

**HEARING IMPAIRMENT AND ITS IMPLICATIONS ON CLASSROOM
LEARNING: A STUDY OF CHILDREN FROM SELECTED SPECIAL
SCHOOLS AND UNITS IN LUSAKA DISTRICT OF ZAMBIA.**

By

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**Dissertation submitted to the University of Zambia in partial fulfilment of the requirements
for the award of the Degree of Master of Education in Sociology of Education**

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DECLARATION

I Joseph Chanda declare that this piece of work is my own work. It has not been submitted at this University and elsewhere for any other degree or qualification and that sources of information used in this study have been acknowledged.

Signature:.....

Date:.....

DEDICATION

To my children Rosemary, Bruce and Kashita. Mary my wife you have always been there for the family. Mum and Dad, Mr and Mrs Chanda, my brothers and sisters for your support and encouragement during my study.

My other dedication goes to pupils of all schools for the hearing impaired in the country, parents and teachers to these pupils.

APPROVAL

This dissertation by **Joseph Chanda** has been approved as fulfilling the requirements for the award of the Masters in Education in Sociology of Education by the University of Zambia.

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ABSTRACT

The purpose of this study was to look at hearing impairments (HI) and its implications on classroom learning in selected Special Schools and Units in Lusaka District. The study utilised a combination of both qualitative and quantitative research paradigms. A case study design was used in conducting this research. Data were collected through focus group discussion (FGD), questionnaires and structured interviews. The sample for the study consisted of 80 participants: 50 pupils with hearing impairments from Grades 5-7, 20 Specialist teachers and 10 parents.

Quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) from which frequencies, percentages and graphs were generated while qualitative data obtained through interviews were coded and grouped by establishing emerging themes.

The study established that: Pupils with hearing impairments do not easily form friendships and this is attributed to lack of oral language development which hinders them from acquiring social skills. Lack of sign language by peers contributes to communication barriers between the hearing and the hearing impaired. This lack of sign language leads to a 'shared handicap communication' between the deaf and hearing peers. Pupils with difficulties in language development do not perform at the same pace as those without difficulties. Since pupils with hearing impairments experience difficulties in oral and written it contributes to poor academic performance experienced by these pupils. Lack of interaction contributes to poor academic performance in class of children with hearing impairments. Poor interaction is attributed to limited production of intelligible speech and inadequacy in understanding how others think and feel. Parent-child relationship plays an important role in strengthening socialization of children with hearing impairments. It further indicates that hearing impaired children with deaf parents usually develops language faster than those born from hearing parents.

The study recommends that: The Government of Republic of Zambia through the Ministry of Education, Science, Vocational Training and Early Education should design programs to incorporate both hearing children and those with hearing impairments. In this case drama activities and role plays depicting interaction of both the hearing and the hearing impaired should be encouraged. MoESVTEE should promote programmes and activities in schools that emphasizes on integration between the hearing impaired and the non-hearing impaired children. Through integration pupils with hearing impairments will be able to learn from their hearing peers. This makes the deaf feel accepted in society. MoESVTEE to introduce early childhood education to hearing impaired learners. This will enable these children to learn social skill early in life and this will help them to transcend without difficulties in later school life. Challenges faced by children with (HI) in social skills come as a result of not being exposed earlier in life to the speech world. Therefore, once these children are exposed to education early in life, issues of stigma will be minimised as the children would have learnt early in life on how to cope up with such pressures.

TABLE OF CONTENTS

CONTENT	PAGE
Title page	i
Copyright	ii
Declaration	iii
Dedication	iv
Approval	v
Acknowledgement	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures.....	xiii
List of Acronyms	xiv
CHAPTER ONE:	
1.0 Introduction	1
1.1 Background to the Study.....	1
1.1.0 Global Perspective	2
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Objectives of the Study	6
1.5 Research questions	6
1.6 Significance of the study	6
1.7 Delimitations	7
1.8 Limitations of the study	7
1.9 Theoretical Framework	7
1.10 Definitions of terms	8
1.11 Summary	9

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	10
2.1	Common factors affecting classroom learning of children with hearing Impairments.....	10-19
2.2	Deficits in socialization and how it academic performance of pupils' with hearing impairments	19-22
2.3	Interventions that should be put in place to assist in the socialization of children with hearing impairments.....	23-25
2.4	Summary	25-26

CHAPTER THREE: METHODOLOGY

3.0	Introduction	27
3.1	Research design	27
3.2	Target population	27
3.3	Sample size	27
3.3.1	Sex of participants in the study	28
3.4	Sampling Procedure	28
3.5	Pilot-Test	29
3.6	Research instruments	29
3.7	Data collection procedure	29
3.8	Methods of data analysis	30
3.9	Ethical Consideration	31
3.10	Summary	31

CHAPTER FOUR:

Presentation of Findings	32
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CHAPTER FIVE:

Discussion of findings	52
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CHAPTER SIX:

Summary of findings60
Conclusions61
Recommendation62
Suggestion for future research63

REFERENCES64

APPENDICES

Appendix I66
Appendix ii74
Appendix iii75

LIST OF TABLES

		PAGE
Table 1:	Global Prevalence of Hearing Impairments in Children	4
Table 2:	Teachers view's on whether pupils with Hearing Impairments easily form friendship with hearing impairments	33
Table 3:	Teachers' views on how lack of language development may affect formation of friendship	33
Table 4:	Teachers views on relating language development to formation of friendship.....	34
Table 5:	Teachers' views on whether fast rate discussion affects socialization of children with hearing impairments	35
Table 6:	Views from teachers on how lack of skills in sign language by teachers contributes to poor socialization by children with hearing impairments	35
Table 7:	Prelingually deaf children develop social skills earlier than post lingually deaf children	37
Table 8:	Teachers' views: Pupils with difficulties in language development do not perform well academically at the same pace with those without difficulties	39
Table 9:	Teachers' views: Lack of socialization in children with HI affects their academic performance.....	40
Table 10:	Teachers' views on whether lack of socialization affects self-esteem	

	of children with HI	40
Table 11:	Whether lack of language development affects academic self-concept and academic maturation.....	41
Table 12:	Views on whether pupils with HI who benefit from spoken language perform better than those who entirely depend on sign language	42
Table 13:	Responses on meeting communication needs of pupils with hearing impairments	42
Table 14:	Views on whether lack of oral language development affects academic performance of learners with hearing impairments.....	43
Table 15:	Views on whether Prelingually deaf children perform better academically in school than post lingually deaf children.	44
Table 16:	Teachers' views on whether parent-child relationship strengthens socialization of children with hearing impairments	46
Figure 17:	Views on whether pupils with hearing impairments benefit from linguistic interaction	47
Table 18:	Views on whether teachers of children with hearing impairments should encourage their learners to use speech during the teaching and learning process	47
Table 19:	Views on whether children with hearing impairments should be encouraged to interact with their hearing peers.	48
Table 20:	Views on whether interaction between hearing children and their hearing impaired colleagues promote academic performance of hearing impaired learners.....	48

LIST OF FIGURES

	PAGE
Figure 1: Global Prevalence of Hearing Impairments	3
Figure 2: Gender distribution in the study	28

ACRONYMS

PWDs	Persons with disabilities
W H O	World Health Organization
NDCS	National Deaf Children's Society
EQUIP	Educational Quality Improvement Program
IEP	Individualized Educational Programme
FGD	Focus Group Discussion
SPSS	Statistical Package for Social Science
HI	Hearing Impairment
MoESVTEE	Ministry of Education, Science, Vocational Training and Early Education
ZAMISE	Zambia Institute of Special Education