcliff *et al.* (2010) underlined interactions among instructors and understudies sway social as well as scholarly development. The creators watched second and fourth grade instructors to inspect educator students with hearing impedance interactions. In the example, the head of the school gave the other half of the instructors a "needs improvement" rating and the other half a "strong" rating. The four instructor exchanges that made up the study's sample were as follows:

- i. Teacher regularizing control, when the educator asked students with hearing impairment to change their conduct;
- ii. Teacher profitable control, when the instructor controlled a prize framework to control Learners with hearing impairment 'conduct;
- iii. Teacher pressure, when the instructor utilized physical power, removed property or opportunity, or took steps to do either.
- iv. Teacher retreatism, when the educator neglected to respond when students with HI showed misconduct.

The outcomes show that educators who were appraised as necessities improvement were multiple times bound to utilize standardizing control systems than instructors who were evaluated as strong. It was seen that instructor dissatisfaction with disobedient conduct among students with HI prompts asking students to carry on. Misbehavior in the classroom includes talking or marking while not supposed to, wandering the room, and arguing or contesting with the teacher, among other things. Solid educators, on the other hand, used more prize structures as a management strategy. Recognition for following bearings became increasingly common in the strong rooms. When compared to students in courses that were rated as strong, learners with hearing impairment in classrooms that needed improvement put in less effort. Study hall instructions given by the developers as a reduction in the amount of learning in the classroom were given less attention by the instructors in the study halls identified as needing improvement than on supervising resistance activities.

In contrast, “highly rated classrooms spent more time focusing deaf learners on tasks by asking questions and providing feedback. This is further evidence that increasing behavioral management problems tend to reduce teaching and learning opportunities” (Ratcliff et al., 2010).

According to Ratcliff et al. (2010), the cycle of rebellious conduct includes: hearing impaired students acting out, teachers attempting to rein them in, students persisting in acting out, teachers backing off in exasperation, and an increase in the misbehavior of hearing impaired students. According to the research, "strong" instructors were "alert and

addressing off-task behavior, evading retreating, offering suitable praise and rewards, and being cognizant of pacing and keeping learners interested" (Ratcliff et al., 2010).

2.5 Strategies used by Teachers to Manage Defiant Behavior Disorder among Learners with Hearing Impairment

Over the years teachers have tested a number of strategies to manage defiant behaviour among learners while using the successful ones, changes and more research are being done to improve behaviour management among hearing impaired learners with defiant behaviour disorder. The following are some of the strategies used.

2.5.1 Self-Monitoring and Self-Evaluation as Defiant Behavior Management Strategy among Learners with Hearing Impairment

Observing and documenting are both steps in the two-stage process of self-checking. The hearing-impaired pupil must assess whether the objective conduct occurred or not. The learner then self-records a portion of the objective behavior at that point (Mace, Belfiore, & Huchinson, 2001). The person can either keep track of how many times they engage in an objective behavior that is either expanded (such as time on task) or decreased (such as getting up from their seat). At that time, the student with hearing loss and the special needs teacher jointly decide on an appropriate number of activities and the basis for obtaining the chosen number. The simple act of recording can raise awareness to the point of changing behavior. In other cases, reinforcement plays an important role in reducing or increasing the incidence of behavior.

Self- evaluation moves past the recording of a conduct to the assessment of performance. Self- evaluation includes a student with hearing impairment contrasting their presentation relative with a set paradigm for instance, finishing 10 word issues with in any event 90% precision. The criteria can be set up by the extraordinary needs training instructor, the hearing impaired student with resistant conduct, or in a shared style. At that point, the student gets some type of fortification, for example, a little break or a positive conduct bolster ticket on the off chance that the person in question meets the criteria. Self- evaluation is like self-checking in that the two procedures require students with hearing impairment with disobedient conduct to self-survey conduct and record their exhibition inside determined interims. Additionally, it ought to be noticed that there are various kinds of self- evaluation: instructor interceded and peer intervened, with both being very effective (DuPaul *et al.*, 1997).

2.5.2 Self-Instruction and Goal Setting as Strategies for Defiant Behavior Management amongst Hearing Impaired Learners

Self-education is nothing more than the use of conversation to support performance. For example, “This is a large assignment, but I can finish this job by breaking this work into smaller portions”; Students with hearing impairment in particular use self-articulations to organize their actions (Graham *et al.*, 1992) For instance, Miller et al. (1989) utilized a combination of self-guidance and self-observing to improve two teenagers with social issues' academic performance and reduce disruptive behavior in the classroom.

Goal Setting Goal setting includes students with hearing impairment setting a social objective, for instance composing an article to give data on how the student is advancing

toward the objective, and inspire the student to finish the objective (Schunk, 2001). Smith et al. (1992) utilized objective setting related to self-assessment to help eight learners with either conduct issue or learning incapacities. Consequences of a various benchmark over settings configuration uncovered abatements in off assignment conduct and increments in the amount and nature of scholastic work created in the custom curriculum setting. In this way, there is a scope of procedures accessible for use in molding students' presentation. Prior to utilizing self-observing, self-assessment, self-guidance, or objective setting, it is critical to decide if a system is fitting for a given student with hearing impairment or not, this is finished relying upon the student's capacities and abilities.

2.5.3 Modification of the Classroom Environment

Teachers of special needs education in schools for the deaf can change or remove environmental factors in their classrooms that lead to defiant behaviors in a variety of ways. The instructor can meet the specific ecological needs of each pupil. Information gathering may reveal a connection between a child's conduct and environmental stimuli. For instance, it is best to keep noisy, crowded settings away from learners with HI or attention-deficit/hyperactivity disorder (ADHD). For learners with HI who are effectively diverted, think about the utilization of an examination carrel or a calm learning focus, plainly characterized work zones that students can “cycle through” in an anticipated grouping. Every student's environment is distinguished by clearly defined work areas, learning focuses, study carrels, or rug squares when students sit on the floor. Students who have hearing issues should sit at the front of the class. Additionally, think about providing swivel chairs and lighting throughout the classroom for students that lip read so

they may more easily follow dialogue. Distracting sounds may be muffled by portable bulletin boards and other technologies.

A well-designed and frequently followed classroom timetable may be the single most important element in preventing rebellious behaviors (Strain & Hemmeter, 1997). Lessening fears and oppositional behaviors for their students will be achieved by special education teachers in schools for hearing impaired students who can establish or change their routines to promote predictability. Schedules can help with this; set a regular daily schedule and make sure the students are aware of it. The timetable of an elementary school teacher may be conspicuously shown in the classroom. It's crucial to remind students to check their schedule frequently throughout the day and to give them a preview of what's coming up. Special needs education instructors may need to build up independent individualized schedules for students whose capacities to focus are constrained or who cannot sit for longer blocks of time.

Planned or unplanned changes in day by day plans happen in each school, preparing learners about how these progressions will influence their day diminishes uneasiness. Alerting students before advances starting with one movement then onto the next can improve the probability of proper conduct. These notices provide pupils the option to finish their work before taking care of it. Teachers can choose from a range of signals; different pupils may need different types of signals, such as those that are aural, material-related, or visual. Proper behavior is also advanced by limiting waiting times or giving early finishers alternative exercises. Students are less likely to act defiantly when they are shut in with others or their classroom's resources.

2.5.4 Increase Choice Making

Many people with disabilities particularly learners who exhibit oppositional behaviors, weak linguistic skills, or both are denied the chance to participate in key everyday decisions. They frequently receive instructions on what assignments to perform, potential connections to make, and rewards to expect. Decision-making must be carefully taught and examined in ways that aren't distinguishable from other abilities because these hearing-impaired students have difficulty communicating their decisions (Brown & Snell, 1993).

By enabling students with hearing impairment to settle on decisions, exceptional needs instructors can help diminish student sentiments of feebleness Together, teachers, parents, and hearing-impaired students can make a list of decisions, but the student ultimately has the final say, if at all possible. When making decisions for a student with problematic behavior, educators should give them careful thought (Carr, Levin, McConnachie, Carlson, Kemp & Smith, (1994).

2.5.5 Make Curricular Adaptations and Modification of Instruction Material

Changes to the curriculum are made to improve a student's capacity to complete assignments and reduce the likelihood of defiant actions. Why take the extra time to make these changes? According to Ferro et al. (1996), there is a considerable link between students' positive and bad behavior and the tasks they complete in class. Exercises and projects that (i) students expected to utilize at home or in the community, (ii) reflected students' interests, and (iii) were age-appropriate were all linked to good behavior, but those that didn't mirror these features were linked to defiant behaviors.

Additionally, experts discovered that changing an activity's difficulty level, duration, or tempo increased students with disabilities' levels of inspiration and decreased their levels of disruptive and off-task conduct (Dunlap & Plienis, 1991; Robbins & Dunlap, 1992).

2.5.6 Provide Peer Support

Despite the fact that peer support depends on a "personality fit" and may not be beneficial in every situation, it has shown to be so for students who behave badly during tests. Peer mentorship and the PALS approach are two different forms of peer support. The PALS method and peer mentoring are two distinct types of peer support. Peer mentoring, which is when one student receives academic or social help from another, has the incredibly favorable position of enabling students to periodically review and gauge if they have picked up useful knowledge and skills. For instance, academic tasks are less likely to be answered by hearing-impaired learners during the school day, according to study (Durrer & McLaughlin, 1995). Students' chances of responding are increased by peer mentors. Additionally, researchers have found that peers can relate to the displeasure of the learning content, use more age-appropriate language and models than instructors, and are generally more straightforward and stable than adults (Good & Brophy, 1990). Friendship mentoring can provide structured practice or survey, learning progress checks, and strengthened educator-coordinated supervision. A peer can use carbon paper to take notes for an ADHD "buddy" who has problems focusing and taking notes. The peer will then have access to a copy, which will make listening and writing easier.

Furthermore, educators have discovered that the PALS method is very effective for teaching social skills to younger kids. This method is based on organization; during

exercises, it pairs typically developing students with those who have disabilities, plans for adults to abstain from the activity or speak more slowly, limits the number and variety of materials available during exercises (to those that encourage collaboration), and structures the activity so that children move in the direction of a beneficial objective and understand their role in achieving the objective. Educators can use this methodology to organize several play areas with diverse materials/gadgets to set the event for various kid practices. Such assorted play regions have appeared to build the basic instincts and encounters youngsters get through play (Chandler, 1996).

2.5.7 Appreciate Positive Behaviors

Preferably, learners will do the "right" thing in the "right" route with the "right" attitude. All things considered, that is exactly how it is for many individuals. They should be supported with steady acclaim, knickknacks, or future guarantees. Their prize is simply the action or conduct. Be that as it may, numerous learners do not have the social learning or conduct abilities that will assist them with flourishing in the study hall or network. Basically, encouraging feedback shows a learner to act with a specific goal in mind by remunerating that learner for right conduct. The hypothesis is that in the event that a student gets a compensation for an activity, at that point that learner is bound to do that activity once more (Wolf *et al.*, 1970; Repp, Dietz, & Dietz, 1976). To energize constructive conduct, make sense of the careful conduct that would profit the learner and the individuals around the learner. Start with simpler abilities and separate increasingly complex errands into attainable advances. You may likewise consider showing self-checking aptitudes that will bolster increasingly solid conduct changes and diminishing the measure of grown-up supervision required.

2.5.8 Teach Replacement Skills

Numerous defiant behaviors happen in light of the fact that the student does not have a clue about a progressively proper approach to accomplish a significant result. Instructors can reduce the frequency of testing and enhance the ability level of their students by demonstrating suitable, optional reactions that fulfil a similar demand as the challenging activity. Encouragement of an elective reaction is dependent on understanding the purpose(s) of the challenging behavior; this is settled through the helpful evaluation. Typically, the suggested choice reactions are open in character (e.g., suitable techniques to gain consideration/help, demand a pause or change of activities, and so on) (Carr et al., 1994; Horner et al., 1996). Teaching replacement skills involves four main steps:

- 1) Identifying the motivation behind challenging behavior
- 2) Teaching proper elective reactions that fill a similar need as the challenging behavior
- 3) Consistently compensating positive practices and limiting the prizes for challenging behavior
- 4) Minimizing the physiological, natural, and curricular variables that trigger challenging behavior

2.5.9 Increase Opportunities to Respond (OTR)

Utilization of opportunities to respond (OTR) incorporates procedures for displaying materials, posing inquiries, and rectifying students' answers to improve the probability of a functioning and wanted reaction. It addresses the occasions the custom curriculum educator gives scholastic demands that expect students to effectively react; the student can react in verbal, composed and in signals. Giving Multiple Opportunities to Respond

Increases student commitment with guidance, takes into consideration high paces of positive, explicit criticism, Limits student time for participating in wrong conduct, is an effective utilization of instructional time, and gives a type of developmental appraisal (Heward, 1994).

The Value of Providing OTR is that learners get additional time to progressively learn. There is an expanded pace of reaction and the ensuing improved learning will in general increase the sum that can secure On-task conduct and address reaction increment while interruptions decline. OTR has appeared to improve perusing and math execution as it gives persistent criticism to the instructor on student learning and the viability of educating methodologies.

2.5.10 Role of Guidance and Counseling in Defiant Behavior Management Strategy among Learners with Hearing Impairment

Professionals in guidance and counseling are guided by core virtues of prudence, integrity, respectfulness and benevolence in making ethical decisions. Guidance and counseling motivates learners with hearing impairment to make the right decision since they judge it to be correct, not just in light of the fact that they feel committed or they dread the outcomes, it empowers the student to have vision and discernment which includes affectability, judgment and comprehension and prompts unequivocal activity. The student will realize how to react to circumstance and when to react, it develops empathy in students that include a worry for the welfare of others and comprehension to the anguish of others.

They can make a move to reduce others' pains. At the point when students with H.I carry on as they are normal they decrease the torment that would have been endured by their parents, school administration, educators, individual students and community everywhere because of their defiant behavior. Guidance and counseling develops self-awareness among learners with hearing impairment. The learners create limit with respect to self-perception; they know how their suspicions, feelings and inclinations are probably going to influence their communications with others. The guidance counselor can distinguish the students' gifts so as to direct them on the best profession decisions. Students with hearing impairment are made mindful of regular illnesses, infections and reasons for seeking wellbeing; this makes comprehension of the requirement for good wellbeing. It readies the student to deal with disasters. Disaster preparedness alludes to measures that can be set up to limit death toll and harm brought about by disaster. It encourages the students to comprehend and be furnished with information about rights, opportunity and duties in the public arena. It empowers students to experience smooth change from secondary level to tertiary degree of instruction. In this manner, guidance and counseling assumes a significant job in building up an entire individual. Guidance and counseling in school is planned for empowering students to understand their maximum capacity and limit dissatisfactions.

2.6 Summary

In light of the literature reviewed on implications of Defiant behavior disorders on academic performance of learners with HI, the causes of Defiant behavior disorder in learners with HI, Identification, intervention and management strategies employed to manage Defiant behavior disorders, a number of gaps have emerged that the study seeks

to fill such as the likeliness of the existence of other factors leading to an increase in school dropout among learners with H.I with defiant behavior disorder other than the ones discussed in the literature review. Documentation of the exact number or prevalence of learners with disabilities especially learners with hearing impairment has not been done and regularly updated in Kilifi County. Stigmatization of people living with disability in Kilifi County is still a major factor leading to school dropout as locals attribute it to witchcraft and say there's nothing they can do about it. The learner's environment both at home and school play a vital role in hearing impaired learners with defiant behavior disorder's retention or dropout. Support services for the learners with disabilities especially those learners with hearing impairment with defiant behavior disorder from County education offices and school administration are not being received fully thus not meeting the needs of the learners with disabilities. This research aims at conclusively finding out what this hearing impaired learner with defiant behavior disorder goes through so as to be able to alleviate cases of truancy and school dropout thus improving academic achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the study design, variables, location of study, the target population, sampling techniques and sample size, data collection instruments, piloting, data collection procedures, data analysis and presentation, ethical and logistical considerations.

3.2 Study Design

The study adopted a descriptive survey design since the design includes asking a large group of people about a specific issue. The data is gotten from a sample instead of the whole populace, (Kothari, 2004). Descriptive survey depends on both quantitative and qualitative methods for information in portraying phenomena. The research design includes perceiving and depicting the conduct of a subject without affecting it in any way (Shuttleworth, 2008).

The descriptive survey design is suitable for the study on defiant behavior disorder and how it affects academic performance of learners with hearing impairment in Kilif county, Kenya. The study aimed at collecting information with a view of investigating into factors causing poor academic achievement among learners with hearing impairment due to defiant behavior. This was done through the use of questionnaires, observation and interview schedules.

3.3 Variables

In this study the independent variables were defiant behavior, teacher qualification, resources. Intervening variable were curriculum and co- curriculum, culture and the environment while the dependent variable is academic performance.

3.4 Study Locale

The study was done in Kilifi County located in the coastal strip on the eastern border of Kenya. The county was selected because the academic performance of learners in the county had steadily dropped in the consecutive years as from 2014, 2015 and 2016. Concern had been raised at an education function in Malindi sub county after the county education officer read data of education development in the county, (Kilifi county education office record, 2014, 2015, 2016.). General public and other stakeholders were alarmed by the increased rate of truancy and school dropouts and especially learners in special schools in the county. This therefore strongly led to selection of this particular county as an area in need of research. There are four primary schools for learners with HI purposively selected for this study in Kilifi County.

3.5 Target Population

Population alludes to the whole group of individuals or things of interest that the scholar wishes to examine. Kombo and Tromp (2006) allude target population as a cluster of individual or items whereby samples are derived for measurements. The study targeted four special schools for learners with hearing impairments in Kilifi County. There are 4 head teachers, 50 special needs teachers, 25 male and 25 female teachers and 332

students in these special schools. Therefore, the target population was 461 respondents from the four schools.

Table 3.1: Target Population

School	Principals/Head teacher	Teachers	Students	Total
School B	1	15	116	132
School C	1	13	110	124
School D	1	12	106	119
School E	1	10	75	86
Total	4	50	407	461

Source: Kilifi County Education Office

3.6 Sampling Technique and sample size

3.6.1 Sampling Technique

Kombo & Tromp (2006), define sampling as a procedure of choosing a number of objects or individuals from a population where the sampled group comprises components representative of the features contained in the entire group. In this survey, purposive sampling was utilized to choose special schools and their principals in Kilifi County. Purposive sampling was utilized to choose all teachers while stratified random sampling was used in selecting learners for the study with strata based on classes from class one to class eight.

3.6.2 Sample Size

Mugenda and Mugenda (2012), say that for descriptive survey 10% of the available population is adequate. For the convenience of the study purposeful sampling was utilized to select the four schools and their principals. From the four schools all the teachers were purposively picked as they provided significant data for the research. Stratified random sampling was also used in picking students per the strata based on classes, from one to eight. Reaching at the figures for the sample, the formula of 10% sample size required for a descriptive study was relied on (Mugenda & Mugenda, 2012). Applying this technique was justified in selecting this group of participants because each cadre of the respondents was given an equal chance of inclusion in the study (Kothari, 2004).

Table 3.2: Sample Population

School	Principals/ Head teacher	Teachers						Students				Total	
		F	%	M	%			M	%	F	%	total	
School B	1 (M)	7	46	8	54	15	100	15	50	15	50	30	46
School C	1 (F)	8	62	5	38	13	100	14	51	13	49	27	41
School D	1 (M)	6	50	6	50	12	100	13	56	10	44	23	36
School E	1 (M)	4	40	6	60	10	100	10	50	10	50	20	31
Total	4					50						100	154

3.7 Data Collection Techniques and Instruments

Creswell (2002) characterizes data collection as a method by which data is gotten from the chose subjects of a study. The study adopted the use of questionnaire, observation

schedules and interviews to collect data. Two sets of questionnaires were developed for students and teachers and an interview schedule for the head teacher. For clarification, the primary data for analysis was collected from respondents via surveys, individual verbal interviews, and focus groups. The interviewer sought detailed information about the subject. As a follow-up to questionnaire replies, interviews were useful (Mugenda & Mugenda, 2012). The questionnaires were tailored to each category of the respondents as shown in appendices B, C, and D. Other school documents were also considered such as log books, school records of discipline such as the minor and major offenses books, teachers' diaries, and class records among other relevant documents.

The questionnaires contained both close-ended and open-ended questions. Each conceivable question was to have a response (Burns and Grove, 2005). Close-ended inquiries give information that was anything but difficult to figure and break down though open-ended inquiries grant a more prominent profundity of response for subjective information. Questions were favored on the grounds that they were progressively objective. Consequently, the responses that were accumulated were institutionalized thematically. Kombo and Tromp (2006) contends that standardized questions make estimation progressively exact by upholding uniform definitions upon the member since surveys are utilized to get some information about their encounters, practices or frames of mind which are imperative to this study.

3.8 Piloting

The study was piloted to check on the rationality the information collection instruments in the endeavor to uncover if the foreseen investigative procedures were proper to

enhance validity. Cooper and Schindler (2010) demonstrated that a pilot test is intended to identify flaws in construction and instrumentation and to provide data for a probability sample choice. The particular zones that were checked included reasonableness of language, clarity of inquiries and decisions in the reactions, the amplexness of the spaces accommodated the composed reactions and ambiguity. Pilot testing was done at School A for the hearing impaired where the questionnaire and interview schedule were administered to a number of the respondents and the responses checked against the research objectives. School A for the hearing impaired is closer to the researcher and several visits to the institution were easily made by the researcher during the piloting. The results and recommendations of the pilot test were used to further develop the questionnaire. After carrying out validity and reliability tests, the questionnaire and interview schedule were revised, produced and packaged ready for distribution to the respective respondents at the opportune time.

3.8.1 Validity of Research Instrument

The use of observation, questionnaire and interviews increased the construct validity. Kombo and Tromp (2006) argue that the more the methods of data collection construct with each other the better. Validity is question of whether the exploration instruments estimates what it should quantify. It is how much outcomes got from the examination of the information really speak to the phenomena under scrutiny (Orodho 2009). The pertinence of the questionnaire was evaluated by two experts who were skillful here. The input and proposal were considered in the last polls which were then utilized for information assortment. The validity of a test is a proportion of how well a test estimates what it should gauge (Kombo & Tromp, 2006). The precision and significance of

allowances that rely on request about results are referred to as validity. It is the quantity of results obtained through data analysis that actually addresses the marvel under consideration (Mugenda & Mugenda, 2012). This was confirmed and counter checked for every one of the instruments. To further increase validity of qualitative data, member check, field notes, focus groups and immediate analysis of data were used (Liptak, 2005). A Cronbach alpha coefficient of above 0.7 normally implies that the instrument is valid

3.8.2 Reliability of Research Instruments

Orodho (2008) asserts that reliability refers to the degree to which a particular approach produces comparable results across a number of repeated experiments. Orodho, (2008) notes that one expects that scores obtained by each respondent on the first and second test to be quite close. The developed questionnaires were given to a group of respondents for the study (not the one included in the main study) for a test retest reliability test. Consistent results indicated reliability. A formula that uses Spearman Rank Order (rho) correlation coefficient was used to determine reliability.

$$R = 1 - \frac{6(\sum D^2)}{N(N^2 - 1)}$$

Where r is the coefficient of reliability

$\sum D^2$: Summation of deviation squared

N: Sample Size

N^2 : Sample size squared

From the formula a level of ≥ 0.80 reliability indicates acceptable reliability of the instruments. From the computation, a coefficient of 0.85 was obtained hence the instruments were considered reliable. This is confirmed by Mugenda and Mugenda,

(2012), that a coefficient of 0.80 or more implies that there is high degree of reliability of data.

3.9 Data Collection Procedure

Data was collected from the primary sources through the use of structured questionnaires. The method was chosen owing to its considerable advantages in administration, easy data system collection and accumulation of data. After ensuring validity and reliability of the research instruments the researcher then trained one research assistant who assisted in administering the research instruments to the respondents. The respondents were allowed to have enough time to fill in the questionnaires. The interviews to the principals were done by the researcher himself and the responses recorded. The researcher also made observations and recorded them in an observation checklist. The observations were based on school environment.

3.10 Data Analysis and Presentation

Kombo and Tromp (2006) assert that data analysis requires meticulously going over the coded data and making inferences. The following steps were taken to assess the survey data: first, the data were thoroughly examined for completeness. Second, when mistakes were corrected, the data was divided into groups based on age, gender, education level, and schools. Third, the statistical package for social sciences (SPSS) version 21 was used to code, process, analyze, and tabulate the quantitative data into graphs, tables, and pie charts. To make analysis easier, qualitative data were divided into themes and sub-themes using thematic content analysis. The data were evaluated in accordance with the study's

goals to confirm the effects of defiant behavior disorder on the academic performance of students with hearing impairment in Kilifi County, Kenya.

3.11 Ethical and Logistical Considerations

Some moral concerns were addressed because this study needed the assistance of human respondents, specifically human asset experts. It was crucial to consider these moral considerations in order to ensure the members' safety as well as their overall wellbeing. Consent, secrecy, and presenting this plan to the university's ethics committee for consideration were a few of the significant moral problems that were taken into account during this evaluation process.

Before data gathering, the researcher acquired introduction letter from Kenyatta University, and also obtain permission from NACOSTI and the County Education offices in Kilifi County to collect data from the four purposively selected schools. Authorization was also sought and allowed from pertinent foundations where the exploration occurred. Before the researcher acquired any data from respondent, he clarified the targets of the investigation to respondents and guaranteed them of confidentiality of the data given to the researcher. The information was coded and always kept under lock and key and after the research unused data were safely discarded. The researcher also let the respondents know that they were participating voluntarily. An informed consent form was signed. After all, the data was collected; it was packaged ready for analysis.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section dwells on the presentation of the findings; it gives an elaborate report of the main results of the survey in line with the study's objectives. The goal of the survey was to explore the implications of defiant behavior disorder on academic performance of learners with hearing impairment in special schools in Kilifi County, Kenya. Both qualitative and quantitative data analysis techniques were used for this survey. The quantitative data was analysed and presented through frequency tables, bar-graphs and pie-charts. Qualitative data were organized into relevant themes and presented in a narrative form as per the survey's objectives. The survey was specifically meant to meet the following objectives:

- i. To find out common defiant behavior traits in learners with hearing impairment in Kilifi County, Kenya.
- ii. To determine the prevalence of defiant behavior disorder in learners with hearing impairment in special schools in Kilifi County, Kenya.
- iii. To establish how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya.
- iv. To find out educational intervention strategies that teachers employ to curb defiant behavior among learners with hearing impairment in Kilifi County, Kenya.

4.2 General and Demographic Information

This part presents the general information of the participants based on response rate. Demographic data was established with regards to teaching experience, level of education and professional qualification of teachers. Also, demographic data of learners with HI with defiant disorders was established in terms of gender and level of education. Results have been displayed in the following sub-sections.

4.2.1 Response Rate

Establishing response rate was important in finding out the number of respondents who turned out to participate in the study as compared to the sample size. Table 4.1 presents the response the results.

Table 4.1: Respondents Response Rate

Item	Sample size	Respondents	Percentage
Principals	4	4	100%
Teachers	50	50	100%
Learners with HI	100	50	50.0%
Total	154	104	67.53%

As can be seen in Table 4.1, all the four (4) sampled principals took part in the survey giving a response rate of 100%. Similarly, all the 50 questionnaires for teachers that were administered to 50 teachers were returned giving response rate of 100%. On the other hand, 50 out of a total of 100 learners with HI took part in the survey giving a response

rate of 50%, this is because some of the questionnaires from the learners were not completely filled while some were spoilt by the learners and were not returned. The overall response rate was 67.53%. Mugenda and Mugenda (2009) argue that a response rate of 60% and above is ideal for generalization and conclusion of the study results.

4.2.2 Gender of the Teachers

Teachers were inquired to indicate their gender. This data is displayed in Figure 4.1.

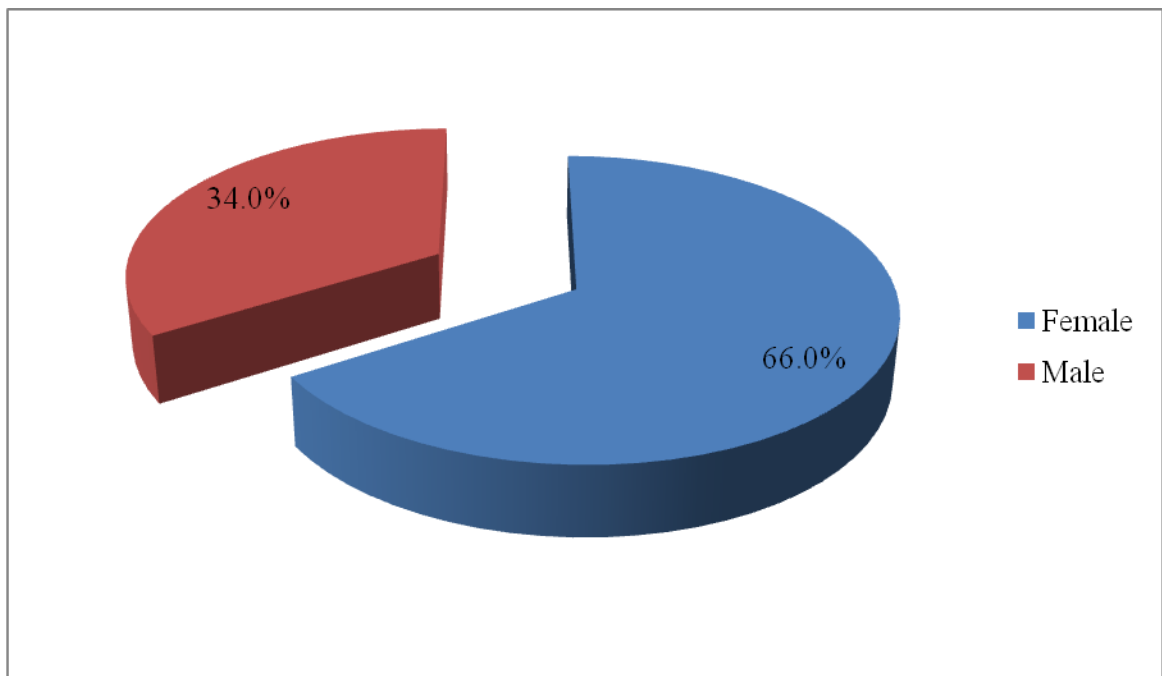


Figure 4.1: Distribution of Teachers by Gender

Figure 4.1 specifies that more than half 33(66.0%) of the participants were female teachers while only 17(34.0%) were male. This findings show that the number of female teachers is more than the number of male teachers. Becky, Christine, Bruce, Merryn, Barbara and Ian (2006) recommend that there is need for perfect match of teachers and learners towards solving problems related to behaviours of learners. The premise that a

gender "match" between students' (boys) and teachers' (men) roles is advantageous to boys' accomplishment is based on theories of social learning and sex roles. The findings also concur with Kinyua (2014), who in her study conducted in Naivasha, Kinyua found out that most teachers of learners with special educational needs were female due to the job description which involved care and training in daily living skills. It however contradicts Marilyn (2014) who in a collaborative effort with several countries participating in a gender study in the United Kingdom found out that there was gender parity among special education teachers due to government policy on empowering women and gender equality.

4.2.3 Level of Education of Teachers

The teachers' level of education was obtained by asking teachers to indicate the highest education level they had attained. The results are presented in Figure 4.2.

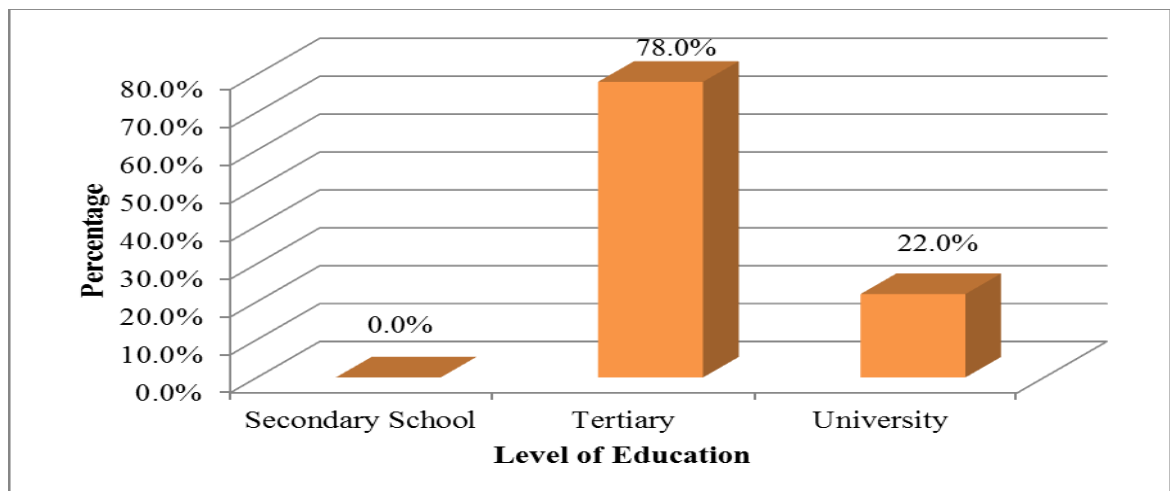


Figure 4.2: Highest Level of Education of Teachers

Results presented in Figure 4.2 indicate that majority 39(78.0%) of teachers who took part in the study had attained tertiary education level and the remaining 11(22.0%) had

reached University level. These findings imply that majority of teachers had adequate professional knowledge in their areas of study. Abrams and Gibbs (2011) observed that teacher characteristic like degree of training has been related with teacher's commitment and capability in embracing viable conduct procedures particularly to those with high scores of defiant behaviours. The results are additionally in agreement with Whitebook and Ryan (2011) that more excellent instruction programs are those where educators have bachelor's degrees (Whitebook & Ryan, 2011). Xu, Jane and Collin (2011) likewise found that instructors who had in excess of a Bachelor's qualification got higher scores on the educating and connection subscales than those educators who had an associate's degree.

4.2.4 Teaching Experience

The study was interested in the duration teachers had served as teachers in the selected special schools in Kilifi County. Teacher's experience might influence the manner in which teachers handle learners with defiant behaviours with respect to enabling them achieve their academic goals. To achieve this, teachers were asked to provide their experience in teaching. The results were presented in Figure 4.3.

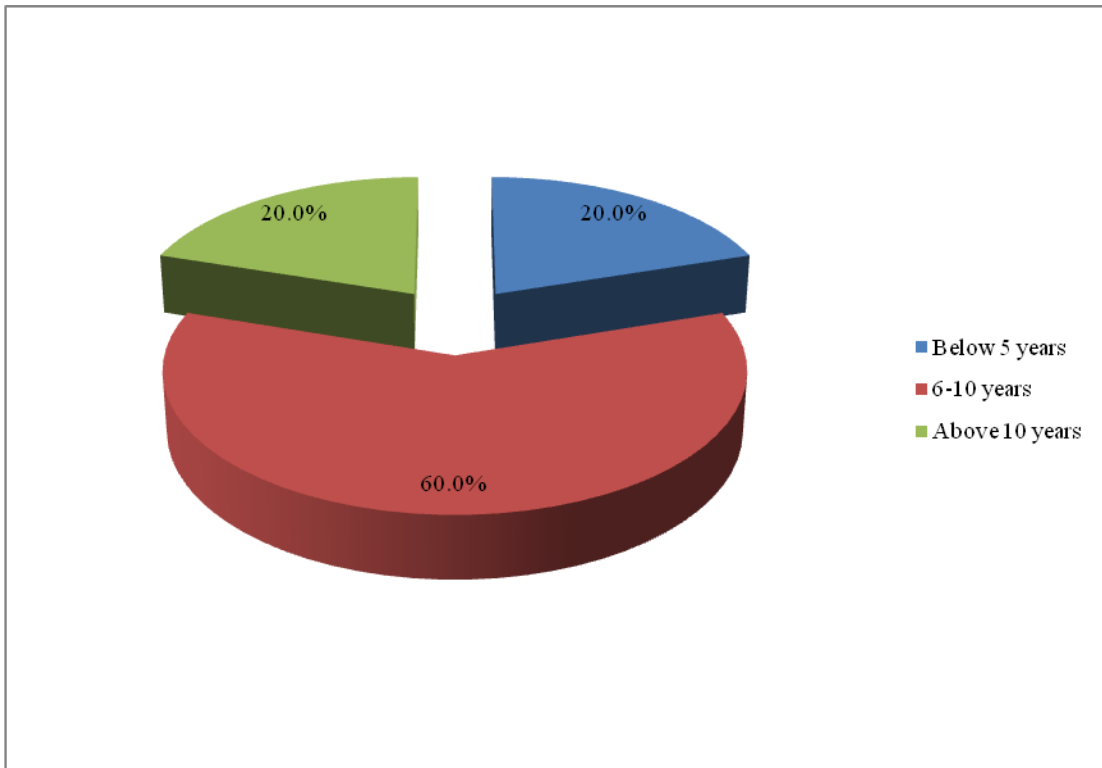


Figure 4.3: Distribution of Teachers by Experience

As it can be seen in Figure 4.3, more than half 30(60.0%) of the teachers had taught between 6-10 years. The results further revealed that 10(20.0%) had taught for a period of below 5 years, and finally a similar number (10) also had an experience of above 10 years. This finding implies that majority had served long enough and therefore had skills and experience in ways of dealing with learners with hearing impairment who display defiant behaviour in school.

Experience among teachers is significant in understanding and evaluating the behavioural disorders of learners with hearing impairments especially in levels of learning. Barnard's (2007) study in the United Kingdom revealed that a teacher's years of teaching experience influences the manner of handling learners with special needs. Mwololo

(2009) also asserts that teachers with low experience have minimal knowledge of class management strategies and hence may not be in a position to apply the appropriate measures to defiant behaviours in special schools.

4.2.5 Distribution of Teachers by Professional Qualification

The study also sought to establish the degree of professional qualification among teachers in the selected special schools in Kilifi County. This was important because it determined the level of proficiency and skills of the teachers in facilitating learning among hearing impaired learners with defiant behaviour disorder in the selected special schools, teachers had diverse qualifications at different levels forming part of a multi-disciplinary team. This was accomplished by asking teachers to indicate their professional qualification in relation to SNE. The data was analysed using frequency and percentages, and the results were presented in Figure 4.4.

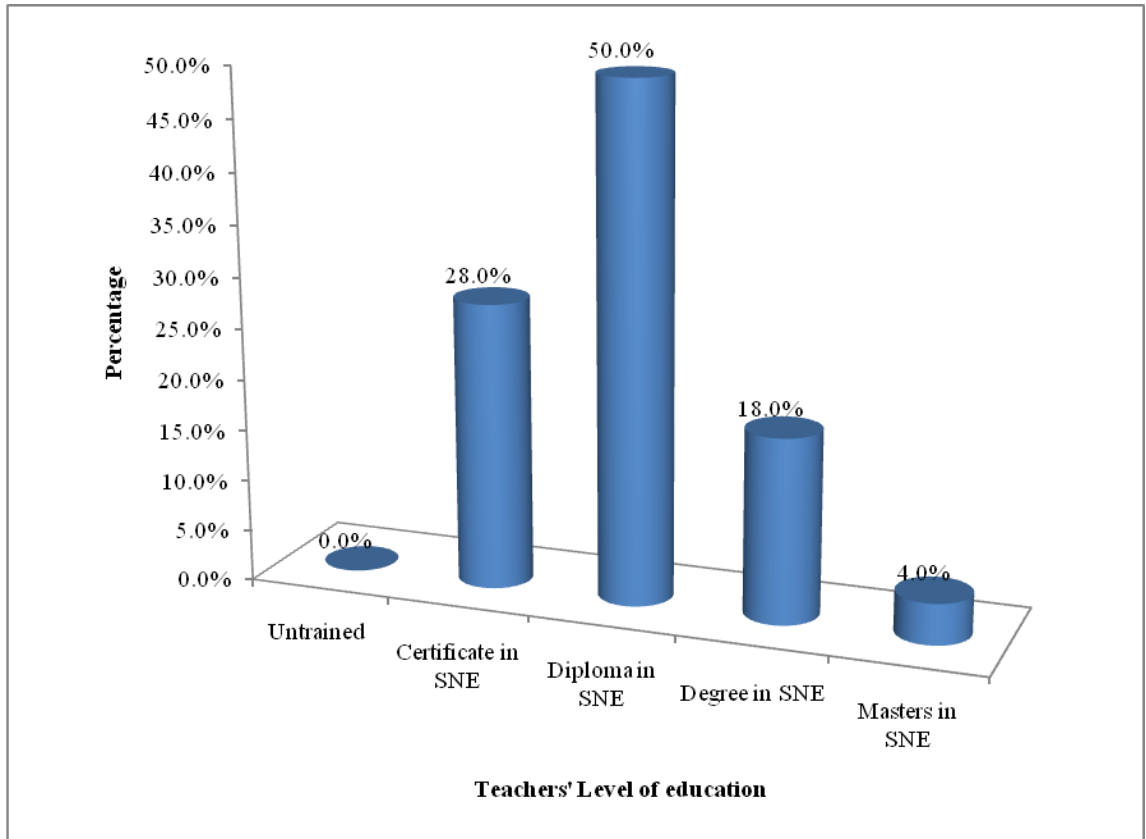


Figure 4.4: Distribution of Teachers by Professional Qualification

Results presented in Figure 4.4 indicate that half 25(50.0%) of the teachers who took part in the study had Diploma in SNE, followed by 14(28.0%) who had certificate in SNE, 9(18.0%) with degree and 2(4.0%) with masters in SNE. All the teachers underwent professional training in SNE. These discoveries suggest that majority of the respondents had the necessary capabilities to teach in exceptional schools and were in this way fit for dealing with students with defiant behaviours. This is parallel to Jacob's (2007) survey done in the United States of America; that full confirmation of educators capability is decidedly identified with student accomplishment in any education level. The subject area of educators is one of the educators' capability most reliably and firmly identified with improved student accomplishment in scholastics. Myers and Bagree (2011) in a

research in the United Kingdom likewise stated that professional instructors in special needs education can adjust lessons and activities which suit various students with hearing impairment in the classroom. Such instructors have the ability to: recognize students' particular adapting needs and any more extensive issues that affect their essence, support and accomplishment; create imaginative approaches to help students with hearing impairment to take an interest and learn; and look for suitable additional help from partners or different experts when their own insight/aptitudes are not sufficient to completely address a specific issue identified with the administration of defiant behaviour disorders (Myers & Bagree, 2011) .

4.2.6 Demographic Profile of Learners with HI

The researcher needed the demographic data of the students with HI since it provided an overall picture of the students with HI in the sampled schools. As stated, the students completed 50 questionnaires, which were then analyzed. Of these questionnaires, 15 were obtained from Kibarani, 13 from Gede, 12 from Sahajanand and 10 from Kakuyuni. The distribution of respondents in terms of the classes from which they were drawn and gender is displayed in Table 4.2.

Table 4.2: Distribution of Participants in Class and Gender

School	Class					
	Six		Seven		Eight	
	Boys	Girls	Boys	Girls	Boys	Girls
Kibarani	2	3	3	2	2	3
Gede	3	2	2	2	2	2
Sahajanand	2	1	3	2	3	1
Kakuyuni	1	2	1	3	2	1
Total	8	8	9	9	9	7

Table 4.2 demonstrates that there is little distinction in the enrollment of boys and girls in special education programs in Kilifi County. Every class level is equally affected by the tendency. This may be due to communities' delicate awareness of the need to treat girls and boys equally in educational areas (Ombati, 2013). Additionally, the Ministry of Education in Kenya's reaffirmed call for Education For All (EFA) may be to blame for this predicament.

4.2.7 Demographic Profile of the Head Teachers

The acquisition of defiant behaviours among learners was also determined by the school environment of the child. Hence, there was need to establish the demographic characteristics of head teachers. This was achieved by asking the head teachers, with the aid of an interview schedule, to specify their gender, marital status, level of education and occupation. These results are exhibited in Table 4.3.

Table 4.3: Head teachers' Demographic Profile

Variables		Frequency (N=4)	Percentage (%)
Duration for leadership in the current school	Below 5 years	0	
	5-10 years	1	25.0
	11-15 years	3	75.0
	Above 15 years	-	-
Level of education	None	-	-
	Primary	-	-
	O-level	-	-
	College	2	50.0
	University	2	50.0
Professional qualification/ Specialization	Special needs for early childhood	1	25.0
	Autistic Spectrum Disorders	-	-
Specialization	Gifted and talented student education	-	-
	Applied behaviour analysis	1	25.0
	Visual impairment	-	-
	Hearing impairment	2	50.0

N=4

The data presented in Table 4.3 reveals that majority 3(75.0%) of the head teachers who took part in the study had headed their schools for a duration between 11-15 years and 1(25.0%) for a duration of between 5-10 years. However, none had headed their schools for duration of above 15 years. Basing on the level of education, all the four head teachers had undergone both College and University training where 2(50.0) had specialized training in HI while 1(25.0%) had trained in Special needs for early childhood and another 1(25.0%) in applied behaviour analysis. These findings implied that head

teachers of the special schools had the capacity to manage defiant behaviours manifested in learners with HI.

4.3 Forms of Defiant Behaviours Displayed by Learners with Hearing Impairment

The objective one of the survey was to explore the defiant behavior traits in learners with hearing impairment in Kilifi County, Kenya. Teachers were inquired to show the degree of certain defiant behaviour of the learners in their class. The degree of defiant behaviour was measured using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). The “agree” and “strongly agree” responses were added up and presented in the table as “agree”. Frequency, percentage, mean and standard deviation were utilized to discuss the findings as exhibited in Table 4.4.

Table 4.4: Forms of Defiant Behaviours as Reported by Teachers in Special Schools

Item	A	U	D	Mean	Std Dev
Learners with hearing impairment with defiant behavior disorder are easily misunderstood.	34(68%)	16(32%)	-	3.82	0.86
Learners with hearing impairment with defiant behavior disorder will display problems with low self-esteem, low confidence and/or depression	48(96%)	2(4%)	-	4.78	1.03
A learner with defiant behavior disorder can create a stressful learning environment in class.	42(84%)	7(14%)	1(2%)	3.94	0.81
Learners with hearing impairment with defiant behavior disorder cannot perform well in class	34(68%)	16(32%)	-	4.17	0.89
Teachers are well equipped and trained to handle hearing impaired learners with defiant behavior disorder.	26(52%)	14(28%)	10(20%)	3.27	0.89
A normal class with defiant behavior disorder learners can cause less teacher burnout than learners with hearing impairment class with defiant behavior disorder learners.	48(96%)	1(2%)	1(2%)	4.71	1.05
As a teacher I acknowledge the different capabilities of my learners and strive to meet their different abilities while teaching.	34(68%)	16(32%)	-	3.79	1.16
Adequate and timely reinforcement and/or punishment can lead to hearing impaired learners with defiant behavior to achieve academically.	48(96%)	2(4%)	-	4.68	1.09
In school setting (in/outside class) /, I pity and sympathize rather than empathize with learners with special needs especially those with an accompanying conditions.	26(52%)	4(8%)	20(40%)	3.10	1.08
Overall mean				4.0622	

N=50

Results in Table 4.4 indicate that all the items had mean scores above 3.0 (mean>3.0) with the item “A hearing impaired learner with defiant behavior disorder will display problems with low self-esteem, low confidence and/or depression” scoring the highest mean (mean=4.78), followed by the item, “A normal class with defiant behavior disorder learners can cause less teacher burnout than learners with hearing impairment class with defiant behavior disorder learners’ (mean=4.71), “Adequate and timely reinforcement and/or punishment can lead to hearing impaired learners with defiant behavior to achieve academically” (mean=4.68) and “Hearing impaired learners with defiant behavior disorder cannot perform well in class” (mean=4.17). These findings imply that most learners with HI manifested defiant behaviors in low self-esteem, low confidence and/or depression. These behaviors distracted their attention from learning hence dismally performed in academic work.

Learners with HI were also asked to state some of defiant behaviours they experienced that affected their learning and their frequency. Data was organized and analysed using frequency and percentages. The outcomes are exhibited in Table 4.5.

Table 4.5: Forms and Extent of Aggression as Reported by Learners (N=50)

Behaviour exhibited	Very Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%
Kicking others	30	60.0	12	24.0	5	10.0
Excluding others in play	25	50.0	10	20.0	12	30.0
Threatening others	12	24.0	10	20.0	25	50.0
Name calling/labelling	11	22.0	8	5.0	40	20.0

Results from Table 4.5 show that learners exhibited various defiant behaviours like kicking others (60%), excluding others in play (50%), threatening others (24%) and labelling (22%) very often. The researcher further observed the common behavioural problems in special schools under study by the use of an observation checklist. A total of 20 learners in special schools were observed and the exhibited behaviours were recorded in a checklist. Data were summarised and analysed using frequencies and percentages. During data collection, a total of 20 learners with HI were observed. The findings are displayed in Table 4.6.

Table 4.6: Common Behavioural Problems Noted Using an Observation Checklist

Behaviour	Frequency	Percentage
1. Restlessness	16	80.0
2. Fighting	9	45.0
3. Disruptive/hyperactive	16	80.0
4. High temper	15	75.0
5. Destructive	14	70.0
6. Threatening	12	60.0
7. Impatience	17	85.0
8. Isolation	14	70.0
9. Excluding peers from game	13	65.0
Mean	14	70.0
Mode	15	75.0
Median	14	70.0

N=20

The results presented in Table 4.6 more than 14(70%) of the learners that were observed exhibited such defiant behaviours such as restlessness, fighting, disruptive behaviour,

high temper, destructive disorder, threatening, impatience, isolation and excluding peers for games (mean=14). During the interview, head teachers were asked to mention the defiant behaviours that learners with HI manifested. The question was figured to find conduct issues appeared to be common among the learners with HI, as indicated by what the head educators recalled. The information gathered from the sources as to the inquiry was that, the entirety of the witnesses admitted that the students with HI have been showing some sorts of relational conduct issues. They further detailed that such conduct, seen in the learners was something debilitating which influenced the relational attitudes of the students with HI. Davies' (2016) study in the United States of America concurs with these findings further adding from the perspectives of the participants, two major themes namely aggression and defiance emerged as the ruling relational conduct issues among the learners with HI.

4.3.1 Defiance

Defiance or rudeness is a presentation of lack of regard by not consenting to the standards of a gathering (Ambrose, 2010). It is established by deviation from whatever include as fitting in a given setting. One of the head teachers when asked what were some of the challenges she faced with the learners on a day to day, she lamented that:

“One of the girls with profound HI behaves differently in that she is really rude, which is why she fights with everyone. But what irritates me the most about her behavior is her rudeness; she does not listen to anyone, and when you tell her what to do, she immediately rejects. As I previously stated, she sometimes argues, throws things, and even destroys school property; she is tough to regulate or calm down.”

Likewise, another head teacher when asked the challenges he faces with the learners on a day to day, he shared a similar experience on the defiant behavior of learners with HI in his school said this:

“There is one child that is irate and disobedient. When he is arguing with his peers or when you forbid him from doing something, he begins to shout loudly and gets angry, flinging stones and destroying everything he sees.”

Another head teacher admitted:

“I think, I mentioned something like this in my earlier statement that most of these learners have defying behavior, they refuse to obey most of what you ask them to do that is why they fight excessively with other learners. Whenever they are fighting, they do not stop.”

These three responses show that cases of defiance are a major challenge faced by head teachers in their daily operations.

4.3.2 Temper Outburst

According to one of the head teachers who participated in this study, temper is one of the most defiant behaviors displayed by learners with hearing impairment. It is a propensity in which the hearing-impaired youngster grows quickly tempered. This is normal behavior among such learners, as expressed by many study participants. This is due to the child's inability to make sense of what is said to them orally. The portions in which one participant moaned about their students' temper tantrums supported the participants' point of view:

“He gets irritated easily when his friends say things he doesn't understand, and gets angry and angry when he thinks everyone is plotting something bad against him. I always calm him down and tell him that they are his brothers and I can't harm him at all.”

The findings above indicate that temper outbursts among the learners and even towards adults poses a challenge amongst learners with hearing impairment.

4.3.3 Fighting

In all of the schools for the hearing impaired that the study was done, fighting was seen as a common phenomena as explained by respondents. One of the respondents when asked about defiant behavior that worries him most, he talked about a learner named ‘Bingwa’...

“He clashes with other students frequently, which is really his fault since when he sees anything in the hand of a youngster, he takes possession of it even if it does not his to him. If the youngster refuses to give it to him, he beats them if they are defenseless, although some children fight back...”

The above findings are supported by those of Rabiou and Mastura (2017) study done in Malaysia whereby in their work they concluded that large portion hearing-impaired learners are rebellious; they display rudeness, show temper upheaval, decimate property and battle never-endingly. Though, their folks go to mysticism and work together with others to adapt to the difficult encounters they have. The study findings by Majid and Saif (2011) in Islamabad, Pakistan also revealed that some learners with hearing impairment

do not follow rules, they are loud, and they do not examine their emotions with educators, do not take an interest in rivalry and don't impart their having a place with others.

These findings are in agreement with those of Sajeda's (2012) study in Bangladesh which indicated that the signs of defiant behaviour in special schools are grabbing objects, biting and kicking others, answering back to adults, swearing and offensive comments among others. In a similar study, Lusweti (2016) conducted study in Kenya and Tanzania and found out that some learners are said to engage in defiant behaviours by means of telling lies, making threats, using insults, subjecting learners to social isolation and humiliating them, these outcomes are in line with my results.

4.4 Prevalence of Defiant Behaviour among Learners with Hearing Impairment

The objective two of the survey sought to determine the causes of defiant behavior disorder in learners with HI in special schools in Kilifi County, Kenya. Learners with HI were also asked to give their thoughts on what made them misbehave in school. The responses were analysed using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). The “agree” and “strongly agree” responses were added up and presented in the table as “agree”. In addition, the “strongly disagree” and “disagree” responses were added up and have been presented as “disagree”. Their responses were analysed using frequency and percentages as displayed in Table 4.7.

Table 4.7: Causes of Defiant Behaviours in School as Reported by Learners with HI

Cause	A		U		D		Std		
	Freq	%	Freq	Freq	%	Freq	Mean	Dev	
1. Defiant behaviour of the learners with HI is caused by poverty	30	60.0	13	26.0	7	14.0	3.94	0.85	
2. Conflicts in the families are the main cause of defiant behaviour among learners with HI.	43	86.0	7	14.0	-	-	4.18	0.11	
3. Learners from authoritative parents are very defiant	25	50.0	14	28.0	1	2.0	2.91	0.81	
4. Parents of defiant learners abuse alcohol and drugs	36	72.0	12	24.0	2	4.0	3.97	0.89	
5. Defiant behaviour among learners is increased by poor teaching and learning materials in schools	16	32.0	-	-	34	68.0	2.61	1.09	
6. Defiant behaviours are increased by trauma	32	64.0	18	36.0	-	-	3.67	1.16	
Overall mean score							3.547		

N=50

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Results from Table 4.7 show that the items; ‘Conflicts in the families are the main cause of defiant behaviour among learners with HI’ (mean=4.18), ‘Parents of defiant learners abuse alcohol and drugs’ (mean=3.97), ‘Defiant behaviour of the learners with HI is caused by poverty’ (mean=3.94), and ‘Defiant behaviours are increased by trauma’ (mean=3.67) had mean scores above 3 (mean>3.0). These findings suggest that exposure

to family-related conflicts drug and alcohol abuse, poverty and trauma were the major factors causing defiant behaviours among learners with HI in special schools in Kilifi County. These findings suggest that majority of the learners in the special schools under study were coming from home backgrounds where conditions are harsh. These conditions would likely expose the learners to develop defiant behaviour (Ambrose, 2010).

Previous studies have also demonstrated that drug and alcohol abusing parents tend to spank their learners hence exposing them to aggression (Lopez & Magyar-Moe, 2006; Brannon, 2010). According to Lopez et al. (2006), as compared to non-defiant rejected adolescents, defiant rejected students showed worse levels of family self-esteem, less parental support, higher levels of hostility between their parents at home, and more offensive parent-child communication. This finding is consistent with the outcomes of the current survey. The emergence of rebellious behaviors in learners with HI is influenced by social variables such as poverty, an unstable home environment, abuse and neglect, a lack of supervision, absent parents, inconsistent discipline, and lack of parental involvement (Ratcliff et al., 2010).

The results of the existing survey are in conformity with those of Casanova, Garcia, Torre & Carpio, (2005) study done in Spain which indicated that family climate determines the defiant behaviour exhibited by adolescents. Learners' stress, which can result in physical and mental illnesses like hostility, is linked to broken households and homes where parents fight frequently. Furthermore, the family circumstances from which these learners emerge, as defined by family stability, family size, amount of education acquired by

parents, and family socio economic position, may expose the young learners to juvenile behaviors.

4.5 Causes of Defiant Behaviour by Learners with Hearing Impairment as Reported by Teachers

Teachers were asked to indicate Causes of Defiant Behaviour by Learners with Hearing Impairment and their level of agreement using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD). The “agree” and “strongly agree” responses were added up and presented in the table as “agree”. In addition, the “strongly disagree” and “disagree” responses were added up and have been presented as “disagree”. Frequency and percentage were used to explain the findings as presented in Table 4.8.

Table 4.8: Causes of Defiant Behaviour by Learners with Hearing Impairment as Reported by Teachers

Cause	A		U		D	
	Freq	%	Freq	%	Freq	%
Shortage of staff (both teaching and support staff).	30	60.0	9	18.0	11	22.0
Inadequate training/experience in handling behavioral disorders.	25	50.0	15	30.0	10	20.0
Lack of adequate support from school administration.	20	40.0	15	30.0	15	30.0
Inadequate teaching and learning materials.	36	72.0	4	8.0	10	20.0
Lack of proper and realistic policies and planning from stakeholders.	18	36.0	0	0	32	64.0

N=50

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Findings in Table 4.8 indicated that majority 36(72.0%) agreed that the major challenges in handling learners with HI with manifested defiant behaviours was inadequate teaching and learning materials. Another high proportion 30(60.0%) of the respondents agreed that shortage of staff (both teaching and support staff) enhanced defiant behaviors in schools. Findings in interviews also revealed that head teachers were not keeping records of learners in their schools with more than one handicapping condition. According to the majority of key informants (head teachers of special schools), schools were under-staffed and could not meet the needs of learners with HI. Moreover, teaching and learning materials for learners with HI were not adequate. Results extracted from observation checklist showed that class registers, school rules, student reports, school log book, teachers' diaries and students' merits were prepared. However, more than two schools did not have class rules, minor offences books and major offenses books were missing. These conditions of school made it more vulnerable for the learner to develop defiant behaviours, Ratcliff et al. (2010).

4.6 Defiant Behaviour and Learning among Learners with Hearing Impairment

The third objective of the survey sought to explore how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya. The teachers were inquired to indicate their agreement level with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD) using a structured questionnaire. Frequency and percentage were used to discuss the outcomes as displayed in Table 4.9.

Table 4.9: Effect of Defiant Behaviour on students' learning as Reported by Teachers

Effects	A		U		D	
	Freq	%	Freq	%	Freq	%
Defiant learners participate poorly in the classroom	35	70.0	5	10.0	10	20.0
Defiant learners are not creative like other learners	30	60.0	15	30.0	5	10.0
It is easier for the defiant learners to drop out of school	32	64.0	8	16.0	10	20.0
There is a high rate of absenteeism among the defiant learners	30	60.0	10	20.0	10	20.0
Defiant learners do not complete on time the assigned task	28	56.0	7	14.0	15	30.0
There is poor performance among defiant learners	25	50.0	13	26.0	12	24.0
It is very difficult for defiant learners to read very well.	28	56.0	10	20.0	7	14.0

N=50

KEY: Freq=Frequency; %=Percentage; A=Agree; U=Undecided; D=Disagree

Findings in Table 4.9 designated that considerably more than half 35(70.0%) of the participants agreed that defiant learners participated poorly in the classroom. It can also be seen from the findings that 15(30.0%) of the respondents were undecided on whether defiant learners were more creative than other learners or not. Other effects of defiant behaviour on learning among hearing impaired learners include, dropout of school, absenteeism, failure to accomplish assignments on time and poor reading skills. Mean

and standard deviations were also utilized to describe the results. The results are presented in Table 4.10.

Table 4.10: Mean and Standard Deviation of Effect of Deviant Behaviour on learning as Reported by Teachers

Statement	N	Mean	Std Deviation
1. Defiant learners participate poorly in the classroom	20	3.17	1.080
2. Defiant learners are not creative like other learners	20	3.12	1.131
3. It is easier for the defiant learners to drop out of school	20	3.18	1.102
4. There is a high rate of absenteeism among the defiant learners	20	3.10	1.144
5. Defiant learners do not complete on time the assigned task	20	3.05	1.058
6. There is poor performance among defiant learners	20	3.05	1.058
7. It is very difficult for defiant learners to read very well.	20	3.08	1.070
Overall mean		3.107	

Results in Table 4.10 show that all items had mean scores above 3 (mean>3.0; average mean=3.107) implying that high scores of defiant behaviour deteriorate the level of participation in classroom, class attendance, accomplishment of assignment, performance and reading skills among learners with HI. These findings implied that defiant behaviours among learners with HI in Kilifi County negatively influenced learning and consequently

achievement. Head teachers were further asked to provide other ways defiant behaviour displayed by learners affected learning in schools. Results revealed that high occurrences of defiant behaviours among learners with HI could lead to truancy and consequently poor performance in class.

This result was supported by Hudley (2013) in a survey conducted in the United States of America, who claims that defiant behavior in children has a number of long-term negative developmental effects, such as poor school adjustment and attendance, which causes the learners to exhibit poor attendance and drop out of school more frequently. The findings on the influence of defiant behaviour on attendance has been supported by Njuguna (2012) study done in Bomet, Kenya who reports that defiant behaviours in learners can disrupt learners school adaptation. This may include causing absenteeism and school dropout.

The findings of the current study implied that defiant behaviours among learners with HI in the selected special schools in Kilifi County negatively influenced learning and consequently achievement as shown by school academic records and reports of various learners in the selected special schools. In relation to these findings, McEvoy and Welker (2012) also revealed that highly defiant learners are seemed as less scholastically successful, more behaviourally troublesome and less inspired in class. Also, according to Lopez et al. (2006) learners with defiant behaviours demonstrate academic difficulties at early years of learning. The above findings are further echoed by those of Bru (2009) which indicated that the disruptive learners tend to have lower academic results than the other learners in the class. Also, according to Kleinman and Saigh (2011), disruptive

behavior affects the quality of the students` achievements including their educational experience as whole.

To establish whether there was a relationship between level of defiant behaviour and academic performance of learners with HI in special schools, the means of Likert scale responses for each of the learning factors (participation in classroom, class attendance, accomplishment of assignment, academic performance and reading skills among learners) were compared using the level of defiant behaviours (low=0-6 range, moderate=7-13 and high=14-20) as the factor variables. The outcomes are summarized in Table 4.11.

Table 4.11: One-Way ANOVA on Level of Deviant behaviour and Learning Behaviour

Learning Factor		Sum of Squares	Df	Mean Square	F	Sig.
Participation in classroom	Between Groups	1707.794	7	243.971	1.979	.001
	Within Groups	18742.450	152	123.306		
	Total	20450.244	159			
Class attendance	Between Groups	2822.400	7	403.200	2.262	.002
	Within Groups	27091.200	152	178.232		
	Total	29913.600	159			
Completion of assignment	Between Groups	2478.244	7	354.035	2.159	.001
	Within Groups	24920.450	152	163.950		
	Total	27398.694	159			
Academic performance	Between Groups	3707.400	7	529.629	3.412	.000
	Within Groups	23593.000	152	155.217		
	Total	27300.400	159			
Reading skills	Between Groups	2201.500	7	314.500	2.307	.002
	Within Groups	20722.400	152	136.332		
	Total	22923.900	159			

The results show that all levels of defiant behaviour were significant across all dimensions of learning which include participation in classroom ($F_{(7,152)} = 1.979$, $p = 0.001$), class attendance ($F_{(7,152)} = 2.262$, $p = 0.002$) completion of assignment ($F_{(7,152)} =$

2.159, $p = 0.001$), academic performance ($F_{(7,152)} = 3.412$, $p = 0.000$) and reading skills ($F_{(7,152)} = 2.307$, $p = 0.002$). This connotes that learning in all the dimensions differed with respect to the level of defiant behaviours. The research's findings concur with those made by Kaplan, Gheen, and Midgley (2002), who showed a positive association between disruptive behavior and being a male (with poor math grades) in an analysis that looked at disruptive behavior and classroom objective structure. Lach, Kohen, and Garner (2009) discovered that although the surrounding neighborhood could have an impact on kindergarten pupils' test scores, the school had an increasingly important role in determining those scores. Both behavioral and emotional issues can lead to disruptive behavior.

The results of this study also support Bess & Gearhart (2012) finding that children with hearing impairments typically perform better in most scholarly areas since they have lower verbal IQ scores than other students as measured by performance measures. This suggests that learning outcomes for students with HI are seriously hampered by hearing loss. In a related report, American Speech-Language-Hearing Association (2010) additionally stated that learners with hearing impairment experience verbal based challenges, poor sound-related memory and are effectively occupied. They likewise have an issue focusing in a nearness of acoustic stimuli.

4.7 Measures Taken by Teachers in Managing Deviant Behaviour in Special Schools

The objective four of the survey sought to determine educational intervention strategies that teachers employ to curb defiant behavior among learners with hearing impairment in Kilifi County, Kenya. One of the most difficult tasks a special needs teacher must

complete is managing students with disabilities. Teachers face numerous difficulties when dealing with students' behavior, which is why Judge (2004) claims that raising a child with special needs is particularly difficult. In an open item, teachers were asked to describe how they coped up with the situation of indiscipline and management of defiant behaviours manifested in learners with HI in classrooms. Observation of classroom activities was made and the results were analyzed and presented using texts under the following themes:

Instructional strategies for teacher A at Kibarani School for the hearing impaired. The teacher was teaching class 5 Science with the assistance of a sign language interpreter. The class had twelve learners

Individual and group studies were included in the class activities. When it came time for group exercises, everyone sat on the floor facing the instructor and the whiteboard so that students with profound HI could see the instructor and interpreter without difficulty. But because the teacher rarely used sign language in class, students typically turned to the interpreter who was seated next to them. Both of the pupils preferred sign language over spoken language, despite the fact that both used hearing aids. The teacher in the classroom always spoke briefly and directly. In order to get everyone's attention before she started speaking, the teacher quickly provided all the instructions and directions. Throughout the observations, the classroom teacher frequently wrote down details about the class on a huge piece of paper. She put the papers on the classroom walls after group exercises so that everyone could easily read them.

In a follow up interview with the teacher after the class observation, when asked how effective she has seen her strategy to be the teacher said;

“ I always do follow ups on the learners work and the use of class wall hang charts to write subject information for the learners helps a lot in knowledge retention. The use of short and precise acoustic instructions enables the interpreter to be at pace with the class and learners to follow and understand, from their results the strategy is effective”

Teacher B: at Gede special school teaching class seven social studies to a class of fourteen with the assistance of an interpreter.

When the pupils had to come to the board to respond to directed questions during whole class instruction, the classroom teacher repeated their responses for the hard of hearing kids. The classroom teacher repeated the responses even though the kids who came to the board and responded were close to the other students in order to ensure that the hard of hearing student could understand everything. The interpreter was constantly translating what the teacher and student were saying on the other side of the room.

All students had access to classroom discussions, workstations short, content-related group or individual activities, and individual and group instructions. All students were instructed to execute a task listed on their daily schedule chart after receiving activity instructions. For the reading class, the instructor employed language-art stations. Each station lasted around 10 minutes and was scheduled according to the schedules of the learners. The teachers refer to these activities as “stations or workstations” and they improved communication between students who exhibited the most rebellious behaviors

and those who did not. Other pupils were often working with their peers while the teacher worked one-on-one with some children.

After the class observation, in an interview when the teacher was asked about his strategy's effectiveness he said;

“This strategy makes sure all learners are catered for directly during class one on one with the teacher and peer learning and indirectly through language art stations during their free time, it ensures learning is continuous even without direct instruction, I love my job, I love seeing it successful.”

Teacher C, At Sahajanand special school, teaching class four English to a class of twelve with the aid of an interpreter.

In the language arts stations, the following activities were seen: individual teaching, practicing reading aloud with an interpreter, reading books on one's own or with a deaf learner, practicing spelling with a deaf learner, and practicing writing and spelling on small white boards with a deaf student. All of the pupils were able to participate in various activities and readily interact with one another because they rotated between the numerous activities. However, there was no follow up by the teacher in charge.

In a follow up interview after observation the teacher said;

“In some lessons as a strategy I prefer not interfering in the peer learning activities, once I set the ball rolling I seat back and observe the class so that in the next class we can now learn from our mistakes, I believe I am creating a sense of responsibility and accountability in the learners by allowing them room to work on their own.”

Teacher D; At Sahajanand special school, teaching class six Mathematics to a class of fifteen with the aid of a special needs teacher and interpreter.

When asked how she coped up with the situation and manage defiant behavior in her class, the classroom teacher replied with the following comment:

“My hyperactive students sit, play, and interact with one another the entire time they are in my classroom. During stations, they interact with their peers. Students who are deaf have acquired rudimentary sign language in order to connect with my two hyperactive students.”

The interpreter, meanwhile, was constantly present in the classroom to assist the teacher and pupils who had difficulties other than HI. She wasn't simply assisting with the translation; she was also assisting the teacher in her capacity as a special education teacher. For instance, during one of the exercises, the interpreter worked with a hearing-impaired student to learn reading both in spoken and sign language. According to the classroom teacher, the interpreter and the special education teacher have helped with pre-teaching and repetition of instruction to improve the learners' understandings.

The classroom teacher stated:

“I believe it is critical to have a large amount of professional assistance. Interpreters and special education teachers who work with deaf and hard of hearing pupils are staunch supporters. They assist me when I have questions. They assist me in adapting my normal education classroom practices to accommodate my learners with other difficulties.”

Teacher E; at Kakuyuni special school for the hearing impaired, teaching class four science with the help of a special needs teacher to a class of thirteen.

Despite the fact that the student did not ask for assistance, the teacher repeatedly went to the student and asked whether she understood despite the fact that she had various disabilities including cerebral palsy and hearing loss. She was given the best chance of understanding the questions and instructions by the teacher. Furthermore, the instructor constantly talked in a clear, audible voice. I repeatedly saw her keeping an eye on the student. Later, the teacher said that she had approached the student to see if she needed assistance anytime she believed the girl was lost. Even though the teacher was very careful to repeat the parts that the student didn't understand, she admitted that occasionally the student need additional assistance due to the other students' pace and the difficulty of the lesson.

Later, the teacher stated:

“My pupil is partially taught in the special education classroom by the special education instructor. Before I teach a new topic in my classroom, she conducts pre-teaching. She also provides post-teaching in my classroom to repeat the supplied information because the pace of other learners’ learning may be difficult for my learner who is deaf and has CP.”

By incorporating various activities such as workstations, verbal instruction with visual and technological support, and individual and group study, the teacher seeks to offer class-related material in many ways. The teacher always gave each student precise

instructions during each of these tasks. The pupils collaborated to complete the tasks given to them at their workstations. The instructor set up a contest for the groups to compete in during one section of the class. The teacher gave the hard-of-hearing youngster encouragement to stand up for her group during this activity. The teacher when asked how well the learners are responding to his strategy he stated:

“My student dislikes being pushed out of her comfort zone, but she is always willing to try new things and collaborate with new individuals if I encourage her to. I also have her come up to the board (together with her peers) to solve issues, and when we do 'popcorn' reading, I will ask her to read aloud to the class”.

In a one on one interview the head teachers were asked to mention the strategies that they planned to carry out or introduce to ensure improved academic achievement of their learners and also to address defiant behavior in their institutions. Results were discussed under the following themes:

Social Support

In relation to this, two of the head teachers interviewed shared a similar view on social support, they emphasized on individual and family support be given to the learners and their families, this should be done in a multi-disciplinary approach manner. One member had confidence in the voluntary nondisclosure and another was prone to acknowledge. A typical example, as to this was an announcement of a member who sees educational consultations as the process of seeking social support where he stated:

“...We must work with stakeholders to ensure that we have adequate teachers who specialize in educating students with hearing impairment.”

Obtaining or seeking social assistance refers to a collection of people or organizations that provide assistance to help others cope with the burden that weighs on their personal property. Seeking social support is clearly related to family strength and family trust.

Inclusive learning

According to one of the head teachers, competitive aspect in the education system whereby the learners who are hearing impaired compete with their hearing peers poses another challenge. The head teacher stated;

“Lack of community involvement that is inability to socially interact between hearing learners with learners who are hearing impaired contributes to the learners’ performance.”

Teaching and learning resources

One head teacher said that he would seek funding for teaching and learning resources, he opined;

“Making of learning materials and teaching resources is a challenge since teachers need expertise which they do not have and money, which sometimes is hard to come by.”

Involving the learners’ parents and capacity building for the school staff

It is important for parents with hearing impaired learners to act as role models to the learners and also show an interest in the overall welfare of the learner both at home and at school. These were sentiments shared by all the head teachers during the interview. One of the head teachers suggested;

“Teachers were already qualified to teach learners with hearing impairment. They can be given incentives in order to retain them in the special schools and units due to the workload. This could be in form of a scholarship to better their education in form of tuition costs, travel and accommodation expenses.”

As indicated by Prinsloo (2005) in a study done in South Africa, instructors require training so as to build up the abilities important to evaluate and oversee disruptive behaviour. This would equip students with potent strategies that will cut down on disruptive behavior in the classroom. Through training, instructors will gain confidence in their methods for maintaining order and will be more equipped to have a positive influence on their students.

Professional guidance and counseling

Most importantly, one of the head teachers emphasized that quality guidance and counseling program must be prioritized in all special schools to mitigate the problem of defiant behaviors. In his statement he elaborated that:

“There has not been a proper way of dealing with defiant behaviour because punishment has not impacted much on the change. Therefore, therapy for these learners with special needs is essential.”

This result concurs with Lusweti (2016) who noted that guidance and counselling is very important to decrease aggression among special schools. Having mentioned several possible causes of defiant behaviours, other accompanying disorders such as autism may

be present in the classroom hence teachers must take control of the classroom during learning activities. According to Prsisloo (2005), teachers have control over their classrooms and lessons, and it is here that they may work to reduce disruptive behavior by creating engaging lesson plans, implementing reward and consequence systems with their students, and setting a good example for them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapters in this survey have looked at Introduction to the research study, review of related literature, research design and methodology, presentations of findings interpretation and discussion. This part outlines summary, conclusions and recommendations. The current survey sought to examine the effect of defiant behavior on the academic achievements of hearing impaired learners in selected special schools in Kilifi County Kenya. This chapter dwells on stating the summary of the study; the conclusions arrived at from the outcomes of the survey and recommendations towards learning and realization of better academic results by HI learners with defiant behavior in selected special schools in Kilifi County.

5.2 Summary of Findings

The summary of the results are reported guided by the research objectives which were:

5.2.1 Defiant Behavior traits in Learners with Hearing Impairment

The study established that the defiant behaviour traits observed in learners with hearing impairment were mostly psychological including low confidence, low self-esteem, and/or depression. Total communication behaviours noted in learners included threatening others, labelling, cheating, gossiping and excluding others from games. Findings from observation also indicated that learners with HI exhibited defiant behaviours like restlessness, fighting, disruptive behaviour, high temper, destructive disorder, threatening

others, impatience, isolation and excluding peers for games. It should be noted that there was a distinctive difference in behavioural characteristics displayed by boys and girls. Even though both boys and girls exhibited externalising defiant behaviours, it was more common among the boys than the girls most of whom displayed covert type behaviour leading to defiance.

5.2.2 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Special Schools

The researcher's findings suggest that learners' immediate environment and background which included but not limited to exposure to family-related conflicts, drug and alcohol abuse, poverty and trauma were the major factors causing defiant behaviours among learners with HI in special schools in Kilifi County. These outcomes suggest that majority of the learners in the special schools under study were coming from home backgrounds where conditions are harsh. The communities in the coast region especially Kilifi county view disabilities as related to misfortune and sometimes curses or witchcraft leading to parents and the community to treat such learners harshly, when they are brought to school such learners have already developed defiant behaviours as a reaction to their immediate home environment. Findings also revealed that conditions of school such as schedules that are lengthy, peer influence and sometimes general school environment made the learners more vulnerable to develop defiant behaviours.

5.2.3 Defiant Behavior Disorder and Poor Performance among Learners with Hearing Impairment

It was found that high scores of defiant behaviour deteriorated the level of participation in classroom, class attendance and accomplishment of assignments, performance and reading skills among learners with HI. These learners performed dismally in school evaluation tests as observed from school academic records and also during observation in class learning sessions by the researcher. The learners displayed little to no knowledge and retention of academic skills in the various levels of academic they were in. It was shared by a number of respondents in various schools that due to late enrolment to school and advancing age, some of these learners moved to the next year of academic performance despite their lack of achievement so as to motivate them to stay in school and reduce the number of school drop outs. Findings also revealed that high occurrences of defiant behaviour among learners with HI could lead to truancy and consequently poor performance in class.

5.2.4 Educational Intervention Strategies that Teachers Employ to Curb Defiant Behavior among Learners with Hearing Impairment

Findings revealed that teachers designed various approaches towards coping with the challenges in teaching learners with HI. These strategies were key in relaying learning instructions to hearing impaired learners with defiant behaviour and vital to retention of knowledge and skills they are required to learn. Few teachers could arrange classroom as an instructional strategy to mitigate the problem of defiant behaviour among learners with HI keeping a keen eye on the learners with defiant behaviour. Some teachers relied on peer learning and teaching while they quietly observed the class. Other teachers sought to

use the help of sign language interpreters and guidance and counselling sessions to help improve performance. The classrooms were also set in a manner to motivate learning with the use of charts and brightly coloured learning materials on display. Total communication was used to enhance communication. However, such important measures as focusing on positive behaviour of a child, attending workshops and administration of therapy to learners were negligible.

5.3 Conclusions

The following conclusion was made;

5.3.1 Defiant Behavior Traits in Learners with Hearing Impairment in Selected Special Schools in Kilifi County

Based on the results, the researcher concludes that most learners with HI in selected special schools in Kilifi County, Kenya displayed defiant behaviours, these behaviours were both externalising and covert. Boys were seen to be the ones presenting more of externalising behaviours than girls who mostly presented more of covert behaviour such as depression. From interviews with the school heads and teachers, the researcher concludes that some learners were labelled as having defiant behaviour without undergoing assessment.

5.3.2 Causes of Defiant Behavior Disorder in Learners with Hearing Impairment in Selected Special Schools in Kilifi County

The study concludes that learners' immediate home environment characterized by family conflicts, drug and alcohol abuse and poverty are the main determinants of defiant

behaviours among learners with HI. Based on the outcomes of the survey the researcher also remarks that conditions of school such as schedules that are lengthy, peer influence and sometimes general school environment made the learners more vulnerable to develop defiant behaviours.

5.3.3 Defiant Behavior Disorder and Poor Performance among Learners with Hearing Impairment in Selected Special Schools in Kilifi County

Based on the results and summary of the survey the researcher remarks that, hearing impaired learners with defiant behavior have below average to poor academic achievement levels. The learners displayed little to no knowledge and retention of academic skills in the various levels of academic they were in. Learning in special schools including participation in classroom, class attendance, completion of assignment, academic performance and reading skills among learners are significantly determined by the score level of defiant behaviours.

5.3.4 Educational Intervention Strategies that Teachers Employ to Curb Defiant Behavior among Learners with Hearing Impairment in Selected Special Schools in Kilifi County

From the study the researcher concludes that whereas there could be a variety of management strategies towards curbing defiant behaviours, many teachers proposed them but fail to effectively implement them in schools leading to poor academic performance. The findings encourage us to put in place an emergency plan with the goal of identifying reliable methods for handling and handling disciplinary issues in the school setting. In

fact, the opportunities for initial and ongoing training would greatly benefit teachers' careers.

5.4 Recommendations of the Study

The following are endorsements from the survey in light of the summary, conclusions and according to the set objectives of the study.

5.4.1 Policy and Practitioners Recommendations

- i. The Board of Management, school administration and parents should take part in identification, assessment and management of hearing impaired learners with defiant behaviour. Learners should undergo professional assessment as opposed to being labelled as defiant without actual assessment.
- ii. School administrations should organize internal training, workshops and seminars whereby regular teachers, special needs education teachers and school staff are exposed to forums that are geared towards effective management and mitigation of the causes of defiant behavior among learners with HI.
- iii. There is need for collaboration amongst all stake holders in the education of the HI learner with defiant behaviour so as to improve academic achievement. At home parents should accept and encourage the learners and be involved in their school progress. The school administration and teachers to devise effective ways of controlling defiant behaviour among learners with HI in special schools. Learners with hearing impairments should be empowered to participate in the teaching and learning processes in an attempt to make more beneficial teacher-learner interactions and improve students' academic performance.

- iv. The Ministry of Education's quality assurance and standard division should make an effort to organize more pertinent in-service programs for all teachers and head teachers in the special schools so that they can become informed and sensitized about communication strategies, sign language, and even instructional materials. These strategies together with others that are already in use will facilitate academic performance.

5.4.2 Areas for Further Researcher

- i. The current survey was done in special schools located in Coastal region; there is need for a comparison study in other areas of the country to demonstrate the difference.
- ii. A study to investigate the influence of teachers' attitude towards hearing impaired learners with defiant behavior and its potential effect on learners' academic performance.

REFERENCES

- Akinbami, L, Liu, X., Pastor, P., & Reuben, C. (2011). Attention Deficit Hyperactivity Disorder among Learners Aged 5-17 Years in the United States, 1990-2009. National Center for Health Statistics Data Brief 70.
- American Academy of Child and Adolescent Psychiatry. (2011). "Facts for Families: Learners with Oppositional Defiant Disorder. Retrieved from <http://www.aacap.org>.
- Brown, F., & Snell, M. E. (1993). Measurement, analysis, and evaluation. In M. E. Snell (Ed.), *Instruction of students with severe disabilities* (4th ed., pp. 152-183). New York: Macmillan
- Bru, D. (2009). *Academic Outcomes in School Classes with Markedly Disruptive Pupils*.
- Cangelosi, J.S. (1988). *Classroom Management Strategies: Gaining and maintaining students' cooperation*. New York: Longman, Inc.
- Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., Magito-McLaughlin, D., McAtee, M. L., Smith, C. E., Ryan, K. A., Ruef, M. B., & Doolabh, A. (1997). *Positive behavioral support as an approach for dealing with problem behavior in people with developmental disabilities: A research synthesis*. Unpublished manuscript, State University of New York, Stony Brook.
- Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C. & Smith, C. E. (1994). *Communication-based intervention for problem behavior: A user's guide for producing positive change*. Baltimore: Brookes.
- Chandler, L. K. (1996). Strategies to promote physical, social, and academic integration in mainstream kindergarten programs. In G. Stoner, M. R. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 269-288). Bethesda, MD: National Association of School Psychologists

- Clunies-Ross, P., Little, E., & Kenhuis, M. (2008). Self-Reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Educational Psychology, 28*(6), 693-710.
- Derry, M., Trouping, J., Pause, R., & Verlaine, P. (2004). Frequency of Mental Health Disorders in a Sample of Elementary School Students Receiving Special Educational Services for Behavioral Difficulties. *The Canadian Journal of Psychiatry, 49*(11), 769-775.
- Dunlap, G., & Dunlap, L. K. (1987, Spring). Using task variation to motivate handicapped students. *Teaching Exceptional Learners, 19*(3), 16-19.
- Dunlap, G., & Plienis, A. J. (1991). The influence of task size on the unsupervised task performance of students with developmental disabilities. *Education and Treatment of Learners, 14*(2), 85-95.
- Dunlap, L. K., & Dunlap, G. (1989). A self-monitoring package for teaching subtraction with regrouping to students with learning disabilities. *Journal of Applied Behavior Analysis, 22*, 309-314.
- DuPaul, G. J., McGoey, K. E., & Yugar, J. M. (1997). Mainstreaming students with behavior disorders: The use of classroom peers as facilitators of generalization. *School Psychology Review, 26*, 634-650.
- Elephant in the Classroom: The Impact of Misbehavior on Classroom Climate. *Journal of Education, 131*(2), 306-314.
- Finn, J.D., Pannozzo, G.M., & Voelkl, K. (1995). Disruptive and Inattentive-Withdrawn Behavior and Achievement among Fourth Graders. *The Elementary School Journal, 95*(5), 421-434.

- Graham, S., Harris, K. R., & Reid, R. (1992). Developing self-regulated learners. Focus on Exceptional Learners, 24, 1–16.
- Halifax; Nova Scotia Education, Special Education policy, province of Nova scotia, 2008, prepared by department of Education.
- Henricsson, L., & Rydell, A. (2004). Elementary School Learners with Behavior Problems: Teacher-Child Relations and Self Perception. A Prospective Study. Merrill-Palmer Quarterly, 50(2), 111-138.
- Kathleen O. R, John C. W. (2013) Support Groups for Learners. Taylor and Francis, California, USA.
- Kerr, M.M., & Nelson, C.M. (1989). Strategies for managing behavior problems in the classroom (2nd ed.). New York: MacMillan.
- Kombo, D., & Tromp, D. (2006). Proposal Writing: An Introduction. Nairobi: Paulines Publications Africa.
- Kothari, C. (2004). Research Methodology, Methods and Techniques. New Delhi: New Age International Ltd.
- Lane, K.L., Givner, C.C., & Pierson, M.R. (2004). Teacher Expectations of Student Behavior: Social Skills Necessary for Success in Elementary School Classrooms. The Journal of Special Education, 38(2), 104-110.
- Markward, M., & Bride, B. (2001). Oppositional Defiant Disorder and the Need for Family-Centered Practice in Schools. National Association of Social Workers, 73-83.
- Martin, A.J., Linfoot, K., & Stephenson, J. (1999). How Teachers Respond to Concerns about Misbehavior in Their Classroom. Psychology in the Schools, 36(4), 347-358.

- McCarthy, C.J., Lambert, R.G., O'Donnell, M., & Melendres, L.T. (2009). The Relation of Elementary Teachers' Experience, Stress, and Coping Resources to Burnout Symptoms. *The Elementary School Journal*, 109(3), 282-300.
- Miller, A. (2006). *Understanding Behavior Problems in Urban Elementary Schools*. (Senior Research Project Trinity College, 2006).
- Miller, M., Miller, S. R., Wheeler, J., & Selinger, J. (1989). Can a single classroom treatment approach change academic performance and behavioral characteristics in severely behaviorally disorders adolescents: An experimental inquiry. *Behavioral Disorders*, 14, 215–225.
- Minnesota Association for Learners' Mental Health. Conduct Disorder. Retrieved from www.macmh.org
- Mugenda, O.M & Mugenda, G. A. (2012). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- O'Leary, K.D., & O'Leary, S.G. (1977). *Classroom Management: The Successful Use of Behavior Modification* (2nd ed.). New York: Pergamon Press Inc.
- Rabiu, G.I. & Mastura, B. (2017). Interpersonal Behavioral Problems in Learners with Hearing Impairment: The Parental. *International Journal of Education and Research Vol. 5 No. 10 October 2017*
- Ratcliff, N.J., Jones, C.R., Costner, R.H., Savage-Davis, E., & Hunt, G.H. (2010). The Social Psychology of Education, 12, 461-479.
- Reddy G. L (2010). *Antisocial behavior in students: Detection and Management*, Discovery Publishing house CA, USA.
- Ronald L. A. (2010). *Social learning and Social Structure: A General theory of crime and Deviance*, Transaction Publishers, ML, USA.

- Rosenberg, M. S., & Jackman, L.A. (2003). Development, Implementation, and Sustainability of Comprehensive School-Wide Behavior Management Systems. *Intervention in School and Clinic*, 39(1), 10-21.
- Searight, H.R., Rottnek, F., & Abby, S. (2001). Conduct Disorder: Diagnosis and Treatment in Primary Care. *American Family Physician*, 63(8), 1579-1588)
- Schunk, D. H. (2001). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed.) (pp. 125–151). Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, D. J., Nelson, J. R., Young, K. R., & West, R. P. (1992). The effect of a self-management procedure on the classroom and academic behavior of students with mild handicaps. *School Psychology Review*, 21, 59–72.
- Stacks, A.M. (2005). Using an Ecological Framework for Understanding Treating Externalizing Behavior in Early Childhood. *Early Childhood Education Journal*, 32(4), 269-278.
- Stanfield J. (2005) White mischief with education in Kenya, *Economic Affairs*, vol. 25, pp, 55-57, march 2005.
- Thomas, J.M., & Guskin, K.A. (2001). “Disruptive Behavior in Young Learners: What does it mean? *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(1) 44-51.
- Thomas, J.M., & Clark, R. (1998). Disruptive Behavior in the Very Young Child: Diagnostic Classification: 0-3 Guides Identification of Risk Factors and Relational Interventions. *Infant Mental Health Journal*, 19(2), 229-244.
- Walker, H, M., & Sprague, J.R. (1999). *The Path to School Failure, Delinquency, and Violence: Causal Factors and Some Potential Solutions*, Hammil Institute on Disabilities, Princeton.

- Westling, D.L. (2009). Teachers and Challenging Behavior: Knowledge, Views, and Practices. *Remedial and Special Education*, 31(1), 48-63.
- White, R., Algozzine, B., Audetre, R., Marr, M., & Ellis, E.D. (2001). Unified Discipline: A School-Wide approach for managing Problem Behavior. *Intervention in School and Clinic*, 37(3), 3-8.
- Zirpoli, T.J., & Mellow, K.J. (1993). *Behavior management: Applications for teachers and parents*. New York: MacMillan.

APPENDIX A: CONSENT FORM

I am a master’s candidate from Kenyatta University in Kenya. I am conducting a study on Implications of defiant behavior disorder on academic performance of learners with Hearing Impairment in Kilifi County Kenya, in affiliation with Kenyatta University, Department of Special Needs Education.

I have read the information given in attached relevant questionnaires and understood the aims of the study and the procedures to be followed.

I -----have given consent to participate in conducting research on Implications of defiant behavior disorder on academic performance of learners with Hearing Impairment in Kilifi County Kenya,

Signature..... Date.....

I would thank you and respect your decision should you not wish to participate in this research. If you have any concerns or comments you would like to make on any of the information given in the relevant questionnaires, please contact:

Ommang’ale Linus Ernest

P.O. Box 5903-80200,

Malindi-Kenya

Tel. – 0726 908 705

Email – ernestommangale@gmail.com

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Please answer the following questions truthfully by ticking or describing in your own words in the appropriate space. All the information given will be treated with uttermost confidentiality, your cooperation is highly appreciated by the researcher.

SECTION A

1. Name of the school _____

2. Please tick (✓) where applicable:

i) Gender MALE
 FEMALE

ii) level of education

Untrained teacher (UT)	
ECDE	
DIPLOMA	
GRADUATE	
POST-GRADUATE	
OTHERS	

III) Have you been trained in SNE? YES NO

IV) Please indicate which field in SNE _____

V) Teaching experience

- a) Below five (5) years
- b) six to ten years
- c) Eleven to fifteen years
- d) sixteen to twenty years
- e) More than twenty years

SECTION B

3) Please use a tick (✓) to show the answers that suits you most guided by the key below.

Key: Agree (A) Strongly Agree (SA)
 Disagree (D) strongly disagree (SD)

	1	2	3	4
	A	SA	D	SD
Hearing impaired learners with defiant behavior disorder are easily misunderstood.				
A hearing impaired learner with defiant behavior disorder will display problems with low self-esteem, low confidence and/or depression				
A learner with defiant behavior disorder can create a stressful learning environment in class.				
A hearing impaired learner with defiant behavior disorder cannot perform well in class				
Teachers are well equipped and trained to handle hearing impaired learners with defiant behavior disorder.				
A normal class with defiant behavior disorder learners can cause less teacher burnout than hearing impaired class with defiant behavior disorder learners.				
As a teacher I acknowledge the different capabilities of my learners and strive to meet their different abilities while teaching.				
Adequate and timely reinforcement and/or punishment can lead to hearing impaired learners with defiant behavior to achieve academically.				
In school setting (in/outside class) /, I pity and sympathize rather than empathize with learners with special needs especially those with an accompanying conditions.				

4) Teachers in HI schools face the following challenges especially when dealing with learners with defiant behavior disorder. (Tick where applicable).

	1	2	3	4
	agree	Strongly agree	disagree	Strongly disagree
1. Shortage of staff (both teaching and support staff).				
2. Inadequate training/experience in handling behavioral disorders.				
3. Lack of adequate support from school administration.				
4. Inadequate teaching and learning materials.				
5. Lack of proper and realistic policies and planning from stakeholders.				

5) Other than the challenges mentioned in four above, what other challenges do teachers teaching hearing impaired learners with defiant behavior disorder face.

6) In your view what are some of the resources your school is lacking in order to effectively teach Learners with hearing impairment with defiant behavior disorder.

- 7) The following table evaluates the school environment as recommended for SNE.
Tick as applicable.

	Available	Not available
a) Paved paths and ramps to various buildings in the school.		
b) Well lit and aerated rooms.		
c) Well organized, properly arranged and spacious classrooms.		
d) Communication assistive devices for learners with hearing impairment in classes		
e) Smooth floor surfaces in rooms		
f) Adapted furniture		
g) guide rails on paths and verandas		
h) Direction signs		
i) paved lanes and paths		

8) Apart from environmental modifications mentioned above what other modifications would you recommend to facilitate effective learning among hearing impaired learners with defiant behavior disorder?

9. How do you cope up with the situation and manage defiant behavior in your class?

10. Recommend approaches that need to be used to curb the problem of deviant behavior among learners with HI.

APPENDIX C: QUESTIONNAIRE FOR LEARNERS WITH HI

Please answer the following questions truthfully by ticking or describing in your own words in the appropriate space. All the information given will be treated with uttermost confidentiality, your cooperation is highly appreciated by the researcher.

1) Name of the school

2) Please indicate your gender below:

gender	Use (✓) tick
Male	
Female	

3) Indicate your class by ticking in the appropriate space.

Class	Tick (✓)
1	
2	
3	
4	
5	
6	
7	
8	

4) Apart from learners with hearing impairment do you have learners with multiple disabilities in your school

YES

NO

5) If yes which disabilities are present:

- i) VI – Visually Impaired
- ii) MI – Mentally Impaired
- iii) PH – Physically Impaired
- iv) EBD – Emotional Behavior Disorder

6) Which behaviors have you seen in school that you think affect your learning?

7) How do teachers deal with the behaviors mentioned in six above?

8) What do you think makes learners to misbehave in school?

9) Have you ever been punished for defiant behavior in school?

10) If yes, did the punishment help you change your behavior?

**APPENDIX D: INTERVIEW QUESTIONS FOR PRINCIPALS/
HEADTEACHERS**

- 1) How long have you interacted with Learners with hearing impairment?
- 2) How many years have you headed the school?
- 3) What is your highest level of education?
- 4) Are you trained in special needs Education?
- 5) Which field to be specific?
- 6) Apart from Learners with hearing impairment which other category of learners with disability do you have in your school?
- 7) Do you keep the record of learners in your school with more than one handicapping condition?
- 8) In your view is the school adequately staffed to meet the needs of Learners with hearing impairment?
- 9) Does your school have adequate teaching and learning materials for learners with hearing impairment?
- 10) Which behavior traits have you observed from hearing impaired learners with defiant behavior?
- 11) What are the causes of defiant behavior among learners with hearing impairment in your school?
- 12) If told to give recommendations, what would you recommend to the government in terms of policy and planning for learners with hearing impairment?
- 13) How does defiant behavior affect the academic performance of learners with hearing impairment in your school?
- 14) What strategies do you plan to carry out or introduce to ensure improved academic achievement of your learners?
- 15) What challenges do you face as the principal in the day to day running of the school?

APPENDIX E: OBSERVATION CHECKLIST

	Present	Absent
1) Class register		
2) Class rules		
3) School rules		
4) Teacher's diary		
5) School log book		
6) Minor offences book		
7) Major offenses books		
8) Student report forms		
9) Merit lists		

Deviant Behaviour observed	Remarks
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

APPENDIX F: RESEARCH PERMIT


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

REPUBLIC OF KENYA

Ref No: **841031**

RESEARCH LICENSE

Date of Issue: **14/October/2022**




This is to Certify that Mr. ERNEST LINUS OMMANG'ALE of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: IMPLICATIONS OF DEFIANT BEHAVIOR DISORDER ON ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENT IN SELECTED SPECIAL SCHOOLS, KILIFI COUNTY, KENYA for the period ending : 14/October/2023.

License No: **NACOSTI/P/22/20760**

Applicant Identification Number: **841031**

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions