

**FACTORS INFLUENCING PERFORMANCE OF ENGLISH LANGUAGE
AMONG DEAF LEARNERS IN SPECIAL PRIMARY SCHOOLS
IN HOMABAY COUNTY, KENYA**

WESLEY IMBUCHI AGENGO

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN THE DEPARTMENT OF EDUCATION, SCHOOL OF
HUMANITIES AND SOCIAL SCIENCES OF AFRICA NAZARENE
UNIVERSITY**

AUGUST, 2019

SIMILARITY INDEX

Imbuchi

ORIGINALITY REPORT

20%	17%	4%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	stcloudccw.org Internet Source	3%
2	helda.helsinki.fi Internet Source	2%
3	www.fiuc.org Internet Source	1%
4	www.aun.edu.eg Internet Source	1%
5	Myburgh, Chris, Aneesa Moolla, and Marie Poggenpoel. "The lived experiences of children living on the streets of Hillbrow", Curationis, 2015. Publication	1%
6	www.crin.org Internet Source	1%
7	www.stambrose.us Internet Source	1%
8	motherteresashelter.org Internet Source	1%

15	Submitted to Acad Of The Holy Names High School Student Paper	<1%
16	www.unicef.org Internet Source	<1%
17	Submitted to British University in Egypt Student Paper	<1%
18	ir.knust.edu.gh Internet Source	<1%
19	Submitted to University Der Es Salaam Student Paper	<1%
20	dreamscanbe.org Internet Source	<1%
21	apps.who.int Internet Source	<1%
22	kenyachildrenofhope.org Internet Source	<1%
23	Submitted to The University of Manchester Student Paper	<1%
24	epdf.tips Internet Source	<1%
25	Submitted to Eiffel Corporation Student Paper	<1%

DECLARATION

I declare that this thesis is my original work and has never been presented for the award of a degree in any other University.

Signed: _____ Date: _____

AGENG'O IMBUCHI WESLEY

13S04CMED041

This research project is submitted for examination with my approval as a university supervisor.

Signed: _____ Date: _____

Dr. CHARLES OMOKE, PHD

Signed: _____ Date: _____

DR. BONIFACE MWANGI, PhD

DEDICATION

This work is dedicated to my beloved wife Beryl A. Odhiambo, our Sons Axel Craig Ageng'o and Neville Praise Imbuchi Osotsi.

ACKNOWLEDGEMENT

I am indebted to God for the gift of life and health throughout my post graduate studies. I sincerely express my gratitude to my Supervisors Dr. Charles Omoke and Dr. Boniface Mwangi for their valuable contribution to this thesis. I want to sincerely thank my wife Beryl and the entire family for having stood with me during the hard financial times we went through while undergoing this course. May the good Lord abundantly bless you all.

TABLE OF CONTENT

SIMILARITY INDEX	ii
DECLARATION.....	iii
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
ABSTRACT.....	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
DEFINITIONS OF TERMS	xiv
ABBREVIATIONS AND ACRONYMS.....	xvi
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	3
1.4 Purpose of the Study	4
1.5 Objectives of the Study	4
1.6 Research Hypotheses	5
1.7 Significance of the Study	5
1.8 Scope of the Study	6
1.9 Delimitation of the Study.....	6
1.10 Limitations of the Study.....	6
1.11 Assumptions of the study.....	7
1.12 Theoretical Framework.....	7
1.13 Conceptual Framework.....	8
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 The extent to which Kenya Sign Language influences Performance of English.....	10
2.3 Training of English Teachers and Performance of English language among the H.I Learners in Special Primary Schools.	15

2.4 The Effects of Severity of Hearing Impairment on Performance in English language in Special Primary Schools	21
2.5 School socio-economic factors that affect students' English language performance in special primary schools in Homabay County.	30
CHAPTER THREE	36
RESEARCH METHODOLOGY	36
3.1 Introduction.....	36
3.2 Research Design.....	36
3.3 Research site	37
3.4 Target Population.....	37
3.5 Determination of the study sample.	37
3.5.1 Sampling procedure	38
3.5.2 Sample Size.....	38
3.6 Data Collection Measures	39
3.6.1 Development of the Instruments.	39
3.6.2 Pilot Testing of the Research Instruments.	41
3.6.3 Reliability of Research Instrument	42
3.6.4 Validity of Research Instrument	42
3.7 Data processing and Analysis	43
3.8 Legal and Ethical Considerations	43
CHAPTER FOUR.....	45
RESULTS AND ANALYSIS	45
4.1 Introduction.....	45
4.2 Return rate of the instruments.	45
4.3 Demographic Data of the Respondents.....	46
4.3.1 Teachers	46
4.3.2 Pupils' Demographic Data.....	52
4.3.3 Key informants' Demographic Data.....	56
4.4 Influence of Kenya Sign Language on the Performance of English Language	57
4.4 Impact of Training of English Teachers on Performance of English Language by Hearing Impaired Learners.....	69
4.5 Severity of hearing impairment on the performance of English.....	77
4.6 School Socio Economic Factors and Performance in English.....	86

4.7 Hearing Impaired Pupils' Performance in English Language	97
4.8 Hypotheses Test	103
CHAPTER FIVE	112
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	112
5.1 Introduction	112
5.2 Summary of the Main Findings.	112
5.3 Discussion	115
5.3.1 Influence of KSL on the performance of English language	115
5.3.2 Impact of training of teachers on performance of English.	117
5.3.3 Impact of severity of hearing impairment on performance of English.	119
5.3.4 Impact of school socio-economic factors and performance of English.....	120
5.4 Conclusions.....	122
5.5 Recommendations of the Study	123
5.6 Suggestions for further Study	125
REFERENCES.....	126
APPENDICES	131
APPENDIX A: TRANSMITTAL LETTER.....	131
APPENDIX B: TEACHER'S QUESTIONNAIRE.....	132
APPENDIX C: PUPILS QUESTIONNAIRE	136
APPENDIX D: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS	140
APPENDIX E: INTERVIEW SCHEDULE FOR CQUASO'S	143
APPENDIX F: RESRCH PERMIT FROM MINISTRY OF EDUCATION.....	146
APPENDIX G: MAP OF THE STUDY AREA	147

ABSTRACT

Education has a pivotal role in the social, political and economic development of an individual. Regarding this, the government of Kenya is committed through the free primary education to increase educational opportunities by making schools accessible to all children. Over the years, the language of instruction in Kenyan school has been English. Thus, pupils' proficiency in English goes to an extent of determining their academic achievement in the overall. Pupils' failure to understand English language becomes a challenge in academic achievement. This study sought to investigate the factors influencing performance of English among the pupils with hearing impairment in special primary schools in Homabay County. This study was guided by the following specific objectives: To examine the extent to which the nature of Kenya Sign Language influences performance of English language in special schools for Hearing Impaired learners in Homabay County, Kenya; to establish the influence of training of English teachers on the performance in English language by hearing impaired learners in special primary schools; to determine whether severity of hearing impairment influences the performance of English language in special schools; and to assess the influence of school based socio economic factors on performance in English language by Hearing impaired learners. This study was modeled on Skinners Theory of Motivational Learning and a Conceptual Framework. The study adopted both descriptive research design and correlation research design. The target population was 440pupils, 8 teachers, 3 head teachers and 1 CQUASO. The study employed purposive and stratified random sampling techniques to come up with a sample size of 117 students, 8 teachers of English, 3 head teachers and 1 CQUASO. Data was gathered by use of questionnaires and interview guides. Reliability coefficient was obtained by subjecting the instruments to Pearson correlation coefficient formula. The coefficient reliability was 0.79 which indicated that the instruments were reliable. Content validity of the data collection tools was also conducted. Qualitative data was analyzed based on the themes and sub themes whereas Quantitative data was analyzed using descriptive and inferential statistics. The findings of the study was follows: KSL, the level of hearing impairment, in-service training of teachers and school socio-economic factors such as facilities, awards, teacher's student ratio, management style, teachers and students attitude, significantly contributes to the performance of English. The study concluded that the strong value of R (0.763) meant there was a strong positive correlation between the predicted and observed values of the Deaf learner's performance in English language in the special primary schools in Homabay County. The study recommended that there is need for the government to revise books for all subjects with hearing impaired learners and adapt them to the Kenya sign language sentence structure so as to improve the understanding of the syllabus content among the learners with hearing impairments.

LIST OF TABLES

Table 1.1:	KCPE English National Results Mean Scores (2006 to 2015).....	2
Table 2.1:	Forms of Deafness by Alothman (2014).....	28
Table 3.1:	Sample size targeted for the study	39
Table 4.1:	Return Rate of the Instruments	46
Table 4.2:	Influence of KSL on Performance of English Language among Pupils with Hearing Impairment	59
Table 4.3:	Effects of K.S.L on the performance of English.....	65
Table 4.4:	Training of English Teachers for the Hearing Impaired Learners.....	71
Table 4.5:	Effectiveness of English Teachers to the Hearing Impaired Learners.....	74
Table 4.6:	Influence of Severity of Hearing Impairment on Performance of English.....	79
Table 4.7:	Pupils' Views on Influence of Severity of Hearing on Performance in the English Language	82
Table 4.8:	Teachers' opinions on effect of social economic factors on Performance in English.....	87
Table 4.9:	Pupils' Views on Influence of Social Economic Factors on Performance in the English Language	91
Table 4.10:	Head Teacher's Responses on Factors Affecting Performance.....	96
Table 4.11:	School One Pupils Distribution by Score in English Test and School Mean	98
Table 4.12:	School Two Pupils Distribution by Score in English Test and School Mean	99
Table 4.13:	School Three Pupils Distribution by Score in English Test and School Mean.....	101
Table 4.14:	Comparison of Performance in English Test by Level of Hearing Loss	102
Table 4.15:	Regression Model Summary of Factors influencing performance in English language.....	104
Table 4.16:	Multiple Regression Model Significance of Factors influencing performance in English language	106
Table 4.17:	Summary of Multiple Regression Models Coefficients	109

LIST OF FIGURES

Figure 1.1:	Factors influencing performance in English language by H.I learners	8
Figure 2.1:	Audiograms of Right and Left Ear	23
Figure 2.2:	An Audiometer showing Sensorineural Hearing Loss	24
Figure 2.3:	An Audiometer indicating a mixed Hearing Loss.....	25
Figure 2.4:	An Audiogram showing Normal Hearing	26
Figure 4.1:	Gender of the Teachers	48
Figure 4.2	Teacher’s Work Experience	49
Figure 4.3:	Distribution of Teachers by Age Bracket.....	50
Figure 4.4:	Teachers’ Highest Education Level	51
Figure 4.5:	Average School Mean in English Test for the Last Three Years.....	52
Figure 4.6:	Gender of the Pupils.....	53
Figure 4.7:	Age Bracket of the Pupils.....	54
Figure 4.8:	Distribution of Pupils by Class	55
Figure 4.9:	Number of Years they have spent in the Current Special School by Pupils	56
Figure 4.10:	Extent to which KSL influence performance in English language	58
Figure 4.11:	Pupils Opinion on Whether KSL is their Favorite Subject	61
Figure 4.12:	Pupils Responses on their Family Member’s Ability to Use KSL.....	62
Figure 4.13:	Learner’s Responses on their Use of English.....	63
Figure 4.14:	Distribution of the Study Respondents Difficulties in using English Tenses	63
Figure 4.15:	Extent to which training of English teachers for the hearing impaired learners influence performance in English language	70
Figure 4.16:	The level of effectiveness of the English teacher in training hearing impaired learners	73
Figure 4.17:	Extent to which severity of hearing impairment influence English language performance in special Primary schools.....	78
Figure 4.18:	The level of hearing loss among the pupils who took part in the study	81
Figure 4.19:	Teachers’ views on the extent to which social economic factors influence performance in English language	87
Figure 4.20:	Extent to which socio-economic factors affect performance in English language by hearing impaired learners.....	90

DEFINITIONS OF TERMS

Audiometer:	This is an instrument for measuring differences in hearing.
Deaf:	Anyone who cannot understand speech (with or without hearing aids or other devices) using sound alone.
Decibel Unit (dB):	It is a unit used in measuring the level of hearing in a learner with hearing impairment
Disabilities:	Physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks.
Effective:	Essential concern to bring about the desired results of a pupil with H.I learning By some educational activities.
Hard of hearing:	One exhibiting a hearing loss that, whether permanent or Fluctuating, interferes with acquisition of auditory skills
Hearing aid:	A device that amplifies sound for the wearer to make speech more intelligible.
Hearing Impairment:	Partial or total inability to hear.
Inclusion:	The process of adjusting an institution so that all the Individuals with hearing Impairment are fully accommodate
Learning	Relatively permanent change in behavior which occurs as a function of practice And observed through changes in learners.

Mild hearing Loss:	Describes those learners with H.I whose hearing level ranges from 25 dB to 55dB.
Policy makers:	The people responsible for making policies, especially in the main Stream government.
Profound hearing loss:	Describes those learners with H.I. whose level of hearing range from 56dB to 91dB and above.
School Socio-economic factors:	Factors which affect performance as a result of school set up.
Sign Exact English:	Signing words and group of words in the same format as spoken English.
Sign Language:	A system of making signs for letters, words and group of words using figured signs And body gestures.
Sign language:	A system of hand movements used for communication among the H.I
Special Schools:	A school catering for students who have special educational needs due to severe learning difficulties, physical, mental or behavioral problems.
Syntax:	Study of rules for the formation of grammatical sentences in a language.
Total Communication:	Approach to deaf education that aims to make use of a number of modes of communication such as signed, oral, auditory, and written and visual aids depending on the particular needs and abilities of the child.

ABBREVIATIONS AND ACRONYMS

C.M.V - Congenital Cytomegalovirus

CQUASO - County Quality Assurance and standard officer

D.BV - Decibel Unit

D.C.L - Desired competency level

E.A.R.C - Educational Assessment and Resource Services

E.F.A - Education for All

F.P.E - Free Primary Education

H.I - Hearing Impaired

I.E. - Inclusive Education.

I.E.P - Individualized Education Programme

K.C.P.E - Kenya Certificate of Primary Education

K.S.D.C - Kenya Society for Deaf Children.

K.S.L - Kenya Sign Language

KCSE - Kenya Certificate of Secondary Education

KICM - Kenya Institute of Curriculum Management.

KNEC - Kenya National Examination Council

KTID - Karen Technical Training Institute for the Deaf

L.A.D - Language Acquisition Device

LOI - Language of Instruction.

M.O.E - Ministry of Education

MCL - Minimum Competency Level

MMSHL - Mild, Moderate and Severe Hearing Loss.

NACOSTI - National Council for Science, Technology and Innovation.

S.E.E - Signed Exact English.

S.L - Sign language.

S.N.E - Special Needs Education.

SPSS - Statistical package for Social Sciences.

T.C - Total Communication

T.S.C - Teachers Service Commission

U.N - United Nations.

UNESCO - United Nations Educational Scientific and Cultural

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The major theme for conducting this research is to demystify the perennial phenomena of poor and weak performance in English by hearing impaired learners, especially in special primary schools for the Hearing Impaired. The work intends to investigate and explore possible causes of the problem within Homabay County.

1.2 Background to the Study

Literacy difficulties among H.I children are wide spread than among hearing children but reasons for their problems differ. (Herman & Kyle, 2014) highlights the level of oral reading difficulty among H.I learner's and points to specialized intervention to be carried out along the lines currently offered to hearing children with dyslexia. Abedi and Gandara (2006) advocates that Deaf learners, like any other learners, are subjects to the same social and psychological factors that affect learning.

Luckner (2003) proposes that the debate of how best to educate H.I learners attracts too much controversy, and harbors emotionally laden feelings. Disagreements regarding the right mode of communication, where to educate these children and appropriate teaching methods for hearing impaired learners have been ongoing sources of controversy. Reading is related to cognitive, language and emotional development and forms a fundamental skill necessary to function successfully in today's society.

Ress and Azzolin (2014) observe that social inequality in educational attainment is a well-documented fact. Occupational class of parents and academics has a significant impact on youth education in many European countries. Eradicating learner's language

barriers requires informed language policies by a better understanding of the mechanisms by which language factors affect learning outcomes (Servaas *et al*, 2011)

Research has shown that in Kenya, achievement in English at primary school level is low (KNEC, 2010; Uwezo, 2011). When H.I learners achieve poorly in English in lower primary, they are likely to perform poorly at the (KCPE) level as shown by KCPE English results from 2006 to 2015 presented in Table 1.1.

Table 1.1: KCPE English National Results Mean Scores (2006 to 2015)

Paper	Year.									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Objective	45.9	47.0	41.6	45.8	49.1	46.2	49.9	45.12	41.51	43.96

Source: KNEC, Year 2006 to 2015 KCPE Examination Reports.

The table shows that performance in English over this period was consistently poor. Learners achieved a mean below 50 per cent for the English Objective Examination, which tests reading, comprehension, grammar and vocabulary. A number of studies conducted in Kenya have also revealed that many primary school learners are leaving school without acquiring the expected competencies in English (APHRC, 2012; Uwezo, 2012).

When 50 percent is accepted as the Minimum Competency Level (MCL) and 70 per cent as the Desired Competency Level (DCL) (Republic of Kenya, 2006), it can be argued that most hearing impaired learners are leaving primary school without acquiring the MCL in reading comprehension, grammar and vocabulary. When this hearing impaired pupils leave school without acquiring literacy in English, it hampers their effective participation

in personal and national development and this has a negative effect on national development.

Poor academic performance in Kenyan schools for the hearing impaired continues to worry many stakeholders. Maina, Oracha and Indoshi (2011) attributes poor performance especially in English ,to poor instructional methods, little commitment among tutors and communication barriers within the curriculum perhaps the most striking implication of deaf individuals' deficiencies in working memory lies in the fact that they all relate to procedures used during the comprehension and learning of language (Hamilton ,2011). A hearing impaired learner whose primary language is sign language, usually learns to read by looking at English print while a teacher, parent or other instructor interprets the story in sign language, assisting learners to associate written word to the signed meaning (Thurlow, Moen, Haussmann & Shyyan, 2009). Padden and Ramsey (1999) postulates that learners' who perform exemplary on tests of ASL also perform well on a measure of reading comprehension.

1.3 Statement of the Problem

The phenomena of underperformance by hearing impaired Learners in KCPE, especially in English language has persistently continued to puzzle the education community and other stakeholders for some time now. There is little research that has been done to establish the factors that influence performance of English language by hearing impaired learners, it's against this background that the present study seeks to establish the factors influencing performance in English language by learners in special primary schools in Homabay County.

A look at the KCPE results in English over a period of seven years, in Homabay County, attests to this. There is need to investigate the details of the teaching methodology, setting of KCPE English for Deaf Learners. There is need to understand the relationship between Kenya Sign Language and the performance of English language in KCPE. The background and attitude of the teachers handling these children is of essence to this study and the nature and degree of the handicap will also enrich our understanding.

1.4 Purpose of the Study

The main purpose of this study was to determine factors influencing performance in English among deaf learners in SNE schools in Homabay County, Kenya.

1.5 Objectives of the Study

This study was designed to achieve the following specific objectives:

- i. To examine the extent to which the nature of Kenya Sign Language influences performance of English language in special schools for Hearing Impaired learners in Homabay County, Kenya;
- ii. To establish the influence of training of English teachers on the performance in English language by hearing impaired learners in special primary schools in Homabay County, Kenya;
- iii. To determine whether severity of hearing impairment influences the performance of English language in special schools for Hearing impaired learners in Homabay County, Kenya;
- iv. To assess the influence of school based socio economic factors on performance in English language by Hearing impaired learners in Homabay County, Kenya;

1.6 Research Hypotheses

The study was guided by the following research questions:

- i. There is no statistical significance association between Kenya Sign Language and the performance of English language in special primary schools for Hearing Impaired learners in Homabay County Kenya;
- ii. There is no statistical significance association between training of English teachers and the performance of English language by hearing impaired learners in special primary schools in Homabay County, Kenya;
- iii. There is no statistical significance association between the severity of hearing impairment and the performance of English language by hearing impaired learners in special primary schools in Homabay County, Kenya;
- iv. There is no statistical significance association between school based Socio-economic factors and the performance of H.I learners in English in Homabay County, Kenya;

1.7 Significance of the Study

This study is important to the immediate community for instance, learners, teachers, parents, researchers and other stakeholders in addressing the needs for the H.I learners. The research findings will also enrich, not only the policy makers in general, but specific institutions like Ministry of Education (MOE), Kenya National Examinations Council (KNEC), Kenya Institute of Curriculum Management (KICM), Teachers Service Commission (TSC) and the international community. This study will be significant for promulgators of Education for All (EFA) and inclusive education.

1.8 Scope of the Study

This study was geared towards four specific areas: influence of Kenya sign language on the performance of English in KCPE by deaf learners, Training of SNE English teachers, Severity of hearing impairment and school socio-economic factors affecting performance. The geographical location of this study will be limited to Homabay County with regard to special schools for the hearing impaired learners. The target groups was English language teachers in hearing impairment schools, head teachers of special primary schools, Cquaso and hearing impaired learners within Homabay County. The study employed descriptive survey design.

1.9 Delimitation of the Study

A delimitation of this study is that the unit of analysis was confined to the hearing impaired learners who are undergoing their primary level education. This still did not account for the other students with disabilities who have also faced similar challenges in English language.

1.10 Limitations of the Study

The researcher anticipated that the respondents may not cooperate fully for fear of victimization by the ministry of education or the Teachers' Service Commission; nevertheless, the researcher reassured the respondents of the anonymity of the information they gave and that it was to be used for the purpose of this research only. Due to the fact that there existed variations in sign language, the researcher anticipated a challenge in communication either between the researcher and the pupils or among some teachers. Nevertheless, the researcher sought the assistance of local sign language interpreters who were well versed with the local signs for easy communication.

1.11 Assumptions of the Study

Assumptions in research are truthful observations acknowledged to be true but not actually confirmed (Merriam, 2014). To ensure that the study was effective, it assumed that:

- i. Proper record keeping is done in various schools that would provide a base for assessment of factors influencing the performance of English language amongst the hearing impaired learners.
- ii. The researcher assumes that each respondent will be cooperative enough to provide the data needed for the study.
- iii. There will be adequate resources intended to collect data.

1.12 Theoretical Framework

This particular study was based on Skinner's Theory of Motivational Learning as cited by (Orodho, 2004). The theory's central argument was that student's motivation to engage in any task depended on expected rewards. On this reference, a positively regarded reward included positive motivation and consequently, it resulted to high achievement. On the other hand, the negatively regarded reward leads to negative attitudes and underachievement. It is also important that the teaching influenced the student high performance; experiences and qualifications of the teachers, instructional resources and teaching strategies enhance teaching and learning (Orodho, 1996). The interaction strategies will translate into student's high performance. Motivation is regarded by experts as a requirement for productive learning. Most tutors' headache has always been how to motivate learners towards the desire for studies. If H.I students lack interest in learning, their learning efficiency slows down and therefore lags behind their regular

counterparts. If a teacher understands how to motivate his or her students, the teacher can hugely impact positively and therefore increase the student's rate of learning (Petty, 1993).

1.13 Conceptual Framework

Conceptual framework refers to a scheme of variables a researcher operationalizes for the purposes of achieving the set objectives (Oso & Onen, 2008). Figure 1.1 shows the diagrammatic representation on how the independent and dependent variables interact to show the influence of language acquisition among the hearing impaired learners.

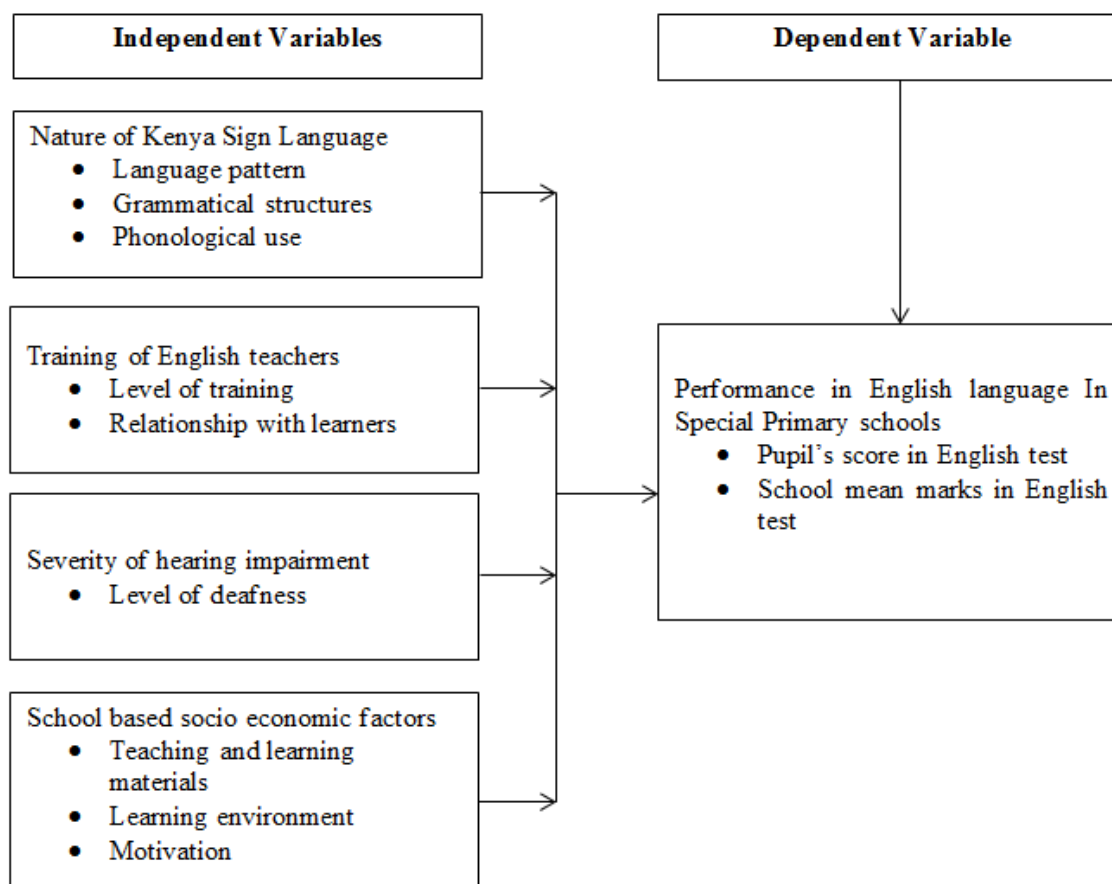


Figure 1.1: factors influencing performance in English language by HI learners

The model examined the relationship between variables, teaching and learning process with performance of English language. As expected, trained and qualified teachers of

English, availability of instructional materials, could have contributed to high academic achievement in that subject. There was anticipation of better student performance could there have been early intervention to learn the language because their first language is Kenya sign language and this would determine their success. In addition, when teachers are motivated to teach English, the learner's performance would improve drastically because teachers play a key role in facilitating the learning process.

In addition, it was anticipated that learner's frequent exposure to English language could affect outcome of performance in English language. Moreover, it was anticipated that if content organization, learning objectives, and application of recent methods of teaching and learning by English language teachers, the performance of H.I learners could have improved a great deal.

Performance in language refers to level of mastery in terms of comprehension, production and attitudes toward the subject. On one hand, it was anticipated that when predictor variables and mediating variables were favorable then, the level of performance would be high; on the other hand, when they were of low quality then, performance would suffer.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of four sub sections. The first section reviewed literature on the influence of Kenya sign language on the performance in English among deaf learners, the second section dealt with the training of teachers of English towards the performance of English by H.I learners, the third section looked at the severity of hearing impairment towards the performance of hearing impaired learners in English and the final section sought to find out the effects of school socio-economic factors on performance of English. The gaps that the present study addressed were given at the end of every sub section.

2.2 The extent to which Kenya Sign Language influences Performance of English Language by Deaf Learners in special Primary Schools

Wilbur (2000) says that hearing impaired students are a linguistic minority, whose linguistic and cultural rights should be embraced and upheld rather than hold the older believe of hearing impaired children being flawed and somehow incompetent and who are forced to look and act like their hearing counterparts.

Hearing impairment among learners leads to slow language development and retarded progress. There is an assumption that the hearing impaired individuals have poor reading skills resulting from inadequate phonological processing and lack of knowledge for semantics and syntax of English (Musselman, 2000). Juma (2013) points out that student who does better on tests of sign language cum finger spelling relatively perform well on a measure of reading comprehensively and lack of initial language learning opportunities

maybe the major contributing factor to the overall underperformance amongst deaf students. Hearing impaired children acquire language in essentially similar ways and through similar mental strategies as hearing children acquire spoken languages (Adoyo & Okutoyi, 2015). The challenge is that Kenyan Sign Language (KSL), grammatical structure context and principles are not embedded in English grammar pattern. It uses visually transmitted pattern of manual communication, body language and lip movement to receive and express meaning simultaneously, with combined facial expression, orientation and different arm shapes, which is not found in English grammar that is used as the language of examination in Kenya even for students with hearing impairment (HI) (Raga, 2014). Imbiti (2014) posits that there is need to revise books for all subjects with hearing impaired learners and adapt them to the Kenya sign language sentence structure.

There is no existence of universal sign language, but different national sign languages exist due to the fact that signs are culturally oriented (Adoyo, 2002). In comparison with others languages, and particularly first languages, American Sign Language (ASL) is a means of critical thinking, problem solving and is geared towards equipping children with skills to form relationships with other learners. In the early years, it's fundamental to develop a reliable foundation for the first language. It's vital for the learner's cognitive development as well as a means to join in a bigger society which attributes to the learner's intellectual ability and identity (Cummins, 2006). Malloy (2003) asserts that the brain of all human beings is wired for language. It matters less whether the language is spoken, signed, or otherwise – all human being crave for language and identity. The most crucial language literacy occurs in a very short period of time and research has proved severally that lack of exposure to language, both expressive and receptive in this error

can have dangerous and permanent negative effects. Research has provided plausible evidence supporting use of a student's primary mode of communication in teaching all subjects to hearing impaired learners (Namukoa, 2012).

In the African context, Orgunsi (2009) observed that as a means of instruction English language plays a fundamental role in schools across Nigeria right from kindergarten to the college level. The contents of school subjects was comprehended and transmitted to learners across all the levels of education using English language as the main source of communication. As such, it is presumed that students proficiency in English language lead to high academic achievement. Orgunsi (2009) conducted a study whose findings indicated that English language proficiency significantly impacted on the students' overall academic achievement. Furthermore, a significant relationship between English language proficiency of the learners and their overall academic achievement was noted. Therefore, performance of English is shown to influence the students overall academic. Further research was recommended to ascertain contribution of English to the overall academic performance. Whereas this study was conducted in Nigeria, the current study was carried out in Kenya, Homabay County.

A study was conducted by Coetzee and Taylor (2013) on estimating the impact of language of instruction in South African primary schools. They used longitudinal data on school characteristics including language of instruction by grade and student test scores data for the population of South African primary schools. The findings indicated that there exists a positive correlation between English instruction in the first three grades and English performance in grades 4, 5 and 6. This study focused on normal children's performance in English and was comparative in nature. The current study's concern

dwelt on contributing factors that made hearing impaired students lag behind in their performance in English in a national examination (KCPE) in Kenya as compared to normal students.

Studies carried out in Tanzania established that students' English language achievement in National Examination had been poor for a period of time, almost half of the learners obtained between divisions (4) and (0) in remote areas as well as city high school learners (Nyamubi, 2003; Yohana, 2012). This sadly means that the students completed the studies and left with very little knowledge in English. As such, Tanzania just like other multilingual communities globally has not been able to eradicate the challenges of language performance in academics. For many years since independence, the acceptable language of instructional has always been a matter of public intense debate.

Bunyasi (2010) conducted a study on "Relationship between Self-esteem and Academic Achievement of Girls with HI". The study purposively sampled fifty-three girls with HI from two schools in Central and Western provinces respectively, as the only secondary schools with HI that provided an academic secondary curriculum in the country. The data was collected using three types of questionnaires. One was an adaptation from Rosenberg's self-esteem scale which inquires about the feelings, motivations, attitudes, accomplishments and experiences of individuals. Her research findings revealed dismal academic performance of girls with HI despite high self-esteem rating and teachers' lack of proficiency in KSL. This study looked at self-esteem and overall performance of learners that are HI in secondary school. The current study particularly looked at performance in English at primary school level. Since most subjects are set in English, it's important that the challenges be established and addressed.

Kamonya (2008) carried out a study on factors hindering teaching and learning activities for H.I learners at secondary school level. The study sampled eighty-seven respondents out of one hundred and ninety target populations. The study adopted a diagnostic descriptive design, where the findings revealed that most teachers were not conversant with KSL, while students preferred KSL for interaction purposes outside classroom situation. The study findings by Kamonya (2008) concur with Bunyasi (2010). Okombo (1994), however argues that KSL sentence structure directly follows that of most of African native language, hence the difference from that in English grammar. The outcome of this research agrees with their findings that variation in sentence structure between KSL and English significantly contributes to poor performance of English in primary schools in Homabay County.

Njuguna (2012) did a study on factors influencing performance of English language in public secondary schools in Bomet, Kenya. The study objectives were to assess the influence of teacher qualifications on English performance, determine the level to which availability of teaching and learning materials affect English performance and to find out the contribution of school and home factors on performance in English. The study was guided by Communicative Language Theory. The study adopted a descriptive survey research design. Data was analyzed descriptively. The study found out that school and home environment had a profound influence on the performance in English language national examinations. The current study looked at performance in English in Special schools in Homabay County.

Raga (2014) conducted a study at Kuja secondary school in Migori County, Kenya. The study investigated the impact of language switching code from KSL to English on

students with HI in KCSE examination. The study was based on Noam Chomsky's theory of language which describes language as a structure in the human mind and predicts the grammaticality of any given utterances. The researcher used interviews, participatory observations and document analysis in data collection. The target population was 190 students and 22 teachers. A sample of 16 respondents participated in the study; 1 principal, 5 teachers and 10 students. The researcher established that failure to implement the use of KSL during instruction as well as examination writing would continue to cause examination implications for students with HI in KCSE. This study is important to the current study because the researcher focused on the grammatical discrepancies between KSL and English that interfere with teachers' skills of instruction and students' receptive and expressive ability to participate in national examination.

On the contrary, whereas Raga's study was based in a single secondary school, her study is limited in scope and may not paint a clear picture of the root cause of poor performance. This study therefore looked at three primary schools in Homabay County. Language proficiency at lower grades is important because it is the foundation with which learner's linguistic competency is built especially in grasping the parts of speech. Raga's study also did not employ scientific method of data analysis. Her findings could be majorly subjective. This study employed both quantitative and qualitative method of data analysis

2.3 Training of English Teachers and Performance of English language among the H.I Learners in Special Primary Schools.

In Canada, there are provincial schools for the hearing impaired learners. These institutions offer a rich and supportive bilingual approach to the academic environment

that promotes the learners acquisition of language, learning, and social growth through American Sign Language (ASL) and English. Each institution has a Resource center Division that carries out assessment and placement of hearing impaired children and a variety of workshops with extensive home-visit programs delivered by teachers equipped with skills and training in pre-school education as evidenced in Special Education Report of 2015. All enquiries have narrowed to teachers' in-competency in the instruction of language as a major barrier to the deaf learner's academic progress. It is upon the English language teacher to see to it that the learner gets enough communicative English skills that will assist them in advancing for further studies.

In a three-year longitudinal study of educational effectiveness known as the Victorian Quality Schools Project. A number of studies tested learners, teachers and school differences in English achievement (Hill, 1994; Hill & Rowe, 1996; Hill et al., 1996; Rowe & Hill, 1994). Using multi-level modeling approach to study the interrelationships between different factors at each level learners, classroom and school the publishers discovered in the first phase of the study that at the primary level 46 per cent of the variation in English was as a result of differences between lecture halls, while at high school level the rate was almost 39 per cent. Further probe indicated that class differences were also essential in testing learners growth in English language achievement, and that differences in achievement progress located at the classroom level ranged from 45 to 57 per cent (Hill & Rowe, 1996; Rowe & Hill, 1998). The study was conducted in Australia and the results obtained may not reflect the situation in Kenya. Whereas the study was done decades ago, this study is current as it is able to reflect the real situation on the ground as far as performance of English in special schools is concerned.

Cullen (2009) in a study in USA posited that teachers of English should be able to acclimatize to the changing trends in teaching of English languages in primary schools. A majority of studies have found out that teacher training is an important aspect in teaching and learning of English language. Some of the studies have established that the pre-service education as well as training matter. Other studies have indicated that in-service training could be considered to be more effective. The existing data is rather convoluted and diverse; no reservation varying by the eminence of research design and data. However the overall suggestion observes that well educated teachers are more effective in terms of cognitive accomplishment. The current study looks at training of teachers in KSL and their ability to effectively use it in teaching and performance of English in primary school level.

According to Goe (2007), qualification of the teacher is vital as it is used as an indicator in the assessing the quality of teachers. Furthermore, Aaronson and Barrow (2003) asserts that there are two key teacher academic qualification variables which produce positive results in the teaching of English language. Learning of English in primary school level appears that those teachers having a solid background in English knowledge produce good learners achievement in comparison to tutors with limited knowledge (Goe, 2007) subject matter knowledge is vital in the production of good results in English (Wenglinksky, 2003). Therefore teachers need to continuously be updated on current trends in English language to remain competent in teaching. The current study did not only look at teachers training but also looked at how in-service courses in KSL contributed to the teachers ability to conform to emerging issues in delivery of content and hence performance in English in Special schools for the HI.

In a study evaluating newly trained teachers of the hearing impaired, Rittenhousse (2004) found out that while they were typically energetic and willing to attempt to tackle new ideas, they more often lacked in skills necessary for the maintenance and development of (IEPs). He also argued that improvement of preparation programs for teachers of the deaf could be focused in the following areas: 1) improving the sign language skills of pre-service teachers of the deaf; 2) improving subject matter knowledge instead of focusing solely on language and communication; and 3) improving the writing skills of hearing impaired learners and hearing impaired pre-service teachers of the deaf.

In Zanzibar, Moshia (2014) investigated the factors affecting students' performance in English language subject in Zanzibar secondary schools. The study used Bloom's model of evaluation as a basis in the study. The researcher used both qualitative and quantitative approaches. Purposive sampling was applied to select four secondary schools that had performed dismally in English national exam. The researcher administered face to face interviews, classroom observations, questionnaires, and document review to collect data. The findings indicated that the performance of learners' was affected by inadequate number of teachers of English and absence of instructional materials. The study further showed that the presence of trained teachers and untrained under qualified teachers in schools who could not deliver as a result of absconding to teach some topics that they felt incompetent to handle in the syllabus. The current study looked at performance in English for hearing impaired learners in special primary schools.

Wamae (2003) in her research studied effects of SL mode of instruction on acquisition of English affixes by learners with HI in form two. The study was carried out in two special schools H.I learners located in Butere-Mumias District, currently in Kakamega County.

The study comprised 16 girls from school A and 6 boys from school B, comprising a total of 8 English teachers and 22 students. This study used purposive sampling in getting the target population. To elicit needed information, the study used signed sentences, filling in blanks, observation, questionnaires and video recording. The data of the study were analyzed in prose form and presented in form of tables and graphic representation indicating the percentage of students who got affixes used in the study right. The outcome of the study showed that a SL instructional mode that paid no consideration to particular pattern of grammar impacted negatively on instructional student acquisition of modern English. The mentioned researcher above carried out her study in secondary school level, thus there is need to carry out a study at primary school level where the basis of language begins. The researcher was not specific on type of SL to be studied and further left a gap on KSL modes of instruction that may influence English language acquisition in primary school.

In her study Muiti (2010), Hindrances to effective learning of pupils with hearing impairments in Meru North District, Kenya; where she used a descriptive survey design. One special primary school and 22 units were sampled for the study, which represents 30% of the total population. Purposive and stratified random samplings were used for the particular special primary school and units. Questionnaires, interviews and observation schedules formed the basic research instruments. The findings confirmed that majority of the head of schools and teachers were incompetent in the use of KSL and therefore ineffective in communicating using KSL. She advocated for training of all teachers in KSL because H.I students learn just like their hearing counterparts if given access to methods they need and the language they understand most. From the study it is evident

that the researcher dealt on broader areas that hinders effective learning of pupils with HI hence didn't address on effects of KSL on acquisition of English language. The study was only in one special school whereas the current study looked at three schools.

Mukangu (2008) conducted a study on teaching methods, learning resource and utilization strategies by teachers and learners to identify instructional resources and their pedagogical constraints to teaching social studies at Kerugoya School for Learners with HI. The study targeted a population of 160 respondents and sample size of 88 respondents. His study finding revealed the use of prompting questions and answers, discussion and demonstration as the most preferred techniques by teachers when responding to practically signed concepts. Students were later asked to do the same in turn. The study further revealed that techniques such as project work, guest speakers and field trips were the least preferred due to lack of adequate facilities and funding, confidence in using SL interpreters and time for syllabus coverage. The study does not look at teachers' training that the current study has addressed. This study also looked at performance in English and not Social Studies.

Mulima (2012) did a study on the influence of teachers on performance of students in English language in public secondary schools in Mumias sub county. The purpose of the study was to establish to what extent teachers' academic qualification, attitude, workload and professional advancement influenced students' performance in English language. The researcher used descriptive survey research design and analyzed data both quantitatively and qualitatively. The findings indicated that teachers' workload, teacher-learner ratio

and students' enrolment were key in determining the outcome of students' performance in English. This study looked at teachers' ability to use KSL in teaching and performance in primary schools for students who are hearing impaired.

Kotut (2016) investigated factors influencing performance of English as a subject in Kenya Certificate of Primary education in Nakuru town East sub county. The study looked at the influence of the training of teachers, availability of instructional materials and students' and tutors' attitude towards English learning and performance in primary institutions. Descriptive research design was used. The study sample included 92 teachers and 352 students drawn from 30 primary schools in Nakuru town East Sub County. Data were collected by use of questionnaires and analyzed by descriptive statistics. The findings indicated that teacher training though an essential recruitment requirement had no significant effect on performance of English in primary schools. Whereas availability of teaching and learning materials was found to have an average significant relationship with English language. The study looked at performance in English among normal students but the current study looked at students who are hearing impaired. The use KSL in teaching English demands that the tutors be well versed with the delivery of the content using the same. It was therefore important that this study investigated the teachers' competency in teaching English.

2.4 The Effects of Severity of Hearing Impairment on Performance in English language in Special Primary Schools

Children are endowed with an inner capacity for language development. Research suggests that children possess Language Acquisition Device (LAD). They use LAD whenever they take in large amount of language vocabulary from birth, process them in

their minds and articulate sentence patterns they have never come across. They exercise their grammar by playing by the rules of the language they are learning. As the young ones matures, the LAD starts to diminish. By adolescent, a language cannot be acquired easily (Deaf Children Australia, 2012). The impact of hearing impairment on the child is determined by a variety of factors including early treatment and training can help minimize the development problems caused by hearing impairment (HKSAR, 2008). The guardians, tutors and educational experts are rarely offered with the needed resources from local authorities to support deaf children (NDCS, 2008).

Audiometer and Measurement of Hearing

An audiometer is an instrument that is used to measure hearing. An audiometer measures hearing by producing the tones used for pure tone testing. Pure tone, or tone in this case, refers to the fine sound produced by the audiometer. It indicates the quietest sounds you can just hear. The red circles portrays the right ear while the blue crosses represent the left ear. Across the top, there is a measure of frequency (pitch) from the lower pitched sounds on the left going to higher pitched sounds on the right. Figure 2.1 shows audiogram of right and left years.

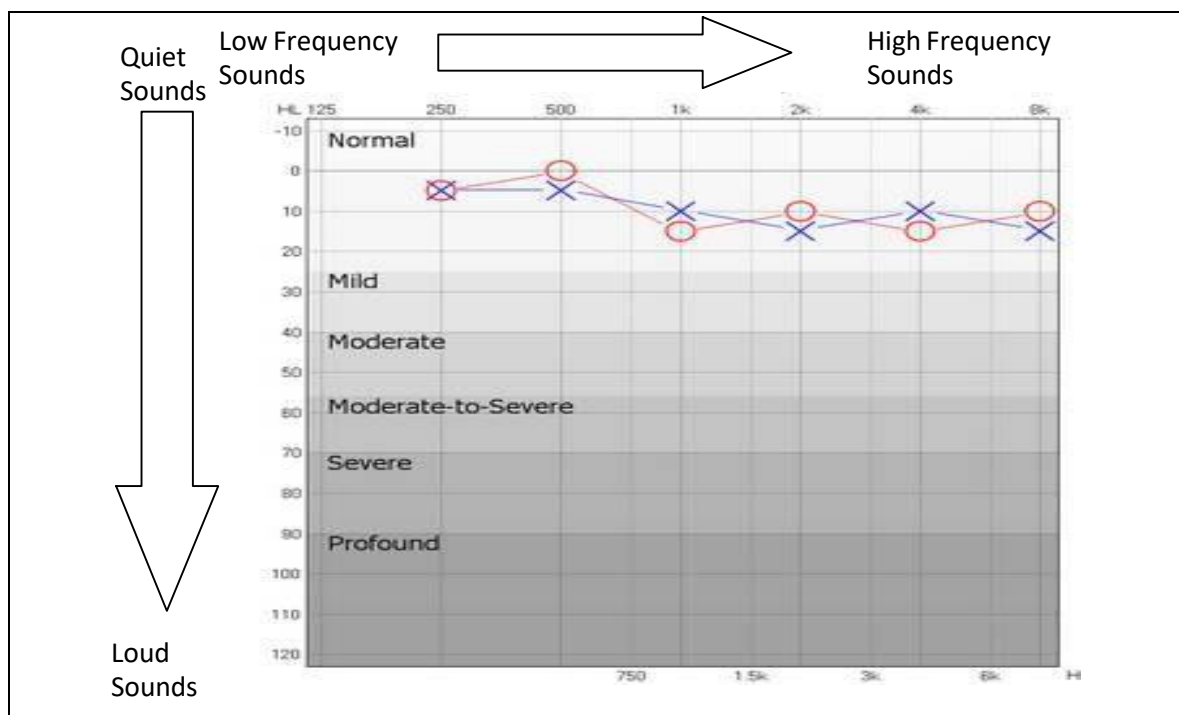


Figure 2.1: Audiograms of Right and Left Ear

The lower down of the graph points are plotted, the profound the hearing loss. The different shaded areas reflect the different level of hearing loss. For example, if an individual's thresholds were all between 40 and 60 dB it's true to assume that they have a moderate hearing loss. The most common way of helping someone with a hearing loss is to fit hearing aids.

Degree of Hearing Loss

The above audiogram indicates the degree of hearing impairment in a child. There are many different ways of classifying the degree of hearing loss. However, most professionals today agree that even a small amount of hearing loss in a child may result in education problems.

Hearing loss can be categorized into three types depending on the location of the disease within the ear. These are; conductive hearing loss, sensor neural hearing loss and mixed hearing loss.

Conductive hearing loss

A conductive hearing loss originates within the outer ear or middle ear when anything prevents or impedes sound from being conducted to the inner ear. A conductive hearing loss can develop from an abnormality such as the absence or incomplete formation of the external or middle ear system. For example, the ear canal or one of the bones in the middle ear.

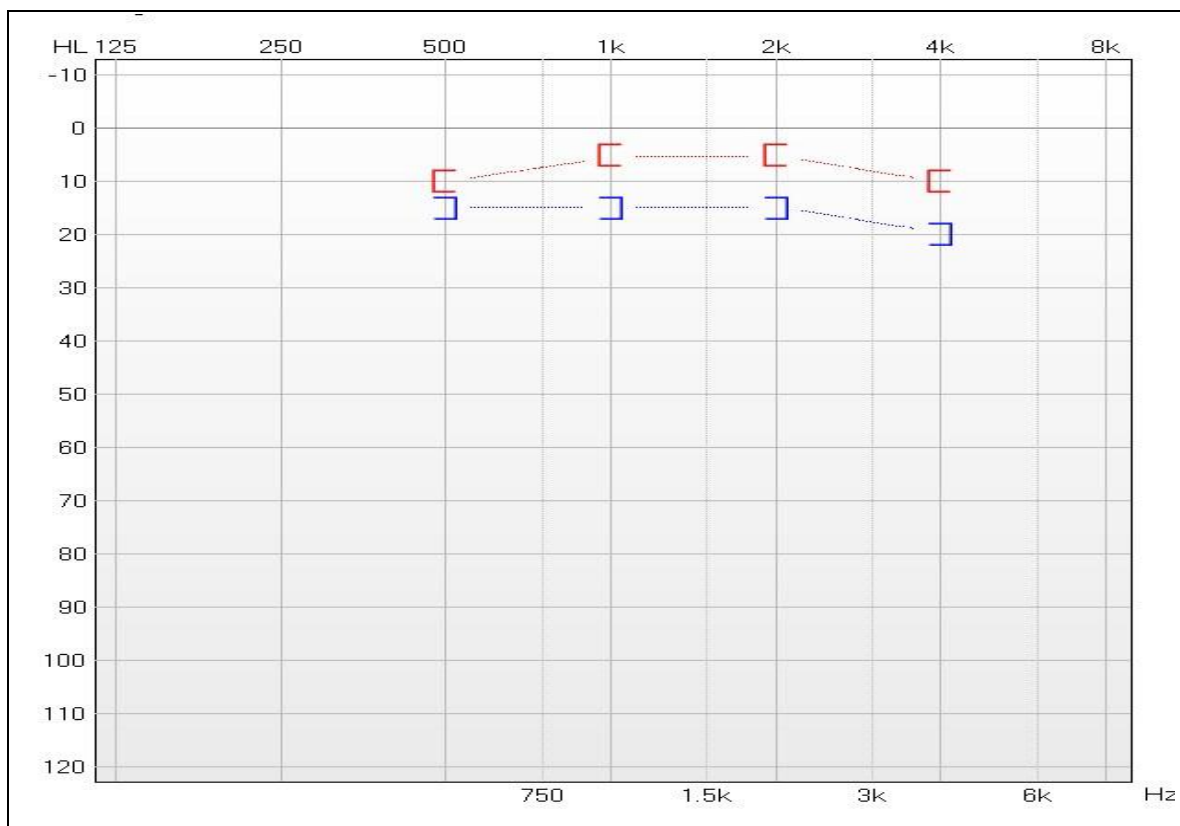


Figure 2.2: An Audiometer showing Sensorineural Hearing Loss

Sensorineural Hearing Loss

A sensorineural hearing loss can stem from an abnormality of development or disease affecting the cochlea, the organ that converts sound waves to electrical energy, or the auditory nerve, which transmits the sound stimuli in the form of electrical impulse to the auditory Centre of the brain.

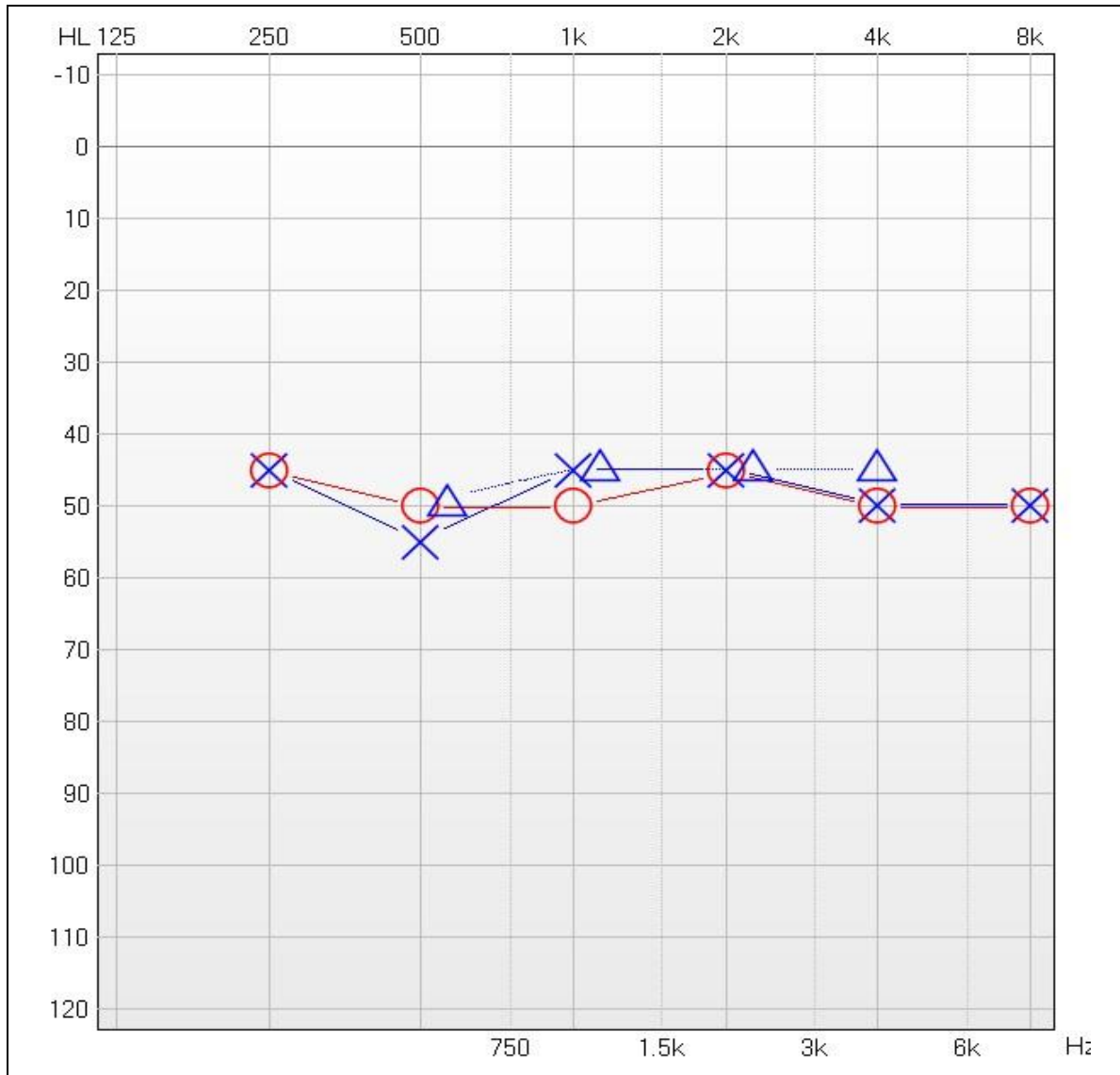


Figure 2.3: An Audiometer indicating a mixed Hearing Loss.

A mixed Hearing Loss

It involves both a sensorineural and conductive component. A conductive part of a mixed loss may be treated by medical or surgical means depending on the type of disease present and the percentage of the total hearing loss it may represent. The above audiogram shows a gap between the air conduction and the bone conduction to suggest that there is a problem in both the cochlear and the middle ear.

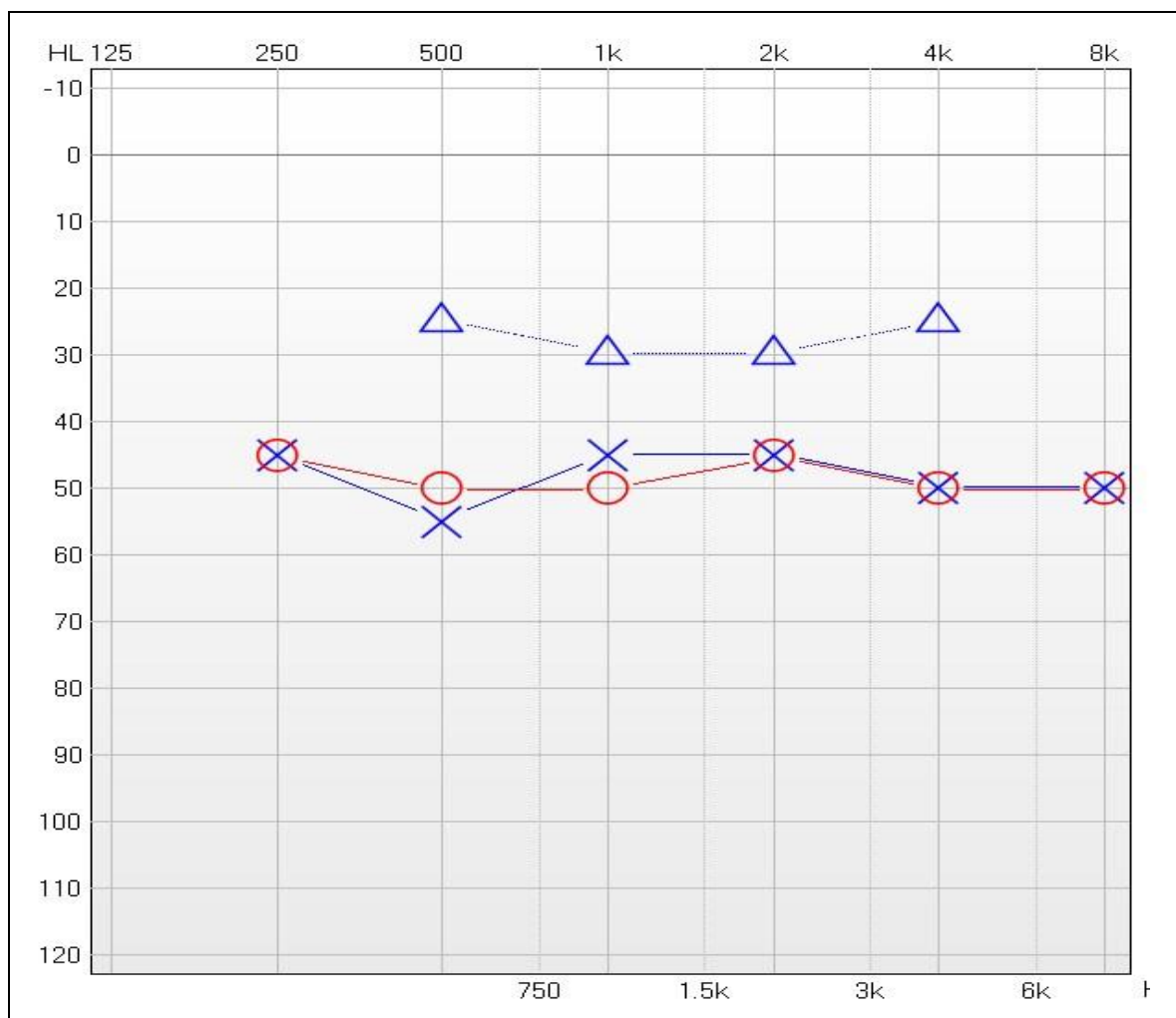


Figure 2.4: An Audiogram showing Normal Hearing

Normal hearing (10dbBHL-20dbBHL)

This audiogram indicates the level at which sounds can be detected within normal thresholds. Comfortable conversational levels are about 30 – 40 dB louder than the threshold. Persons with normal hearing may have a hearing loss of 10db to 20db.

Sample Audiogram. An analysis on the impact of Minimal hearing impairment (16 – 25 dB), Mild deafness (26 – 40dB), moderate hearing impairment (41 – 55dB), Severe deafness (56 – 70dB), and Profound hearing impairment (91 + dB) on language and speech comprehension, socialization and possibility of educational accommodations and services (Anderson & Matkin, 2007). They also consider unilateral deafness, mild-frequency hearing loss, high-frequency and fluctuating deafness on understanding language and speech, social and educational implications. H.I learners have difficulty with almost all areas of academic progress, for instance in acquisition of reading and algebra skills, those with mild to moderate deafness attain one to four grade levels lower than their peers with normal hearing, even if proper management takes place, learners with severe to profound deafness will attain no better than the third or fourth grade level, (Audiology Information, 2015)

Both parents and teachers commented on the impact, often unrecognized, that mild/moderate losses have on the development of speech and language, and on learning. The loss affects the ability to ‘overhear’ and to acquire language informally and the difficulty in picking up information – lack of indirect learning – this has a major impact on education (Archbold *et al*, 2015).

May-Mederake (2012) in her article points out that early among hearing impaired learners benefits both the receptive and expressive language development. A potential delicate time exists for cochlear implantation before a child attains one year of age. These outcomes sides with the recent culture towards early cochlear implantation in prelingually hearing impaired learners. Children with mild to moderate sensorineural hearing loss have difficulty in their development of certain linguistic skills. These deficits are linked with more complex difficulties in language and communicative ability (Hillier, 2012). Alothman (2014) identifies several forms of deafness and their degree of hearing loss as mentioned below; conductive, sensori-neural and mixed hearing loss.

Table 2.1: *Forms of Deafness by Alothman (2014)*

	TYPE OF HEARING	DEGREE OF HEARING
	Normal Hearing	0 to 20 Db
Hearing Impairment	Mild Hearing Loss	21 to 40 Db
	Moderate Hearing Loss	41 to 70 dB
Deaf	Severe Hearing Loss	71 to 90 Db
	Profound Hearing Loss	91dB and above

In other studies, Yoshinaga-Itano and Downey (1996) examined the written language of 461 Hard of Hearing learners and 94 hearing pupils in Colorado aged between 7 and 18 years. They reported delays in written language with increased degree of hearing loss. They also reported that the pattern of delay differed by degree of hearing loss. Mild and moderate hearing loss students were delayed in written language compared to hearing peers up to age 13, but exhibited performance similar to hearing peers by high school.

Students with moderate hearing loss and greater also made progress with age, but showed delays compared to hearing peers at all ages, with the delay growing progressively greater as hearing loss increased. The current study looked at the extent of hearing loss in relation to performance in English. The study looked at KCPE performance for hearing impaired students as compared to hearing peers in primary school.

William (2006) stresses that a prelingual deaf child whose hearing loss of 90dB or more is greatly disadvantaged in acquiring English language skills. Hearing children acquire a wide vocabulary and grammar knowledge, word order, fine shades of meaning, idiomatic expression and many other aspects of verbal communication by listening to peers and to themselves from early infancy stimulation. HI learners have very few vocabularies compared to peers with normal hearing because listening experience in infancy is critical for the development of both speech and language in children and the gap widens with age (ASHA, 2001).

Ayoo (2004) in her study on morphosyntactic errors in written English of standard eight learners with HI; sought to identify and categorize morphosyntactic errors in learners with HI, with those of profoundly Deaf on the other. Error differences were also determined between the learners using SEE (signed exact English) and those using KSL. The study similarly investigated the possible causes of these errors, and explored TC as possible pedagogic approach that was designed to enhance language competence of learners with HI. The data comprise compositions written by standard eight students taken from four H.I schools. The sample scripts for investigation were obtained by categorizing the compositions, according to readability, then into the type of SL (sign language) used and

finally according to the degree of HI. The scripts were analyzed using Error Analysis Theory. The findings of this study seem to suggest that written English of learners with HI has various morphosyntactic errors. From the study, it is evident that the researcher dealt with morphology and syntax and omitted phonology and semantics. Also, another gap noticed is inability to address how KSL mode of instruction can affect acquisition of English language.

2.5 School socio-economic factors that affect students' English language performance in special primary schools in Homabay County.

In the United Kingdom, studies conducted by Bell and Rhodes (2003) whose objective was to explore school determinants on examination performance, postulated that school facilities included the administrative offices, classrooms, staffrooms, laboratories, equipment, libraries, hostels or dormitories, staff houses and even school grounds. Here 450 respondents were engaged. Similarly research done in America by (Orloskey, 2007) whose purpose was to look at management of school based assets came up with tangible conclusions. For instance, he asserted that libraries, hostels or dormitories determine the students' school time management and eventual academic performance. If these facilities are used responsibly such that teaching and learning takes place without a hitch, academic performance may be improved.

Most studies from developed countries like America, value teachers' attitude towards learning. A research done by the Carnegie Forum Education and Economy in the US (2011) stipulates that teachers must be able to attend regular in-service courses so as to have a grasp of how the social systems work, have a feeling for what data are and the use to which they can be put to use, and ability to see students patterns of meaning where

others see only confusion. This makes teachers a people of substantial and intellectual accomplishment. Academic success should not be confused with teaching skill. Brookfield (2000) alludes that it would be foolish to advocate that teachers be educational failures and believe that a student's poor score, failed exam and frequent expulsions, or periods of dropping out are somehow indicative of later pedagogic brilliance. Teachers are the learning facilitators and they have key roles to play in the life of students. Moreover, their attitude towards academic performance is very significant for they equally determine students' success.

A study carried out by Yambo (2012), who interviewed 255 high school principals and teachers in Kenya and found that 67 percent of them agreed that the attitude of teachers towards academic performance is vital. Some of their roles, he spelt out as: As a director of learning; As a guidance and counseling person ;As a mediator of the culture; As a mediator of school community; As a link between school and community; As a member of a profession; As a teacher in the classroom. The teacher then has multiple roles to play in the school and community. The community expects a lot from teachers. As concerns teachers' attitude Arcaro (2000) asserts that teachers are expected to be all in all and to take the place of the family, church and social agents. They control the syllabus hence charts away forward for the type of expected performance and play a major role in bringing about change.

According to Ballou and Pogursky (2000) the researcher agrees to the proposition that instructors with stronger academic background are more effective teachers. Moreover, research have found a positive relationship between earnings and the quality of the college attended. These are avenues of getting competent teachers. Generally the link

between teachers' cognitive abilities and student learning stands out in literature that frequently fails to find significant relationship between other teachers' attitudes and student achievement or performance (Hughes, 1993). The only reasonably consistent finding seems to be that 'smarter' teachers do better in terms of student achievement. No wise parent or guardian will permit his/her child to be taught by a nonsensical teacher.

Yambo (2012) and Dalin (1993) strongly observed that teacher competence is critical to success. A trade mark of a learning organization especially a special primary schools, is competent staff and positive attitude which set high standards for them. One of the reasons for joining a school is love of learning. A critical service to teachers (and other adults in the school) enhances learning and personal growth. Needless to say, the key link between policy implementation is the teacher. A healthy argument can be made that the teachers who display a positive attitude and sensitivity to student's struggles are the best equipped to help them work through the challenges that they themselves experienced (Yambo, 2012).

Mbugua (2002) says that one key responsibility of head teachers in Kenya is to develop school's physical facilities. She argued that in dealing with physical resources, a head teacher must be aware of educational programs, the people to be served by the facilities and availability of financial resources, or else the school may continue to perform poorly in examinations like a case in some Special schools in Homabay County. The study had a different perspective of finding out how teaching learning resources affect academic performance, however the present study dwells on the socio-economic factors that affect academic performance among the deaf learners in Homabay County.

Studies done in Kenya by Onyango (2001) emphasized that human resource is the most important resource in a school as an organization. He adds that teachers comprise the most important resource, however the contribution made by other staff like secretaries, bursars, accounts clerks, matrons, nurses, messengers and even watchmen are equally important. This study had a blanket view on human resource as an essential component in a school system, it failed to identify out of the many human resources, one which was most significant in academic performance which is the focus of the present study.

Head teachers play major role in the management of all school finances which involves even disbursement of money. The money is obtained through various sources including school fees, government grants, FSE, and others. With the introduction of FPE all the Regular schools get funds from the government while the parents are required to meet various costs such as school development projects, boarding fees, and school uniforms for the students and even pocket money (Republic of Kenya, 2005) special schools seems to always been forgotten in such government policies. It is not clear whether this arrangement is friendly to the Special schools. The present study, is exclusively about socio-economic factors that influence performance of English in special primary Schools in Homabay County and whether finances may also be a contributing factor to the performance of English in Homabay County.

If a principal can establish and clearly communicate goals that define the expectation of school with regard to academic achievement, and if the principal can make teachers and students support these goals, then the motivation to achieve those goals can be followed. Most review of effective school literature point to the consensus that culture and climate are central to academic success. Studies done by both Mackenzie (2009) and Purkey and

Smith (2001) both in developed and developing countries stated that student's chance for success in learning cognitive skills is heavily influenced by the climate of the schools. School factors press in the direction of academic achievement helps shape Environments (climate) in which students learn. An academically effective school would likely have clear goals related to students' achievement teachers and parents with high expectation and designed to maximize opportunity for students to learn. A press for academic success is more likely to realize goals than would climate that emphasizes effective growth or social development (Mackenzie, 2009).

Ivanda (2010) conducted a study on effects of Captioned Television on instruction of learners with HI at Karen Technical Training Institute for the Deaf (KTTID) in Nairobi. The study targeted a population of 204 respondents and sample size of 78 respondents; teachers, learners and media. The researcher used purposive sampling technique. The study further revealed the required skill of spoken language in KSL, English and Kiswahili for mastery to conceptualize knowledge and memory constraints for literacy (Skutnab, 2001). The caption content was the most preferred as an effective strategy for communicating the desired information. The study revealed the caption techniques of teaching which mainly involved applicable knowledge base, memory process and linguistics. The current study revealed discrepancies between KSL and English which may not allow captioned strategy as the most preferred in the previous study, as it involved speech which does not work well between the use of KSL and English during instruction

Mukangu (2008) carried out a study on the use of Videos in teaching the deaf. The study findings revealed that deaf students who were exposed to Video Clips showed more

confidence and independence than those who were not. This shows that resources of this nature (video clips) play more important role in instructing the deaf learners as they practice and prepared for examinations. The current study looked at various school factors and their contribution towards performance of English among HI.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section constitutes various sub-sections which include; research design, area of study, target population, sampling techniques, and sample size, instrumentation, reliability and validity research instruments, data collection procedures, data analysis and ethical considerations. Mugenda and Mugenda (2003) defines Research Methodology as the systems, methods and techniques used by a researcher in collecting data to define research problem.

3.2 Research Design

Research design is an approach the researcher uses to enable smooth sailing of various research operations during a study to yield maximum information and with minimum expenditure and effort (Geoffrey, David & Festinger, 2005). The study adopted both descriptive research design and correlation research design. Descriptive research design helped get the opinions from the respondents on how the independent variables under investigation influence performance in English language among deaf learners in special primary schools in Homabay County. The Correlation research design was used to assist in explaining how far the independent variables influence the dependent variable by testing of hypotheses. The descriptive survey design enabled the researcher to gather factual information naturally, present the attitudes and describe characteristics of the subjects under study. On the other hand, correlation research design helped to shed light on the prevailing relationships, practices and effects being felt.

3.3 Research site

According to Descombe (2012) research site is the most easy or simple point or place where the researcher selects in order to follow up ideas prompted by the research data based on where control problems are acknowledged to be prevalent. The actual study considered one Special Primary Public boarding School in Mbita Sub-county in Homabay County, one Special primary public boarding school in Homabay Sub County in Homabay County and One Private special primary School in Rachuonyo South Sub County. The researcher's choice of this site was prompted by the fact that for the last ten years, there has been poor performance in English in Kenya Certificate of Primary Education (KCPE) among the hearing impaired learners as compared to the regular learners.

3.4 Target Population

Hayek (2010) defines a target population as a whole set of units for which the study data is to be obtained for conclusions. This study targeted 3 head teachers, 8 teachers of English from special institution for the Hearing Impaired, 1 Quality Assurance and Standards officers in the MOE and 440 pupils. These schools were chosen because they are the only primary schools for hearing impaired in Homabay county and have been presenting candidates for KCPE.

3.5 Determination of the study sample.

This section gives a description of the study sampling procedure and sample size computation process. The presentations are given as follows:

3.5.1 Sampling procedure

In this study, purposive sampling technique was employed to select 8 teachers of English from special primary schools for the hearing impaired, 3 head teacher's and 1 Quality Assurance and Standards Officers. Stratified random sampling technique was equally applied in selecting 132 pupils. It involved dividing the population into homogenous subgroups and taking a sample random in each group. The sample of pupils was therefore, 30% of the total population in the 3 special primary schools in Homabay County. It was in accordance with (Orodho, 2002) who concluded that a study would need 30 subjects in each group for co-relational and descriptive research. Purposive sampling was used to sample cases that were likely to be "information rich" with reference to the purpose of the study (Gall et al, 1996). The respondents chosen were reliable for the study because they had the information needed with regard to the study objectives. The head teachers were chosen based on administrative responsibility, the 8 teachers were chosen because they teach English language in classes 7 and 8, and on the other hand, stratified random sampling was used to select the students in terms of boys and girls which was a representative of the overall population.

3.5.2 Sample Size

The sample of the study was distributed as shown in Table 3.1. This included of the teachers in the special Primary Schools, pupils with hearing impairment, head teachers in the special schools, and the County Quality Education Officer.

Table 3.1: Sample size targeted for the study

Target population	Institution	Location
8 Teachers from Special schools for HI	School A - 3 Teachers, School B - 3Teachers School C – 2 teachers	Homabay County Homabay County Homabay County
132 Pupils	Nyangweso ,Immanuel and Lambwe special schools	Homabay County
3 Head teachers	Lambwe, Immanuel and Nyangweso Special Schools.	Homabay County
3 CQASO's	Homabay County.	Homabay County
Total Population	144	

Source: County Director of Education's Office-Homabay County.

3.6 Data Collection Measures

To collect primary data a semi-structured questionnaire for teachers and pupils in special schools for the Hearing Impaired was used. An interview schedule for Head teachers, CQASO's and parents was also used. The questionnaire had both close ended and open-ended questions.

3.6.1 Development of the Instruments.

The study used the following data collection instruments to obtain data from the respondents: Questionnaire for teachers, Questionnaire for the learners, and Interview Schedule for Head teachers and CQASO's;

(i) Questionnaire for Teachers

According to Kombo and Tromp (2006) a questionnaire is a research instrument that gathers data over a large sample. The advantages of using a questionnaire is that information can be collected from diverse regions, saves time, upholds confidentiality and since they are presented on paper format, there is no opportunity for interview bias. Since descriptive survey design was used, it was worthwhile to use questionnaires in the study. The researcher also used questionnaires because they provided respondents with adequate time to read and interpret statements before responding to them. The researcher with the help of research assistants administered the questionnaires to the respondents. The questionnaire for teachers from special schools for the Hearing Impaired was developed in accordance with the research objectives and research questions. For full participation and uniformity in response, the questionnaires were short, precise and well-structured with mostly multiple-choice selections in a Likert scale that sought their opinion on factors that contributed to the poor performance in English.

(ii) Questionnaire for the Learners

Questionnaire for learners was used to solicit information from 132 students. A self-administered, delivery and collection questionnaire was used. The respondents were class 7 and 8 pupils because given that they were pre-candidates, they were appropriate to provide information on the factors that were affecting their performance in English. The questionnaire contained both closed ended and open ended questions. It also adopted a Likert scale type format to help in getting their opinions with regard to their performance. The questions addressed the research objectives.

(iii) Interview Schedule for Head teachers and CQASO's

A semi-structured interview was used to collect information from head teachers and CQASO's. Gal et al (1996) asserts that semi-structured interviews involve asking a series of questions and then probing more deeply using open form questions to obtain additional information that is quite vital in any study. Similarly, Cohen, Marion and Morrison (2001) argue that an interview can produce in-depth data not possible with a questionnaire and the reason for particular responses can be determined.

A face to face interview was conducted to solicit responses from the head teachers and CQASO's. An interview guide with few leading questions comprising of open-ended questions that addressed the study objectives was used. It allowed the participants to give in-depth description of the situation as desired by the study. These respondents are the custodians of various educational policies governing performance. They are also in managerial positions and perform supervisory duties.

3.6.2 Pilot Testing of the Research Instruments.

Once a questionnaire has been constructed, it should be tried out in the field to a selected similar sample not in the study (Orodho, 2004). This is aimed at testing the validity and reliability of the instruments. A small sub-sample was picked for piloting to determine the reliability and validity of the questionnaires and interviews. The researcher picked one head teacher for interview, two teachers, and 20 pupils were picked to fill the questionnaire. This was carried out at Kuja special school for hearing impaired in Migori County a month before the actual collection of data for the study and this school was not among those to take part in the study. The researcher picked on Kuja because it is similar to the three selected schools as it is situated in a rural setting, and has students from all

over Kenya. The purpose of piloting the questionnaire and interview schedules was to ensure their clarity and the suitability of the language used, the instruments designed, relevance of information being sought and content validity of research instruments. Adjustments were made on those items which were found to present ambiguity and mechanical difficulties in such matters as tabulation. The piloting enabled the researcher to detect any flaws in the administration of the research instruments and hence helped validate the data collection tools.. The instruments were refined to check for the reliability and validity during fieldwork.

3.6.3 Reliability of Research Instrument

Reliability means stability of the instruments used on measuring over time (wallen & Fraenkel, 2000). To establish reliability, the questionnaires were administered to the same students used in the pilot study within an interval of two weeks. The responses from the questionnaires were assigned numerical scores. The correlation coefficient (Pearson r) between the scores of responses from the questionnaires administered on the two different occasions was used to calculate the reliability coefficient. The Pearson product coefficient was worked out and the reliability turned out to be 0.79. Thus, the study findings were reliable.

3.6.4 Validity of Research Instrument

Validity is the degree to which a test measures what it purports to measure as appraised by experts. It is in other words the degree to which results from the analysis of the data actually represent the phenomenon under investigation. Validity is also the degree to which an empirical measure or several measures of a concept accurately represent that topic (Orodho, 2005). The researcher established content and criterion

related validity. Validity was also established by giving the instruments to two experts in research methodology in the faculty of education, who read and examined it for content and criterion validity and gave their feedbacks which were incorporated and then a pilot study was conducted to scrutinize the instruments in readiness for use.

3.7 Data Processing and Analysis

The researcher upon receiving a letter of introduction from Africa Nazarene University proceeded to the National Council of Science and Technology to get a research permit. The researcher made appointments with the relevant officials, on agreed dates; he then visited the respective respondents and collected data using questionnaires and conducted interviews. The questionnaires were administered in person by the researcher with the help of research assistants to the respondents and were collected immediately after responding to them.

According to Nyandeja (2014) data processing technically implies editing, coding, classification, and tabulation of collected data so that they comply with analysis. Data processing involved sorting, editing, classifying and cross examining the tools to ascertain their accuracy and completeness. Descriptive statistical techniques (frequencies, percentages, means and standard deviation) were employed to analyze field data from questionnaires to assist in the interpretation and analysis. Qualitative data from the interviews was analyzed on the basis of themes and sub themes that emerged from the study.

3.8 Legal and Ethical Considerations

The researcher upheld the autonomy of the respondents by ensuring that he got informed consent from the research participants and ensured their safety. The researcher also

provided the participants with full disclosure about the nature of the study, purpose of the study and the opportunity to ask questions before deciding whether or not to participate. Next, the researcher ensured participation was voluntary and did not use any coercion to influence the participants. The researcher also protected the subject's privacy and confidentiality by avoiding data that was linked to the subject's individual's identity. The researcher upheld honesty and cited sources referred to avoid plagiarism. Nevertheless, because of the nature of the study, the researcher had to seek the help of local interpreters in guiding the respondents to respond to certain questions. However, the researcher warned them against influencing the decision of the respondents.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The study's main purpose was to investigate the factors influencing performance in English language among the deaf learners in special primary schools in Homabay County. The study objectives were: to examine the extent to which the nature of Kenya sign language influences performance of English language in special schools for the hearing impaired learners in Homabay County, to establish the impact of training of English teachers towards the performance in English language by hearing impaired learners in special primary schools in Homabay County, to determine the effects of severity of hearing impairment on the performance of English language in special schools for the deaf learners in Homabay County, and to determine how the school based socio economic factors affects English language performance among the deaf learners in Homabay County. The data was collected using the Teachers Questionnaire, pupil's questionnaire, head teachers' and Quality Assurance and Standard Officer's interview schedule. Data was analyzed as per the objectives using descriptive statistics such as frequencies, means, and standard deviations.

4.2 Return Rate of the Instruments.

The researcher computed the number of study tools that were completed and returned for data analysis. The return rate of the instruments of the study was summarized in Table 4.4.

Table 4.1: Return Rate of the Instruments

Category	Target	Sample	Actual sample	% return rate
Teachers	8	8	8	100
Pupils	440	132	117	88.6
Head teachers	3	3	2	66.7
QASO	1	1	1	100

As shown in Table 4.1, there were 8 teachers who responded to the study questions, 117 pupils, 2 head teachers and 1 quality assurance and standard officer. These represented 100% return rate for teachers, 88.6% for pupils, 66.7% for head teachers, and 100% for QASO. In general, the study return rate was accounted to 88.9% which was found to be reliable as it surpassed 50% (Mugenda & Mugenda, 2012; Borg & Gall, 1996).

4.3 Demographic Data of the Respondents.

The study sought to establish the demographic data of the respondents that took part in the study. These respondents included: teachers, pupils, head teachers and quality assurance and standard officers. The key demographic characteristics of the study respondents investigated by the study included: gender, age bracket, level of education, professional qualifications and work experience. The characteristics were illustrated as follows:

4.3.1 Teachers

The demographic data of the teachers that took part in the study was analyzed. These included: gender, teaching experience, age bracket, highest level of education attained by the teachers, the school average KCPE mean scores of English for the last three years and whether the respondents was a trained special needs teacher.

(i) Gender of the Teachers

The gender of the teachers who participated in the study was computed. Figure 4.1 shows the distribution of the respondents by their gender.

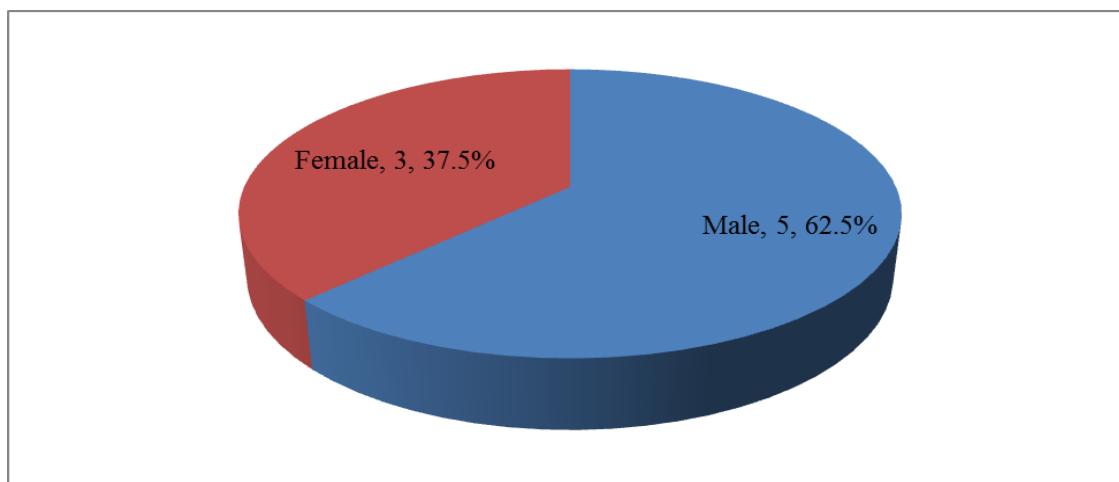


Figure 4.1: Gender of the Teachers

As shown in Figure 4.1, nearly two thirds (62.5%) of the teachers that took part in the study were male while the remaining 37.5% of them were female. This shows that the study was not biased to gender.

(ii) Years of Work Experience

The study also investigated the years of work experience among the teachers that took part in the study. The experiences were categorized as follows: 1-5 years, 6-10 years, 11-15 years, and above 15 years. Figure 4.2 shows the distribution of the teachers that took part in the study by years of work experience.

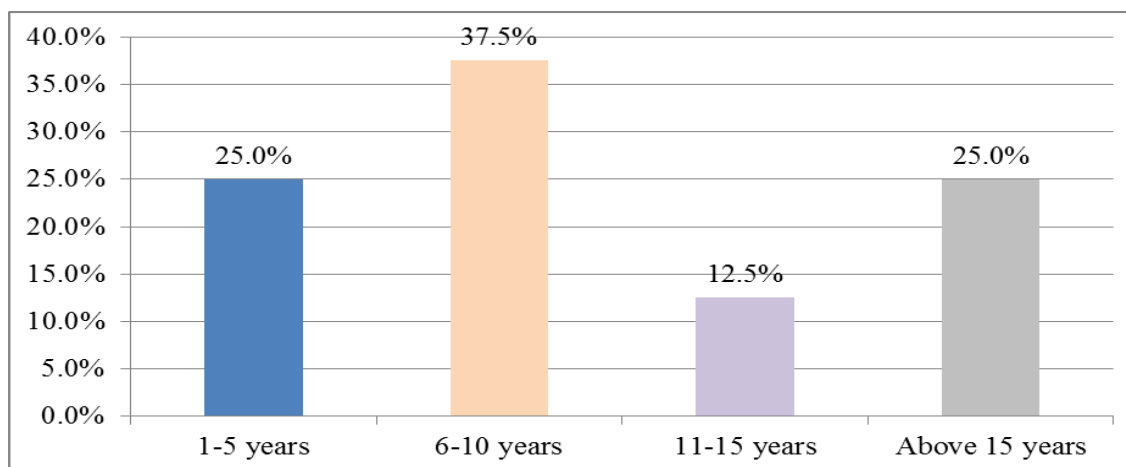


Figure 4.2 Teacher's Work Experience

As shown in Figure 4.2, the teachers with a work experience of 1-5 years accounted to 25%, more than a third (37.5%) of them were between 6-10 years, another 12.5% of them had a work experience of between 11-15 years while the remaining 25% of the respondents had more than 15 years of experience. This implies that majority of the teachers had a considerable experience to handle the learners with disabilities.

(iii) Age Bracket of the Teachers

The study also sought to establish the age brackets of the teachers that took part in study. The respondents were required to indicate their age bracket that categorized as follows: 21-30 years, 31-40 years, 41-50 years, and above 50 years. Figure 4.3 shows the distribution of the respondents by age bracket.

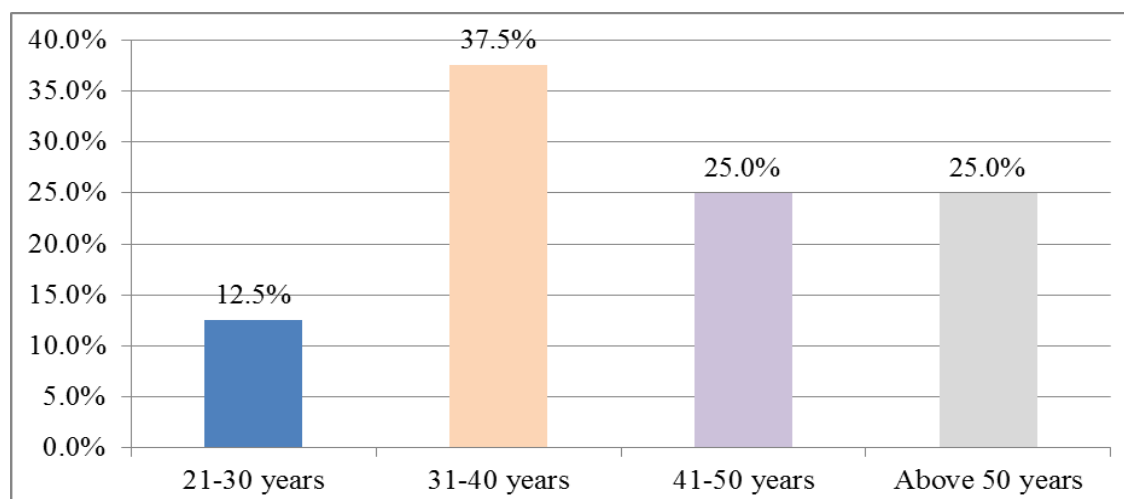


Figure 4.3: Distribution of Teachers by Age Bracket

As shown in Figure 4.3, the teachers whose their age was between 21-30 years accounted to 12.5%. Another more than a third (37.5%) of them was between 31-40 years. Out of the remaining percentage of the respondents, the teachers with age bracket of between 41-50 years were constituted by more than a third (37.5%) of the respondents while another 12.5 % of them had an age bracket of above 50 years. This shows that more than half of the teachers that teach in inclusive settings are youths.

(iv) Level of Education

The study examined the highest education levels of the teachers that took part in the study. The education levels were categorized as follows: secondary, college, and University. Figure 4.4 shows the distribution of the teachers that took part in the study by highest level of education attained.

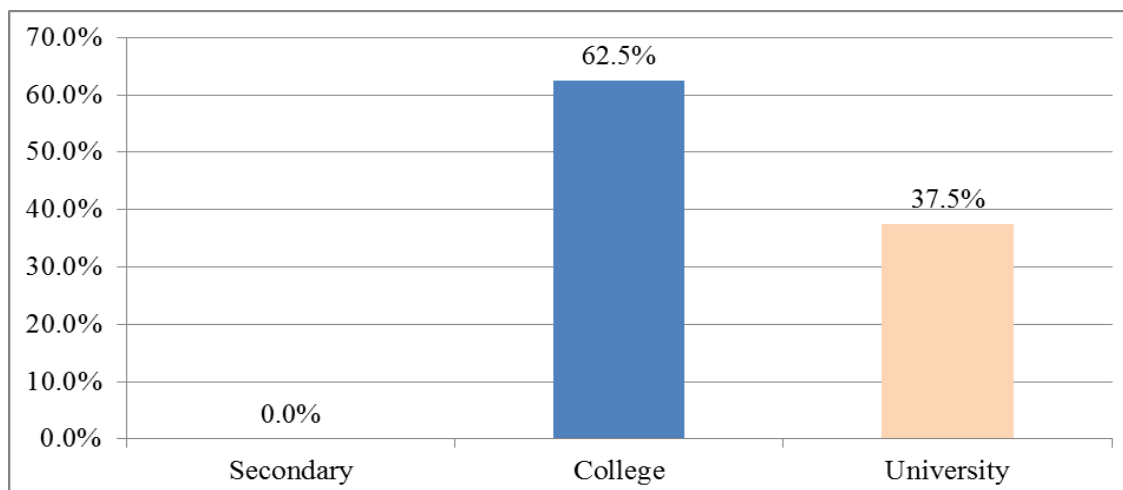


Figure 4.4: Teachers' Highest Education Level

As shown in Figure 4.4, nearly two thirds (62.5%) of the teachers that took part in the study had a college level of education. Another more than a third (37.5%) of them had attained A University degree in education. This indicated that all of the teachers training inclusion settings are academically qualified to handle children with disabilities.

(v) Average Mean Scores of School in English Test for the Last Three Years

The teachers that took part in the study were asked to indicate the average school - mean scores in Kenya Certificate of Primary Education English Test for the last three years. Figure 4.5 shows the distribution of teachers by average school mean in English test for the last three years.

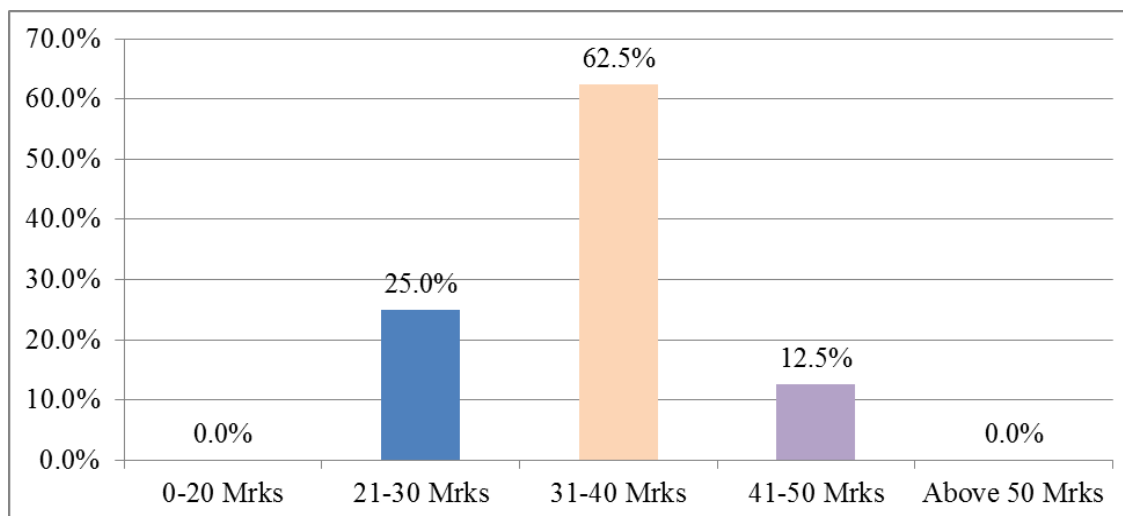


Figure 4.5: Average School Mean in English Test for the Last Three Years

As shown in Figure 4.5, a significant proportion (25%) of the study population indicated that their average school's mean score in English Test was between 21 to 30 marks. Another nearly two thirds (62.5%) of the respondents confirmed that the average mean score in English Test in their schools was between 31 to 40 marks. Only 12.5% of them pointed out that their schools had an average mean score of between 41 to 50 marks. This was an implication that all the schools that participated in the study had an average mean scores in English Tests for the last three years of below 40 marks.

4.3.2 Pupils' Demographic Data

The demographic data of the pupils who participated in the study was also analyzed. These characteristics included: gender, age bracket, class level, and the duration that the pupils have been in the current school.

(i) Gender of the Pupils

The pupils that participated in the study were asked to indicate whether they were boys or girls. Figure 4.6 shows the distribution of the pupils who took part in the study by gender.

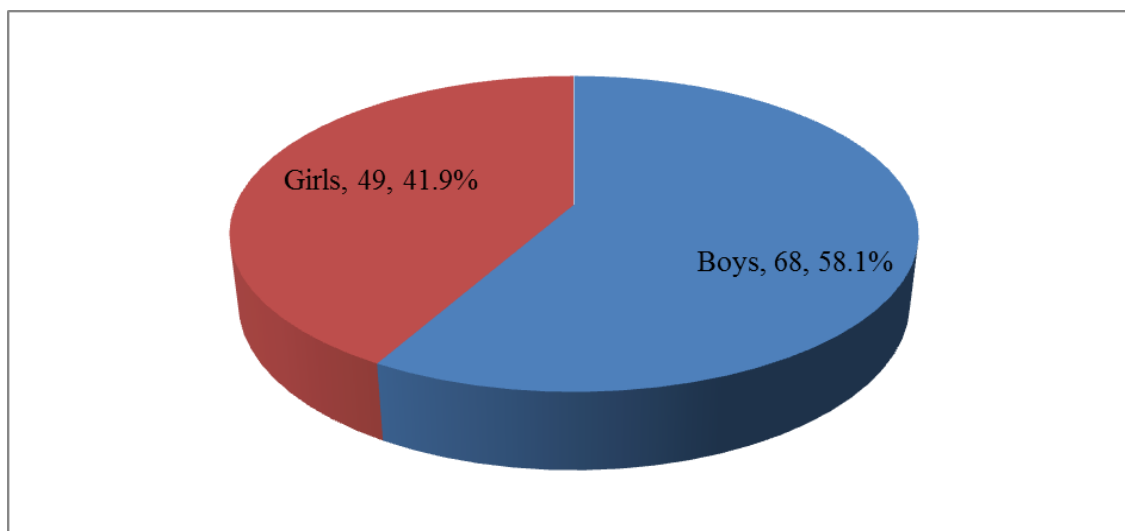


Figure 4.6: Gender of the Pupils

As shown in Figure 4.6, more than half (58.1%) of the respondents that took part in the study were boys while the remaining 41.9% of them were girls. This shows that the study was not biased to gender in selection of the pupils who participated in the study.

(ii) Age Bracket of the Pupils

The study also sought to establish the age brackets of the pupils that took part in study. The respondents were required to indicate their age bracket that categorized as follows: 10-15 years, and above 15 years. Figure 4.7 shows the distribution of the respondents by age bracket.

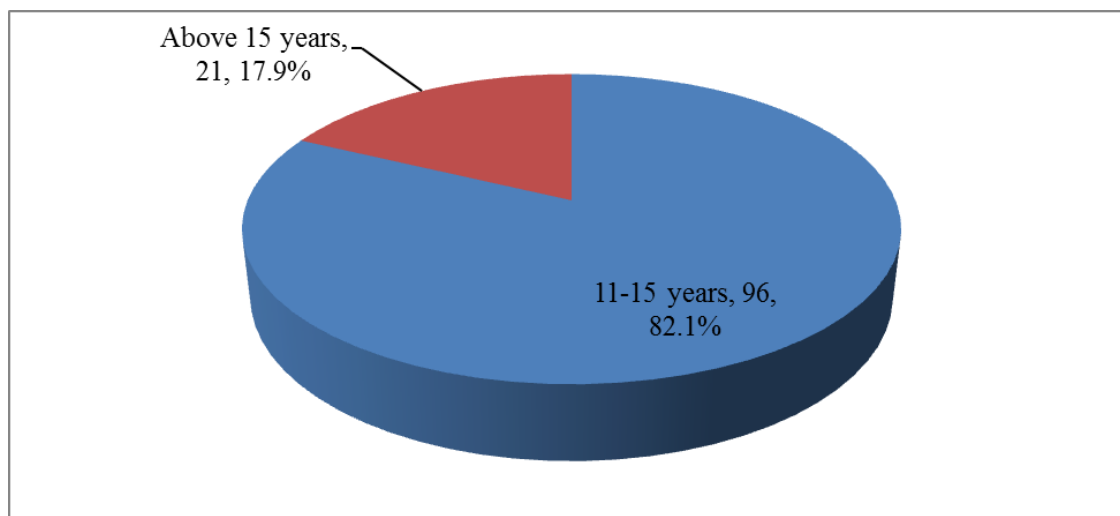


Figure 4.7: Age Bracket of the Pupils

As shown in Figure 4.7, a vast majority (82.1%) of the pupils who participate in the study had an age bracket of between 10-15 years while only 17.9% of them were above the age of 15 years. This shows that majority of the pupils with disabilities in Homabay County finish class 8 in the same age like children without disability.

(iii) Pupil's Class

The study sought to establish the class level that the pupils that took part in the study belonged to. The pupils were either from class seven or class eight. Figure 4.8 shows the distribution of the pupils by class.

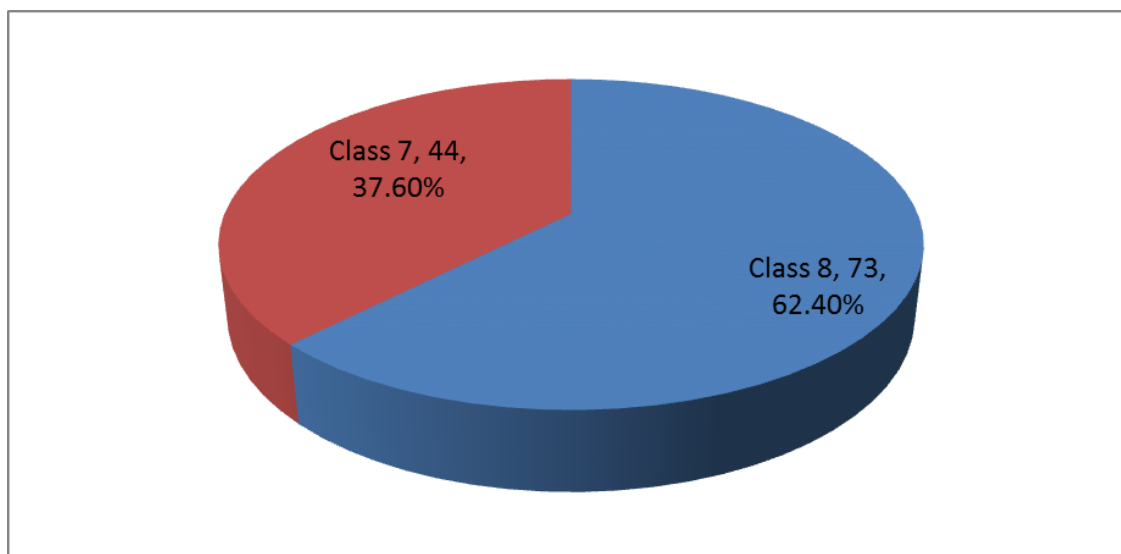


Figure 4.8: Distribution of Pupils by Class

As shown in Figure 4.8, nearly two thirds (62.6%) of the pupils' respondents came from class eight while the remaining 37.6% of them were class eight pupils. This shows that there are more pupils with disabilities who are in class eight than in class seven.

(iv) Years Spent in the Current School

The study sought to establish the number of years that the pupils who took part in the study have taken in the current special school. The duration was categorized as: 1-2 years, 3-5 years, and more than 5 years. Figure 4.9 shows the distribution of the respondents by the number of years they have spent in the current special school.

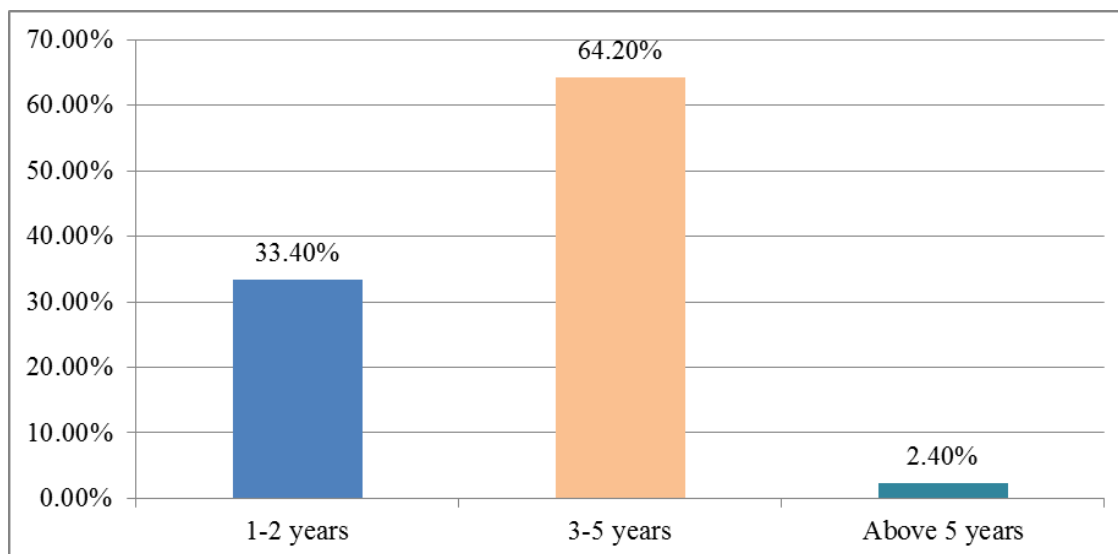


Figure 4.9: Number of Years they have spent in the Current Special School by Pupils

As shown in Figure 4.9, a third (33.4%) of the respondents (pupils) had stayed in the current special school for a period of 1-2 years. Nearly two thirds (64.2%) of them indicated that they were in the current special school for 3-4 years while only 2.4% of them had been in the current school for a period of more than five years. This shows that majority pupils take more than three years in the special schools without transfer which could be favoring their academic performance. Therefore, the level of hearing impairment or school factors could be the key the contribution to the pupils' failure in English test.

4.3.3 Key informants' Demographic Data

The demographic data of the key informants who participated in the study was also analyzed. The key informants included two head teachers and one quality assurance. The core demographic data included: gender, highest education level, years of working

experience, and the minimum age of the children admitted in the special schools in Homabay County.

On one hand, both of the head teachers who participated in the study were male. All of the two head teachers had University degree level of education. While all the two head teachers had a work experience of not less than eight years in the special schools, they also concurred that the minimum entry age of the pupils with disability in the special school was 7 years. On the other hand, the quality assurance officer who took part in the study was a male with a master's level of education and he had a work experience of nine years in the education office. Thus, all the key informants had a considerable experience with the pupils in the special schools making the information they gathered to be valid and reliable.

4.4 Influence of Kenya Sign Language on the Performance of English Language

The study sought to establish the influence of Kenya sign language on the performance of English language in special primary schools for the hearing impaired learners in Homabay County, Kenya. The responses on the various items of Kenya Sign Language were collected from the teachers, pupils and head teachers in the special primary schools. Further, an interview was conducted to one sub-county quality assurance and standard officer (QASO). The study findings were presented as follows:

(i) Teachers' Responses

The teachers who responded in the study were asked to rate extent that they felt that KSL influence performance in English language by hearing impaired learners. Figure 4.10 shows the responses of the teachers on the item.

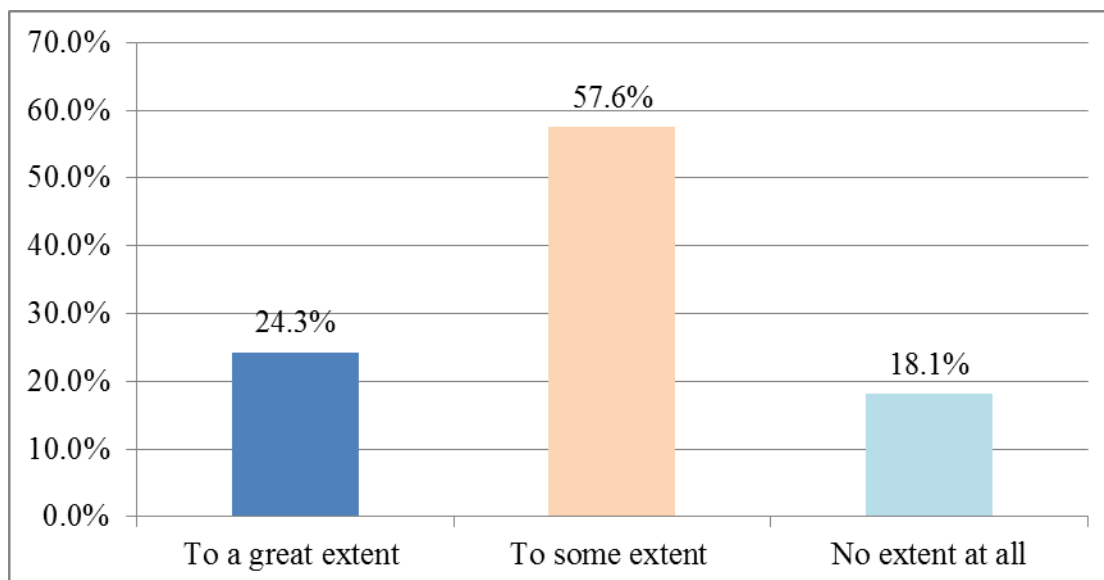


Figure 4.10: Extent to which KSL influence performance in English language

The study sought to examine the perception of respondents on the influence of KSL on performance in English language among the hearing impaired pupils in the special schools in Homabay County. The respondents were asked to rate the various items on Kenya Sign Language. Key: 5-Strongly Agree; 4-Agree; 3-Neutral; 2-Disagree; 1-Strongly Disagree. The opinions of the respondents were presented in Table 4.2.

Table 4.2: Influence of KSL on Performance of English Language among Pupils with Hearing Impairment

Statements		5	4	3	2	1	M	S.D
Deaf learners prefer using sign language than signed English modes of communication;	F	5	3	–	–	–	4.6	0.5
	%	62.5	37.5	–	–	–		
KSL comes with unique complete language pattern of its own that is most preferred by deaf learners;	F	4	4	–	–	–	4.5	0.5
	%	50	50	–	–	–		
Different English and KSL grammatical structures always poses a challenge in Syllabus coverage/content delivery;	F	3	5	–	–	–	4.3	0.4
	%	37.5	62.5	–	–	–		
Poor reading skills of deaf learners results from inadequate phonological processing/lack of knowledge for semantics and syntax of English language;	F	2	4	1	1	–	3.9	0.9
	%	25	50	12.5	12.5	–		
Lack of initial language learning opportunities major contributing factor for the overall underperformance amongst deaf learners;	F	2	3	2	–	1	3.6	1.2
	%	25	37.5	25	–	12.5		
Overall Aggregated Mean							4.18	

Key: M – Mean; S.D – Standard Deviation

As shown in Table 4.2, nearly two thirds (67.5%) of the teachers that took part in the study pointed out that deaf learners prefer using sign language than signed English modes of communication. Another more than a third (37.5%) of them also agreed with the statement.

On whether KSL comes with unique complete language pattern of its own that is most preferred by deaf learners, all of the study respondents were in agreement, with 50% and another 50% of them agreeing and strongly agreeing with the statement.

The teachers who participated in the study were asked to rate their extent of agreement on whether different English and KSL grammatical structures always poses a challenge in Syllabus coverage/ content delivery. More than half (62.5%) of the teachers were in agreement with the statement while the remaining percentage of 37.5% of them strongly agreed.

Half (50%) of the study respondents felt that poor reading skills of deaf learners results from inadequate phonological processing/lack of knowledge for semantics and syntax of English language. Another 25% also supported the statement by strongly agreeing while 12.5% of them of them disagreed. Further, a small percentage (12.5%) of them was undecided.

Lack of initial language learning opportunities is a major contributing factor for the overall underperformance amongst deaf learners. This statement was supported by 37.5% and 25% of the teachers that participated in the study who agreed and strongly agreed. However, only 12.5% of the respondents strongly disagreed while the remaining 25% of them were not decided.

Overall, the mean response was 4.18, implying that most of the teachers did agree that Kenya Sign Language influences the performance of English Language among Pupils with Hearing Impairment in the special schools in Homabay County.

(ii) Pupils' Responses

The pupils' opinions on the various items of Kenya Sign Language were also assessed. The study sought to establish whether KSL was the favorite subject of the hearing

impaired pupils in the special schools. Figure 4.11 shows the distribution of the pupils by whether the KSL was the favorite subject among the pupils with hearing impairment.

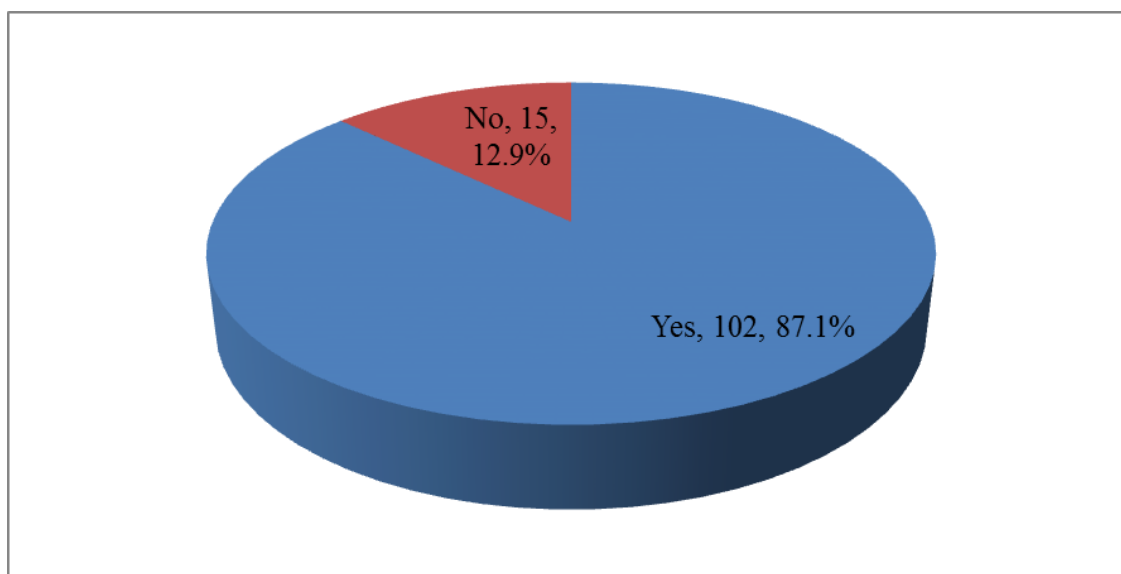


Figure 4.11: Pupils Opinion on Whether KSL is their Favorite Subject

From Figure 4.11, a vast majority (87.1%) of the pupils who participated in the study confirmed that KSL was their most preferred subject as compared to English language. However, only 12.9% of the respondents were in contrary with the item. This implies that KSL is a major determinant of performance in English among the pupils with hearing impairment in the special schools.

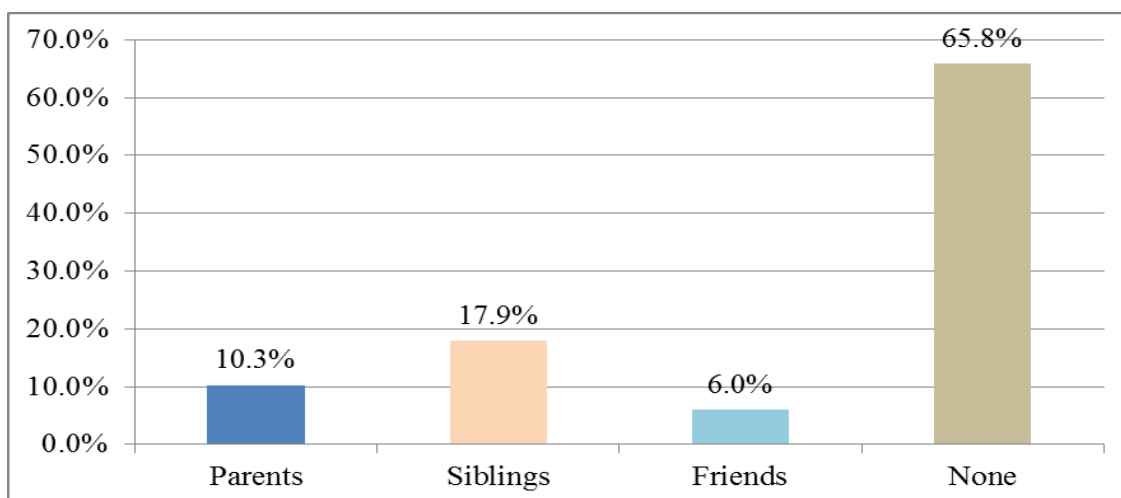


Figure 4.12: Pupils Responses on their Family Member's Ability to Use KSL

From the findings shown in table 4.12, nearly two thirds (65.8%) of the respondents pointed out that none of the family members and friends conversant with the use of Kenya Sign Language. While another 10.3% of the respondents indicated that their parents were able to use KSL, 17.9% of them said that their siblings were in a position to use the KSL and only 6% noted that they communicated KSL with their friends. This implies that the learners with hearing impairment face challenges on finding an individual who can help them learn KSL when out of school because majority of the family members and friends are not able to communicate in the language.

The study also sought to establish whether the learners with hearing impairment were in a position to interact with the people who use English language as opposed to KSL. Figure 4.13 shows the distribution of the respondents by whether or not they were able to interact with people using English as opposed to KSL.

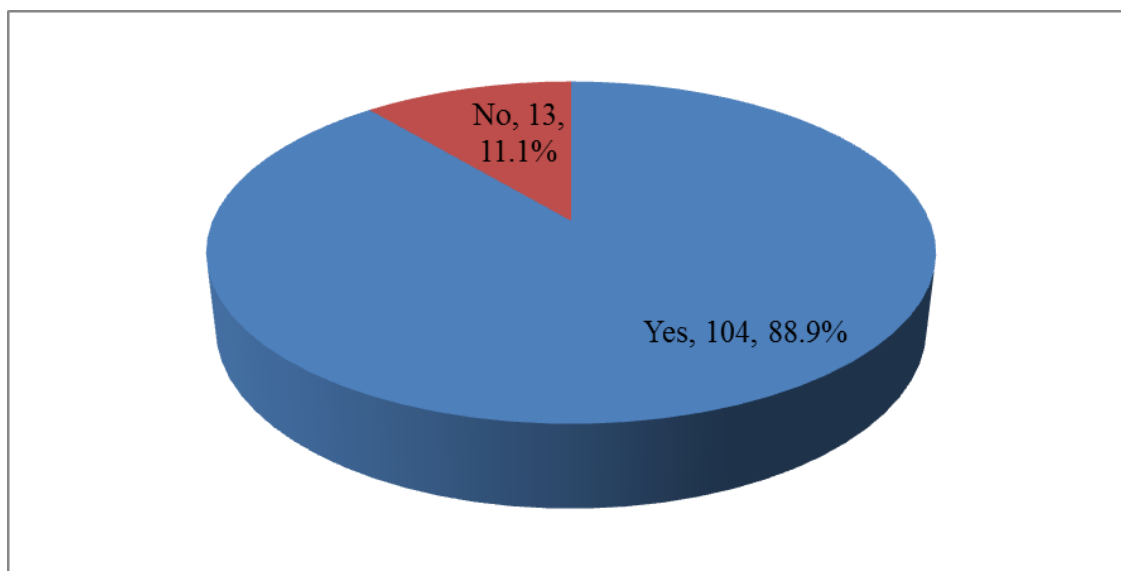
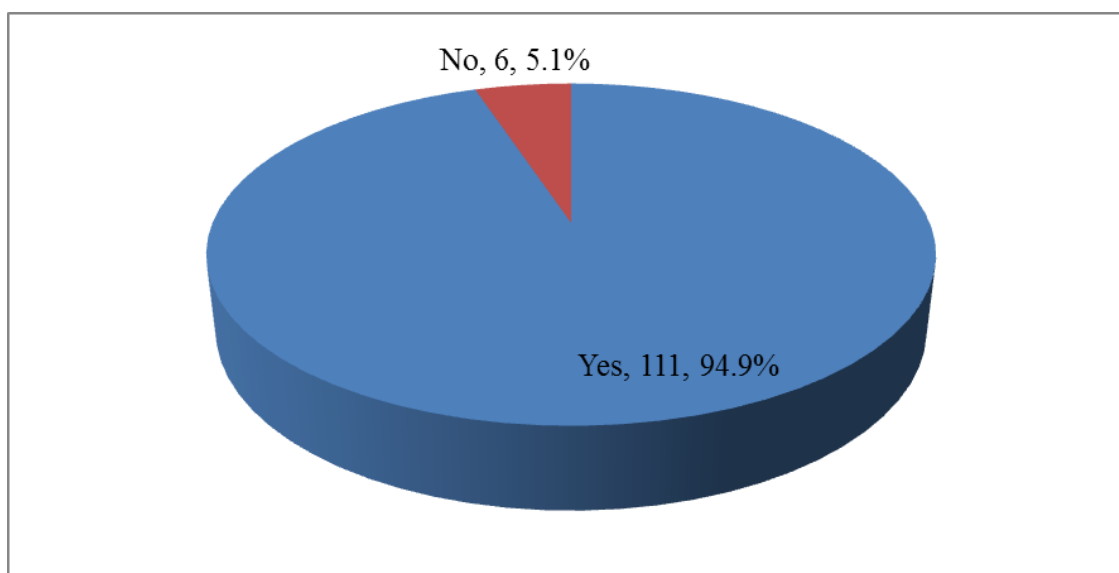


Figure 4.13: Learner's Responses on their Use of English

From Figure 4.13, a vast majority (88.9%) of the pupils who took part in the study were confident that they were in a position to interact with the people who use English language as opposed to KSL. On contrary, only 11.1% of the respondents noted otherwise. This shows that the use of KSL could be a bit difficult among the pupils with hearing impairment especially when interacting with people who use English Language.

The pupils who take part in the study were also asked to indicate whether they had difficulties in using English tenses. Figure 4.14 shows the distribution of the study respondents by their opinions.

**Figure 4.14: Distribution of the Study Respondents Difficulties in using English Tenses**

As shown in Figure 4.14, nearly all (94.9%) of the pupils who participated in the study were in opinion that they had difficulties in using English tenses. Only 5.1% of the respondents had no difficulties in using English tenses.

The respondents were also required to rate their level of their agreement to some statements about the influence of KSL on their performance in English. The analyzed data was summarized in frequencies, percentages and Mean, and Standard Deviation as presented in Table 4.3.

Table 4.3: Effects of K.S.L on the performance of English

Statement		5	4	3	2	1	M	S.D
I find a problem doing exams in English language;	F	79	33	0	4	1	4.58	0.74
	%	67.5	28.2	0	3.4	0.9		
KSL comes with a unique language pattern that is most preferred by HI learners;	F	11	96	2	5	3	3.9	0.70
	%	9.4	82	0.8	2.5	2.5		
KSL has an effect on performance in English;	F	38	63	3	8	5	4.0	1.00
	%	32	53.8	2.5	6.8	4.2		
Our English teachers are competent in use of KSL;	F	23	32	18	24	20	3.1	1.4
	%	19.6	27	15	20	17		
Overall Aggregated Mean							3.9	

n= 117

From table 4.3, slightly more than two thirds (67.5%) of the respondents strongly agreed that they find a problem doing exams in English language. This was also supported by 28.2% of the study respondents who agree with the statement. However, while 3.4% of them disagreed only 0.9% of them strongly disagreed.

While KSL comes with a unique language pattern that is most preferred by HI learners, a vast majority (82%) of the study respondents agreed with the statement while this was also supported by 9.4% of them who strongly agreed. Only 0.8% of them were undecided while 2.5% of them disagreed and another 2.5% of them strongly disagreed.

The pupils who participated in the study were asked to indicate whether KSL has an effect on performance in English. While more than a half (53.8%) of them agreed with

the statement, another nearly a third (32%) of them was in agreement. On the other hand, while only 2.5% of the respondents were undecided on what to say about the statement another 6.8% of them were in disagreement and 4.2% of them strongly disagreed.

Our English teachers are competent in use of KSL. The pupils who participated in the study and agreed and strongly agreed with the statement included 27% and 19.6% respectfully. While 20% of them disagreed and another 17% strongly disagreed with the statement, only 15% of them were undecided.

The overall aggregated mean of the response was 3.9; this shows that most of the pupils with hearing impairment in the special schools in Homabay County felt that KSL affected their performance in English subject in the final exams.

(iii) The Key Informants

The researcher conducted interviews for the three key informants, i.e. the two head teachers and one Quality Assurance and Standard Officer (QASO) in Homabay County. For the purpose of this study and in accordance to the ethical consideration of maintaining anonymity, the principal head teachers were identified as follows: H1 and H2, and the name of the Quality Assurance and Standard Officer was also not disclosed.

The researcher asked the interviewees to indicate how the Kenya Sign Language affect the performance of the deaf learners in English language. The key informants responded to this question differently but with various similarities. For instance, H1 said that:

English language has four skills, namely listening, reading, writing, and speaking. For a learner to do well he or she must be subjected to an environment that arouses interest and continuous practice put in place to ensure overall performance is achieved by the interested learners. Given the nature of our hearing impaired learners, speech is a nightmare and this means that there's very little that can be done to polish their verbal expressive skills vice versa the verbal receptive speech...Getting competent teachers who can are able to integrate KSL in teaching is not very easy... As far as performance in English is concerned, the parity between hearing impaired learners and the "normal" learners will continue to widen.

On the other hand when the H2 was asked to offer his opinions of the statement of concern, how the Kenya Sign Language affects the performance of the deaf learners in English language, the respondents stated that:

I only have two competent and experienced teachers of English to handle the learners from lower classes to upper classes...They work smart to ensure that all the lessons are attended to despite the limited interaction between the child and the learner... Teaching English to deaf learners is very involving, the teacher has to literally go through every word, sentence, and paragraph and explain the meaning of words sentences and the vocabulary throughout the passage. This is time consuming and an exhausting exercise, but for the learner's to have a grip of the lesson, the teacher has to practice a very high levels of patience for him or her to meet the objectives of every lesson taught...The school also lacks enough financial resources to hire extra teachers to ease the ever growing load with

learners; there's is very little that we can do to save the situation...These attributes to poor performance in the Languages among the hearing impaired pupils in Homabay County.

Further, the researcher asked a County Quality Assurance and Standard officer to explain whether use of KSL has an impact on the performance of hearing impaired pupils in the special schools in Homabay County. The QASO indicated that:

The Kenya Sign Language just like any other language requires practice...It requires a lot of attention and following among the pupils in order to learn how to use the language...in most cases, the pupils who performs better in the KSL also find it easy to pass in other languages like English because its only that they do not talk and here but they under every expression from their trains of which if the teacher is competent, and they teacher the right content, the pupils will understand English language...Additionally, the government introduced KSL to bring a standard in communication among the deaf and dumb of which its curriculum is design in way that the pupil can developed a skill to understand another language...Therefore, it is advisable for the special school administration to hire competent teachers and mobilize the community to support the pupils with learning disabilities in understanding a third language since everything now has gone to social media and digital where a person should at least know how to read and write English...For instance, majority people would like to chat in various platforms, post their opinions without necessarily involving talks...thus, if the hearing impaired is able to read English Language and write, they will fit the modern society and find life a bit easier as compared to those who do not

know...I would therefore say the better a pupil understands KSL, the better they will perform in English and other languages.

Generally, it is clear that KSL plays a major role in the performance of English language. The fact that the two languages are differently structured makes it difficult for teachers to offer the best services to the pupils and also learner's attitude is negatively affected given their prevailing circumstances. Further, the contact hours between the teachers of English and the learners with hearing disabilities in the special schools is very limited given the work load that the teachers have to carry on a day to day basis. The mode of communication also demands that the pupils should be taken through learning at a very slower pace in comparison to the normal learners. This slows down syllabus coverage and there the learner's keeps lagging behind in the content they are supposed to cover across all the other subjects due to language barriers. Thus, if the pupil is not fluent in the KSL there is a big probability that they will have a challenge to understand another language like English which would attribute to poor performance.

4.4 Impact of Training of English Teachers on Performance of English Language by Hearing Impaired Learners

The study sought to establish the influence of training of English teachers on the performance of English language in special primary schools for the hearing impaired learners in Homabay County, Kenya. The responses on the various items of training of English teachers were collected from the teachers, pupils and head teachers in the special primary schools. Further, an interview was conducted to one sub-county quality assurance and standard officer (QASO). The study findings were presented as follows:

(i) Teacher's Responses

The teachers were asked to indicate the extent to which training of English teachers for the hearing impaired learners influence performance in English language by hearing impaired learners. Figure 4.15 shows the distribution of the teachers' responses with regards to this statement.

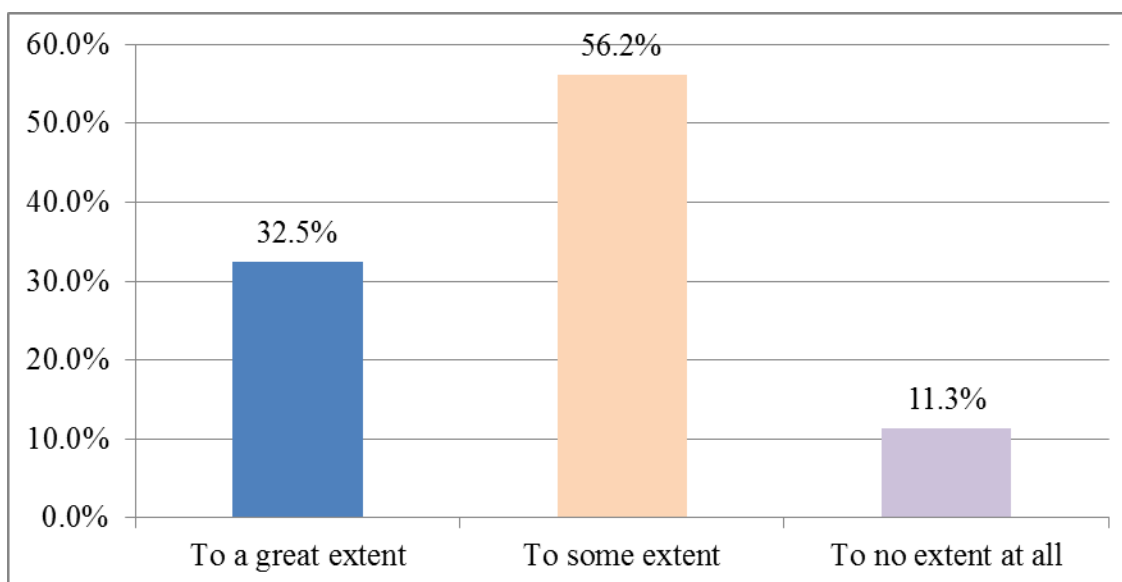


Figure 4.15: Extent to which training of English teachers for the hearing impaired learners influence performance in English language

As shown in Figure 4.15, nearly a third (32.5%) of the study respondents were in agreement that training of English teachers for the hearing impaired learners influence performance in English language to a great extent. Another more than a half (56.2%) of them felt that training of English teachers for the hearing impaired learners influence performance in English language to some extent. Only 11.3% of the respondents noted that training of English teachers for the hearing impaired learners does not influence performance in English language. This shows that training of English teachers for the hearing impaired learners in the special schools improves the Deaf learner's performance in English language.

The teachers that took part in the study were also asked to rate the various items in a scale of 1 to 5 where 5- *strongly agree*, 4- *agree*, 3- *undecided*, 2-*disagree* and 1-*Strongly disagree*. The teachers were asked to indicate the extent to which they felt training of English teachers for the hearing impaired learners influence performance in English language. Table 4.4 shows the distribution of their responses.

Table 4.4: Training of English Teachers for the Hearing Impaired Learners

Statement		5	4	3	2	1	M	S.D
The level of training is a key requirement among teachers teaching English in this school;	F	3	4	1	–	–	4.25	0.7
	%	37.5	50	12.5	–	–		
It is very important for regular teacher's in-service programs to enrich their capacity to handle deaf learners;	F	3	3	1	1	–	4.0	1.0
	%	37.5	37.5	12.5	12.5	–		
Trained teachers produce better grades in English language;	F	3	2	1	1	1	3.62	1.4
	%	37.5	25	12.5	12.5	12.5		
Training helps the teacher to acquire confidence in the mastery of English language;	F	3	2	2	1	–	4.0	0.35
	%	37.5	25	25	12.5	–		
The school provides further training opportunities for teachers of English regularly;	F	1	2	–	1	4	2.37	1.6
	%	12.5	25	–	12.5	50		
Overall Aggregated Mean							3.65	
n= 8								

From Table 4.4, a vast majority (87.5%) of the teachers that took part in the study were in agreement that the level of training of teachers is a key requirement among teachers

teaching English in the special schools in Homabay County. The remaining percentage (12.5%) of them was undecided.

With regard to whether it is very important for regular teacher's in-service programs to enrich their capacity to handle deaf learners, majority (75%) of the respondents agreed with the statement. However, 12.5% of them were in disagreement while a similar percentage (12.5%) of them was not decided.

The study also sought to establish whether trained teachers produce better grades in English language among the hearing impaired pupils. While nearly two thirds (62.5%) of the respondents were in agreement with the statement, 12.5% of them were undecided and another 25% of them disagreed.

When the teachers were asked to rate their level of agreement or disagreement that training helps the teacher to acquire confidence in the mastery of English language, more than a third (37.5%) of them strongly agreed that was also supported by 25% of them who agreed. However, only 12.5% of the respondents disagreed with the statement.

With regard to whether the school provides further training opportunities for teachers of English regularly in the special schools in Homabay County, more than a third (37.5%) of the teachers that took part in the study were in agreement. Another 12.5% of them disagreed as another 50% of them strongly disagreed.

The overall aggregated mean of the response was 3.65 which implies that most of the teachers that took part in the study as selected from the special schools in Homabay

County agrees that training of English teachers for the hearing impaired learners can improve the performance of the pupils with hearing impairment in English language.

(ii) Pupils' Responses

The pupils' that took part in the study were asked to indicate their views opinions on the various items of training of English teachers for the hearing impaired impaired learners in the special primary schools of Homabay County. Figure 4.16 shows the distribution of the pupils by the level of effectiveness of the English teacher in training hearing impaired learners.

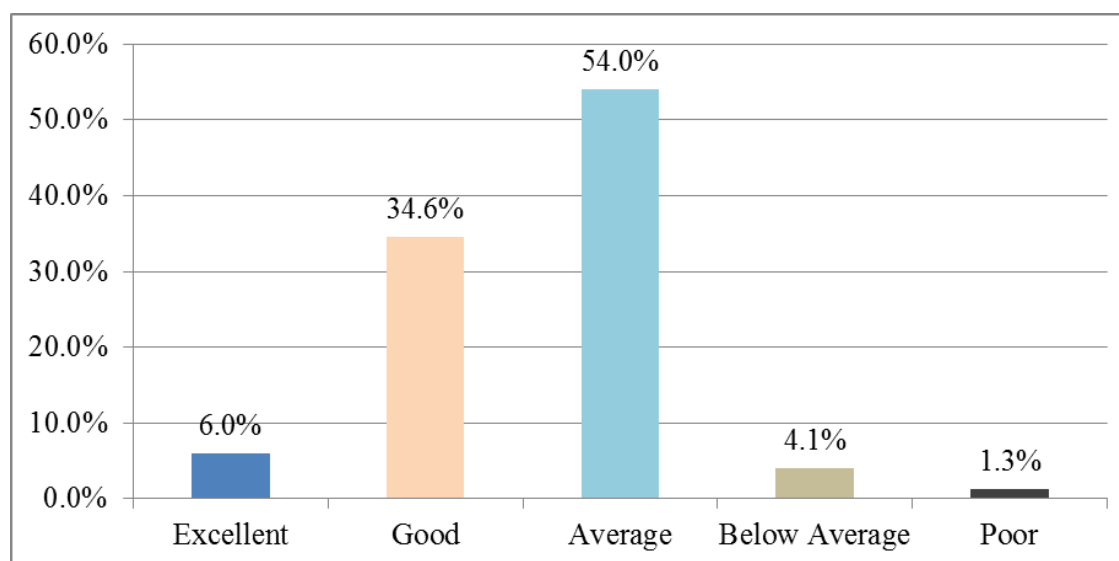


Figure 4.16: The level of effectiveness of the English teacher in training hearing impaired learners

As shown in Figure 4.16, while only 6% of the pupils that participated in the study indicated that their teachers were excellent in teacher English language to the hearing impaired pupils, slightly more than a third of them noted that their teachers were good in training and another more than half (54%) of them said that their English teachers had average qualifications of teaching English among hearing impaired learners. Further,

those pupils who confirmed that their English teachers had average qualification were 4.1% while only 1.3% of the pupils rated their English teachers as poor. This implies that majority teachers in the special primary schools, who train English have qualifications above average.

The pupils who participated in the study were required to rate the various items on the effectiveness of their English teacher in training hearing impaired learners in a scale of 1 to 5 where 5- *strongly agree*, 4- *agree*, 3- *undecided*, 2-*disagree* and 1-*Strongly disagree*.

The pupils were asked to indicate the extent to which they felt training of English teachers for the hearing impaired learners influence performance in English language.

Table 4.5 shows the distribution of the pupil's responses.

Table 4.5: Effectiveness of English Teachers to the Hearing Impaired Learners

Statement		5	4	3	2	1	M	S.D
Our English teacher teaches us well in a way that every pupils get the content effectively while in class;	F	14	73	4	17	9	4.42	0.7
	%	12	62.4	3.3	14.6	7.7		
Our teacher needs further training to enrich his/her capacity to handle deaf learners;	F	7	87	3	11	8	4.02	0.5
	%	6	74.4	2.6	9.4	6.8		
We do well in English because the teacher is very competent;	F	11	73	1	20	12	4.3	0.61
	%	9.4	64.5	0.9	17.1	10.4		
Our teacher is always so confident in the mastery of English language;	F	14	82	4	11	6	3.7	0.8
	%	12	70	3.3	9.4	5.1		
Our school provides further training opportunities for teachers of English regularly;	F	–	32	80	5	–	3.0	0.9
	%	–	27.4	68.4	4.3	–		
Overall Aggregated Mean							3.89	

n= 117

From Table 4.5, while 12% of the pupils indicated that their English teacher teaches them well in a way that every pupils get the content effectively while in class another nearly two thirds (62.4%) of them also agreed. Only 3.3% of them were undecided. On the other hand, a considerable percentage (14.6%) of them disagreed and the remaining 7.7% of them strongly disagreed.

The pupils who participated in the study were also asked to rate the extent they felt that their English teacher needs further training to enrich his/her capacity to handle deaf learners. A vast majority (80.4%) of them agreed with the item, 2.6% of them were undecided, 9.4% disagreed and another 6.8% of them strongly disagreed.

The pupils were also asked to indicate whether they perform better in the English Language because their teachers are very competent. Majority (73.9%) of them acknowledged it was true. However, another 27.5% of them disagreed with the statement.

In another item, a vast majority (82%) of the study participants agreed that their English teachers are always so confident in the mastery of English language for the hearing impaired learners. However, 14.5% of them felt that their English teachers are always not confident in the mastery of English language.

The pupils who took part in the study were further asked if their school provides further training opportunities for teachers of English regularly. Since more than two thirds (68.4%) of them indicated that they were not sure and 27.4% and 4.3% said that they were in agreement and disagreement respectively, it shows that the teachers could be

attending further trainings on how to better the performance in the English Language in the special Primary schools.

Since the overall aggregated mean of the items pertaining training of English teachers for the hearing impaired learners in the special Primary schools in Homabay County was 3.89, it is an indication that most of the pupils that took part in the study as selected from the special schools in Homabay County agreed that training of English teachers for the hearing impaired learners could be a strategy to improve the performance of the pupils with hearing impairment in English language.

(iii) The Key Informants

The study further sought to gather more information on how training of English teachers in the special schools impact the performance in English language by hearing impaired learners. The two head teachers who participated in the study interview sessions and one Quality Assurance and Standard Officer (QASO) responded to the item basing on individual's point of view. For instance, the H1 pointed out that:

Whereas this in-service course is very important as far as performance is concerned, the school has not been able to facilitate them regularly due to limited financial resources...But we do encourage our teachers to attend Seminars and workshops whenever need arises. So there are some efforts we count as far as supporting the special teacher is of concern.

On the same question, the H2 gave his opinions. He noted that:

Although we lack funds to help our teachers move a notch higher in their competence, the administration have tried to hire teachers who are more qualified

and with diverse experience so as even if they are not taken to further trainings by the school, they can continue helping our pupils...We have taken them to benchmark better special schools in other Counties, and to any emerging workshops on how to improve the academic performance in special schools...We also encourage teachers to consider furthering their education at personal expenses to be more competent which comes with many benefits to their livelihoods.

The Quality Assurance and Standard Officer (QASO) also supported that since the key special schools are owned by the government, it becomes a bit difficult for the school to support teachers' further trainings. The QASO further noted that a school can only motivate the teachers teaching in special schools so as they can put more effort in their day in day out tasks and experiences with hearing impaired pupils.

In general, further trainings of the English teachers in the special schools would directly influence the performance of the learners with hearing impairment more especially in languages like English. This has been agreed upon by the teachers, pupils, head teachers and the Quality Assurance and Standard Officer that took part in the study.

4.5 Severity of hearing impairment on the performance of English

The study sought to investigate whether severity of hearing impairment has an influence on performance of English Language in the special primary schools in Homabay County. The responses on the various items of severity of hearing impairment were collected from the teachers, pupils, and head teachers in the special primary schools. Additionally, an interview was conducted to one quality assurance and standard officer (QASO) in the County education office. The study findings were presented as follows:

(i) Teacher's Responses

The teachers were asked to rate the extent to which severity of hearing impairment influence performance in English language by hearing impaired learners. Figure 4.16 shows the distribution of the teachers' responses on the statement.

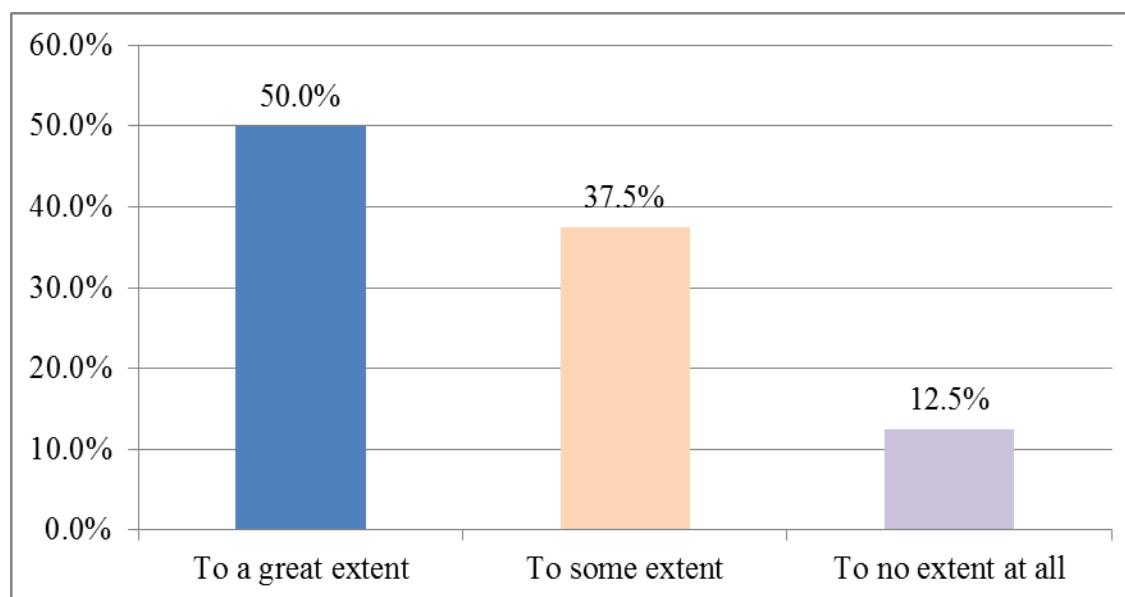


Figure 4.17: Extent to which severity of hearing impairment influence English language performance in special Primary schools

As shown in Figure 4.16, half (50%) of the teachers that took part in the study said that the severity of hearing impairment influenced pupil's performance in the English Language to a great extent. Another more than a third (37.5%) of the respondents noted that the severity of hearing impairment affected pupils' performance to some extent. However, a small percentage (12.5%) of the teachers felt that it did not influence English language at all.

The teachers' study participants were also asked to rate the various items on whether the influence of severity of hearing impairment impacts performance of English among the pupils with hearing impairment. A scale of 1 to 5 was used to rate the various items: key 5- strongly agree, 4- agree, 3- undecided, 2-disagree and 1-Strongly disagree. Table 4.6 shows the distribution of the respondents' views by items.

Table 4.6: Influence of Severity of Hearing Impairment on Performance of English

Statement		5	4	3	2	1	M	S.D
Early identification, intervention, and treatment can help minimize the learning problems caused by hearing loss;	F	4	4	–	–	–	4.5	0.5
	%	50	50	–	–	–		
The most common way of helping someone with mild and moderate hearing loss is to fit hearing aids;	F	2	3	2	1	–	3.75	0.9
	%	25	37.5	25	12.5	–		
Unilateral deafness, mild-frequency hearing loss, and fluctuating deafness have educational implications on language and speech;	F	2	3	1	1	1	3.5	1.3
	%	25	37.5	12.5	12.5	12.5		
The mild and moderate losses affects the ability to overhear and to acquire language informally;	F	1	4	2	–	1	3.5	1.1
	%	12.5	50	25	–	12.5		
Children with mild to moderate sensorineural hearing loss have difficulty in development of linguistic skills;	F	–	2	5	1	–	3.1	0.6
	%	–	25	62.5	12.5	–		
Overall Aggregated Mean							3.67	

n= 8; M- mean; S.D – standard deviation

As summarized in Table 4.6, while half (50%) of the teachers that took part in the study strongly agreed with the statement that early identification, intervention, and treatment can help minimize the learning problems caused by hearing loss the remaining 50% of them also supported. This implies that all the respondents agreed with this item.

With regard to whether the most common way of helping someone with mild and moderate hearing loss is to fit hearing aids, nearly two thirds (62.5%) of the respondents were in agreement. Only 12.5% of them felt otherwise.

The teachers that took part in the study were asked to rate whether unilateral deafness, mild-frequency hearing loss, and fluctuating deafness have educational implications on language and speech. While nearly two thirds (62.5%) of the respondents were in agreement with the statement, 12.5% and a similar 12.5% of them disagreed and strongly disagreed. Only 12.5% of them were undecided on what to say about this item.

On whether the mild and moderate losses affects the ability to overhear and to acquire language informally, 12.5% of the respondents strongly agreed as 50% of them agreed with this statement. However, another 12.5% of them disagreed with the item. Another considerable percentage (25%) of the respondents was undecided.

When the teachers who participated in the study were asked to indicate whether children with mild to moderate sensorineural hearing loss have difficulty in development of linguistic skills, 25% of them were in agreement. Another nearly two thirds (62.5%) of them were undecided while only 12.5% of them disagreed. This shows that majority of the respondents were able to relate extent of hearing impairment with performance in the English Language.

The overall aggregated mean of the items about severity of the hearing impairment and pupils' performance in English Language was 3.67, which was an indicator that majority of the teachers that took part in the study were in agreement that the severity of hearing impairment have an impact on the performance of the pupils in the English Language in the special schools in Homabay County.

(ii) Pupils' Responses

The pupils' that took part in the study were asked to indicate their level of agreement or disagreement with the various items on influence of severity of impairment on the performance of English Language in the special Primary schools in Homabay County. All the pupils were asked by the researcher to indicate their level of hearing loss. Figure 4.17 shows the level of hearing loss among the pupils who took part in the study.

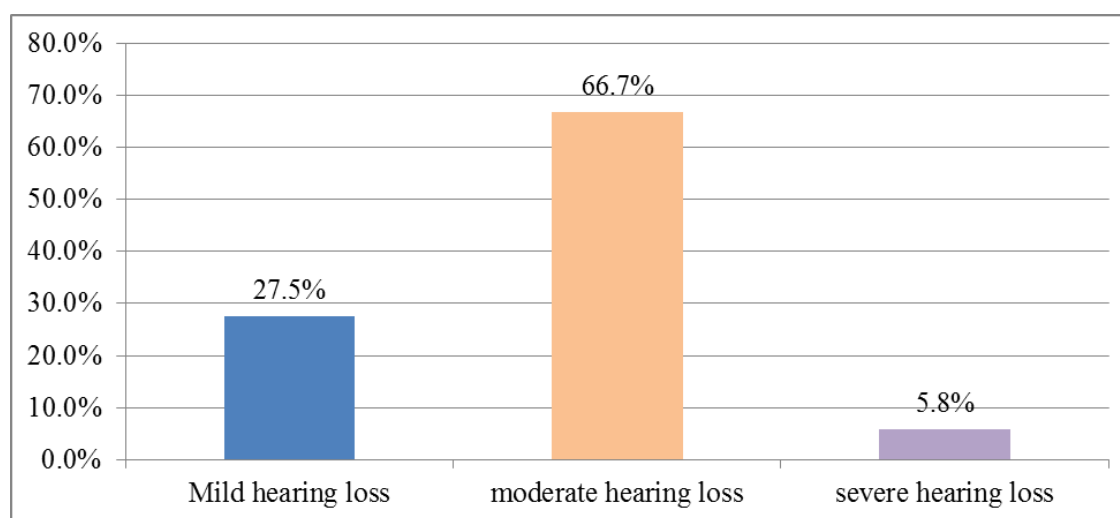


Figure 4.18: the level of hearing loss among the pupils who took part in the study

As shown in the Figure 4.17, a considerable percentage (27.5%) of the respondents indicated that they had a mild hearing impairment. Out of the remaining percentage of the

pupils who participated in the study, two thirds (66.7%) of them had moderate hearing loss while only 5.8% of them hear a severe hearing impairment.

The pupils who responded to the study tools were asked to show their level of agreement with the statement on severity of hearing impairment and performance in English Language. A scale of 1 to 5 was used to rate the various items: key 5- *strongly agree*, 4- *agree*, 3- *undecided*, 2- *disagree* and 1- *Strongly disagree*. Table 4.7 shows the distribution of the respondents by their opinions on various items on the influence of severity of hearing on performance in the English Language among the learners with hearing impairment in the special Primary Schools in Homabay County.

Table 4.7: Pupils' Views on Influence of Severity of Hearing on Performance in the English Language

Statement		5	4	3	2	1	M	S.D
My level of hearing loss affects my performance in English;	F	42	68	2	5	–	4.4	0.7
	%	36	58	1.7	4.3	–		
Teachers attend to your individual needs towards your performance in English;	F	2	32	–	82	1	2.5	0.9
	%	1.7	27.4	–	70.1	0.8		
Hearing aids are beneficial to us in the process of learning;	F	26	73	5	9	4	3.9	1.0
	%	22.2	62.4	4.3	7.7	3.4		
The mild and moderate hearing losses affects the ability to overhear and to acquire language informally;	F	10	13	6	31	57	2.0	1.9
	%	8.5	11.1	5.1	26.5	48.7		
Early intervention benefits both the receptive and expressive language development;	F	8	58	46	3	2	3.5	0.7
	%	6.8	49.6	39.3	2.6	1.7		
Overall Aggregated Mean							3.26	
n= 117; M- mean; S.D – standard deviation								

As shown in Table 4.7, when the pupils that took in the study were asked to indicate whether the level of hearing loss affects my performance in English, more than a third (36%) of them strongly agreed as another more than a half (58%) of them agreed with the statement. However, 4.3% of the respondents disagreed with the statement.

With regard to whether teachers attended to the individual needs of the pupils with hearing impairment towards making the performance in English better, 29.1% of them were in agreement with the item. However, another majority (70.8%) of them were in disagreement with the statement. This shows that the teachers did not take much attention to the individual pupils as a means to improve their performance in the English Language which could be a contributory factor to poor performance in the subject.

The study also sought to investigate whether hearing aids are beneficial to the learners with hearing impairment in the process of learning. A vast majority 84.6% of the respondents were in consensus with the statement. On the other hand, 11.1% of them disagreed with the item. Thus, hearing aids are essential in training of the pupils' with hearing impairment in the special Primary schools.

The mild and moderate hearing losses affect the ability to overhear and to acquire language informally. This statement was only supported by 19.6% of the pupils that took part in the study while 26.5% of them disagreed and another nearly a half (48.7%) of them strongly disagreed. This shows that most of the pupils disagreed that mild and moderate hearing losses affects the ability to acquire English Language.

The pupils who participated in the study were required to rate on whether early intervention benefits both the receptive and expressive language development. More than half (56.4%) of the pupils that took part in the study agreed with the statement while 4.3% of them were in disagreement. Another more than a third 39.3% of them was undecided.

The overall aggregated mean of the items about severity of the hearing impairment and pupils' performance in English Language basing on pupils' views was 3.26. This shows that slightly more than half of the pupils that took part in the study agreed with the items which were used to measure whether the severity of hearing impairment influences performance of the pupils in the English Language in the special schools in Homabay County.

(iii) Key Informants

The researcher also ensured that nearly all of the sampled respondents of the interview schedules were involved in the study process. The two head teachers and one Quality Assurance and Standard Officer (QASO) were asked to explain how severity of hearing impairment affected the performance in the English Language. In response to the various items about this question, the H1 stated that:

I am pretty sure that as far as the extent of the hearing impairment could affect the performance of the pupils in the special schools, the attitude of the learners is very key...The reason I say this is because, we always liaise with the child's guardian to ensure that a pupil is provided with the basic hearing aids which also improves their hearing sense...The equipment are given depending with severity of

hearing...thus, if the pupil has a positive attitude towards education, they will automatically perform better regardless of their conditions.

The H2 had a bit contrary observations on the influence of severity of hearing impairment on performance in the English Language. The interviewee stated that:

It goes with no doubts that the more severe the hearing impairment is to the pupil, the less they are likely to understand things...this automatically leads to poor academic performance among the extremely severely hearing impaired pupils.

On the same item, the Quality Assurance and Standard Officer (QASO) made a number of remarks that were captured in the report with regard to level of hearing impairment and academic performance in the special schools. The respondent revealed that:

The general performance in Homabay County in the previous years in the final assessment has showed a poor performance trending in Languages i.e. English and Kiswahili among the hearing impaired learners in the special schools...For instance, the learners with mild hearing impairments would perform a bit better than those with extreme and moderate hearing impairments...Thus, I think there is a direct impact of severity in hearing and academic performance in the special schools in Homabay County.

In general, the study findings have provided evidence that the teachers, pupils, head teachers and Quality Assurance and Standard Officer supported the idea that the severity of the hearing impairment among the learners with hearing impairment directly affected the pupils' level of performance in English language. It was further revealed that the

learner's attitude towards the subject could be another determinant of their performance in the various subjects in the final examinations.

4.6 School Socio Economic Factors and Performance in English

The study also sought to assess whether school socio-economic factors have an influence on performance of English Language in the special primary schools in Homabay County. The responses on the various items of school socio-economic factors were collected from the teachers, pupils, and head teachers in the special primary schools. Additionally, an interview was conducted to one quality assurance and standard officer (QASO) in the County education office. The study findings were presented as follows:

(i) Teacher's Responses

The teachers were asked to rate the extent to which school social economic factors influence performance in English language by hearing impaired learners. Figure 4.17 shows the distribution of the teachers' responses on the statement.

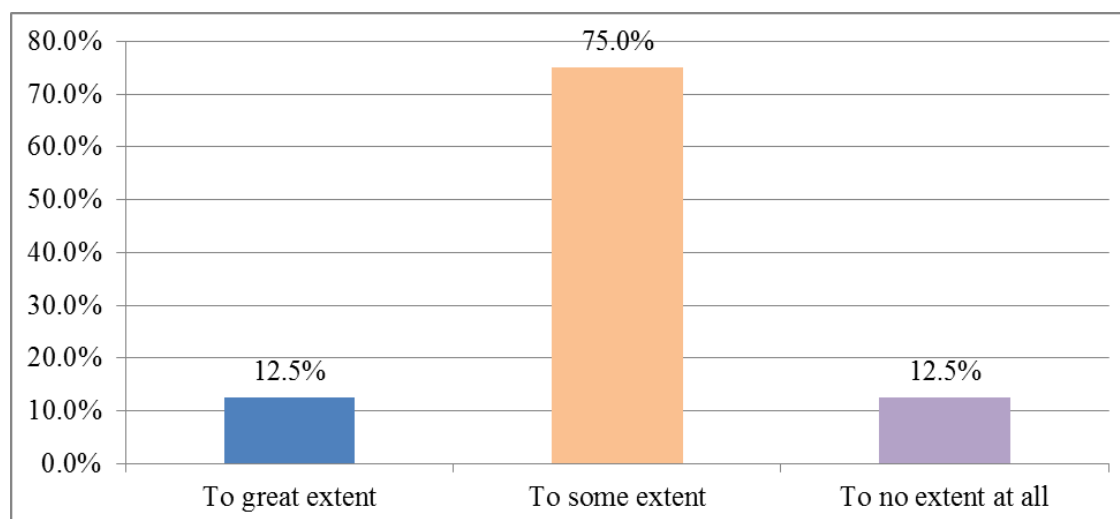


Figure 4.19: Teachers' views on the extent to which social economic factors influence performance in English language

As shown in Figure 4.17, majority of the teachers who participated in the study either strongly agreed (12.5%) or agreed (75%) with the statement that social economic factors influence performance in English language among the learners with hearing impairment. Another small percentage (12.5%) of them indicated that social economic factors did not affect performance in English language among the learners at all.

The teachers who took part in the study were asked to rate the various items on whether the school social economic factors influenced performance in English language among the learners. A scale of 1 to 5 was used to rate the various items: key 5- *strongly agree*, 4- *agree*, 3- *undecided*, 2- *disagree* and 1- *Strongly disagree*. Table 4.8 shows the distribution of the respondents' views by items.

Table 4.8: Teachers' opinions on effect of social economic factors on Performance in English

Statement		5	4	3	2	1	M	S.D
The school has sufficient English teaching and learning materials;	F	–	1	–	2	5	1.63	0.9
	%	–	12.5	–	25	62.5		
Availability of teaching and learning materials improves the effectiveness of teaching;	F	4	3	–	1	–	4.5	0.9
	%	50	37.5	–	12.5	–		
The classes sizes are small hence interrupting the teacher-pupil interaction;	F	3	3	–	2	–	3.88	1.2
	%	37.5	37.5	–	25	–		
The school rewards good performing teachers and pupils;	F	3	5	–	–	–	4.38	0.48
	%	37.5	62.5	–	–	–		
Teacher's attitude significantly contributes to the learner's performance;	F	3	2	2	1	–	3.8	1.2
	%	37.5	25	25	12.5	–		

Overall Aggregated Mean	3.64
n= 8; M- mean; S.D – standard deviation	

As shown in Table 4.8, only a small percentage (12.5%) of the teachers who participated in the study agreed that their schools had sufficient English teaching and learning materials. However, while 25% of them disagreed with the statement, another nearly two thirds (62.5%) of them were also in a contrary opinion.

With regards to whether availability of teaching and learning materials improves the effectiveness of teaching in the special Primary schools of learners with hearing impairment, a vast majority (87.5%) of the respondents were in agreement with the statement. On the other hand, another 12.5% of them disagreed with the statement.

When the teachers were asked to indicate whether the classes sizes were small hence interrupting the teacher-pupil interaction, majority (75%) of them were affirmative with the statement. The remaining 25% of the respondents disagreed with the statement. Further, when the researcher asked the respondents to note whether the school rewards good performing teachers and pupils, all (100%) of them were in agreement.

The study also sought to establish whether teacher's attitude significantly contributes to the learner's performance. More than a third (37.5%) of them strongly agreed with the statement and another 25% of the also agreed with the statement. Further, while 25% of

the respondents were undecided, another 12.5% of them were in disagreement with the statement.

The overall aggregated mean of the items about effect of social economic factors on pupils' performance in English Language basing on pupils' views was 3.64. This implies that more than half of the teachers who took part in the study agreed with the items which were used to measure the influence of social economic factors on performance of the pupils in the English Language in the special schools in Homabay County.

(ii) Pupils' Responses

The pupils' that took part in the study were asked to indicate their level of agreement or disagreement with the various items on influence of social economic factors on the performance of English Language in the special Primary schools in Homabay County. All the pupils were asked to indicate the extent to which school social economic factors influence performance in English language by hearing impaired learners. Figure 4.18 shows the responses of the pupils who participated in the study.

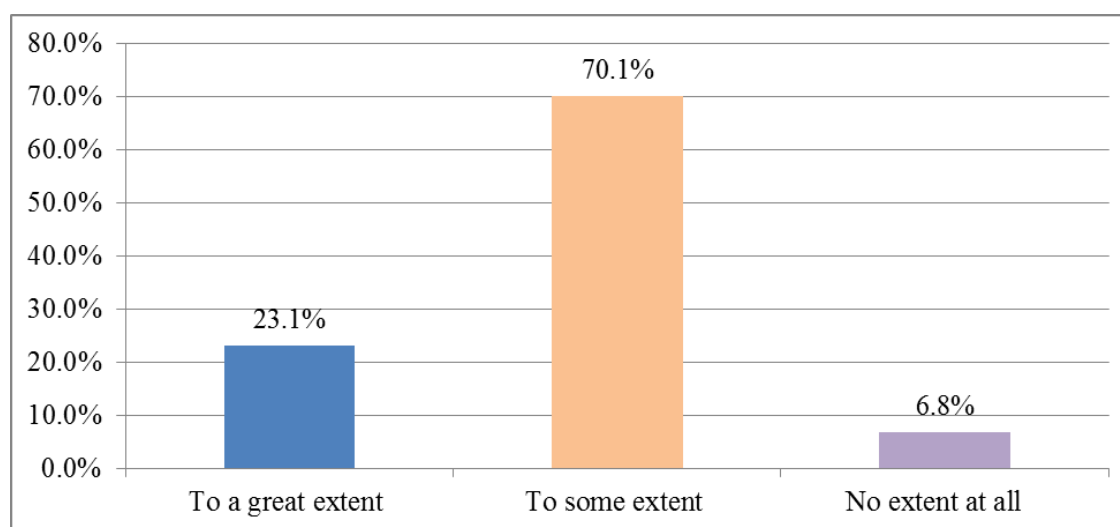


Figure 4.20: Extent to which socio-economic factors affect performance in English language by hearing impaired learners

As shown in Figure 4.18, a percentage of 23.1% of the pupils who took part in the study agreed that school social economic factors influences performance in English language by hearing impaired learners to a great extent. Another majority (70.1%) of the respondents felt that social economic factors influences performance in English language by hearing impaired learners to some extent but only 6.8% said to no extent at all.

The pupils who responded to the study tools were asked to show their level of agreement with the statement on school social economic factors influences performance in English language by hearing impaired learners. A scale of 1 to 5 was used to rate the various items: key 5- *strongly agree*, 4- *agree*, 3- *undecided*, 2-*disagree* and 1-*Strongly disagree*. Table 4.9 shows the distribution of the respondents by their opinions on various items on the influence of social economic factors influences performance in English language among the learners with hearing impairment in the special Primary Schools in Homabay County.

Table 4.9: Pupils' Views on Influence of Social Economic Factors on Performance in the English Language

Statement		5	4	3	2	1	M	S.D
The school has sufficient English teaching and learning materials;	F	52	56	–	7	2	4.2	0.8
	%	44.4	47.8	–	5.9	1.7		
Class textbooks are adequate for English Language;	F	12	34	6	26	39	2.6	1.4
	%	10.2	29	5.1	22	33.3		
The school has a well-equipped and operational Library;	F	13	27	8	28	41	2.5	1.3
	%	11.1	23	6.8	24	35		
The school rewards good performing teachers and pupils;	F	28	43	17	22	7	3.5	1.2
	%	23.9	36.7	14.5	18.8	5.9		
Teachers are friendly and provide a room for Consultation;	F	11	75	9	14	8	3.5	1.0
	%	9.4	64.1	7.6	11.9	6.8		
Overall Aggregated Mean							3.26	

n= 117; M- mean; S.D – standard deviation

From Table 4.9, nearly all (92.2%) of the pupils who participated in the study agreed that the school has sufficient English teaching and learning materials. However, 7.6% of them disagreed with the statement. This shows that the selected schools had no challenges to do with teaching and learning materials.

When the pupils were asked to indicate whether there are adequate class textbooks for English Language, more than a third (39.2%) of them agreed with the statement. While only 5.1% of them were undecided, the remaining more than half (55.7%) of them were in a contrary opinion.

The study was also interested to assess if the school has a well-equipped and operational Library to support performance among the learners with hearing impairment. Slightly more than a third (34.1%) of them agreed with the statement, 6.8% of them was undecided, while another more than a half (59%) of them disagreed.

The pupils were also asked to rate how much they felt that the school rewards good performing teachers and pupils. A significant percentage (23.9%) of the respondents strongly agreed with the statement. Another more than a third (36.7%) of them was also in agreement while 18.8% and 5.9% of them disagreed and strongly disagreed respectively. This implies that most of the special Primary schools reward good performing teachers and pupils.

Further, the study investigated whether teachers are friendly and they provide a room for consultation among the learners with hearing impairments. While 9.4% of the pupils that took part in the study were strongly in agreement, another nearly two thirds (64.1%) of them also supported the statement by agreeing. However, 18.7% of the study respondents disagreed with the statement. This shows that teachers in the special schools provide a room for consultation among the learners with hearing impairments.

The overall aggregated mean of the items on social economic factors and pupils' performance in English Language basing on pupils' views was 3.26. This shows that most special Primary schools in Homabay County provide a good learning environment for the pupils with hearing impairments.

(iii) Key Informants

The researcher also sought the head teacher's responses on how the school based socio economic factors influence performance in English language by hearing impaired learners in your school. On the same area they were required to point out the key socio-economic factors that affected various special schools and that affected the performance of the learners with hearing impairment. During the interview with H1, the respondent stated that:

As a school, we try to do anything at our disposal to see to it that we achieve the best... The school management has a program of motivating teachers who offer their extra time to attend to the learners... Secondly, whenever we meet parents during academic forums, we encourage them to purchase story books although it has not been easy since most parents believe that the government provides all the teaching and learning resources in our schools... Once in a while, we facilitate our teachers to attend seminars and go for benchmarking in other schools... Our target has always been to interact with both special schools and the regular schools in the neighborhood as far as academic and co-curriculum activities are concerned...This initiative has borne a lot of positive results. Our learners have been seen to develop friendships and good inter school relationships with the schools in our neighborhood... As a school, we do try to do our best but there are factors such as financial resources that constrain us. Its true English dictates the performance in other subjects and should be given attention. What has been killing us most is the learner's attitude towards English as a subject but we are reviving their attitude through motivation and provision of time for discussion...

The contact hours are limited because the English teachers are only two yet the learners require more time...Its demanding actually.

When asked to comment about the socio economic factors in relation to performance, the H2 had this to say;

There are numerous challenges that we face as a school in our bid to promote high standards...As you know, the nature of the pupils we are handling requires a lot of input for them to do to compete with their regular counterparts...And as they learn along the way, there are those with multiple challenges yet the teachers are not able to address certain needs as psychiatric cases, autism, multiple disabilities just to mention but a few...A teacher will always say that his/her work is to teach...Very few are down to earth and can actually go an extra mile in attending to the individual needs of these learners...We also have challenges with facilities...The schools lacks adequate books to support learning, availability of hearing aids that can benefit some of the learners are also hard to come along with and just unaffordable for the class of the parents to our learners...Another challenge is the human resource; we are understaffed for both teaching and support staff like house mothers, itinerary teachers, speech experts, physiotherapists and others. The parents too are a letdown; some of them dump their children by the gate and disappear without caring about their basic needs. The school cannot manage all the extra cases...We can do what we can handle... On English performance, my observation is that KSL as a mother tongue of these pupils, given that they do not come with a language of their own poses challenges when it comes to code switching to signed English...my teachers complain a lot

with regard to delivery and outcome. But we continue to do our best to offer what the curriculum demands of us.

Additionally, the Quality Assurance and standard Officer was also asked to give some sentiments with regard to whether school based socio-economic factors have an influence on the performance in the English Language among the learners with hearing impairment. In the interview session, the informant said that:

The socio-economic factors such as the poverty index of a region where the school is located could be one of the contributors of academic performance among learners with or without disabilities. The other factors that both of them closely mentioned included: availability of teaching and learning resources in the special schools, availability of physical facilities in the special schools, the status of the school i.e. either private or public, motivation of teachers and pupils, and the local community support of the learners with hearing impairment...further, difficulty in effective implementation of the curriculum could be another challenge on performance among the learners with hearing impairment in the special schools in Homabay County.

Generally, it is evident that the socio economic factors affecting performance include: inadequate teaching and learning resources, parental attitude, finances and difficulty in effective implementation of the curriculum.

Additionally, during the interview sessions the head teachers were asked to rate a number of items so as to help the researcher understand better on the factors affecting academic

performance among the learners with hearing impairment. The respondents' responses were coded in a five point Likert scale and the results were presented in Table 4.10.

Table 4.10: Head Teacher's Responses on Factors Affecting Performance

Statement	SA	A	UD	D	SD	Mean	SD
Kenya sign language affects performance of English;	0	2	0	0	0	4.0	0.6
SNE teachers are adequately trained to handle SNE Learners;	0	0	0	2	0	4.0	1.0
Level of hearing loss affects performance of English;	1	1	0	0	0	4.5	0.7
Our school environment is conducive for HI learners;	0	0	0	1	1	1.5	1.3
The school has adequate T/L resources;	0	0	0	1	1	1.5	0.6
Overall aggregated mean						3.1	

As shown in Table 4.10, the two head teachers were in consensus that KSL affected performance of English. It was also demonstrated that teachers were not adequately trained to handle hearing impaired learners in the special schools in Homabay County. There is need for teachers of HI learners to go for in-service training to be able to handle the emerging needs of the learners. The two head teachers also noted that the level of hearing loss affected the performance of English language. Further, the two respondents confirmed that the school environment did not fully cater for the needs of the hearing impaired learners citing inadequate teaching and learning resources as the key constraints of the performance in the English language among the pupils with hearing impairment in the special schools of Homabay County.

Since the overall mean of the various factors of performance of the learners with hearing impairment from the two head teachers was 3.1, this shows that the two respondents agreed with most items. This implies that the KSL, teachers' training, Level of hearing loss, and school based socio-economic factors affects the level of performance in English Language among the hearing impaired learners.

4.7 Hearing Impaired Pupils' Performance in English Language

The study also sought to establish the performance of the pupils that took part in the study in the previous formative English assessment test. The pupils were asked to indicate their marks in English test in the previous examination i.e. term two 2018. All the pupils were given code "P" presenting "Pupil" then a number. The schools were coded "SCH" to present "School" then either school 1, 2 or 3. Table 4.11, Table 4.12, and Table 4.13 shows the distribution of the pupils' respondents by pupil number, school, class, level of hearing loss, and score in English test.

Table 4.11: School One Pupils Distribution by Score in English Test and School Mean

No.	School	Class	Level of hearing loss	Score in English test (Term two 2018)
P1	SCH1	7	Mild	64
P2	SCH1	7	Mild	60
P3	SCH1	7	Mild	72
P4	SCH1	7	Moderate	52
P5	SCH1	7	Moderate	44
P6	SCH1	7	Moderate	40
P7	SCH1	7	Moderate	46
P8	SCH1	7	Moderate	56
P9	SCH1	7	Moderate	53
P10	SCH1	7	Moderate	38
P11	SCH1	7	Moderate	44
P12	SCH1	7	Moderate	48
P13	SCH1	7	Moderate	46
P14	SCH1	7	Moderate	40
P15	SCH1	7	Moderate	43
P16	SCH1	7	Moderate	36
P17	SCH1	7	Moderate	46
P18	SCH1	7	Moderate	38
P19	SCH1	8	Mild	68
P20	SCH1	8	Mild	58
P21	SCH1	8	Mild	66
P22	SCH1	8	Moderate	42
P23	SCH1	8	Moderate	52
P24	SCH1	8	Moderate	41
P25	SCH1	8	Moderate	36
P26	SCH1	8	Moderate	32
P27	SCH1	8	Moderate	55
P28	SCH1	8	Moderate	58
P29	SCH1	8	Moderate	34
P30	SCH1	8	Moderate	42
P31	SCH1	8	Moderate	52
P32	SCH1	8	Moderate	60
P33	SCH1	8	Moderate	58
P34	SCH1	8	Moderate	45
P35	SCH1	8	Moderate	46
P36	SCH1	8	Severe	18
P37	SCH1	8	Severe	14
P38	SCH1	8	Severe	20
P39	SCH1	8	Severe	08
P40	SCH1	8	Severe	10
P41	SCH1	8	Severe	22
Aggregated English Test Mean for SCH1				43.976

As shown in Table 4.11, the pupils with mild hearing loss performed better followed by pupils with moderate hearing loss and finally pupils with severe hearing loss had a general poor performance. The school mean in the English test among the pupils that took part in the study was 43.976 which was below average.

Table 4.12: School Two Pupils Distribution by Score in English Test and School Mean

No.	School	Class	Level of hearing loss	Score in English test (Term two 2018)
P42	SCH2	7	Mild	74
P43	SCH2	7	Mild	64
P44	SCH2	7	Mild	58
P45	SCH2	7	Mild	78
P46	SCH2	7	Moderate	44
P47	SCH2	7	Moderate	36
P48	SCH2	7	Moderate	38
P49	SCH2	7	Moderate	54
P50	SCH2	7	Moderate	50
P51	SCH2	7	Moderate	46
P52	SCH2	7	Moderate	55
P53	SCH2	7	Moderate	45
P54	SCH2	7	Moderate	44
P55	SCH2	7	Moderate	38
P56	SCH2	7	Moderate	42
P57	SCH2	7	Moderate	30
P58	SCH2	8	Mild	64
P59	SCH2	8	Mild	68
P60	SCH2	8	Mild	52
P61	SCH2	8	Mild	72
P62	SCH2	8	Mild	56
P63	SCH2	8	Moderate	28
P64	SCH2	8	Moderate	36
P65	SCH2	8	Moderate	24
P66	SCH2	8	Moderate	46
P67	SCH2	8	Moderate	52
P68	SCH2	8	Moderate	34
P69	SCH2	8	Moderate	30
P70	SCH2	8	Moderate	38
P71	SCH2	8	Moderate	40
P72	SCH2	8	Moderate	42
P73	SCH2	8	Moderate	34
P74	SCH2	8	Moderate	28
P75	SCH2	8	Moderate	35
P76	SCH2	8	Moderate	39
P77	SCH2	8	Severe	12
Aggregated English Test Mean for SCH2				45.167

From Table 4.12, there were no pupils with severe hearing loss and those with mild hearing loss performed much better than the pupils with moderate hearing loss. The school mean score in the English test among the respondents was 45.167.

Table 4.13: School Three Pupils Distribution by Score in English Test and School Mean

No.	School	Class	Level of hearing loss	Score in English test (Term two 2018)
P78	SCH3	7	Mild	76
P79	SCH3	7	Mild	64
P80	SCH3	7	Mild	68
P81	SCH3	7	Mild	70
P82	SCH3	7	Mild	54
P83	SCH3	7	Mild	61
P84	SCH3	7	Moderate	52
P85	SCH3	7	Moderate	50
P86	SCH3	7	Moderate	55
P87	SCH3	7	Moderate	48
P88	SCH3	8	Mild	60
P89	SCH3	8	Mild	46
P90	SCH3	8	Mild	34
P91	SCH3	8	Mild	26
P92	SCH3	8	Mild	44
P93	SCH3	8	Mild	38
P94	SCH3	8	Mild	28
P95	SCH3	8	Mild	56
P96	SCH3	8	Mild	52
P97	SCH3	8	Mild	50
P98	SCH3	8	Mild	53
P99	SCH3	8	Moderate	48
P100	SCH3	8	Moderate	38
P101	SCH3	8	Moderate	45
P102	SCH3	8	Moderate	56
P103	SCH3	8	Moderate	43
P104	SCH3	8	Moderate	28
P105	SCH3	8	Moderate	36
P106	SCH3	8	Moderate	48
P107	SCH3	8	Moderate	52
P108	SCH3	8	Moderate	55
P109	SCH3	8	Moderate	34
P110	SCH3	8	Moderate	48
P111	SCH3	8	Moderate	22
P112	SCH3	8	Moderate	28
P113	SCH3	8	Moderate	34
P114	SCH3	8	Moderate	62
P115	SCH3	8	Moderate	48
P116	SCH3	8	Moderate	43
P117	SCH3	8	Moderate	60
Aggregated English Test Mean for SCH3				47.485

As shown in Table 4.14, most of the pupils with mild hearing loss had performed better in the English term two 2018 test than those with moderate hearing loss. In general, school 3 had a mean score of 47.825 which was a bit higher than that of school 1 and 2.

The study also sought to compare the performance of the pupils with hearing impairment by the level of hearing loss. Table 4.15 shows the distribution of the pupils that took part in the study by school, level of hearing loss, class in which the respondents belonged, the number of respondents, and the mean score of average per each level of the hearing loss.

Table 4.14: Comparison of Performance in English Test by Level of Hearing Loss

School	Level of Hearing Loss	Number of pupils	Average score in English test (Term two 2018)
SCH1	Mild	6	64.667
	Moderate	29	45.621
	Severe	6	15.333
SCH2	Mild	9	65.111
	Moderate	26	39.538
	Severe	1	12.000
SCH3	Mild	17	51.765
	Moderate	23	44.913
	Severe	—	—

As shown in Table 4.15, the pupils with mild hearing loss had an average score of above 50% in all the three schools i.e. SCH1, SCH2 and SCH3, that participated in the study with 64.667, 65.111 and 51.765 respectively. The pupils with moderate hearing loss had an average score below 50% in all the three schools i.e. SCH1, SCH2 and SCH3, that took part in the study with 45.621, 39.538 and 44.913 respectively. Further, pupils with severe hearing loss performed poorly as compared to the pupils with mild and moderate

hearing losses. This implies that the severe the hearing loss is the higher the likelihood of the pupil to perform poorly in the English test.

4.8 Hypotheses Testing

The multiple regression model formula on the factors influencing performance in English language by deaf learners in special primary schools in Homabay County was also computed. The multiple regression model equation was used:

$$Y' = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \dots + \varepsilon_i$$

Where Y = Deaf learner's performance in English language.

β_0 = Constant

β = Beta Coefficients

X_1 = Nature of Kenya Sign Language

X_2 = Training of English teachers

X_3 = Severity of hearing impairment

X_4 = School based socio economic factors

ε_i = The error term. This is normally and independently distributed with zero mean and a constant variance.

The R-computation helped the researcher to determine how well the independent variables (Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment, and School based socio economic factors) explained the dependent variable (Deaf learner's performance in English language). Table 4.16 shows the regression model summary of all the independent variables or predictors.

Table 4.15: Regression Model Summary of Factors influencing performance in English language

Model	R	R Square (R ²)	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.763^a	.582	.561	.43212	1.001

a. Predictors: (Constant), Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment, and School based socio economic factors.

As shown in Table 4.16, the multiple correlation coefficients R had a value of 0.763. Multiple R is the correlation between the observed values of independent variables and the value of dependent variable predicted by the multiple regression models. Therefore, the strong value of R (0.763) meant there was a strong positive correlation between the predicted and observed values of the Deaf learner's performance in English language in the special primary schools in Homabay County. As such, multiple R is a gauge of how well the model predicts the observed data.

The coefficient of determination R² which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.582 implying that 58.2% of variance in the Deaf learner's performance in English language in special primary schools in Homabay County was explained by score in Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment, and School based socio economic factors related questions. Thus, R-squared measures the strength of the relationship between the model and the dependent variable although it is not a formal test for the relationship.

Adjusted R square gives an idea of how well the model generalizes and ideally we would like its value to be the same or close to the value of R square. The adjusted R² value of

0.561 means that 56.1 % of variance in Deaf learner's performance in English language in special primary schools in Homabay County could be accounted for if the model has been derived from the total population from which the sample was taken i.e. it can be stated that the difference between R square and adjusted R square is 0.021 ($0.582 - 0.561 = 0.021$ or 2.1 %) which means that if the model was derived from a population rather than a sample it would account for approximately 2.1 % less variance in the outcome.

Standard error estimate (SE est.) which is also referred to as the root mean squared error (RMSE) is the measure of the dispersion (or variability) in the predicted scores in a regression (interpreted as the standard deviation of the unexplained variance, and has the useful property of being in the same units as the response variable), and which is an absolute measure of fit (Lower values of SE est. or RMSE indicate better fit). Since the SE est. value was low (.43212), many of the observed data points lie near the model's predicted values, thus indicate good fit.

Durbin-Watson (DW) statistic informs about whether the assumption of independent errors is tenable. The DW statistic ranges between 0 and 4 and the closer to 2 that the value is, the better. If the value lies between 0 and 2, there is positive autocorrelation. If the value lies between 2 and 4, there is negative autocorrelation. Thus, since the Durbin Watson statistic value of the data is 1.001, there is a perfect positive autocorrelation; a unit increase in Factors influencing performance in English language leads to a proportionate increase in Deaf learner's performance in English language in special primary schools in Homabay County.

Analysis of variance was performed so as to establish whether there is a statistical significant association between Factors influencing performance in English language and Deaf learner's performance in English language in special primary schools in Homabay County. Table 4.17 shows the correlation, analysis of variance and parameter estimates as computed.

Table 4.16: Multiple Regression Model Significance of Factors influencing performance in English language

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.031	5	7.016	31.044	.000 ^a
	Residual	63.837	112	.226		
	Total	87.868	117			

a. Dependent Variable: Deaf learner's performance in English language

b. Predictors: (Constant), Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment and School based socio economic factors

Table 4.17 shows the analysis of variance (ANOVA) output. The *F*-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results is a significantly good degree of prediction of the dependent variable. The table shows that the joint independent variables statistically significantly predict the dependent variable, $F(10, 117) = 31.044$, $p = .000$ and that other variables not included in this model may have accounted for the remaining variance. In other words, the regression model was a good fit for the data.

The *F*-test of overall significance is the hypothesis test for this relationship. Since the overall *F*-test is significant, the study concluded that *R*-squared was not equal to zero, and

the correlation between the model and dependent variable was statistically significant. Therefore, the study had enough evidence to reject all the null hypotheses: H_{O1} : There is no statistically significant association between Nature of Kenya Sign Language and the Deaf learner's performance in English language in special primary schools in Homabay County; H_{O2} : There is no statistically significant association between Training of English teachers and Deaf learner's performance in English language in special primary schools in Homabay County; H_{O3} : There is no statistically significant association between Severity of hearing impairment and Deaf learner's performance in English language in special primary schools in Homabay County; H_{O4} : There is no statistically significant association between School based socio economic factors and Deaf learner's performance in English language in special primary schools in Homabay County; and to accept the alternative hypothesis; H_A : There is statistically significant association between Nature of Kenya Sign Language and the Deaf learner's performance in English language in special primary schools in Homabay County; H_A : There is statistically significant association between Training of English teachers and Deaf learner's performance in English language in special primary schools in Homabay County; H_A : There is statistically significant association between Severity of hearing impairment and Deaf learner's performance in English language in special primary schools in Homabay County; H_A : There is statistically significant association between School based socio economic factors and Deaf learner's performance in English language in special primary schools in Homabay County;

In order to determine the relative importance of each Independent Variable in predicting Dependent Variable, regression model equation was computed. Parameter estimates (coefficients) are shown in Table 4.18.

Table 4.18: Summary of Multiple Regression Models Coefficients**Coefficients ^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.795	.180		2.195	.029
Nature of Kenya Sign Language;	.431	.052	.419	8.741	.000
Training of English teachers;	.249	.071	.181	3.527	.010
Severity of hearing impairment;	.231	.058	.216	4.834	.014
School based socio economic factors;	.385	.069	.396	7.218	.042

a. Dependent Variable: Deaf learner's performance in English language

Table 4.18 reveals the relative contribution of the four independent variables: Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment, and School based socio economic factors to the dependent variable (Deaf learner's performance in English language), expressed as beta weights. Assuming the error term (ε_i) to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes:

$$Y = 2.795 + 0.431 \text{ Nature of Kenya Sign Language} + 0.249 \text{ Training of English teachers} + 0.231 \text{ Severity of hearing impairment} + 0.385 \text{ School based socio economic factors} + \varepsilon_i$$

According to the regression equation established, taking all factors constants at Zero, the level of Deaf learner's performance in English language was 2.795. In other words, the

constant β_0 value of 2.795 shows that if all the investigated predictors were assumed not to have a significant influence on Deaf learner's performance in English language the other predictors would influence Deaf learner's performance in English language by a factor of 2.795. The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. The β values show the association between Deaf learner's performance in English language and each predictor (Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment, and School based socio economic factors). Therefore, holding other factors constant, an improvement in Nature of Kenya Sign Language by one unit will improve Deaf learner's performance in English language by 0.431 units; an improvement in Training of English teachers by one unit will improve Deaf learner's performance in English language by 0.249 units; an improvement in Severity of hearing impairment by one unit will improve Deaf learner's performance in English language by 0.231 units while an improvement in School based socio economic factors by one unit will improve Deaf learner's performance in English language by 0.385 units.

In order to have a direct evaluation and better understanding into significance of predictors, the standardized β values that do not depend on the units of measurement of variables, are used. The standardized β values give the figure of standard deviations that the effect will vary as a result of one standard deviation change in the predictor. As shown in Table 4.18 all the independent variables had a positive impact on Deaf learner's performance in English language. This shows that more improvement on the independent variables could lead to an improvement in the overall Deaf learner's performance in English language among the special primary schools in Homabay County. As presented,

the Nature of Kenya Sign Language had the most influence on Deaf learner's performance in English language ($\beta = 0.431$; $t = 8.741$, $P = .000$), this was followed by School based socio economic factors ($\beta = 0.385$; $t = 7.218$, $p = .042$), then Training of English teachers ($\beta = 0.249$; $t = 3.527$; $p = .010$), and finally severity of hearing impairment ($\beta = 0.231$; $t = 4.834$; $p = .014$). Thus, the t statistic that tests whether a B value is significantly different from zero ($H_0: \beta = 0$) indicated that the B values of Nature of Kenya Sign Language, Training of English teachers, Severity of hearing impairment and School based socio economic factors were statistically significantly different from zero. Therefore, the study provided enough evidence to reject the null hypotheses and to accept the alternative hypotheses. Thus, the predictors (factors influencing performance in English language among the deaf learners) can be used to explain the variability in Deaf learner's performance in English language in special primary schools in Homabay County.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.

The purpose of this study was to investigate the factors influencing performance in English language among hearing impaired learners in special primary schools in Homabay County. The objectives of the study were: To examine the extent to which the nature of Kenya Sign Language influences performance of English language in special schools for Hearing Impaired learners in Homabay County, Kenya; to establish the influence of training of English teachers on the performance in English language by hearing impaired learners in special primary schools in Homabay County, Kenya; to determine whether severity of hearing impairment influences the performance of English language in special schools for Hearing impaired learners in Homabay County, Kenya; and to assess the influence of school based socio economic factors on performance in English language by Hearing impaired learners in Homabay County, Kenya. This chapter presents the summary of the study findings, discussions, conclusions based on the findings, recommendations of the study as well as suggestions for further studies.

5.2 Summary of the Main Findings

To achieve the purpose of the study, the researcher applied various methodologies for data collection and analysis. The study adopted both descriptive research design and correlation research design. This enabled the researcher to use both qualitative and quantitative data when deriving the study findings. This enabled comparison of the responses among the study respondents who filled research questionnaires and those who went through in-depth interview sessions, and which improved the reliability and quality

of the study findings. Both the teachers and the pupils were approached by the researcher using a structured questionnaire while the head teachers and the Quality Assurance and Standard Officer (QASO) were addressed through interview schedules.

In general, the study return rate was accounted to 88.9% which was found to be reliable as it surpassed 50%. This included: 8 teachers, 117 pupils, 2 head teachers, and 1 quality assurance and standard officer (QASO). The key demographic characteristics of the study respondents investigated by the study included: gender, age bracket, level of education, professional qualifications and work experience. In general, there were more male respondents than female respondents across all the populations targeted by the study i.e. the teachers, pupils, head teachers and QASO.

As shown in Figure 4.10, majority of the teachers were in agreement that KSL influences performance in English Language by the hearing impaired learners in Homabay County to either to some extent or to a great extent. Similarly, from Figure 4.11, most of the pupils who participated in the study confirmed that KSL was their most preferred subject as compared to English language. This implies that KSL is a major determinant of performance in English among the pupils with hearing impairment in the special schools. Generally, it is clear that KSL plays a major role in the performance of English language. The fact that the two languages are differently structured makes it difficult for teachers to offer the best services to the pupils and also learner's attitude is negatively affected given their prevailing circumstances.

From Figure 4.15, most of the teachers that took part in the study agreed that training of English teachers for the hearing impaired learners influence performance in English language. Further, Figure 4.16, most of the pupils who participated in the study indicated

that their teachers were excellent in teacher English language to the hearing impaired pupils, good in training and another more than half (54%) of them said that their English teachers had average qualifications of teaching English among hearing impaired learners. This implies that majority teachers in the special primary schools, who train English have qualifications above average. In general, further trainings of the English teachers in the special schools would directly influence the performance of the learners with hearing impairment more especially in languages like English. This has been agreed upon by the teachers, pupils, head teachers and the Quality Assurance and Standard Officer that took part in the study.

As indicated in Figure 4.16, half (50%) of the teachers that took part in the study said that the severity of hearing impairment influenced pupil's performance in the English Language to a great extent. Another more than a third (37.5%) of the respondents noted that the severity of hearing impairment affected pupils' performance to some extent. From Figure 4.17, a considerable percentage (27.5%) of the respondents indicated that they had a mild hearing impairment. Out of the remaining percentage of the pupils who participated in the study, two thirds (66.7%) of them had moderate hearing loss while only 5.8% of them hear a severe hearing impairment. The study findings have provided evidence that the teachers, pupils, head teachers and Quality Assurance and Standard Officer supported the idea that the severity of the hearing impairment among the learners with hearing impairment directly affected the pupils level of performance in English language.

From Figure 4.17, majority of the teachers who participated in the study either strongly agreed (12.5%) or agreed (75%) with the statement that social economic factors influence

performance in English language among the learners with hearing impairment. Similarly, as shown in Figure 4.18, most of the pupils that took part in the study agreed that school social economic factors influences performance in English language by hearing impaired learners either to a great extent or to some extent. Generally, it is evident that the socio economic factors affecting performance include: inadequate teaching and learning resources, parental attitude, finances and difficulty in effective implementation of the curriculum.

5.3 Discussion

This section presents the discussion of the study findings. The results of the analysis done in chapter four were compared and contrasted with the findings of the previous studies as per the research questions. Further, implications were drawn to explain any point of differences in the current study findings and the findings of previous studies. The discussion was organized according to the study research questions.

5.3.1 Influence of KSL on the performance of English language

The first research question sought to find out the influence of KSL on the performance of English language in special primary schools for H.I learners in Homabay County. The findings of this studies showed that the respondents agreed that the structure of exact signed English and KSL had big variations which affected the academic performance of hearing impaired learners in English language. For instance, both teachers and the pupils' respondents that took part in the study conquered that KSL comes with unique complete language pattern of its own that is most preferred by deaf learners. English language relied heavily on communication and if students were not guided properly, they ended up misinterpreting the whole lesson and examination whereas KSL uses visually transmitted

pattern of manual communication, body language and lip movement to receive and express meaning simultaneously and the hearing impaired learners found it easy to interact with others using sign language. Similarly, Okombo (1994) argued that KSL sentence structure directly followed that of most of African native language, hence the difference from that in English grammar. Given that KSL has a different structure with that of English, the researcher found out that most learners find it difficult to switch from KSL to English language. In the same line, Wamae (2003) postulated that those with hearing impairment do get challenges when switching from KSL to English language. Further, majority of the teachers and pupils were in consensus that lack of initial language learning opportunities was a major contributing factor for the overall underperformance amongst deaf learners. Mores (2001) supported this argument that learners with hearing impairment often experienced writing problems which were considered as a secondary form of linguistic expression, thus highly dependent on primary language such as speech or a sign as a foundation.

As indicated in Table 4.3 majority of the pupils found a problem doing exams in English as compared to KSL. This clearly indicated that most hearing impaired learners in Homabay County, preferred the use of KSL. These findings conformed with Adoyo (2002) who found out that Kenya sign language came with a unique complete pattern of its own, with all components of language and the hearing impaired learners should be educated via this natural language that they preferred for use in their day to day communication and understand it with ease. Findings from table 4.2 revealed that the teachers conceded to the fact that KSL came with a unique complete language of its own that was most preferred by the hearing impaired. These findings were similar to that of

Kilanya (2016) who established that KSL interferes with the learning of English in that it uses signs and gestures while English uses more spoken words. The respondents further observed that different English and KSL grammatical structures always posed a challenge in syllabus coverage. In the same line, Raga (2014) attested that grammatical discrepancies between KSL and English interferes with teachers skills of instruction and student reception.

5.3.2 Impact of training of teachers on performance of English.

From the results, the teachers that responded in the study agreed that the level of training is a key requirement among teachers teaching English in the special Primary schools in Homabay County. Cullen (2009) in a study in USA posited that teachers of English should be able to acclimatize to the changing trends in teaching of English languages in primary schools. A majority of studies have found out that teacher training is an important aspect in teaching and learning of English language.

Nearly all of the teachers that took part in the study agreed that the level of training is a key requirement among teachers teaching English in this school. Majority of the pupils also confirmed that competent teachers in English teach them well in a way that every pupil gets the content effectively while in class. A good number of the pupils further recommended that their teacher needs further training to enrich his/her capacity to handle deaf learners. In the same vein, Goe (2007) found out that qualification of the teacher is vital as it is used as an indicator in the assessing the quality of teachers. Furthermore, Aaronson & Barrow (2003) asserts that there are two key teacher academic qualification variables which produce positive results in the teaching of English language. Further, learning of English in primary school level appears that those teachers having a solid

background in English knowledge produce good learners achievement in comparison to tutors with limited knowledge subject matter knowledge is vital in the production of good results in English (Wenglinsky, 2003). Therefore teachers need to continuously be updated on current trends in English language to remain competent in teaching.

Furthermore, the respondents agreed that the qualification of teachers of English determined the performance of students and that well trained teacher produced better grades in the English Language. However, majority teachers disagreed that school provides further training opportunities for teachers of English regularly. This finding was similar to that of Aaronson and Barrow (2003) who asserted that there were two key teacher academic qualification variables which produced positive results in the teaching of English language. Therefore, teachers need to continuously be updated on current trends in English language to remain competent in teaching. The study finding also concurred with Rittenhouse (2004) in a study evaluating newly trained teachers of the hearing impaired learners found out that while they were typically energetic and willing to attempt to tackle new ideas; they lacked the skills necessary for the successful maintenance and development of individual educational plans (IEPs).

Nearly two thirds of the teachers felt that training helps the teacher to acquire confidence in the mastery of English language. Similarly, a vast majority of the pupils indicated that their teachers are always so confident in the mastery of English language. This was in line with a study conducted by Mosha (2014) that established that the performance of learners' was affected by inadequate number of teachers of English and absence of instructional materials. The study further showed that the presence of trained teachers and untrained under qualified teachers in schools who could not deliver as a result of

absconding to teach some topics that they felt incompetent to handle in the syllabus. Similarly, Muiti (2010) recommended that training of all teachers in KSL in the special schools was imperative because hearing impaired learners learn just like their hearing counterparts if given access to methods they need and the language they understand most.

5.3.3 Impact of severity of hearing impairment on performance of English.

All teachers that took part in the study confirmed that early identification, intervention, and treatment can help minimize the learning problems caused by hearing loss. Similarly, the teachers felt that most common way of helping someone with mild and moderate hearing loss is to fit hearing aids. The pupils also indicated that their level of hearing loss affects my performance in English. This was in line with the findings of a study carried out by HKSAR (2008) that revealed that the impact of hearing impairment on the child is determined by a variety of factors including early treatment and training can help minimize the development problems caused by hearing impairment. The guardians, tutors and educational experts are rarely offered with the needed resources from local authorities to support deaf children (NDCS, 2008). Thus, a failure to provide the learners with hearing impairment the hearing aids or early treatment would negatively affect their academic performance.

From the results of the study, it was notable that there was a significant relationship between the level of hearing loss and performance of English. A number of the respondents agreed that the mild and moderate hearing losses affect the ability to overhear and to acquire language informally. Similarly, Moeller *et al.* (2010) had similar findings, in a longitudinal study found out that despite of normalization of certain linguistic skills, there were groups of children with late identified MMSHL who still had

persistent delay in speech intelligibility, compounded by difficulty in phonological skills especially the production of fricatives and morphology.

Findings from table 4.7 demonstrated that early intervention benefits both the receptive and expressive language development. The respondents further agreed that unilateral hearing loss, mild frequency hearing loss and fluctuating hearing loss had educational implications on language and speech. These findings agree with a study conducted by Tharpe (2008) who revealed that children with MMSHL were prone to speech errors and had difficulties making them understood due to lack of vocabulary. In the same line, May-Mederake, (2012) pointed out that early among hearing impaired learners benefits both the receptive and expressive language development. Children with mild to moderate sensorineural hearing loss have difficulty in their development of certain linguistic skills. These deficits are linked with more complex difficulties in language and communicative ability (Hillier, 2012).

5.3.4 Impact of school socio-economic factors and performance of English

The findings revealed that the presence of teaching and learning resources made learning of English friendly although there were insufficient teaching and learning resources available in the institutions. The findings were similar to that of Ayiela (2012) who conducted a study in selected counties in Kenya and established that majority of the schools lacked enough teachers as well as well-equipped and operational libraries. On performance appraisal, the respondents were in agreement that their schools rewarded excellent performance. The respondents decried about their teachers insensitivity to individual differences. This finding was similar to that of Muiti, (2010) in a study on hindrances to effective learning of pupils with hearing impairment in Meru North. The

study found out that teachers were not preparing individualized education program for all pupils citing large enrolment. Nevertheless, the respondents agreed that teachers were friendly and provided room for consultation and this was commendable.

Table 4.8 revealed that the teachers strongly disagreed that there were sufficient teaching and learning resources. This significantly affected performance of English. On the other hand, they agreed that the availability of teaching and learning resources improves the effectiveness of teaching and learning among the learners with hearing impairment. Orodho et al, (2013) contented that availability and relevant teaching and learning resources are very important in enhancing teacher effectiveness. On class sizes, the respondents supported the fact that class sizes are small hence good teacher student interaction. This assertion was supported by Michael, Daniel and Steffi (2011) that class sizes are a major determinant of academic performance. They concluded that class sizes of above 40 negatively affected the performance of learners. The respondents avowed that teacher's attitude significantly contributes to the learner's performance. Another study by Gardner (2002) on attitudes and motivation found the existence of an association with linguistic achievement of learners, underscoring the importance of attitudes and impetus as a precursor in language learning.

Table 4.10 revealed that the respondents were in consensus that KSL affected performance of English as noticed from the mean of 3.1. The respondents agreed that there was need for the teachers of hearing impaired learners to go for in-service training to be able to handle the emerging needs of the learners. From the research findings, it was noted that the school environment did not fully cater for the needs of hearing impaired learners citing financial constraints. The researcher also found out that the teaching and

learning resources were inadequate. This concurred with Eshiwani (2015) that lack of schools resources affect learning in both primary and secondary schools in Kenya.

5.4 Conclusions

Based on the findings of this study, the following conclusions have been reached: Since the overall F-test was significant, the study concluded that R-squared was not equal to zero, and the correlation between the model and dependent variable was statistically significant (R-squared = 0.582; $p=0.000$). Therefore, the study had enough evidence to reject all the null hypotheses. Additionally, the strong value of R (0.763) meant there was a strong positive correlation between the predicted and observed values of the Deaf learner's performance in English language in the special primary schools in Homabay County.

There is a positive relationship between the nature of KSL and the performance of English language in special primary schools for the H.I learners in Homabay County, Kenya. This implies that the variations in sentence structure between KSL and English significantly contributes to poor performance of English language among the hearing impaired learners i.e. holding other factors constant, an improvement in Nature of Kenya Sign Language by one unit will improve Deaf learner's performance in English language by 0.431 units.

There is a positive relationship between the training of English teachers and performance in English language among H.I learners in Homabay County. A majority of studies have found out that teacher training is an important aspect in teaching and learning of English

language. Therefore teachers need to continuously attend in-service courses and be updated on current trends in English language to remain competent in teaching English language i.e. holding other factors constant, an improvement in Training of English teachers by one unit will improve Deaf learner's performance in English language by 0.249 units.

There is a positive relationship between severity of hearing loss and performance of English in Homabay County. The impact of hearing loss on the child is determined by a variety of factors including early identification, early treatment and training that can help minimize the developmental problems caused by severity of hearing loss i.e. holding other factors constant, an improvement in Severity of hearing impairment by one unit will improve Deaf learner's performance in English language by 0.231 units.

There is a positive relationship between school socio economic factors and performance of English language in Homabay County i.e. holding other factors constant, an improvement in School based socio economic factors by one unit will improve Deaf learner's performance in English language by 0.385 units. In order for a school to advance the learning opportunities offered to students, it has to adequately utilize the facilities available. These include: administrative offices, classrooms, staffrooms, laboratories, equipment, libraries, hostels or dormitories, staff houses and even school grounds.

5.5 Recommendations of the Study

Based on the study findings, the researcher makes the following recommendations;

- i. There is need for the government to revise books for all subjects with hearing impaired learners and adapt them to the Kenya sign language sentence structure. These would not only improve the understanding of the syllabus content among the learners with hearing impairments but also but would also improve their performance in English Language.
- ii. The Ministry of Education together with other stakeholders should provide regular in-service training for English teachers of hearing impaired learners to improve on their attitudes and teaching methodologies. The respondents acknowledged that well trained teachers produced excellent student's performance in English language.
- iii. The school management boards should ensure that there is adequate provision of teaching and learning resources. This will go a long way in ensuring that student's performance in English is improved. This study finding showed that the performance of hearing impaired learners was dependent on various factors ranging from teachers attitudes, availability of teaching and learning resources, socio economic factors and sound government policies that needed to consider the needs of all individual learners irrespective of their disabilities.
- iv. The researcher would further recommend that the school administration, the teachers, parents and other stakeholders should work together in order to help the students develop positive attitudes towards the learning of English. The study showed that positive attitudes among the hearing impaired learners towards English greatly influenced their performance in English language.

5.6 Suggestions for further Study

The findings from the study, indicated that all the subjects in special primary schools for the hearing impaired learners use KSL as the main language of instruction, whereas most of the subjects are tested in English, thus performance in KCPE is largely dependent on the student's proficiency in English language. The researcher noted that this approach to academic performance greatly favored the regular learners but disadvantages learners with hearing impairment. Therefore, the study's suggestion is that a further study ought to be conducted to ascertain the contribution of English language to overall academic performance of the hearing impaired learners.

REFERENCES

- Abedi, J. (2006). Performance of english language learners as a sub-group in large scale assesment: educational measurement. *International Journal of Research in Humanities and Social Studies*, 3(5), 91-120.
- Abedi, J., & Gandara, P. (2006). Performance of English Language Learners as a sub-group in Large Scale Assesment: Interaction of Research and policy. *International Journal of Research in Humanities and Social Studies*, 2(2), 112-134.
- Adoyo, P. (2015). Emergent Approaches towards Sign Bilingualism in Deaf Education in Kenya. *International Journal of Research in Humanities and Social Studies*, 2(7), 345-352.
- Adoyo, P. (2015). Primary school deaf childrens competence in kenya sign language in kenya: An Investigation. *International Journal of Research in Humanities and Social Studies*, 2(7), 345-352.
- Akach, P. (2000). *Deafness: A guide for parents, teachers and community workers*. UNESCO.
- Alothman, A. (2014). *Inclusive education for deaf students in Saudi Arabia: Perceptions of schools' principals, teachers and parents*. A thesis to University of Lincoln for Ph.D. in Education – School of Education.
- Anderson, K., & Martkin, N. (2007). *Relationship of degree of long-term hearing lossto psychosocial impact and educational needs*. *International Journal of Research in Humanities and Social Studies*, 2(7), 345-352.
- Archbold, S., Harrigan, S., Gregory, S., Wakefield, T., Holland, L., & Mulla, I. (2015). *Experiences of young people with mild to moderate hearing loss: Views of Parents and Teachers*. New York: The Ear Foundation & NDCS.
- Audiology Information Series (2015). *Effects of hearing loss on development*. Allied House
- Ayiela, O. (2012). *Factors affecting KCPE performance of learners with hearing impairments in special schools in selected counties in Kenya* (Unpublished M. Ed Thesis). Nairobi: Kenyatta University.
- Berg, S. (2011). *Effects of hearing loss on ability to hear speech*. Vancouver, BC: BC Children's Hospital.

- Berg, S., Taylor, S., Gustafsson, M., Spaull, N. & Armstrong, P (2011). *Improving education quality in South Africa: Report for the national planning commission.*
- Blue Law International, LLP (2014). *Implementing the right to education through the convention on rights of persons with disabilities.* London: Oxford Printing Press.
- Burrow, S., Galloway, A. & Weissosfner, N. (2009). Review of educational and other approaches to hearing loss among indigenous peoples. *Australian indigenous health info Net*, 4(7), 567-576.
- Child Assessment Service, Department of Health HKSAR (2008). *Effects of hearing impairment on child intelligence development.* McGraw-Hill: New York.
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods (8th edn).* McGraw-Hill: New York.
- Cummins, J. (2006). The relationship between American sign language proficiency and English academic development: *American Review of the Research*, 7(4), 678e-688e.
- Deaf Children Australia (2012). *Language development and deaf children.* UNESCO
- Department, A. (2006). *Effects of hearing loss on ability to hear speech.* Vancouver, BC: BC Children's Hospital.
- Downs, S., Owen, C., & Vammen, A. (2000). *Make a difference: Tips for teaching students who are deaf or hard of hearing handbook.* Columbus: Pepuett Project Ltd.
- Ireland. *The Journal of Irish Deaf Society*, 4(12), 212-234.
- Eisner, N. (2012). *Engaging deaf and hard of hearing students: A handbook for teacher – librarians.* Urbana, New York: University of Illinois at Urbana.
- Gordon-Salant, S. (2005). Hearing loss and aging: New research findings and clinical implications. *Journal of Rehabilitation Research & Development*, 42(4), 9-24.
- Hamilton, H. (2011) Memory Skills of Deaf Learners: Implications and applications. *American Annals of the Deaf*, 156(4), 1267-1278.
- Herman, R., Roy, P., & Kyle, F. (2014). *Reading and dyslexia in oral deaf children: From research to practice.* London: Nuffield Foundation.
- Hillier, J. (2012). *Critical review: Effects of mild to moderate sensorineural hearing loss on language development of school aged children.* Alloyd Bacon

- Imbiti, B., Awori, B. B., & Kwena, J. (2014). Strategies facilitating Kenyan sign language progress in primary schools for learners with hearing impairments, in western province, Kenya. *International Journal of Education and Research*, 2(1), 56-67.
- Juma, A. G. (2013). *Influence of language of instruction on academic achievement of pre-school children in Rongo District, Kenya*. Nairobi: University of Nairobi Press.
- Kimani, C. W. (2012). Teaching deaf learners in Kenyan classrooms. *Thesis submitted to the University of Sussex for degree of doctor of philosophy, 2012*.
- Luckner, J. L. (2003). Issues in education of students who are deaf or hard of hearing. *American Annals of the Deaf*, 15(9), 131-150.
- Magee, P. (2012). *Challenges with literacy development in children who are deaf or hard of hearing*. Research Paper, Submitted in Partial Fulfillment of the Requirements for the Master's Degree, Southern Illinois University, 2012.
- Maina, E. N., Oracha, P. A., & Indoshi, F. C. (2011). Curriculum factors influencing performance of deaf students in mathematics. *Educational Research*, 2(3), 956-964.
- Matthew, J. K. (2014). *Communication challenges faced by teachers of English language in primary schools for the hearing impaired in central Kenya* (Unpublished M. Ed Thesis. Nairobi: Kenyatta University.
- May-Mederake, B. (2012). Early intervention and assessment of speech and language development in young children with cochlear implants. *International Journal of Pediatric Otorhinolaryngology*, 34(3), 201-212.
- Molly, T.V. (2003). Sign language use for deaf, hard of hearing babies: The evidence supports it. *American Society for Deaf Children*, 45(2), 451-470.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods, quantitative and qualitative approaches*. Nairobi: Acts Press.
- Mundi, S. C. (2013). Strategies that promote inclusive education and assessment practice for learners with disability: Teachers' perspective in a Kenyan context. *The African Symposium*, 12(2), 562-576.
- Musselman, C. (2000). *How do children who can't hear learn to read an alphabetic script? A review of the literature on reading and deafness*. London: Oxford University Press.

- Namukoa, A. (2012). Instruction in a primary language: A strategy for teaching children who are deaf. *The African Symposium*, 12(2), 562-576.
- National Deaf Children Society (2008). *Barriers to achievement by deaf children. NDCS Campaign Report, 2008*
- Nunes, T., Pretlik, U., & Olsson, J. (2000). Deaf children's social relationships in mainstream schools. *Journal of Deaf Education International*, 3(4), 123 -136.
- Ogola, F. O. (2010). Free education in Kenyan public primary schools. *Organization for Social Science Research in Eastern and Southern Africa*, 5(3), 83-105.
- Orodho, J. A. (2004). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi: Reata Printers.
- Padden, C., & Ramsey, C. (1999). *Reading ability in signing deaf children: Department of special education and communication disorders*. London: Alyn Mashers
- Primary School Task Force (2013). *Causes and remedies to declining standards of education in Taita Taveta County*. Taita Taveta: County Government.
- Raga, J. A. (2014). *Sign Language and English Use: Examination performance implications for deaf students at Kuja secondary school, Migori County, Kenya* (Unpublished M. Ed Thesis). Nairobi: Kenyatta University.
- Ress, A., & Azzolini, D. (2014). Primary and secondary effects of social background on educational attainment in Italy. Evidence from an Administrative Dataset. *Journal of Sociology of Education*, 6(1), 53-80.
- Ruoro, E. (2014). *Having exams? No need to worry*. Nairobi: Agritech News.
- Smith, C. E., & Allman, T. (2010). Meeting the challenges of deaf education teacher preparation: Innovative practices in online learning. *MERLOT Journal of Online Learning and Teaching*, 6(2), 39-52.
- Smith, V., & Martin, D. S. (2006). *Golden nuggets: A practical guide for the beginning teacher of students who are deaf/hard of hearing*. Collins.
- Special Education Report (2015). *Provincial and demonstration schools in Ontario*.
- Tharpe, A. M. (2008). Minimal hearing loss in children: The facts and the fiction. *A Sound Foundation through Early Amplification*, 8(9), 567-579.

- Thurlow, M. L., Moen, R. E., Liu, K. K., Hausmann, K. E., & Shyyan, V. (2009). *Disabilities and reading: Understanding the effects of disabilities and their relationship to reading instruction and assessment*. Minneapolis: University of Minnesota.
- Wilbur, R. B. (2000). *The use of ASL to support the development of English and literacy*. London: Oxford University Press.

APPENDICES**APPENDIX A: TRANSMITTAL LETTER**

AGENG'O IMBUCHI WESLEY,

P.O BOX 314- 40222,

OYUGIS

Dear Respondents,

RE: TRANSMITTAL LETTER FOR RESEARCH INSTRUMENTS.

This is to inform you that I am a student of African Nazarene University-Kisii campus and carrying out a research study for the award of a Master Degree in Special Needs Education. The study seeks to establish the contributing factors to weak performance in English language by deaf learners in special primary schools in Homabay County, Kenya.

I humbly request for assistance and co-operation to enable this study realize accurate findings. Be assured that utmost confidentiality will be maintained throughout this study and the information obtained will only be used for the purpose of this research work.

Yours faithfully,

Ageng'o Imbuchi Wesley,

Researcher

APPENDIX B: TEACHER'S QUESTIONNAIRE

Dear Respondent,

I am a student of Masters of Education (Special Needs) at Africa Nazarene University currently carrying out a research on the factors influencing performance in English language by deaf learners in special primary schools in Homabay County. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all items in this questionnaire. Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks you in advance.

Yours sincerely,
Wesley Imbuchi

SECTION A: GENERAL INFORMATION

1. Gender

Male Female

2. Teaching Experience?

1-5 years 6-10 years 11-15 years above 15 years

3. What is your age bracket?

21-30 years 31-40 years 41-50 years above 51 years

4. Education Level

Secondary College University

5. What was the average M.S.S. of English your school for the last three years?

6. Are you a trained Special Needs Education (SNE) teacher? Yes No

SECTION B: INFLUENCE OF KENYA SIGN LANGUAGE ON THE PERFORMANCE OF ENGLISH LANGUAGE

7. In your own opinion, to what extent does KSL influence performance in English language by hearing impaired learners?

To a great extent To some extent No extent at all

8. Kindly tick (✓) to show your level of agreement with the statement given in the table on Kenya Sign Language. Consider the Key; 5- strongly agree, 4- agree, 3 – undecided, 2- disagree, and 1- strongly disagree.

Statements	5	4	3	2	1
Deaf learners prefer using sign language than signed English modes of communication;					
KSL comes with unique complete language pattern of its own that is most preferred by deaf learners;					
Different English and KSL grammatical structures always poses a challenge in Syllabus coverage/ content delivery;					
Poor reading skills of deaf learners results from inadequate phonological processing/lack of knowledge for semantics and syntax of English language;					
Lack of initial language learning opportunities major contributing factor for the overall underperformance amongst deaf learners;					

8. What challenges do KSL pose when teaching English to hearing-impaired learners? Explain briefly.

SECTION C: TRAINING OF ENGLISH TEACHERS FOR THE HEARING IMPAIRED LEARNERS IN PRIMARY SCHOOLS

9. In your own opinion, to what extent does training of English teachers for the hearing impaired learners influence performance in English language by hearing impaired learners?

To a great extent () To some extent () No extent at all ()

10. Kindly tick (✓) to show your level of agreement with the statement given in the table on training of English teachers for the hearing impaired learners. Consider the Key; 5- strongly agree, 4- agree, 3 – undecided, 2- disagree, and 1- strongly disagree.

Statements	5	4	3	2	1
The level of training is a key requirement among teachers teaching English in this school;					
It is very important for regular teacher's in-service programs to enrich their capacity to handle deaf learners;					
Trained teachers produce better grades in English					

language;					
Training helps the teacher to acquire confidence in the mastery of English language;					
The school provides further training opportunities for teachers of English regularly;					

SECTION D: SEVERITY OF HEARING IMPAIRMENT ON THE PERFORMANCE OF ENGLISH FOR DEAF LEARNERS

11. In your own opinion, to what extent does severity of hearing impairment influence performance in English language by hearing impaired learners?

To a great extent () To some extent () No extent at all ()

12. Kindly tick (√) to show your level of agreement with the statement given in the table on severity of hearing impairment. Consider the *Key*; 5- strongly agree, 4- agree, 3 – undecided, 2- disagree, and 1- strongly disagree.

Statements	5	4	3	2	1
Early identification, intervention, and treatment can help minimize the learning problems caused by hearing loss;					
The most common way of helping someone with mild and moderate hearing loss is to fit hearing aids;					
Unilateral deafness, mild-frequency hearing loss, and fluctuating deafness have educational implications on language and speech;					
The mild and moderate losses affects the ability to overhear and to acquire language informally;					
Children with mild to moderate sensorineural hearing loss have difficulty in development of linguistic skills;					

SECTION E: SCHOOL SOCIAL ECONOMIC FACTORS AND PERFORMANCE IN ENGLISH

13. In your own opinion, to what extent does school social economic factors influence performance in English language by hearing impaired learners?

To a great extent () To some extent () No extent at all ()

14. Kindly tick (✓) to show your level of agreement with the statement given in the table on school social economic factors. Consider the *Key*; 5- *strongly agree*, 4- *agree*, 3 – *undecided*, 2- *disagree*, and 1- *strongly disagree*.

Statements	5	4	3	2	1
The school has sufficient English teaching and learning materials;					
Availability of teaching and learning materials improves the effectiveness of teaching;					
The classes sizes are small hence interrupting the teacher-student interaction;					
The school rewards good performing teachers and pupils;					
Teacher's attitude significantly contributes to the learner's performance;					

THE END

APPENDIX C: PUPILS QUESTIONNAIRE

Dear Respondent,

This is not an examination and therefore marks will not be given to your answers kindly read carefully before responding to the questions.

Thank you

Yours sincerely,
Wesley Imbuchi

SECTION A: DEMOGRAPHIC DATA (PLEASE TICK WHERE APPLICABLE)

1. What is your gender? Boy () Girl ()

2. What is your age bracket?
10-15 years () Above 15 years ()

4. Which class are you?
Standard 7 () Standard 8 ()

4. For how long have you been in this school?
1-2 year () 3-5 years () More than 5 years ()

SECTION B: INFLUENCE OF KENYA SIGN LANGUAGE ON PUPILS' PERFORMANCE

5. Is KSL your favorite subject?
Yes () No ()

6. While at home, who among your family members use Kenya Sign language to communicate with you?
Parents () Sibling's () Friends ()

7. Are you in a position to interact with the hearing people who use English language as opposed to KSL?
Yes () No ()

8. Do you have difficulties using English tenses?
Yes () No ()

9. Kindly tick (✓) to show your level of agreement with the statement given in the table on Kenya Sign Language. Consider the Key; 5- *strongly agree*, 4- *agree*, 3 – *undecided*, 2- *disagree*, and 1- *strongly disagree*.

Statements	1	2	3	4	5
I find a problem doing exams in English language;					
K.S.L comes with unique complete language pattern of its own nature that is most preferred by H.I learners;					
K.S.L has an effect on my performance in English grammar;					
Our English teachers are competent in the use of KSL;					
Lack of initial language learning opportunities is a major contributing factor for the overall underperformance in English amongst deaf learners;					

10. Between KSL and English language K.C.P.E Examination questions, which one do you easily understand?

KSL () English language ()

SECTION C: TRAINING OF ENGLISH TEACHERS FOR THE HEARING IMPAIRED LEARNERS IN PRIMARY SCHOOLS

11. In your own opinion, what is the level of effectiveness of the English teacher in training hearing impaired learners?

Excellent () Good () Average () Below Average () Poor ()

12. Kindly tick (✓) to show your level of agreement with the statement given in the table on the effectiveness of your English teacher in training hearing impaired learners. Consider the *Key*; 5- strongly agree, 4- agree, 3 – undecided, 2- disagree, and 1- strongly disagree.

Statements	5	4	3	2	1
Our English teacher teaches us well in a way that every students get the content effectively while in class;					
Our teacher needs further training to enrich his/her capacity to handle deaf learners;					
We do well in English because the teacher is very competent;					

Our teacher is always so confident in the mastery of English language;					
Our school provides further training opportunities for teachers of English regularly;					

SECTION D: SEVERITY OF HEARING IMPAIRMENT ON ENGLISH PERFORMANCE

13. What is the level of your hearing loss?

Mild hearing loss () moderate hearing loss () severe hearing loss ()

14. Kindly tick (✓) to show your level of agreement with the statement given in the table on severity of hearing impairment. Consider the *Key*; 5- *strongly agree*, 4- *agree*, 3 – *undecided*, 2- *disagree*, and 1- *strongly disagree*.

Statements	5	4	3	2	1
My level of hearing loss affects my performance in English;					
Teachers attend to your individual needs towards your performance in English;					
Hearing aids are beneficial to us in the process of learning;					
The mild and moderate losses affects the ability to overhear and to acquire language informally;					
Early intervention benefits both the receptive and expressive language development;					

SECTION E: SCHOOL SOCIO-ECONOMIC FACTORS AND PERFORMANCE IN ENGLISH

15. In your own opinion, to what extent does school social economic factors influence performance in English language by hearing impaired learners?

To a great extent () To some extent () No extent at all ()

16. Kindly tick (✓) to show your level of agreement with the statement given in the table on school social economic factors. Consider the *Key*; 5- *strongly agree*, 4- *agree*, 3 – *undecided*, 2- *disagree*, and 1- *strongly disagree*.

Statements	5	4	3	2	1
Presence of learning aids makes learning of English friendly;					
Class textbooks are adequate for English language;					
The school has a well-equipped and operational library;					
The school rewards excellent performance;					
The teachers are sensitive to individual differences;					
Teachers are friendly and provide room for Consultation;					

**SECTION F: PUPILS' ACADEMIC PERFORMANCE IN THE ENGLISH TEST
OF TERM TWO 2018**

17. Kindly tick (✓) where you fall in, indicate the name of your school and the marks you scored in the English test in the term two 2018.

School	Class		Level of hearing loss		Score in English test (Term two 2018)
	7	()	Mild	()	
			Moderate	()	
	8	()	Severe	()	

THE END

APPENDIX D: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

Dear Respondent,

I am a student of Masters of Education (Special Needs) at Africa Nazarene University currently carrying out a research on the factors influencing performance in English language by deaf learners in special primary schools in Homabay County. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all items in this questionnaire. Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks you in advance.

Yours sincerely,
Wesley Imbuchi

SECTION A: DEMOGRAPHIC DATA

Gender	
Highest Education level	
Years of work Experience	
The minimum age of the child you admit in the school	

SECTION B: INTERVIEW QUESTIONS

1. Are all your teachers fluent in the use of Kenya Sign Language in your School?

2. In your own opinion, how does the Kenya Sign Language affect the performance of the deaf learners in English language in your school?

3. How does training of English teachers in your school impact the performance in English language by hearing impaired learners in your school?

4. How often do your teachers attend in-service courses?

5. How does the school based socio economic factors influence performance in English language by hearing impaired learners in your school?

6. Which socio economic factors affect performance of English in your school?

7. What are the effects of severity of hearing impairment on the performance of English language by hearing impaired learners in special schools?

8. What strategies do you employ within/outside Kenya Sign Language to help improve the performance English among your learners?

9. Using the following scale of 1- 5 to reflect your feelings and the extent to which you agree with the statement where; 5- *strongly agree*, 4- *agree*, 3 – *undecided*, 2- *disagree*, and 1- *strongly disagree*.

Statement	5	4	3	2	1
Kenya sign language affects performance of English					
SNE teachers are adequately trained to handle SNE learners					
Level of hearing loss affects performance of English.					
Our School environment is conducive for all H.I learners.					
The school has adequate teaching and learning resources.					

THE END

APENDIX E: INTERVIEW SCHEDULE FOR CQUASO'S

Dear Sir/Madam,

I am a student of Masters of Education (Special Needs) at Africa Nazarene University currently carrying out a research on the factors influencing performance in English language by deaf learners in special primary schools in Homabay County. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all items in this questionnaire. Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks you in advance.

Yours sincerely,
Wesley Imbuchi

SECTION A: DEMOGRAPHIC DATA

Gender	
Highest Education level	
Years of work Experience	

SECTION B: INTERVIEW QUESTIONS

1. How does the introduction of Kenya Sign Language in special schools for the hearing impaired affects the performance of these learners?

2. Does your office in any way facilitate in-service training for teachers in Special schools?

3. In your opinion, how does training of English teachers in your school impact the performance in English language by hearing impaired learners in your school?

4. In your opinion, how does the school based socio economic factors influence performance in English language by hearing impaired learners in your school?

5. Which key socio economic factors do you feel like they affect performance of English in special schools in Homabay County?

6. What is the government doing in special to ensure that all pupils with hearing impairment perform well in school regardless of their level of hearing impairment?

7. What strategies do you employ within/outside Kenya Sign Language to ensure good performance among learners with hearing impairment in special schools?

8. What is your general observation on the performance of English language among the hearing impaired learners in comparison with the regular learners in Homabay County?

THE END

APPENDIX F: RESRCH PERMIT FROM NACOSTI


THIS IS TO CERTIFY THAT:
MR. WESLEY IMBUCHI AGENGO
of **AFRICA NAZARENE UNIVERSITY,**
0-40222 Oyugis, has been permitted to
conduct research in **Homabay County**

Permit No : **NACOSTI/P/18/25562/23727**
Date Of Issue : **14th July,2018**
Fee Recieved : **Ksh 1000**

on the topic: **FACTORS INFLUENCING
PERFORMANCE OF ENGLISH LANGUAGE
AMONG DEAF LEARNERS IN SPECIAL
PRIMARY SCHOOLS IN HOMABAY
COUNTY, KENYA**

for the period ending:
12th July,2019

.....
**Applicant's
Signature**



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

APPENDIX G: MAP OF THE STUDY AREA

Homabay County in Kenya

