

**SELECTED FACTORS DETERMINING DEAF LEARNERS' PERFORMANCE IN
SOCIAL STUDIES IN PRIMARY SCHOOLS FOR THE DEAF IN LOWER
EASTERN REGION, KENYA**

BY

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DEPARTMENT OF SPECIAL NEEDS EDUCATION AND REHABILITATION

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DECLARATION

This thesis is my original work and has not been presented for examination in any other university or any other institution of higher learning.

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DEDICATION

The study is dedicated to my lovely children; Tracy and Travis. Without their support and encouragement, it would not have been possible. They were forced to spend many weekends and evenings without their mother around while she was writing the thesis.

ABSTRACT

Social studies (SS) is one of the compulsory subjects offered and examined at the primary school curriculum in Kenya. It consists of three subjects, History, Geography and Civics. Reports from Kenya National Examination Council (KNEC) revealed that the performance of Social Studies in the Kenya Certificate of Primary Education (KCPE) by Learners who are Deaf in Lower Eastern Region has been consistently poor as compared to other subjects. SS had a mean score of 16.48, 20.85, 20.00, and 21.1 in the years 2010, 2011, 2012 and 2013 in relation to other subjects: English-36.48, 44.20, 37.29 and 37.63, KSL-54.34, 53.73, 54.78, and 63.11, Mathematics-31.16, 29.79, 30.88 and 34.08, Science- 24.40, 19.22, 24.18 and 27.19 in the 4 years respectively and Social studies was poorly performed. Previous researches indicated that: teaching strategies, attitude and resource usage affected the performance of learners. Hardly any study has been carried out to determine factors that affect performance of learners who are Deaf in social studies. There was need to carry out a study to establish selected factors determining the performance in social studies among learners who are Deaf in Lower Eastern Kenya. The purpose of this study therefore was to establish selected factors determining Deaf learner's performance in social studies in KCPE in primary schools for the Deaf in Lower Eastern Region, Kenya. Objectives of the study were to; establish teaching strategies used in teaching SS, Determine teachers and Learners attitude towards SS, and determine the availability and use of teaching and learning resources in SS in primary schools for the Deaf in Lower Eastern Region, Kenya. A conceptual framework was used to show the interaction of selected factors determining performance in SS. Descriptive survey research design was adopted in this study. Target population was 6 Head teachers, 8 Teachers and 120 Learners who are Deaf. Saturated sampling technique was used to select 5 Head teachers, 6 teachers and 108 learners who are Deaf. A pilot study using test-retest method was carried out consisting of 1 Head teacher, 2 Teachers and 12 Learners who are Deaf to establish reliability of the instruments. Reliability coefficient was 0.72. Instruments for data collection were Questionnaires and interview schedules. Research instruments were presented to experts in the department of special needs and rehabilitation to judge their face and content validity. Quantitative data was analyzed using descriptive statistics such as means and percentages while qualitative data was collected, organized and categorized into themes and sub- themes and reported. The study established that key teaching strategy used was lecture method ($m=3.78$), and least was: Group discussion ($m=2.04$). Teachers and learners attitude was negative ($m=2.08$) and ($m=2.02$) respectively. Key teaching and learning resources that were availed and used were use of Deaf role models ($m=3.46$), and textbooks ($m=3.34$). The study concluded that inadequate use of learner-centered teaching strategies, negative attitude of teachers and learners and inadequate and irrelevant resources were the key factors that affected performance in SS. The study recommends that teachers use learner centered teaching strategies, promotion of positive attitude among teachers and learners and use of appropriate resources while teaching would ensure good performance in SS.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASL	:	American Sign Language
HI	:	Hearing Impaired
KCPE	:	Kenya Certificate of Primary Education
KISE	:	Kenya Institute of Special Education
KNEC	:	Kenya National Examination Council
KSL	:	Kenya Sign Language
SS	:	Social studies
NCTM	:	National Council of Teachers of Mathematics
DHH	:	Deaf and Hard of Hearing
ELL	:	English Language Learners
UNESCO	:	United Nations Educational Scientific Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The contemporary Social Studies (SS) Curriculum has its roots in the progressive education movement of the early 20th Century with its emphasis on the nature of the individual learner and on the process of learning itself; the movement challenged the assumption of subject centered curricula. The purpose of SS Education is to help students develop understanding of people and places near and far (Geography) and now and then (history) and civic efficacy. The three discrete subject areas combine completing the triumvirate (Hann, 2001)

There is consensus in the SS literature that the major goal of SS is citizenship education (Ajiboye, 2009; Adler & Sim, 2008; Ross,2006;Hann,2001) SS has been identified as the subject within the school curriculum that is used as a vehicle for equipping students with the requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens (Mhlauli,2010).

The development of a good citizenship in Africa was done through the Africanization of the SS curriculum (Merryfield & Tlou, 1995). His view is based on the premise that the curriculum has to be changed to reflect the views of the Africans as opposed to those of the colonizers. This Africanization was done in aspects of the curriculum which necessitated that the objectives, content, methods and resources or learning resources be redirected to reflect the content, knowledge, values and attitudes as well as the skills of the indigenous people it is supposed to serve. In Kenya SS syllabus emphasizes Kenya's economic development, cultural heritage and national political unity as well as the knowledge and appreciation of the local communities and the nation as a whole.

Communicating with the hearing impaired student is of utmost importance and creating a signal for the student to use if he or she does not understand a lesson is the best strategy. Hearing is what keeps us in touch with the world. It plays a significant role in expressing and receiving language. Hearing loss creates problems in how an individual expresses and receives language in turn causing social, communication and educational problems (Hall, Over & Haas, 2001).

Teaching and learning strategies are very important in the classroom whether in a class for the hearing or Deaf (Namukoya, 2012). They are methods used to help students learn the desired goals in that they identify the different available methods to enable them develop the right strategy to deal with the target group identified. Assessment of learning capabilities of students provides a key pillar in development of a successful teaching strategy.

Kenya Institute of Curriculum Development (KICD) in 2013 came up with teaching strategies that were recommended for use in the teaching of Social Studies. Traditionally the teachers' role in the pedagogical process was to transmit knowledge and skills while the learners' role was to be a passive recipient. Classroom environment should resemble an active workplace with various activities and levels of sound depending on the kind of work being done. Learners should use various kinds of Technology to conduct research, communicate and create knowledge. Technology has contributed to change of pedagogy from teacher centre to learner centered approaches. The recommended teaching strategies included:- use of Technology, Discussion ,Field trips, Cooperative learning and use of graphic organizers.

Mousley (1998) in his study of problem solving strategies for teaching mathematics to Deaf students emphasized on three teaching and learning strategies with first and second year Deaf college students enrolled in mathematics courses at the National Technical Institute for the

Deaf (NTID), Rochester Institute of Technology. These strategies involved peer teaching, visualizing the problem and modeling. The results showed that explaining the problem, visualizing it before solving it step by step as instructional strategies enhanced the problem solving performance of Deaf and hard of hearing college students.

In a similar study in Kenya, Ogada (2013) study on strategies used in teaching English Composition to learners with hearing impaired in Nyanza Province, results indicated that repetition, discussion, questioning, guided writing and demonstration were the most frequently used strategies in teaching English composition to learners with hearing impairment. The study also revealed that most effective strategies such as peer teaching and dramatization are least used with Learners who are Deaf and this may be the cause of the poor performance in English writing composition.

Teaching strategies for different subjects vary from one subject to another for example, Mousley (1998) looked at the teaching strategies for Mathematics and Ogada (2013) looked at teaching strategies for writing English Composition and used descriptive survey research design which bears significant similarity with the current study however, the present study investigated teaching strategies for Social Studies. In addition, Ogada study used questionnaire and lesson observation schedule, while the present study used interview schedule to ascertain information collected from the questionnaire.

Teachers attitude exert some influence on the academic achievement of students. (Ting & Gilmore, 2012). A positive attitude is key to maintaining a positive classroom environment. A positive attitude causes a chain reaction of positive thoughts, events, and outcomes. It is a catalysts and it sparks extra ordinary results.

Graham (2012) carried out a study on Deaf Education Pre-service teachers' perceptions of scientific inquiry and teaching science to Deaf and Hard of hearing Students. The purpose of

his study was to describe pre- service teachers' perceptions of scientific inquiry and science teaching to Deaf and hard of hearing students. The findings suggested that transfer of knowledge occurred primarily from Deaf education courses as opposed to science method courses.

Crume, Moran and Sheikh (2012) wrote on barriers to effectively educating the Deaf in Kenya, where they investigated teachers' attitude and commitment in teaching learners who are Deaf. According to Crume *et al.* (2012) teachers teaching in schools for the Deaf think that the Deaf have little chance to succeed in their education and ultimately in life. Unfortunately, many teachers who believe that students will be unsuccessful, are the ones that ultimately ensure such a fate, engaging in a self-fulfilling prophecy.

Study findings by Ting and Gilmore (2012), Graham (2012) and Crume *et al.* (2012), focused on attitude of teachers towards students' performance. Ting and Gilmore (2012) focused on attitude towards academic achievement of students, while Graham (2012) study determined perceptions of teachers towards science teaching of Deaf and hard of hearing students. Crume *et al.* (2012) study focused on negative teacher attitude towards learners who are Deaf. However, the studies did not determine how attitude influenced the specific academic achievement in various subjects. There was need to carry out a study to establish teachers attitude towards teaching of social studies as a subject among Learners who are Deaf in Kenya.

In addition, Graham (2012) used case study design, which focused on one school; the present study used descriptive survey research design, which ensured results collected were from a number of cases across Lower Eastern Region of Kenya, meaning the findings of the present study were more factual and representative. Secondly, the present study used a range of instruments in collecting data such as questionnaire, and interview schedule, which made the

results more reliable and factual as opposed to other authors. A student's attitude and beliefs about learning and themselves as learners play a key role in determining their success as learners (Clymer, 2007). Being a successful learner starts with having a positive attitude towards learning. A positive attitude often leads learners to use a variety of learning strategies that can facilitate skill development in language learning (Clymer, 2007).

A positive attitude brings out greater overall effort on the part of language learners and typically results in greater success in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing. A positive attitude also helps learners maintain their language skills after classroom instruction is over (Clymer, 2007).

According to Wilham and Finnegan (2003), people's perceptions determine their actions. A person's perceptions and attitude are often related directly to learning experiences provided by the environment and the generalized belief systems of the society (Swart *et al.* 2002), while they also have a direct influence on the way in which one responds to the world.

Asante (2012) carried out a study on the Secondary Deaf students' attitudes towards mathematics and gender differences in attitudes towards mathematics in Ghana. The results showed a significant difference in attitude towards mathematics between boys and girls. The study reported that girls lacked confidence in mathematics compared to boys. Most girls viewed mathematics as a male domain and were anxious about mathematics as well. Asante's study contrasts with the current study in that it investigated Deaf high school students' attitude towards mathematics while the current study seeks to find out primary school Learners who are Deaf attitudes towards learning of Social Studies in schools for the Deaf.

In a related study in Kenya, Makokha, (2013) carried out a study on challenges to learning of Kiswahili among children with hearing impaired: A case study of Mumias primary school for the Deaf, Kakamega County, Kenya. One of the major findings of the study was that majority of the learners had a negative attitude towards Kiswahili and that they conceded that learning Kiswahili was hard for them no matter how much they tried to learn it. The findings also confirmed that learning of Kiswahili needed a positive attitude.

Asante (2012) and Makokha (2013) studies were carried out to determine the attitude of Learners who are Deaf towards mathematics and Kiswahili respectively. Asante study focused on gender differences among boys and girls in performance of mathematics in high school and how attitude influenced the performance while Makokha (2013) case study focused on attitude as a challenge in learning Kiswahili in Mumias primary school for the Deaf. Asante study was comparative while Makokha's study was a case study. There was need to carry out a study that was cross-sectional in determining how attitude of Learners who are Deaf influence academic performance in other subject areas such as humanities, unlike sciences and languages.

The current study bears significant similarity with Asante (2012) and Makokha (2013) with regard to learners' attitude towards learning, however, the current study determined Learners who are Deaf attitude towards the learning of Social Studies in Lower Eastern Region, Kenya as a factor leading to poor performance of social studies.

Teaching and learning resources play an important role in the teaching of Learners who are Deaf especially the use of visual aids. They enhance concept understanding and retrieval as what is seen is easily remembered (Kimani, 2012).

Baitwabusa (2011) carried out a study on Teaching of Reading and Writing among Deaf students in primary schools in Uganda. The results of the study indicated that the teaching methodology adopted by teachers was characterized by use of elements of sign language, demonstrations, illustrations, and use of varied instructional materials. Teachers demonstrated little knowledge of comprehensive methods of teaching reading and writing to Learners who are Deaf. This study recommended improvements in pre- and in- service teacher training programs, revisiting the level and type of parent support and involvement regarding the education of their children with Deafness.

In a related study, Kimani (2012) study on the teaching of Learners who are Deaf in Kenya classrooms, examined the teaching and learning of Deaf primary school learners in Kenya in order to explain their poor examination performance and find ways of better supporting their learning. The findings of this study indicated that textbooks were mostly available for learners in the units but they did not benefit from them due to their design which did not respond to their learning needs. Most hearing teachers lacked sufficient proficiency in KSL (the language of instruction) a phenomenon that affected dialogue in teaching. Assessment practices seemed not to be suitable for Learners who are Deaf to express what they knew. Kimani (2012) focused on teaching and learning resources used in units for the Deaf, and found out that textbooks were available but did not benefit the learners due to the complex vocabulary involved. Kimani (2012) study was carried out in Deaf units, leaving out full schools. There was need to carry out a study on schools for the Deaf to determine availability and use of various resources as a factor influencing performance of social studies in Lower Eastern Region, Kenya.

The performance of social studies in Kenya Certificate of Primary Education (K.C.P.E) Examinations has been poor when compared to other subjects in various primary schools for Learners who are Deaf. For example, records from Kenya National Examination Council (KNEC) reveal that the mean score of the five primary schools for Learners who are Deaf selected in Lower Eastern Region are 16.48,20.85,20.00 and21.10 for the years 2010, 2011, 2012 and 2013 respectively which was lower than the national mean score which was at21.17,24.13,24.17 and24.85 in the same years respectively.

The performance of Social Studies in Kenya Certificate of Primary Education has been poor when compared to other subjects in various Primary Schools for the Learners who are Deaf for example the mean score of the five schools selected in Lower Eastern Region are; 16.47, 20.85, 20.00 and 21.1 in the years 2010, 2011, 2012 and 2013 respectively which was lower than the national mean score which was at 21.17, 24.13, 24.17 and 24.85 in the same years respectively. The mean score in Lower Eastern Region of Kenya kept fluctuating in the years 2010-2013 while in other regions the mean score increased with every year as indicated in table 2. This poor performance has an overall negative impact on learners who are Deaf choice of Schools and the world of work.

Table 2: K.C.P.E Social Studies Performance according to Regions.

	2010	2011	2012	2013
NAIROBI REGION	20.02	25.54	25.97	26.40
NYANZA REGION	26.33	27.93	27.96	28.34
RIFT VALLEY REGION	25.74	26.82	27.18	27.92
COAST REGION	16.80	18.42	18.12	19.00
NORTH EASTERN REGION	14.67	18.38	18.69	18.89
WESTERN REGION	25.06	27.88	28.05	28.53
CENTRAL REGION	24.00	27.23	27.44	28.60
LOWER EASTERN	16.47	20.85	20.00	21.1
GRAND TOTAL	169.32	193.05	193.41	198.78
NATIONAL MEAN	21.17	24.13	24.17	24.85

Source: Kenya National Examination Council

1.2 Statement of the Problem

Evidence from the Kenya National Examinations Council (KNEC) indicates that Social Studies (SS) has been poorly performed in comparison to other subjects in the primary school curriculum. The problem is that in Lower Eastern Region the performance of Social Studies is below the national mean in the 4 years under study (2010-2013). The performance of Social Studies when compared to other subjects is still very low. Social Studies had a mean score of 21.17 in 2010 among 35 schools for the Deaf in Kenya; a mean score of 24.13 in 2011 among 37 schools in Kenya, a mean score of 24.17 in 2012 and a mean score of 24.85 among 42 schools in 2013. In the five primary schools for the Deaf in Lower Eastern Region, evidence from the background study show that in 2010 the mean score of Social Studies was 16.48 in 2010; 20.85 in 2011, 20.00 in 2012 and 21.1 in 2013 in relation to other subjects. A number of related studies have been carried out on the possible reasons for the poor performance using various variables. However, hardly any seem to have targeted teaching strategies, Attitude of both teachers and Learners towards Social Studies and adequacy and use of teaching/ learning resources. There is need to ascertain if these factors in deed determine performance of social studies by learners who are Deaf in Lower Eastern Region, Kenya.

1.3 Purpose of the Study

The purpose of this study is to establish factors that determine Learners who are Deaf performance in social studies in primary schools for the Deaf in Lower Eastern Region, Kenya.

1.4 Objectives of the Study

Objectives of the study were to:

- i) Establish the teaching strategies used in teaching of Social Studies to Learners who are Deaf in primary Schools for the Deaf.
- ii) Determine teachers' attitude towards teaching Social Studies to Learners who are Deaf.
- iii) Determine Learners who are Deaf attitude towards learning Social Studies.
- iv) Determine the extent of availability and use of teaching and learning resources for teaching Social Studies to Learners who are Deaf.

1.5 Research Questions

The study was based on the following research questions:

- i) What teaching strategies are used in teaching Social Studies to Learners who are Deaf?
- ii) What are the Teachers attitudes towards teaching Social Studies to Learners who are Deaf?
- iii) What are the Learners who are Deaf attitude towards learning Social Studies?
- iv) What teaching and learning resources are available and used in Social Studies?

1.6 Assumption of the Study

The study assumption was;

Teachers are trained to teach Social Studies in Schools for the Deaf.

1.7 Scope of the Study

The study was limited to primary schools for the Deaf in Lower Eastern Region Kenya, counties in Kenya. The study considered a sample of teachers and pupils of standard seven. It limited itself to the responses in the questionnaires, and interview Schedules in the selected

factors namely:- teaching strategies, attitude of both teachers and learners and availability and use of teaching and learning resources.

1.8 Limitation of the Study

The limitation of this study was:-

i)The use of the questionnaire might have resulted to ceiling- floor effect which was counteracted through interviews. This is the tendency of respondents to give incorrect information to please the researcher.

1.9 Significance of the Study

The study was significant because it may enable curriculum planners and Teachers in selecting and developing effective teaching strategies for Learners who are Deaf in order to improve performance of social studies. It may also help teachers in Special Schools and management to develop a positive attitude towards the teaching of social studies and therefore provide effective teaching and learning. It may also enable teachers in identifying relevant teaching and learning resources for learners who are Deaf hence leading to improved performance of Social Studies.

1.10 Conceptual Framework

The study was based on the understanding that for effective teaching and learning to take place, there is need for effective teaching, positive attitude towards teaching and learning the subject and availability and use of teaching and learning resources.

Independent Variables

Dependent Variable

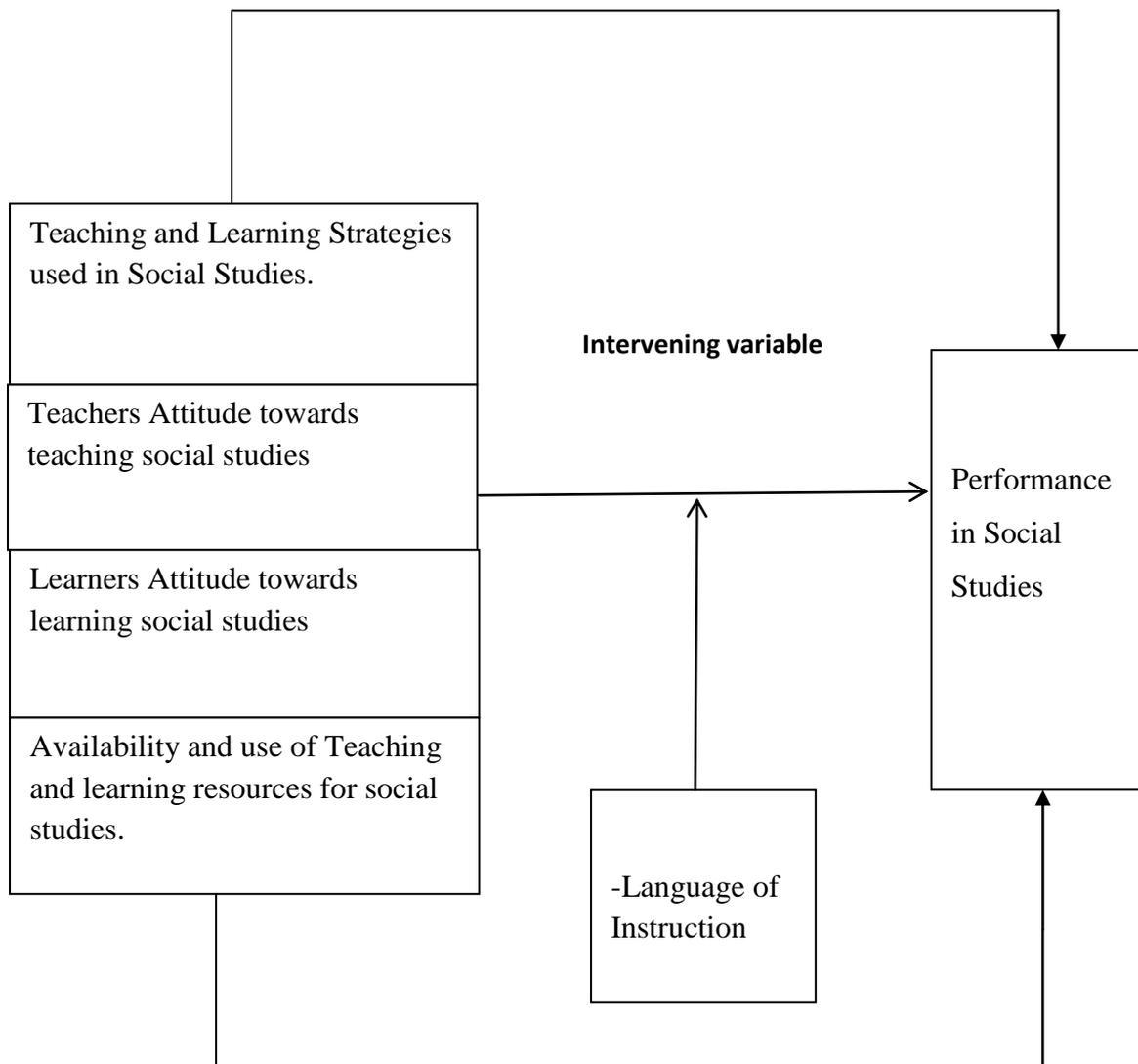


Figure 1: Conceptual Framework showing the interrelation of factors that affect the performance of Deaf children in SS

The independent variables consist of teaching strategies for teaching, attitude of both teachers and learners and the availability and use of teaching and learning resources used in the teaching of Social Studies which together determine the performance of learners who are Deaf in social studies; dependent variable. Some learners have positive attitude while others have negative attitude. However, most teachers and learners are not competent in the language of instruction (Kenyan Sign Language, KSL). This affected the content delivery; teachers disliked teaching using KSL. This in turn affected the performance of social studies. The intervening variable (language of instruction) affected the relationship between the independent variables (selected factors) and the dependent variable (performance in social studies).

1.11 Operational Definition of Terms

Attitude: It's a feeling about or reaction towards a phenomenon.

Learners who are Deaf: children who are born without the ability to use speech and depend on their vision for communication.

Instructional materials: refers to materials used by teachers in the teaching and learning process.

Learners: means class seven pupils

Performance: refers to results obtained by administering tests after learning activities.

Social Studies: It's the integrated study of social science and humanities of promoting civil competencies within the school program.

Lower Eastern Region; A wide area covering Machakos, Makueni and Kitui Counties

CHAPTER TWO

LITERATURE REVIEW

2.1 Strategies for Teaching Social Studies

There is limited research that has evaluated the effectiveness of the interventions of teachers of Deaf pupils or examined the pedagogical basis of Deaf education (Lewis & Norwich, 2005). Challenges in language development, problems in accessing other forms of environmental information, and possibly a lack of understanding about how to teach Learners who are Deaf to read and write, could be contributing factors to the barriers to standard acquisition of literary skills (Spencer & Marschark, 2010). Spencer & Marschark also note that the reported differences in the use of various cognitive processes associated with variations in language abilities and early interactive experiences may be early indicators of specialized processing styles related to primary dependence on visual instead of auditory processing. This implies that pedagogical strategies that would consider more use of visual learning materials for visual input would be more effective than reading text or explanations in sign language.

The National Council of Teachers of Mathematics (NCTM), 1994 noted that “Culture background in language must not be a barrier to full participation in Mathematics programs preparing students for a full range of careers”. All students, regardless of their language or cultural background must study a core curriculum in Mathematics based on (NCTM) standards. NCTM established five goals for mathematical literacy: That Students learn to value mathematics, that they become confident in the ability to do mathematics, that they become mathematics problem solvers, that they learn to communicate mathematically and that they learn to reason mathematically (NCTM).

Learners with Hearing Impairment can sometimes struggle when it comes to learning compared to learners with normal hearing. It can take much longer to comprehend new ideas and concepts especially if the learning environment is heavily reliant upon oral teaching techniques (Marie, 2011). Adeyemi, (2008) notes that Social Studies wide nature not only draws on a wide range of disciplines but also attracts continuing debate and conflict. Conflicts regarding new teaching and learning strategies still arise for example Role playing and simulations, cooperative learning and technology based learning have all received their share of criticism and opposition. Social Studies is taught using Kenyan sign language (KSL) which has been the official language of instruction since 2004 (MOE, 2009).

Communication is the biggest barrier that deaf children in Kenya and everywhere in the world have been experiencing over the years. Their inability to hear at all or to hear well results in delayed, limited or no acquisition of speech, the mode of communication used by the majority hearing people. Most of these children, some of whom learn sign language, miss out on a lot of general information that hearing people acquire automatically from the general public and the family (Kiyanga & Moores, 2003). When they enroll in school, studies conducted in developing countries (Traxler, 2000) have shown that the majority lag behind their hearing peers in reading and in writing. This phenomenon has been attributed in part, to their language ability, and partly to their cognitive processing. It is therefore imperative to understand the relationship between languages and cognitive growth.

Research suggests that the academic achievement of Deaf and hard of hearing students is the result of a complex interplay of many factors. Marschark,2015 (Predicting the Academic Achievement of Deaf and Hard- of- Hearing students from individual Household Communication, and Educational factors).These factors include characteristics of the students e.g. hearing thresholds, language fluencies, mode of communication and communication functioning.

Data was derived from 500 Deaf and Hard of Hearing Secondary students who had attended regular secondary schools or state sponsored special schools designed for DHH students. Significant negative predictors of achievement varied by type of subtest but included having an additional diagnosis of a learning disability, having a mild hearing loss, and being African American. The findings have important implications for policy and practice in Educating DHH students as well for interpreting previous research.

Despite promising development in the Educational of Deaf and hard of hearing students, their achievement continue to lag behind that of their hearing peers, and many do not acquire the knowledge and skills to reach their full potential (Mitchell, 2012). Research suggests several reasons for this troubling and long- standing under achievement. Many DHH students enter school lacking fluency in either signed or a spoken language (Singleton and Morgan, 2006) and service providers frequently struggle to adequately structure the language environment and to provide access and opportunities for DHH children to learn (Marshall, 2012).

There are also shortages of qualified teachers of the Deaf and of research based teaching strategies and instructional materials for DHH students (Lang and Pagarro, 2003). Research has revealed cognitive differences between DHH and hearing students that indicate the need for some different pedagogical techniques and instructional materials (Bavelier, 2008).

Majority of the learners who are Deaf and/ or hard of hearing DHH, sign language are their primary language with its own syntax and grammar. The English language is in actuality, a Deaf learner's second language. Students who are Deaf are therefore functionally English Language Learners (ELL) or limited English Proficient Learners (Patalano, 2014).

Cawthon (2001) carried out a study on teaching strategies in inclusive classrooms with deaf students. The purpose of this study was to investigate teacher speech and educational philosophies in inclusive classrooms with deaf and hearing students. Inclusive philosophies

focused on individualized approach to teaching, attention to deaf culture, advocacy, small class sizes and openness to diversity in the classroom. Interpreter's role in the classroom included translating teacher speech, voicing student sign language, mediating communication between deaf students and their peers, and monitoring classroom behavior. Although the current study bears similarity Cawthon (2001) with regard to teaching strategies, the present study will establish the teaching strategies in SS in deaf primary Schools in Kenya. In addition, it will focus on child centered strategies that involve sign language and vision channels of communication as opposed to speech.

Howard, (2007) referred to Deafness as an invisible disability which teachers can easily forget and treat the student as not having a disability. He noted that Deaf people do not easily absorb information in the same ways as their hearing peers through TV, Radio, talking to friends etc.

General knowledge may therefore appear limited which sometimes affect the maturity and depth of written work. Overtime the average hearing impaired learner may show a gap in vocabulary growth, complex sentence comprehension and construction and in concept formation as compared to students with normal hearing. He suggested the following teaching strategies: reduce background noise, speak clearly and naturally, begin explanations with concrete examples, working from concrete to abstract, present only one source of visual information and maximize use of visual media.

Clymer & Berent (2007) in their article discussed the use of educational technologies for teaching English to college- level Deaf and hard of hearing students in Non- English speaking countries. Deaf and hard of hearing students are a special language learning population for whom visually oriented educational technologies can play a critical role in providing compensatory spoken language input. This article aimed at providing participants' with training in the use of educational technologies for improving English teaching and learning in

their own institutions. They focused on teaching strategies for teaching English to Deaf college students; however, the current study will focus on strategies for teaching Social Studies to Learners who are Deaf in primary schools for the Deaf.

Muthwii (2004) in a study on the language of instruction in Kenya noted that teachers are not able to implement the policy effectively because of serious lack of instructional materials written in the mother tongue language. This is even worse for Sign Language Students because the language of instruction is sign language which is not a written language. As noted in Roald's (2002) study, school would be better placed in creating signs that suit the concepts in the curriculum and gradually the same sign would be adopted for the use in future.

In a similar study, Namukoa {2012} carried out a study on approaches for teaching learners' who are Deaf. The study supported the use of a bilingual education approach that promotes the use of a learner's primary language {L1} to develop skills in the learner's secondary language {L2} even though the education curriculum has multiple objectives beyond just language development.

Baitwabusa (2011) carried out a study on Teaching of Reading and Writing among students who were Deaf in primary schools in Uganda investigated into how Learners who are Deaf are taught reading and writing. The study adopted the qualitative case study design with the engagement of interviews and observations of lessons being taught. A total of 3 Head teachers and 7 teachers from three different districts participated in the study. The results of the study indicated that the teaching methodology adopted by teachers was characterized by use of elements of sign language, demonstrations, illustrations, and use of varied instructional materials. Teachers demonstrated little knowledge of comprehensive methods of teaching reading and writing to Learners who are Deaf. Teachers were also found to be aware of the

need to maintain eye contact and interpersonal relationships with the learners. They are conscious about the use of space for signing. This study recommended improvements in pre- and in- service teacher training programs, revisiting the level and type of parent support and involvement regarding the education of their children with Deafness.

A lack of consistent instructional approaches and a limited exposure to a learner's primary language has led to a delayed language development and a limited capacity in construing abstract content. The use of a Learners who are Deaf primary language in teaching other school subjects like Mathematics and Sciences could provide an ideal school platform for learning a second language through connecting the learners experiences to new content vocabularies and concepts.,

In a similar study in Kenya, Oganda, (2013) in her study on strategies used in teaching English Composition to learners with hearing impairment in Nyanza Province, adopted a descriptive survey research design. The purpose of the study was to establish strategies used in teaching English composition to learner's with hearing impairment in Nyanza Province. A sample of 61 learners and 4 teachers of English were used in the study. Data was collected using lesson observation schedules and questionnaires. The results indicated that repetition, discussion, questioning, guided writing and demonstration were the most frequently used strategies in teaching English composition to learners with hearing impairment. The study also revealed that most effective strategies such as peer teaching and dramatization are least used with learners who are Deaf and this may be the cause of the poor performance in English writing composition. The current study bear similarity with Ogada, (2013) with regard to teaching strategies used in teaching the Deaf, however, the current study will find out teaching strategies for teaching learners who are Deaf in Social Studies. It will focus on child-centered strategies that involve Kenya Sign Language and vision channels of communication as opposed to speech.

In a related study, Maina, (2011) investigated curriculum influencing performance of Deaf students in mathematics. The purpose of the study was to find out curriculum factors influencing the performance of Deaf students in KCSE in mathematics in relation to methods of teaching, time on task, medium of instruction and content coverage. The study adopted a descriptive Survey research Design. It was carried out in 4 districts in Kenya: Nyeri, South Bondo, Mumias and Rongo. The study sample comprised of 3 Head teachers, 10 mathematics teachers and 112 students. The study revealed the curriculum factors found to influence performance of mathematics to be: content coverage, time on task and medium of instruction (KSL).

The study recommended among others intensive in- service training of teachers on methods of teaching mathematics to the Deaf in secondary schools while the current study seeks to find out strategies for teaching Social Studies to Learners who are Deaf in special primary schools.

The current study bears similarity with Howard(2007), Clymer(2007), Namukoya (2012) and Ogada (2013) in that Learners who are Deaf should be taught using instructional teaching strategies that are child centered and visual in nature as Learners who are Deaf are visual learners. This are pedagogical strategies that use visual learning materials for visual input, however the current study established the ideal approaches for teaching Social Studies in special primary schools for the Deaf.

2.2 Attitudes of Teachers towards Teaching Social Studies.

The power of believe is tremendous. Deaf people can do anything that hearing people can do, except hear. They have minds and bodies that work just as well as their hearing counterparts. They are different only in the sense that they cannot hear and that they can only communicate in a different language than a hearing person. If a person can communicate then the disability

goes away because Deafness is essentially a communication disability not a physical one.

Studies have shown that teacher expectations about the abilities of Deaf students influence the way they achieve in classrooms. When teachers expect less or do not encourage full participation in the classroom, this can result in learned helplessness and dependency (Antia, Stinson & Gaustad, 2002). Numerous studies have shown that teachers often have lower academic and behavioral expectations of Deaf and hard of hearing students than of their hearing peers (Sari, 2007). Research has demonstrated also that when teachers become more knowledgeable about the needs of Deaf students, their attitudes and expectations are generally more positive, leading to better outcomes for the students (Jarvis & Iantaffi, 2006).

Literature has indicated that teachers attitude exert some influence on the academic achievement of students. Bates, Iatham & Kim (2013) undertook a study on teachers' perceptions on issues in the undergraduate mathematics. 89 early childhood pre-service teachers were asked to identify their specific fears towards mathematics and explain why they had those fears. The results showed that they possess a wide variety of fears towards mathematics including having a lack of confidence in their teaching ability, a lack of teaching methods, an inability to engage their students, and a lack of mathematical content knowledge. In Kenya, UNESCO (2006) observed that the government agreement with Kenya Institute of special Education had led to the service training of regular teachers in handling learners with special needs through the distance learning program. In western region, Regular teachers were supported through in service training in KSL to be able to teach the deaf. Adoyo (2007) in his study recommends that personnel involved in teaching learners with Hearing Impairment be appropriately trained and be bilingual in spoken language and sign language. Itinerant connection (2010) focused on the role of note takers. UNESCO (2006), Muka (2010) & Peraton et al (2002) emphasized on importance of in-service teacher training.

A study by Kyle (2009) focused on the use of formulated module (FM) system in deaf schools. The Otic foundation (2007) focused on availing audio logical equipment to schools with hearing impairment. Studies by Ertmer (2002) focused on use of current technology such as Digital hearing aid and Cochlear implants in mainstreaming learners with Hearing Impairment. Sagree (2008) noted the necessity for teaching science to learners who are Deaf, Sheila (2011) observed the resources for teaching reading and writing to learners who are Deaf in primary schools in Uganda. Ambogo (2012) observed the relationship between availability of teaching and learning resources and performance in secondary school science subjects.

Jason, (2007) High school social studies teachers' attitude towards the inclusion of ELL students in Mainstream Classes The purpose of this study was to examine the attitudes of high school social studies teachers who had English Languages Learners (ELL) Mainstreamed in their social studies classes.

The study used both questionnaires and interview schedules. Findings indicated that majority appreciated the cultural diversity which ELL students brought to the classroom, more than $\frac{3}{4}$ of the teachers reported that they would prefer ELL students not being in their SS classroom until they have reached a minimum level of English Proficiency. A clear majority of teachers reported time for both planning and instructional delivery as major obstacles when ELL students are mainstream in content area classes.

In a related study Ting & Gilmore, (2012) carried out a study on pre-service teachers towards teaching Deaf and English Sign Language students. The study explored teacher attitudes towards teaching a Deaf student who uses Australian Sign Language (Austrian) compared to a student who is new to Australia and speaks polish. The participants were 200 pre-service teachers in their 3rd and 4th year of University Education. The results showed that teachers

had higher expectations of the Austrian student than the Polish student and were more confident about teaching the Austrian student.

Tamar (2008) carried out a study on the regular teachers' attitude towards inclusion of students with special needs. The target population consisted of 300 teachers. The findings of the study indicated that there was no statistical difference in attitudes towards inclusion in relation to working experience with children with special needs and there was need of improvement of pre-service training and retraining of in-service teachers is required. The current study bears similarity with the findings of Tamar (2008), with regard to the attitude of teachers and learners; however, no study has been conducted on the attitude of teachers and students towards social studies. There is very scanty literature specifically on the attitude of teachers and learners who are Deaf towards learning. This study will therefore establish the attitude of both teachers and learners in social studies order to bridge this research gap.

In a related article in Kenya, Crume, Moran & Sheikh (2012) wrote an article on barriers to effectively educating the Deaf in Kenya, where they investigated teachers' attitude and commitment in teaching Learners who are Deaf. According to their findings teachers teaching in schools for the Deaf think that the Deaf have little chance to succeed in their education and ultimately in life. Unfortunately, many teachers who believe that students will be unsuccessful, are the ones that ultimately ensure such a fate, engaging in a self-fulfilling prophecy. Deaf students are unsuccessful not because they cannot learn, but ultimately because teachers do not educate them effectively. On the other hand, teachers who believe that Deaf students can be successful students make the extra effort to do what it takes to ensure Deaf children will have a chance to succeed. These teachers strive to expand their sign language vocabulary thus Deaf students learn from such teachers and become more successful academically and in life. There is very scanty literature specifically on the attitude

of teachers towards teaching Social Studies. This study will therefore bridge this knowledge gap by examining teacher's attitude towards teaching Social Studies to Deaf learner's performance.

Yara (2009) reported that teachers attitude towards the subject has a strong relationship with students achievement as well as attitude towards the subject. Studies have shown that teacher expectations about the abilities of deaf children influence the way they achieve in inclusive classrooms.

The current study bear similarity with Crume (2012),ting and Gilmore) and Bates(2013) in that they provide support to the idea that teachers' attitudes affect learners academically, socially and emotionally and that teachers attitude has a direct impact on the learners academic achievement however, there is need to carry out a study on how teaches attitude influence specific academic achievement. The current study therefore examined teachers' attitude towards teaching social studies to learners who are Deaf as a subject in order to bridge this research gap.

2.3 Attitude of Learners who are Deaf towards Learning Social Studies

Being a successful learner starts with having a positive attitude towards learning. What students believe about learning and themselves as learners play a key role in determining their success as learners. {Weimer, 2007}. A positive attitude brings out greater overall effort on the part of language of learners and typically results in greater success in terms of global language proficiency and competence in specific language skills such as listening, speaking, reading and writing's positive attitude also helps learners maintain their language skills after classroom instruction is over. "People perceptions determine their actions "(Wilham & Finnegan,2003). A person's perceptions and attitude are often related directly to learning experiences provided by the environment and the generalized belief systems of the society

(Swart et al 2002), while they also have a direct influence on the way in which one responds to the world. Mayer (2007) states that deaf children seem to follow the same course as their hearing peers with regard to early childhood literacy and consequently it is expected that most learners who are Deaf would continue literacy to develop literacy abilities proportionate with their hearing counterparts. The Kenya education system and probably those of some countries in the same region, have the expectation that if teachers can communicate with learners who are Deaf they should generally learn at the same pace and perform equally with hearing children. Conversely, their academic achievement does not seem to reflect this hence raising the question: Does hearing loss have anything to do with the way cognitive processes are structured and utilized in an individual

Bora (2012) on evaluation of school students' attitude towards learning mathematics undertook to evaluate their attitude. The researcher adopted a descriptive survey method in class ix and x in secondary school situated in Karbi Angling District of Assam and this constituted the population of the study. A sample of 1840 students was selected from 48 Secondary schools. The study investigated the differences in attitude of school students towards mathematics by gender and environment of schools. The findings indicated that male students' attitude responses (50.19) are higher than that of Female students (23.76). A large section of studies about attitude towards mathematics do not provide a clear definition and this reveals partially the lack of a theoretical frame work that characterizes research on attitude towards mathematics.

It also noted that motivation is a very vital domain of the study of attitude. This study had three hypothesis; there is no significant difference between male and female students attitudes towards mathematics, children begins school life in primary level with positive attitude towards mathematics and as they grow up tend to be less positive, and teachers attitude

towards mathematics play an important role in preparing their teaching plans and consequently influence their student attitude and achievement. Candeias (2012) carried out a study on student attitudes toward learning and school - study of exploratory models about the effects of socio-demographics and personal attributes. The purpose of this study was to investigate exploratory models about the effects of factors- students' gender, contextual background, age and school failures that may interfere with attitudes towards school, and students' perception towards learning. It used a population of Portuguese youngsters (N>778) from regular classes. A questionnaire of attitude towards school was used. The study also used regression trees, algorithm to predict student's attitudes toward learning and school. The findings of this study indicated that attitude should be understood based on the natures of the subject thus the improvement of attitudes and motivation towards school should involve students, teachers, parents and community.

The study also found that attitude towards school and towards learning, attitudes towards learning and motivational levels are important factors to understand the relationship between student competencies and academic environment and between those and student academic performance.

In a related study in Kenya, Makokha, (2013) carried out a study on challenges to learning of Kiswahili among children with hearing impaired: A case study of Mumias primary school for the Deaf, Kakamega County, Kenya. The study focused on academic performance of learners with Hearing Impairment in Kiswahili, methods employed, conditions requisite for excellence and educational resources used in teaching and learning Kiswahili. A sample size of 6 teachers and 32 pupils were involved in the study. One of the major findings of the study was that majority of the learners had a negative attitude towards Kiswahili and that they conceded that learning Kiswahili was hard for them no matter how much they tried to learn it.

The findings also confirmed that learning of Kiswahili needed a positive attitude. Those learners whose attitude was negative towards Kiswahili could not be convinced to learn it for whatever benefits and given an optional language to study they would readily embrace it. Those learners whose attitude was positive were intrinsically motivated to study the language in addition to other languages.

Although the current study bear similarity with Bora(2012), Asante(2012), and Makhoha (2013) with regard to learners attitude towards learning and that individual attitude affect ones academic achievement, the current study carried out a cross-sectional research unlike Asante(2012) who carried out a comparative study between gender and Makhoha (2013) who carried out a case study. The present study focused on learners who are Deaf attitude towards the learning of Social Studies as humanity and how it resulted to poor performance of social studies in Lower Eastern Region, Kenya. There is however very scanty literature in this area and specifically on the attitude of the Learners who are Deaf towards Social studies. Some related research that has been conducted in some developed countries and some sub-Saharan African countries will be reviewed due to the shortcomings of such research in relation to the Kenyan context.

2.4 Resources used in Teaching and Learning of Social Studies

Usually, Deaf children reach age six, the age required to enroll in school, with noteworthy language delays (Marschark & Wauters, 2008).This generally lead to poor academic success and difficulties in classroom communication.

In Canada for example, a study by Sharilyn, (2011) indicated that there was need to provide personal support through note-takers, and interpreters to assist in note-taking and sign-language interpretation respectively. Nevertheless, provision of itinerant staff in schools without Special Needs Education Teachers was also important, where specialized teachers in

sign language move from one school to another to assist learners with Hearing Impairment learn. A number of support services and resources were put in place in China that enabled regular teachers and hearing learners cope with learners who are Hearing-impaired. Four teaching resource centers that were Hearing Impaired compliant had been established at Institute of Education. These resource centers provided teaching-learning materials, equipment and skills on practices for learners with Hearing Impaired such as learning of sign language (Save the Children, 2008).

In Nigeria, Fuandai (2009) noted the following strategies to be used for effective learning of learners with HI; multi-disciplinary, collaborative effort and team-work between parents and the school in identifying and catering for the needs of learners with Hearing Impairment. There was need to train more teachers of special needs education in order to work with learners who were Hearing impaired in primary schools.

In Kenya, United Nations Educational Scientific and Cultural Organization (UNESCO) (2006) observed that the government agreement with the Kenya Institute of Special Education (KISE) had led to in-service training of regular teachers in handling learners with special needs through the distance learning program. Regular teachers were supported through in-service training in Kenya Sign Language to be able to teach the Deaf. Special institutions in Kenya follow the regular curriculum which is extensive, demanding, centrally designed and rigid. It leaves little flexibility for adaptation by teachers in trying out new approaches. (Adoyo, 2007) the timing for the completion of curriculum is also unrealistic for the deaf student as the teaching and learning processes are slowed down due to the process involved. In many cases learning is judged to have taken place because students correctly answer the requisite number of questions on multiple choice tests. When they enroll in school, studies conducted in developed countries (Traxler, 2000) have shown that the majority lag behind their hearing peers in reading and in writing. This phenomenon has been attributed

in part, to their language ability, and partly to their cognitive processing. In Kenya, a study by Adoyo (2007) recommends that personnel involved in teaching learners with Hearing Impaired be appropriately trained and be bilingual in spoken language and sign language. He further recommends that children in an inclusive setting should have access to Deaf-role models, in order to teach indigenous sign language to learners with Hearing Impairment and school stakeholders.

Maina (2011) carried out a study on the factors influencing performance of deaf students in Mathematics in Kenya. He observed that deaf students require educational resources such as individual hearing aids and speech training kits. Kimani's (2012) study on the teaching of Learners who are Deaf in Kenyan classrooms, examined the teaching and learning resources used by Deaf primary school learners in Kenya in order to explain their poor examination performance and find ways of better supporting their learning.

The research took an exploratory approach and focused on the teaching and learning of SS in specialized units in urban and rural areas in Kenya. Data was collected mainly through lesson observations and semi-structured interviews with Deaf and hearing education stakeholders including learners, teacher education officials and representatives of Deaf people's organization. Kenya Sign Language and English were the main languages used in data collection. The findings of this study indicated that textbooks were mostly available for learners in the units but they did not benefit from them due to their design which did not respond to their learning needs. Most hearing teachers lacked sufficient proficiency in KSL (the language of instruction) a phenomenon that affected dialogue in teaching. Assessment practices seemed not to be suitable for Learners who are Deaf to express what they knew. Although teaching and learning took place in sign language, assessment was through reading and writing English. She also observed that although proficiency in sign language among

teachers does play a great role in the education of Learners who are Deaf, it is not sufficient in offering quality education. In a similar study in Kenya, Okutoyi et al (2013) carried out a study on support services and resources in regular primary schools with Hearing Impairment learners in Kakamega County, Kenya. The study involved 121 Hearing Impaired learners, 1584 Hearing learners, 36 teachers and 18 Head teachers. The study employed a descriptive Survey Design. Findings of the study indicated that the most used support services included Special Needs Education Teachers, hearing aids, audio logical assessment, individualized instruction, use of visual aids such as charts, pictures, real objects and teaching models in helping HI be included in regular schools.

Kimani's study revealed the availability of textbooks in units for the Deaf as well as availability of specially trained teachers in the teaching of the Deaf which the current study bears similarity, however, other needs of Learners who are Deaf should be addressed during the teaching and learning process through appropriate teaching and learning materials and assessment approaches. Although the current study, bear similarity with Kimani (2012) and Okutoyi et al (2013) with regard to availability of resources and support services, it examined the availability and use of teaching-learning resources as a factor leading to poor performance in social studies in Lower Eastern Region, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study used descriptive survey research design which according to (Kombo & Tromp, 2006) is ideal for gathering information regarding people's behavior, feelings and opinions about educational issues. Orodho (2003) notes that this design enables the researcher to gather information summarize it and interpret it for more clarification. The Design presented an opportunity to produce and analyze both quantitative and qualitative data. Descriptive Survey research design enabled the researcher to explain the phenomena on teaching strategies, attitude of teachers and learners as well as availability and use of teaching/learning resources. It helps in gathering out information on things which has happened.

3.2 Area of Study

The study was carried out in Lower Eastern Region which comprises of three Counties namely: -Machakos, Kitui and Makueni. The people in this region are mainly Kambas. The region covers an area of about 45000km² of which 63000km² lie within the Tsavo National Park. This region is under the Arid and Semi-Arid Lands. It is characterized by frequent crop failure and water shortages. The soils are generally of low fertility. This region forms an environmental gradient of decreasing attitude from 2100m to 440m and decreasing moisture from 1280mm to 381mm average annual rainfall. The dominant vegetation is dry bush and in higher areas is savanna with scattered trees. Lower Eastern Region lies within the Latitude of 6.2374⁰N and Longitude of 0.4502⁰W.

3.3 Population

Target population was 120 learners who are Deaf in class seven, 8 teachers teaching Social Studies and 6 head teachers. Six schools with Learners who are Deaf in Lower Eastern

Region were selected. Two of the schools are double streamed. All the learners in class seven in those schools were included in the study.

3.4 Sample Size

Saturated sampling technique was used to select 108 learners who are Deaf, 6 teachers and 5 head teachers. The sampling technique provides little practical guidance for estimating sample sizes for robust research prior to data collection, hence ensured that all categories of population presented were included in the sample (Best & Khan, 2006).

Table 3: Sample frame

Category of Respondents	Target population	Sample size	Percentage
Head teachers	6	5	83.33%
SS Teachers	8	6	75%
Learners	120	108	90%

3.5 Instrument for Data Collection

Data was collected using questionnaire and interview schedule.

3.5.1 Questionnaire for learners who are Deaf

The questionnaire attached (Appendix II) was used to collect data from Learners who are Deaf. The questionnaire generated information regarding learners' attitude towards teaching and learning social studies.

3.5.2 Interview Schedule for Head teachers and Social Studies Teachers

Open-ended questions (Appendix III) were used to collect information from head teachers, and SS teachers. The interview generated data regarding teachers' feelings and attitudes towards the teaching of social studies. Other issues related to the study objectives included teaching strategies, and teaching and learning resources used in the teaching of social studies.

3.6 Validity and Reliability

3.6.1 Validity

Validity is the extent to which a measuring instrument provides adequate coverage of the topic under study; if the measurements have a representative sample, then content validity is reliable (Kothari, 2004). Research instruments were presented to experts in department of special needs and rehabilitation. They checked the relevance, appropriateness, adequacy of the instrument vis-a-vis the research questions. Based on their comments, adjustments were made before they were administered.

3.6.2 Reliability

Reliability of a research instrument concerns the extent to which the instrument yields consistency on repeated trials (Orodho, 2004). Test-retest method was used to test the reliability of the questionnaire on 10% of the population comprising of 12 learners who are Deaf. The same test was given to the same respondents after two weeks. Cronbach Alpha Level was used to get the reliability coefficient which was 0.72. Interview schedule was given to 2 teachers and 1 head teacher before administering it to the respondents. Their responses were triangulated to ensure reliability of the instruments

3.7 Data Collection Procedures

Research permit was obtained from the School of Graduate Studies, Maseno University. Courtesy calls were paid to the County Directors of respective counties. Thereafter the researcher visited the sampled schools for the study to seek permission from the head teachers and to make necessary arrangements. Subsequent visits were made to the schools for distribution and collection of questionnaires and conducting interviews.

The first visit to the schools was done while distributing questionnaires to learners who are Deaf. The researcher explained to the learners in KSL the instructions and other terms used in the questionnaire for better understanding. Questionnaires were used to collect data from pupils on teaching strategies, attitudes of teachers and learners and availability and use of teaching/ learning resources. The questionnaires were collected on the same day after completion in each of the sampled schools to avoid loss and collusion.

The second visit was made to schools to conduct interviews. The researcher explained the purpose of the study and assured the respondents of confidentiality of information provided. Interview Schedule was used to collect data from Head teachers and teachers on teaching strategies, attitudes of teachers and availability and use of teaching/learning resources. Each teacher was engaged in a face to face interview in a separate venue. The researcher took notes on the teacher's responses as the interview progressed.

3.8 Data Analysis

Quantitative data derived from close-ended questionnaire items was analyzed using descriptive statistics such as means, percentages and frequency counts where necessary. It was presented using frequency tables.

Qualitative data derived from open-ended questions, was analyzed and organized in an ongoing process according to the themes, sub-themes, categories and sub-categories that emerged. This enabled data to be presented in an organized and meaningful fashion.

A likert scale was used to establish the teaching strategies used in teaching SS, Attitudes of both teachers and learners as well as the availability and use of teaching and learning resources. The positively stated items were coded on a five points rating scale. The score values were assigned as follows: Extremely Very Large Extent (EVLE) =5points, Very Large Extent (VLE) =4points, Large Extent (LE) =3points, Less Extent =2points and Least Extent=1point. For negatively stated statements the scoring procedure was reversed as follows: Extremely Very Large Extent (EVLE) =1 point, Very Large Extent (VLE) =2 points, Large Extent =3 points, Less Extent = 4 points and Least Extent =5 points. The neutral statement was Large Extent.

Scores for individual learners in each of the statement was summed up. The sum was then divided by the number of respondents to get the mean score for each statement. The mean scores were then summed up and divided by the number of statements to get the overall mean. A mean score of 2.9 and below was interpreted as negative, 3.0 as neutral and 3.1 and above as positive.

3.9 Ethical Considerations

Before conducting the research, permission was obtained from Maseno University Ethics Review Committee (MUERC). The study adhered to professional research ethics that helped avoid any ethical dilemmas. Participation in the study was voluntary. The respondents were informed that the data and information provided would be treated with strict confidentiality and would solely be used for the purpose of the study (See Appendix I). Under the research ethics board (REB) based on the consent forms before the research is conducted, all

information are required to be treated confidentially by keeping them at a safe and away from tamper by an unauthorized user. The raw data from the field was kept under lock and key while processed data was stored in a computer encrypted by password accessible to only the researcher. I obtained Consent of the respondents since the learners are below the age of 18years from the parents/guardians. All participants were assigned an alphanumeric code that was used to compile and organize all subsequent data.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

In this chapter the collected data are analyzed and presented using descriptive analysis counts: this was tabulated in Microsoft Excel where frequencies, means and percentages are represented. Out of 108 questionnaires distributed, 100 were dully completed and returned; a return rate of 92.6%. The findings were presented and discussed on the specific research objectives as presented in tables 4,5,6 and 7.

4.2 Teaching Strategies to Learners who are Deaf

Data on teaching strategies used in teaching learners who are Deaf was collected using questionnaire, coded and analyzed using frequency counts, percentages and mean. The results were presented in table 4.

Table 4: Teaching Strategies to Learners who are Deaf (n-100)

Teaching strategy	EVLE f (%)	VLE f (%)	LE f (%)	LEE f (%)	LEAE f (%)	Mean
Group discussion	5 (5.0)	12 (12.0)	13 (13.0)	22 (22.0)	48 (48.0)	2.04
Lecture method	34 (34.0)	26 (26.0)	28 (28.0)	8 (8.0)	4 (4.0)	3.78
Use of KSL	25 (25.0)	39 (39.0)	31 (31.0)	3 (3.0)	2 (2.0)	3.82
Spoken language	26 (26.0)	15 (15.0)	21 (21.0)	18 (18.0)	20 (20.0)	3.09
Use of IEP	14 (14.0)	10 (10.0)	18 (18.0)	28 (28.0)	30 (30.0)	2.50
Peer teaching	07 (7.0)	10 (10.0)	13 (13.0)	34 (34.0)	36 (36.0)	2.18
Overall mean						2.90

KEY:

EVLE- Extremely Very Large Extent- 5 points

VLE-Very Large Extent- 4 points

LE-Large Extent- 3 points

LEE- Less Extent – 2 points

LEAE-Least Extent- 1 point

f- Frequencycounts

%- percentage

Interpretation of data

Positive statements: - 3.1-5.0

Neutral statements: - 3.0

Negative statements:-1.0-2.9

From table 4, key strategies used were use of KSL (communication strategy) (m=3.82), lecture method (m=3.78), use of spoken language (m=3.09). Strategies used at lesser extent

were peer teaching (m=2.18), use of individualized educational program (m=2.50), and group discussion (m=2.04). The overall mean was (2.90). This implied that the use of child centered strategies such as group discussion and peer teaching were not adequately used during teaching learning processes of social studies which highly affected the performance of social studies.

Findings obtained from interview schedule concurred with the findings of the questionnaire in that one teacher said

“I use lecture method because of the wide curriculum content to cover that denies me time to engage Learners who are Deaf in group discussion, Peer teaching and use of technology.

The present study concur with study findings by Baitwabusa (2011) and Maina (2011), who found that teachers need to use Bilingual Educational Approach as a medium of instruction while teaching learners who are Deaf; in the present study most teachers rated the use of KSL to an extremely large extent (25.0%) and very large extent (39.0%). The overall mean on use of KSL as a communication strategy by teachers while teaching social studies was 3.82, which was the most highly rated strategy. The use of sign language enabled the learners to comprehend what the teacher was teaching. This was because Deaf are visual learners. They get information through the sense of vision rather than auditory (Clymer & Berent, 2007 and Howard, 2007). It was important for social studies teachers to teach using KSL. KSL provided a compensatory strategy of Learners who are Deaf getting information input rather than use of spoken language. SEE is not a language but a sign system of English. Learners who are Deaf could not understand social studies concepts in SEE due to deficiency of the learners in English language (Ogutu, 2009). .

Findings of this study disagree with study findings by Ambiche (2017), who found that teachers need to use learners centered teaching strategies such discussion and peer teaching.

The present study also disagreed with Clymer and Berent (2007) who advocated on the use of Educational Technologies. The methods ensure learners take an active part in teaching-learning process leading to excellent performance. In the present study, use of group discussion and peer teaching were rated at a lesser extent by most respondents: overall mean of 2.04 and 2.18 respectively. Most teachers did not use learner centered teaching-learning strategies while teaching learners who are Deaf. Thus, it can be concluded that the poor performance among Learners who are Deaf in social studies was as a result of teachers using inappropriate teacher centered method such as lecture method (m=3.78) at the expense of learner-centered methods such as group discussion and peer-teaching.

Visually oriented education technology is one strategy indicated by Clymer & Berent (2007) and Howard (2007) as effective in teaching SS as it provides compensatory spoken language input. It calls for active learner participation hence engaging learners fully in the pedagogical processes. The most recommended and effective teaching strategies for teaching Social Studies are use of Technology, use of visuals (graphic organizers), Cooperative learning, Group discussion and use of oral and visual activities.

In the present study, none of these teaching strategies has been found to be effectively used. Therefore it can be concluded that the poor performance of Social Studies is due to the use of inappropriate and ineffective teaching strategies that render a learner passive hence inability to create and retain knowledge.

4.3 Teachers Attitude towards Teaching Social Studies

Data on teachers' attitude towards teaching social studies was collected using a 5-point closed ended questionnaire, coded and analyzed using frequency counts, percentages and mean. The results were presented in Table 5.

Table 5: Teachers attitude in teaching SS (n=100)

Statement	EVLE f(%)	VLE f (%)	LE f (%)	LEE f (%)	LEAE f (%)	Mean
Interest in teaching SS	5 (5.0)	15 (15.0)	9 (9.0)	37(37.0)	34(34.0)	1.40
I like teaching SS because of the right content	32(32.0)	37(37.0)	7(7.0)	4(4.0)	20(20.0)	3.37
SS Vocabulary easy to sign	18(18.0)	24(24.0)	20(20.0)	19(19.0)	9(9.0)	2.43
I like teaching SS because learners understand	7(7.0)	10(10.0)	12(12.0)	23(23.0)	48(48.0)	1.05
I like attending social studies lessons	28(28.0)	21(21.0)	15(15.0)	15(15.0)	21(21.0)	3.04
I like teaching SS due to adequate teaching/learning resources	5(5.0)	15(15.0)	16(16.0)	21(21.0)	43(43.0)	1.18
Mean						2.08

KEY:

EVLE- Extremely Very Large Extent- 5 points

VLE-Very Large Extent- 4 points

LE-Large Extent- 3 points

LEE- Less Extent – 2 points

LEAE-Least Extent- 1 point

f- Frequency counts

%- percentage

Interpretation of data

Positive statements: - 3.1-5.0

Neutral statements: - 3.0

Negative statements: - 1.0-2.9

Table 5 shows that majority of teachers liked social studies because of the right content (m=3.37), followed by attending lessons (m=3.04), teachers liked social studies because the vocabularies were easy to sign (m=2.43), interested in teaching (m=1.40), teachers like teaching social studies due to adequacy of teaching learning resources (m=1.18), and teachers like teaching social studies because learners who are Deaf understood it (m=1.05). The overall mean on attitude was 2.08. Therefore, the attitude of teachers teaching social studies among learners who are Deaf was negative.

Findings from the interview schedule indicated that teachers had negative attitude. The overall mean was 2.08. One teacher said that,

"I dislike teaching Social Studies and prefer teaching other subjects; the workload and the abstract nature of the subject makes me have little interest in the subject as I have to keep abreast with the current trends that the subject entails".

Findings of this study concurs with study findings' by Bates et al. (2013), who observed that a teacher possesses variety of fears including inappropriate teaching strategies and inability to engage their students which leads to a negative attitude which influences the learners ability. In the present study, a majority rated low indicators of a positive attitude (mean=2.08). Teachers had negative attitude towards teaching social studies due to lack of interest, ,In addition, Crume *et al.* (2012) who noted that teachers have a negative attitude to engage with a self-fulfilling prophecy hence influencing learners negatively while those with a positive attitude influence them positively and encourage them to learn hence becoming successful.

Adeyemi (2008) noted that Social Studies wide nature not only draws on a wide range of disciplines but also attracts continuing debate and conflict about the use of new teaching and learning strategies. The present study concludes that the negative attitude of teachers in the

teaching of Social studies mainly because of the wide nature of the subject has greatly contributed to the poor performance of Social Studies amongst Learners who are Deaf in Primary Schools for the Deaf.

4.4 Learners who are Deaf Attitude towards Learning Social Studies

Data on objective 3 was collected and analyzed using frequency counts, percentages and mean. The results were presented in Table 6.

Table 6: Learners who are Deaf Attitude towards SS(n-100)

Attitude	EVLE f (%)	VLE f (%)	LE f (%)	LEE f (%)	LEAE f (%)	Mean
Learners who are Deaf have interest in SS	10(10.0)	12(12.0)	12(12.0)	30(30.0)	36(36.0)	2.30
Learners who are Deaf like SS	5(5.0)	11(11.0)	14(14.0)	23(23.0)	47(47.0)	2.04
Learners who are Deaf like participating in SS group activities	0(0.0)	4(4.0)	10(10.0)	32(32.0)	54(54.0)	1.64
Learners who are Deaf like revising SS	4(4.0)	11(11.0)	14(14.0)	27(27.0)	44(44.0)	2.03
Learners who are Deaf prefer SS	3(3.0)	8(8.0)	12(12.0)	31(31.0)	46(46.0)	1.91
Learners who are Deaf prefer geography as a component of SS	10(10.0)	9(9.0)	12(12.0)	32(32.0)	37(37.0)	2.23
Learners who are Deaf prefer SS examinations	5(5.0)	8(8.0)	12(12.0)	29(29.0)	46(46.0)	1.98
Overall attitude rating						2.02

KEY:

EVLE- Extremely Very Large Extent- 5 points

VLE-Very Large Extent- 4 points

LE-Large Extent- 3 points

LEE- Less Extent – 2 points

LEAE-Least Extent- 1 point

f- Frequency counts

%- percentage

Interpretation of data

Positive statements: - 3.1-5.0

Neutral statements: - 3.0

Negative statements: - 1.0-2.9

Results in table 6 indicated that with regard to attitude of learners towards SS, most learners who were Deaf rated to a lesser extent on most of the responses as follows: interest in SS as a subject (m=2.30), preference to geography as a component of SS (m=2.23), participation in SS class activities (m=2.04), revision of SS (m=2.03), preference of SS examinations (m=1.98), preference of SS in relation to other subjects (m=1.91), and participation in SS group activities (m=1.64). The overall mean on attitude of Learners who are Deaf towards SS was 2.02. This implied that most Learners who are Deaf prefer SS to a less extent. Therefore, the attitude of Learners who are Deaf towards SS was negative (m=2.02).

Findings of this study concur with study findings by Makokha (2013), who found out that majority of the learners who are Deaf had a negative attitude towards certain subjects, and learning of abstract subjects was hard for them no matter how much they tried to learn it. The findings also confirmed that learning of a subject needed a positive attitude. Those learners whose attitude was negative towards Social Studies could not be convinced to learn it for whatever benefits and given an optional subject to study they would readily embrace it. Those learners whose attitude was positive were intrinsically motivated to study Social Studies. In the present study, most learners who were Deaf had a negative attitude towards social studies as rated by a mean of 2.02. This implied that most Learners who are Deaf rated to a less extent preference to social studies activities. For example, preference towards learning SS (m=1.91), enjoyment in participating in group activities (m=1.64) and preference of SS examinations by learners (m=1.98).

The negative attitude towards Social Studies can be attributed to the abstract nature of SS concepts, where most vocabularies used in SS do not have equivalent signs in KSL. This makes learning and understanding of SS very difficult (Kimani, 2012). The abstract vocabularies used in SS makes it difficult to understand; hence learners have a negative attitude towards the subject ($m=2.02$). This further explained why most learners who are Deaf were performing poorly in Social Studies.

The present study concluded that the content overload ($m=2.04$) is one of the reason why most Learners who are Deaf hate SS. Social Studies has a lot of content to be covered in geography, history and civics. The huge content to be covered coupled with language deficits in equivalent signs in KSL for social studies made learners to have a negative attitude towards social studies and dislike participating in Social Studies activities.

Cadencies (2012) found out that learners attitude towards learning and motivation levels are important factors to understand the relationship between student competencies, students and academic achievements as well as student's academic performance.

4.5 Availability and Use of Teaching-Learning Resources

Data on availability and use of teaching-learning resources was collected, analyzed using frequency counts, percentages and mean. Results were presented in Table 7.

Table 7: Availability and use of T/L Resources n= 100

Statement	EVLE f(%)	VLE f(%)	LE f(%)	LEE f(%)	LEAE f(%)	Mean
1.Use of Visual Aids	4(4.0)	12(12.0)	15(15.0)	35(35.0)	34(34.0)	2.17
2. Use of Hearing aids	6(6.0)	10(10.0)	12(12.0)	24(24.0)	48(48.0)	2.02
3.Availability of SS books	23(23.0)	28(28.0)	22(22.0)	14(14.0)	13(13.0)	3.34
4. Availability of Resource rooms	0(0.0)	7(7.0)	11(11.0)	19(19.0)	63(63.0)	1.62
5. Donor funding	2(2.0)	5(5.0)	16(16.0)	24(24.0)	53(53.0)	<u>1.79</u>
6.Emulating Deaf role models	12(12.0)	42(42.0)	33(33.0)	6(6.0)	7(7.0)	3.46
Overall Mean						2.40

KEY:

EVLE- Extremely Very Large Extent- 5 points

VLE-Very Large Extent- 4 points

LE-Large Extent- 3 points

LEE- Less Extent – 2 points

LEAE-Least Extent- 1 point

f- Frequency counts

%- percentage

Interpretation of data

Positive statements: - 3.1-5.0

Neutral statements: - 3.0

Negative statements: - 1.0-2.9

From table 7, emulating Deaf role models was highly rated by most respondents (mean=3.46), followed by availability SS textbooks (m=3.34), and use of visual aids (m=2.17). Other resources that were rated to less extent in availability and use included: use of hearing aids by Learners who are Deaf (m=2.02), donor funding (m=1.79) and availability of resource rooms were rated at least extent (m=1.62). The overall mean on availability and use of teaching-learning resources for Social Studies was a mean of 2.40 (less extent). This implied that resources were available and used to less extent in teaching Social Studies.

Findings from the interview schedule indicated that SS textbooks were available but did not benefit the needs of the Learners who are Deaf.

Teacher 4 said,

” There are so many textbooks for Social Studies in this school, but learners cannot read and understand concepts on their own because the textbooks are written in English; which they don’t understand.”

Most of the books do not have picture clues making it difficult for learners to make use of them appropriately. This view is shared by Kimani (2012) study where she noted that SS textbooks were available but their design did not benefit the Learners who are Deaf because Learners who are Deaf are visual learners. Donor funding was very low and therefore the needs of Learners who are Deaf were not adequately met hence lack of adequate resources like Hearing aids which would be beneficial to hard of hearing learners if they were availed to them.

There is of lack of learning materials required in the teaching of SS due to limited finances as well as lack of interest in teaching SS in teachers which led them not to make use of locally available resources in making the visual aids. This could have led to the dismal performance witnessed in Lower Eastern Region, Kenya.

Findings of this study concurs with Adoyo (2007) who indicated that learners who are Deaf should have access to Deaf role models in order to teach indigenous sign language. In the present study, the availability and use of Deaf role models was highly rated to a large extent (mean- 3.46). The Deaf role models are vital as they enabled Learners who are Deaf to be fluent in sign language which was the medium of instruction in teaching social studies among Learners who are Deaf.

In addition, findings of this study concurred with Kimani (2012), who observed that text books were available and adequate but they did not benefit the Learners who are Deaf due to their design which did not respond to their learning needs. In the present study, availability of social studies books was rated to large extent (mean- 3.34). From the interviews, teachers noted that the books were available, but not relevant to Learners who are Deaf. The books were abstract and too much wide with content without picture clues, this made Learners who are Deaf not to get meaning from the abstract content because Learners who are Deaf are more visual. The text books did not meet the learning needs of Learners who are Deaf as observed by Kimani (2012). Thus, it can be argued that overall the inadequacy and irrelevance of the teaching learning resources (m=2.40) could be the cause of poor performance among Learners who are Deaf.

The present study concludes that lack of visual learning aids such as charts; lack of hearing aids coupled with textbooks which do not meet the diverse needs of individual learners could have greatly contributed to the poor performance. Therefore, it can be argued that the overall inadequacy and irrelevance of the teaching/learning resources (m=2.04) could be the cause of poor performance of Social Studies among Learners who are Deaf in Primary schools for the Deaf in Lower Eastern Region.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

5.1.1 Teaching Strategies used in Social Studies

This study focused on the strategies used in teaching SS in primary schools for the Deaf. The study established that teachers mostly used KSL to communicate (m=3.82), lecture method (mean= 3.78). Least rated strategies that were used included; use of IEP (m=2.50), peer teaching (m=2.18), and group discussion (m=2.04).

5.1.2 Teachers attitude towards teaching Social Studies

This study established that key indicators of teachers attitude as rated by learners were; teachers gave class activities (m=3.37), teachers attended lessons regularly (m=3.04), least rated were, teachers marked SS work for learners (m=2.43), teachers preferred teaching SS(m= 1.18), teachers had interest in teaching SS (m=1.40) and provision of remedial work (m=1.05). On overall, the attitude of the teacher towards teaching SS was negative (mean= 2.08).

5.1.3 Learners Attitude towards Social Studies

The study found out that key indicators of attitude among Learners who are Deaf were rated as follows: learners had interest in SS(m=2.30), Preference of geography as a component of SS was rated to less extent (mean= 2.23), less content of SS was rated to less extent (m=2.04), preference of revision of SS was rated to less extent (m=2.03). Indicators that were rated to least extent included: learners preferred SS examinations (m=1.98), preference of social studies to other subjects (m=1.91) and learners' participation in SS group activities (m=1.64). Thus, the attitude of Learners who are Deaf towards SS was negative as rated to less extent (mean=2.02).

5.1.4 Availability and use of Teaching-Learning Resources

This study determined that Learners emulate Deaf role models (mean= 3.46), followed by availability of SS text books (m=3.34) to a large extent. The use of visual aids was rated to less extent (m=2.17), and use of hearing aids (m=2.02). Resources that were rated to least extent included, donor funding (m=1.79), and availability of resource rooms (m=1.62). Therefore, the availability and use of resources for teaching and learning SS was rated to a less extent (m=2.40). Meaning, the resources were inadequate and not well used in teaching SS. s

5.2 Conclusions

From the findings of the study, the following conclusions were made based on the objectives of this study:-

5.2.1 Teaching strategies used in teaching SS to Learners who are Deaf

Key teaching strategies used in teaching SS to Learners who are Deaf were; use of lecture method and key communication strategy was KSL and SEE. The least used strategies were use of group discussion, peer teaching and use of IEP.

5.2.2 Teachers attitude towards Teaching Social Studies

Teachers' attitude towards SS was negative due to lack of interest in SS. This was as a result of teachers preferring to teach other subjects rather than SS.

5.2.3 Learners attitude towards Social Studies

Learner's attitude towards SS was negative, this was reflected in their dislike to participate in SS group activities, and preference to other subject exams rather than SS, and generally they disliked the subject due to content and vocabulary overload.

5.2.4 Availability and use of T/L Resources

Key teaching and learning resources used in teaching SS were use Deaf role models, who enabled them to learn indigenous sign language. SS text books were available. Least used resources were use of visual aids, lack of funds to buy resources in teaching SS, lack of resource room and inadequate use of hearing aids for those who are hard of hearing.

5.3 Recommendations

The following are the recommendations of this study based on the findings:-

- i. In light with the findings that the teaching strategies used were insufficient, this study recommends that teachers of Social Studies should embrace Group discussion, use peer teaching and plan on implementing IEP as key strategies in teaching Social Studies because it has been found to be most effective in enhancing content acquisition and retention. Teachers need embrace KSL and written English as the main medium of instruction in a sign bilingual approach rather than use of sign exact English during teaching of Social Studies.
- ii. With regard to the finding that teachers had a negative attitude towards teaching Social Studies to learners who are Deaf, there is need for attitude change which can be achieved through motivation. This will enable teachers appreciate the diverse and unique learning needs of learners who are Deaf and plan for their teaching with their abilities in mind.
- iii. In view of the finding that learners who are Deaf had a negative attitude towards learning Social Studies, teachers need to motivate them to appreciate Social Studies as a subject. This will enable learners who are Deaf to engage in Social Studies activities and hence enjoy the learning experiences.

- iv. Based on the finding that most teaching and learning resources for Social Studies are inadequate and irrelevant, this study recommends that the Ministry of Education and other relevant stakeholders provide more and relevant textbooks and visual materials like charts, graphic organizers, pictures and computers. This is because learners who are Deaf are visual learners and therefore this will facilitate effective teaching and learning of Social Studies. Improved infrastructure in primary schools for the Deaf, where learners with hearing impairment are given better resources will enable them achieve maximum benefit in the pedagogical process.

5.4 Suggestions for Further Research.

1. The findings of this study showed that teaching strategies used influenced Deaf learner's achievement in Social Studies. The study also acknowledged KSL as an effective communication strategy while teaching Learners who are Deaf. There is need however to examine the effectiveness on the use of KSL in the academic achievement of learners.
2. The study established that teacher and learners attitude towards teaching and learning Social Studies was negative a cause effect relationship between attitudes and performance in social studies was however, not conducted. Based on this limitation, a study on the effect of Teaching/ learning attitudes on deaf learner's academic achievement in social studies would be more appropriate.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

I am a Master of Education, (Med.) student at Maseno University. As a requirement of this course I am undertaking a research project on **SELECTED FACTORS DETERMINING LEARNERS WHO ARE DEAF PERFORMANCE IN SOCIAL STUDIES IN PRIMARY SCHOOLS FOR THE DEAF IN LOWER EASTERN REGION**. Towards this end, I am conducting a survey amongst special schools in Machakos Kitui and Makueni Counties. I will be glad if you spared a few minutes and fill the attached questionnaire.

I assure you that the answers provided will be used only for the purposes intended in the framework of this survey. In the description of results of this survey, no identification of the individual persons will be possible. **YOUR INFORMATION WILL BE TREATED WITH STRICT CONFIDENCE.**

Thanking you in advance.

NELIUS W. MAINA

March, 2016

APPENDIX II: LEARNERS QUESTIONNAIRE

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated with confidentiality. Do not write your name anywhere on this paper. Please tick (✓) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

PERSONAL DATA

1. What is the type of your school? Boarding [] Day []

• Gender Male [] Female []

3 In which class are you? Class 6 [] Class 7 [] Class 8 []

SECTION I: Teaching and Learning Strategies

Instructions: Rate the use of the following teaching strategies. Put a tick in the best option

Where: Extremely very large extent =5

Very large extent =4

Large extent=3

Less extent =2

Least extent=1

Strategy To what extent do :	Extremely very large extent	Very large extent	Large extent	Less extent	Least extent
• Teachers prefer using group discussion while teaching social studies					
• Teachers use Kenya sign language in teaching social studies					
• Teachers use lecture method while teaching social studies					
• Teachers use spoken language in teaching Social studies					
• Teachers use Individualized Educational Program to assist weak learners in Social studies					

Any other information specify.....

SECTION II: Attitude of Teachers towards teaching Social Studies

Rate the following teachers' attitude

Where: Extremely very large extent =5

Very Large extent=4

Large extent =3

Less extent = 2

Least extent =1

Statement To what extent do :-	Extremely very large extent	Very Large extent	Large extent	Less extent	Least extent
1.I like teaching social studies					
2.I dislike social studies because of the right content					
3.I like social studies since its vocabularies are easy to sign					
4. I like teaching social studies because learners understand					
5. I dislike attending Social Studies lessons					
6. I like teaching social studies due to adequate teaching/learning resources					

Any other information specify.....

SECTION III: Attitude of Learners who are Deaf towards learning Social Studies

Where: Extremely very large extent =5

Very large extent =4

Large extent =3

Less extent =2

Least extent =1

Statement To what extent do:	Extremely Very large extent	Very large extent	Large extent	Less extent	Least extent
1.Learners like social studies					
2.Learners participate in class activities in social studies					
3.Learners participate in group discussion sessions during social studies					
4.Learners with revise social studies books					
5. Learners prefer learning social studies to other subjects.					
7.Learners like geography as a component of social studies					
8.Learners prefer social studies examinations					

Any other specify.....

SECTION IV: Teaching/ Learning resources used for Social Studies

Rate the following Teaching/ Learning Resources used in teaching Social Studies

Where: Extremely very large extent =5

Very large extent =4

Large extent =3

Less extent =2

Least extent =1

STATEMENT To what extent :-	Extreme very large extent	Very large extent	Large extent	Less extent	Least extent
1.Do learners use visual aids in class					
2. Do learners use hearing aids in class					
3.Are there enough text books for social studies					
4. Is the resource room well equipped for teaching social studies?					
5. Do donors provide funds to buy enough teaching materials					
6.Emulating Deaf Role Models					

Any other specify.....

APPENDIX III: HEAD TEACHERS AND TEACHERS' INTERVIEW SCHEDULE

Please feel free to answer the questions as frankly as possible. Responses to these questions will be treated confidentially.

1. What are the strategies for teaching Social Studies to Learners who are Deaf?
2. Do you like teaching social studies to Learners who are Deaf?
3. What teaching and learning resources do you use while teaching social studies to the Learners who are Deaf?

APPENDIX IV: LOWER EASTERN REGION



Source : Moran Publishers (2011) Moran Secondary School Atlas. Nairobi: Moran East African Publishers.