

**RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC PERFORMANCE
AMONG THE HEARING-IMPAIRED STUDENTS IN KUJA SECONDARY SCHOOL
FOR THE DEAF, RONGO SUBCOUNTY, MIGORI COUNTY, KENYA.**

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Declaration and Approval

Declaration by student

This project is my original work which has not been presented before to any other institution for examination.

Signature:  Date: 28/10/2024

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Approval by research project supervisor

I can confirm that I supervised the candidate in carrying out this work.

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Dedication

I devote the research work to dear mother Esther Musyoki, who offered me unending support and consistently encouraged me since I started my journey of education. Besides teaching me the importance of putting God first in all my endeavors, she taught me to cherish education and commit to hard work. She believed in me and always appreciated my perseverance.

With great appreciation, I would also like to dedicate this project to Festus; my husband and lovely daughters; Stephanie and Shanelle for giving me moral support during the entire process. Your motivation kept me on task.



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Abstract

Most researchers tend to agree there exists a relationship between self-esteem and academic performance, however, other scholars do not agree. This research explored the relationship that exists between self-esteem and academic performance among hearing-impaired students in Rongo Subcounty. The study was conducted in Kuja School for the Deaf. The following were the study objectives: the different levels of self-esteem, the difference in academic performance as portrayed by students with different levels of self-esteem and the coping mechanisms hearing-impaired students use to protect and enhance self-esteem. This study was supported by Abraham Maslow's Hierarchy of Human Needs which states; individuals work to fulfill higher needs only after lower needs are fulfilled. The study also used Person Centered Theory propounded by Carl Roger's which posits that self-understanding of a child is in the acceptance of self and reality. This study was a mixed study and used questionnaires to collect data. Self – esteem was measured using RSES (Rosenberg Self-Esteem Scale); examination scores were employed to assess academic performance and a Likert scale was used to determine coping mechanisms. Students at Kuja School for the Deaf and the headteacher and deputy were the target population for this research. A total of 290 participants was targeted. A sample size of 98 participants were sampled to take part in the research. Purposive and simple random sampling techniques were employed to select the 98 participants. In preparation for the main data collecting exercise, a pilot study with a subsequent retest was conducted. The pilot test was done at Sam's Place for the Deaf. Quantitative data was organized and analyzed using descriptive statistics and presentation made in form of tables, charts and frequencies. Qualitative data was presented in narrations. From the research results, it was deduced that majority (77.08%) of the students had a high self-esteem while 22.92% had low self-esteem hence concluding that Deaf students in Kenya exhibit high self-esteem. The findings also showed that the average scores between hearing impaired students who exhibited low self-esteem and the ones having high self-esteem was not significant statistically. The findings further revealed that the students mostly used withdrawal and bicultural skills as coping mechanisms. On the basis of this study's findings, the research suggests that teachers and the school's administrators should seek to understand the needs and challenges of the students with low esteem and adopt strategies to address them.

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List of Abbreviations and Acronyms

APRS	Academic Performance Rating Scale
FCAT	Florida Comprehensive Assessment Test
GPA	Grade- Point- Average
HI	Hearing Impaired
HSE	High Self-Esteem
KCSE	Kenya Certificate of Secondary Education
KSL	Kenya Sign Language
LSE	Low Self-Esteem
NGO	Non-Governmental Organization
PWD	Person With Disability
RSES	Rosenberg Self – Esteem Scale
SL	Sign Language
SNE	Special Needs Education
USA	United States of America



CHAPTER 1

Introduction

The following subtitles will be covered in chapter one: study background, problem statement, the purpose the study was conducted, it also covered study's objectives and subsequent research questions, scope and significance were also covered, limitations and delimitations and study's assumptions. Key terms are also operationalized in this chapter as well as a presentation of a list of acronyms.

Study Background

Psychologists use self-esteem to understand human beings. It takes central importance in development of every person and growth and in overall quality of living. Rosenberg(1965), one of the proponents of the notion of self-esteem states that this concept can be looked at as how one appraises their own selves either positively or negatively. According to this scholar's point of view, when an individual has respect for herself or himself, and considers herself or himself worthy, then he or she has high self-esteem (Rosenberg, 1965). In consensus with Rosenberg, other scholars assert self-esteem as relating to any person's subjective appraisal / perception of their own worth, having respect for oneself, self-reliance and the extent with which people hold desirable or undesirable opinions for themselves (Norohna, et al., 2018); it's how individuals evaluate their beliefs and the attitude they have towards their values and abilities.

The self- esteem of an individual shapes their beliefs, which in turn guide how they behave according to Orth, et al., (2018). These actions proceed to shaping their social realities as well as those of those people living with them (Luhmann, 2017). The context of social realities

makes individuals perceive themselves as possessing either low or high self-esteem (Reitz, 2022). Self – esteem is satisfaction with oneself and it relates to personal beliefs about skills, abilities like school performance, physical features and social relationships (Vanta, 2024).

Self – esteem is also viewed as a set of either pleasant or unpleasant judgments that individuals make concerning themselves (Erzen, 2017). It encompasses the general perception of an individual's or value to oneself. Scholars believe that self-esteem impacts a child's performance in academics.

According to Van & Reitz, (2022), a child's self-esteem can influence their performance academically in school, similarly it can impact their interactions with peers who are of a similar age. The motivations and similarly the successes of a person majorly relate to self-esteem. According to Wagner, et al., (2020) contend that it holds considerable significance as it considerably will affect a person's thought processes, personal drive and feelings, as well as actions. Changizi, et al., (2017) on an Iran study about children who had high self-esteem found out that children with HSE typically experience feelings of positivity towards their own worth. These children show enhanced abilities to tackle their conflicts with peers and are more free and willing to address the challenges they face. Additionally, the study found that children who possess HSE usually display feelings of happiness such as smiling and optimism. They are also rational and have a positive self-image which enables them derive greater enjoyment from life. Conversely, children who have a LSE encounter frequent challenges and or frustration and they oftenly harbor feelings of anxiety. Therefore, self-esteem also affects children's successes in academia as well as academic setbacks as well as other education related issues (Changizi, et al., 2017).

A study conducted in 2021 in China on self – regard and educational involvement of adolescents by Zhao, et al, (2021) indicated that self – regard relates positively with educational involvement; HSE increases an adolescent’s academic achievement. According to these scholars, this can be explained by the facts that HSE often leads to greater confidence, more motivation and resilience which are vital factors in achieving set academic goals (Zhao, et al., (2021).

Luhman and Bleidorn, (2022) did research in Pakistani on post-senior school students on whether self-esteem closely links to academic performance, with the study showing that students who post an exemplary performance usually have more confidence as compared with the students who registered low performance (Luhman & Bleidorn, 2022).

According to Robins & Orth, (2022), Americans view the concept of the self and self-esteem as being multifaceted, encompassing various domains connected to different life aspects such as perceived attention from parents, peer social acceptance and physical appearance. This fundamental self-appreciation influences many areas of our lives including friendships, successes and academic achievements and careers. Additionally, students with LSE get associated with loneliness, peer rejection, academic failures and delinquency (Robins & Orth, 2022).

A different study conducted by D’Mello, et al., in India in the year 2018 on self – regard and educational involvement among students and the outcomes showed that much as many students with high scores of self – esteem posted good academic results, 76 % of the students had HSE but posted low academic results, (D’Mello, et al., 2018).

The Nigerian government emphasizes on the implementation of policies relating to offering education opportunities to persons with disabilities especially those with deafness or hard of hearing, in order for them to be actively engaged in society and make them attain satisfaction psychologically (Sabboh, 2023). Of all the students enrolled in schools, a third were

either hard of hearing or deaf. These students faced challenges in their academic journey not due to inherent intelligence, or motivation issues, but due to the fact that they had grown to look at themselves and their abilities as incapable (Sabboh, 2023).

The South African Government recognize that educating persons with disabilities has a direct impact to the development of their self – esteem and reduces stigma (Trani, et al., 2020). The country’s approach to the right to education for PWDs is not only grounded in equality but also in human rights and guarantees that no one shall be discriminated against in getting an education on the basis of disability or any other consideration; all learners shall be provided with an enabling environment for learning to enhance their sense of belonging and build their abilities (Bateman, 2019).

The Ugandan Policy on Education enshrines the right and need for learners with disabilities at all levels to be incorporated without discrimination in the education system (Mulumba, 2019). However, despite the existence of policies supporting provision of education to the child with disability, challenges of shortage of resources, insufficiency in numbers of trained teachers and environmental barriers in schools are an impediment. Mulumba, (2019) continues to argue that education made accessible boosts self-esteem and raises the confidence levels of learners living with disabilities.

In Kenya, the entitlement to getting an education is viewed as a universal basic civil right with notable progress has been made in various initiatives aimed at meeting the educational requirements of individuals with disabilities (Renalda, 2019). The education experience for learners with disabilities has seen enormous improvement in quality, for instance, many educators in special schools which cater for learners with disabilities have received specialized training in Special Needs Education (SNE). This is a course which furnishes teachers with all

needed knowhow, expertise, techniques and proficiencies to substantially support children with diverse disabilities in the class. The academic achievement of students is key in cultivating top-tier professionals and skilled leaders for a nation. Making education readily accessible for learners with special needs enhances their opportunities to assimilate into society and be able to access employment in a dignified way and support themselves financially (Maingi-Lore, 2016). Self-esteem being a fundamental aspect of psychology can, by a large extent act as a driving force to academic success (Lim. & Lee., 2017); when individuals have confidence in their abilities and believe in themselves, they are most likely to set academic goals, persevere through challenges and put in the efforts required to achieve the set academic goals and succeed. HSE makes students commit to greater academic expectations exhibiting resilience when faced with frustrations (Zhao, et al., 2021). The background given above is what made the researcher investigate the relationship existing between self – esteem and academic performance of hearing-impaired students at Kuja School for the Deaf.

Problem Statement

The Kenya Constitution (2010) anchors provision of education for Persons living with Disabilities as a mandatory provision by the government. As a result, Kenya has experienced an increasing number of institutions teaching the Deaf to increase access to education for Deaf children. However, despite the advancements in educational accommodation and support for the Deaf child to get an education, there remains a gap in understanding how self – esteem influences their academic outcomes.

Research has it that the educational outcomes of learners are majorly shaped by self-esteem, yet learners with hearing – impairments usually go through various unique challenges ranging from societal stigma, barriers to communication as they use sign language as the primary

language and physical barriers to accessing education resources. All these factors can have detrimental effects on their self-esteem which may consequently affect their academic performance.

There is therefore an urgent need to explore if there might be a relationship that exists between self-esteem and academic performance among Kenyan hearing – impaired students, so as to uncover underlying issues, inform appropriate practices to education, thereby improving the overall learning experience for this category of learners.

Purpose of the study

The work herein inquired into the relationship that might exist in self-esteem and academic performance of the hearing - impaired students schooling in Rongo, Subcounty, Migori County Kenya. Kuja School for the Deaf was the source of data.

Study Objectives

1. To determine the levels of self-esteem exhibited by hearing impaired students.
2. To explore the differences in educational outcomes among hearing - impaired students with different self-esteem levels.
3. To explore the coping strategies used by hearing impaired students to protect and enhance their self-esteem.

Research Questions

1. What levels of self-esteem are exhibited by hearing impaired students?
2. Do educational outcomes vary among hearing impaired students with different levels of self-esteem?

3. What are the coping strategies used by hearing impaired students in protecting and enhancing self-esteem?

Significance of the Study

This work helped the researcher to identify factors of significance which might be of effect to students' performance. This information will be of use by schools and institutions serving the Deaf in designing programs that will be helpful in instructing students to improve performance. Using these findings, school can develop services and interventions aimed at improving the self – esteem of hearing – impaired students. These services may include, counselling, peer support groups or workshops focused on building self – confidence.

Teachers might use the findings to make learning and teaching arrangements that enable them address the learning requirements of the hearing-impaired learners so as to adapt to learning and therefore develop at student individual levels. Improved educational practices highlight the importance of fostering positive self – esteem in academic settings therefore promoting self- confidence and motivation.

The government can utilize these findings in implementing existing regulations and formulate better regulations that will improve the overall learning experience and academic outcomes for the Deaf child in institutions for the Deaf. By recognizing the unique challenges that the Deaf child faces while chasing an education, strategies can be laid and efforts made to promote equity and equality in education. Organizations and other individuals championing equitable education for persons with disabilities can gain sensitization to distribute resources to improve status of institutions teaching students with disabilities. Awareness is also created to the government to ensure training of instructors in special needs.

Promoting high self – esteem as recommended in this study will enhance academic performance as well as improve overall psychological well – being of hearing-impaired students. By addressing self – esteem issues, the study will help in bettering mental wellness and boost general standard of living for students with deafness.

This study further adds to the knowledge that is already there on the subject matter for high schoolers who have challenges with their ability to hear. It adds useful insights to knowledge that is already there and provides a basis for scholars who might need to explore this area and may potentially lead to further advancements in educational practices and support strategies.

Further, NGOs that provide support for hearing – impaired individuals can utilize this study’s results to guide formulation of programmes and strategies to promote self – esteem and academic success. Through the findings, NGOs can also identify opportunities for collaboration with educational institutions, government agencies and other stakeholders on development of holistic support systems that address not only academic success of HI learners but as well as their self – esteem needs.

Justification of the Study

There are many factors that necessitate the need to conduct this research that explores the variable of self-esteem against academic performance for the HI in Kenya. Much as there is increased recognition of the rights of persons with disabilities particularly the hearing impaired, there remains a gap on the specific challenges they face as they pursue their education therefore slowing down efforts to address their special needs. In Kenya, existing literature on self-esteem and academic performance addresses mostly people with physical disabilities overlooking those with hearing impairments. Understanding this relationship can help policy makers and educators

device strategies to foster increased self-esteem among students with HI and hence boost their academic performance.

Scope of the study

This research's interest was to evaluate how self-esteem for the hearing-impaired students possibly impacts their academic performance. The research targeted secondary school learners schooling at Kuja School for the Deaf as well as administrators of the same school who were the principal and deputy principal. The school is confined to Migori County, Rongo Subcounty, Central Kamagambo Ward. A sample size of 98 participants comprising 96 students and 2 administrators were chosen by use of simple random sampling and purposive sampling respectively. The 2 administrators comprised the principal and the deputy principal.

Study limitations

Respondents were reluctant to provide give relevant details that were required for this study. This was solved through debriefing the respondents about the reason for conducting the research and assuring them that all information they were going to provide would only be utilized only to write the researcher's project to completion and would not be shared with any other parties.

The study also faced language barrier which could have potentially impacted quality of data collected and participant engagement. Persons with hearing impairment only use SL as the main language for passing information and the researcher only used and understood spoken language. The problem of language barrier was solved by getting a sign language interpreter. He was picked from one of the teachers at the school who was hearing and at the same time proficient with Kenya Sign Language.

Delimitations

The study focused on studying the relationship that might exist between self-esteem and academic performance of hearing-impaired students in secondary school. This work strictly used hearing-impaired students at Kuja Secondary School for the Deaf as the unit of analysis, which is located in Rongo Sub-County, Migori County. The study used mixed questionnaires. The levels of self-esteem for the students were evaluated using RSES.

Study Assumptions

The following assumptions were made by the study;

1. there were students with LSE and others with HSE.
2. self-esteem factors significantly impact deaf students' academic achievement.
3. students with HSE have strategies of coping to protect and enhance their self-esteem.

Operational definition of terms

Academic Performance – it is the achievement or lack thereof in an academic discipline as judged by an established criterion.

Hearing Impaired (HI)– is a disability category that is similar to deafness that affects the hearing ability. It can be total and in other cases partial and it can affect a child's involvement in educational activities and consequently performance.

Deafness – it is the complete inability to hear a sound.

Deaf – used to refer to individuals who experience a partial or complete inability to hear.

Sign language – a visual form of communication that conveys messages by use of hand gestures, facial expression and movements of the body. It is normally used by individuals with a partial or complete inability to hear.

Language of instruction – it is applied as the medium for communicating that instructors use in the classroom for teaching and instructing students in an educational setting. In Kenya, HI learners are instructed using KSL.

Self – esteem – a person’s subjective rating of the value they attach to the self, feelings of worthiness and importance. It is a reflection of an individual’s confidence and self-worth.

Student – someone who is studying or learning to attain a certain level of mastery.

In summary, chapter 1 provided a glimpse of the research study titled relationship between self-esteem and academic performance of HI students in Migori, Subcounty, Kenya. At the beginning of the chapter, a background of the study was provided which an overview of self-esteem as an integral psychological phenomenon that plays part in students’ lives especially academic prowess. A problem statement was also provided spelling out the existing gaps on whether self esteem has an impact on the academic performance of students in secondary schools. The study aimed at getting insights to inform strategies to improve the academic performance of HI students hence formulating objectives and study questions. The significance of the study highlighted the benefits this study would bring to teachers, policy makers and the government in developing and implementing policies that help improve the general well-being of HI students. The scope of the study is also defined as to cover Kuja School for the Deaf and focused on the relationship between self-esteem and academic performance of HI students. Study limitations, delimitations and assumptions were also presented.

CHAPTER 2

Literature Review

Introduction

The chapter will give an overview of available literature relating to the subject in question in terms of types of self-esteem and academic performance for the HI and coping strategies commonly used. Review of empirical literature is key in understanding the subject in question.

Review of Empirical Literature

The structure for this section starts by providing a discussion of the existing literature divided into the concept of self-esteem and the types of self-esteem in terms of LSE or HSE. A discussion of how self-esteem relates to academic performance is also presented and finally coping strategies used by the hearing-impaired students are discussed.

Concept of Self-esteem

Basically, self-esteem is a psychological concept that is interlinked with closely to all mental concepts including those linked to behavior and personality. Self-esteem has widely been explored by researchers interested in education and psychology. It's as well idealized as an important trait of several other interlinked traits such as self-image, self-efficacy, self-concept, self-regard, and similarly self-worth. Therefore, self-esteem can be perceived as an individual's favorable or unfavorable views towards oneself (Rosenberg., 1965). Self-esteem can also be viewed as how a person assesses themselves on the grounds of the worth they attach to

themselves, (D'Mello et al., 2018). Therefore, self – esteem is how we gauge ourselves individually and the feelings we hold about what we can do and what we can achieve.

Based on the research works of Schonfeld and Brailovskaia, (2019), self-esteem is essentially defined by the level to which people rate their own worth. It reflects the assessment element of self-awareness. HSE denotes a greatly positive assessment of the self while on the other hand LSE is the negative evaluation of the self. It is the general feeling of assurance which individual people possess pertaining to their capabilities and value, (Schonfeld & Brailovskaia, 2019).

Scharp and Dorrance, (2019) view self-esteem as essentially how one generally evaluates or appraises themselves, encompassing the perception they hold about their worth. Apart from this perception, self-esteem reflects how far a person values themselves. This vital regard of self worth affects many areas of life encompassing our academic pursuits, social connections and our achievements (Scharp & Dorrance, 2019).

Besides, self-esteem has been said to have effects on how people view and deal with the environment around them (Reitz, 2022). Those who have LSE consider their surroundings alarming and usually encounter problems connecting with friends. Those having a HSE do not face similar problems when it comes to navigating their surroundings and connecting with people. They have the necessary capabilities to address demands in their environments with ease and confidence (Robins & Orth, 2022).

Overall, the concept of self – esteem encompasses the general evaluation individuals have of themselves, including respect to self, feelings of worthiness and accepting the self. It involves how individuals perceive and value themselves in various domains of life such as social relationships, their achievements and personal characteristics. Self – esteem plays a central role

in psychological wellness, influencing thoughts, emotions and behavior. Self-esteem in its entirety is dynamic and develops through all stages of lives. For children and adolescents, self-esteem builds from feedback or the comments they receive from parents, caregivers and peers but for adults, it may be more of a reflection of stability in life and how much they have achieved.

Levels of Self-esteem

Self-esteem is a variable that can be used to describe personality and explain how people judge themselves. It can sometimes be called global or trait self-esteem to reflect a general sense of feelings that a person may have regardless of situation, rather than having to be influenced by states that are temporary (Wells, 2008). Often, self-esteem is viewed as a people's perceptions of their own worth. These perceptions can either be desirable or undesirable. Positive feelings in favor of the self is termed to as high self-esteem (HSE) whereas low self-esteem (LSE) is the unfavorable feelings about oneself (Reitz, 2022). High self – esteem is a continuous feeling that we are deserving of respect from people around us, that we can be admired, that we have special and unique fantasies that are beautiful and brilliant (Alghamdi, et al., 2023). Self-esteem is linked closely to good feelings.

According to Lyness, (2018), HSE enables teenagers have a favorable self-image, know that they deserve it when people show them they value and accept them, they show confidence in their capabilities and take pride in everything they accomplish, they as well trust their abilities and are always ready to take on new challenges. Further, Cunningham, (2017) argues that children HSE can make teenagers possess a mindset geared towards growth, they get motivated to engage in new activities for growth and they do not dwell on the mistakes they commit. Individuals with HSE have a likelihood of engaging in fruitful conversations about themselves

focusing on their strengths and abilities. These positive inner thoughts can lead to more optimistic and confident thoughts. High self – esteem influences beliefs and an individual’s capabilities to achieve set goals and overcome obstacles. High self – esteem individuals are more likely to believe in their abilities and remain persistent in the face of challenges leading to more determined and confident thoughts (Ellis, 2019). Further, individuals with high self – esteem are more resilient at the face of stress and adversities leading to fewer fluctuations in mood and greater overall emotional well – being. They tend to experience greater stability of emotions such as happiness, contentment and pride. Positive self - evaluation and feelings of self – worth contribute to a greater sense of fulfilment and satisfaction in life (Kramper, 2020). A person who is fulfilled and satisfied behaves well.

Self – esteem shapes behavior. People who have a HSE have tendencies of setting goals that challenge their abilities, and take proactive steps ensuring they achieve the goals they set. They are motivated by a belief in their own capabilities and are willing to invest efforts and resources to pursue their aspirations (Ellis, 2019). These individuals are better able to engage in more positive social interactions and relationships, and can form meaningful connections with others and be able to seek for help whenever need arises; this denotes belief in themselves and what they can do.

Generally, high self – esteem is related closely to one’s confidence in their abilities and strengths that they have the capacity to succeed in various domains of life. They have a positive self – image and view themselves in favorable light, accepting themselves for who they are and expressing their needs, opinions and advocating for what they believe in. These individuals have a strong sense of self – efficacy, believing in their ability to accomplish goals they have set and overcome all sorts of obstacles. The belief in their capabilities motivates them to pursue their

aspirations. However, HSE should not be considered as the only facet that guarantees academic excellence but to some degree, it can be considered to partly contribute to that excellence because it facilitates resilience and persistence at the face of challenges (Alghamdi, et al., 2023).

On the other hand, LSE arises from a conflicting nature of the two aspects of the self particularly the real and ideal self. It can also be arising from the contradiction between the self from how the individual views it verses how significant people in their surroundings view it. LSE is seen as one of the risky factors to mental illnesses such as depression, anxiety, mental disorders, violence, drug abuse and educational exclusion, (Aomo, et al, 2018; Alghamdi, et al., 2023).

Low self-esteem pushes children to a realm of low confidence where they become critical of themselves and their capabilities and they treat themselves with unkindness because they feel they are lesser than their peers and they do not try any new thing due to a fear of failure. They normally loose hope very fast and sometimes they cannot handle mistakes, failing or losing and this can make them not reach their full potential (Lyness, 2018). They more often engage in negative self – talk, criticize themselves, doubt themselves and are full of anxiety (Aomo, et al, 2018; Alghamdi, et al., 2023).

Low self – esteem makes individuals constantly doubt themselves and their decisions. They are likely to second guess their actions and abilities, leading to feelings of uncertainty and indecision. They develop a constant fear of rejection or disapproval from others. This fear leads to anxiety in social situations and a reluctance to express oneself in an authentic way leading to feelings of loneliness and isolation (Aomo, et al, 2018). Those people with low self – esteem are quite often more sensitive to criticism and feedback. They may perceive criticism and negative feedback as an actual confirmation of their own inadequacy and this could lead to feelings of

defensiveness, anger and despair. It can lead to negative emotions relating to hopelessness, worthlessness and helplessness which could in turn affect the relationships students form with their teachers, parents and peers.

Low self – esteem just like high self – esteem shapes behavior. Individuals with low self – esteem may avoid challenging situations or opportunities for growth due to the fear of failure or rejection. This behavior of avoidance can hinder them from pursuing their goals and exploiting their potential. This does not necessarily mean that they lack the necessary skills, their self - doubt can lead them into undermining their confidence and performance in academic settings (Ellis, 2019).

Self – esteem is shaped through various ways. A study conducted in Turkey by Ahmet and Mehmet, (2019) on the analysis of the various classes of self-esteem levels and the attitudes parents have towards their children found that students of a particular age set show similar traits with only slight differences. The study stated that the age of a child did not determine their self esteem and further suggested that it is a life-long process, age notwithstanding. However, the study noted that familial relationships and parenting styles can greatly shape the development of self – esteem. Some of the positive experiences that can shape or boost self-esteem are receiving praise and encouragement whereas criticism and neglect are negative experiences that undermine self – esteem (Ahmet & Mehmet, 2019).

Similarly, Elif and Oguz (2021) studied self-esteem levels for learners who took part in examinations to determine their special abilities in Turkey and found out that the various groups that took part in the study did not have major differences when comparing them with their former school as a variable, self-concept as another variable and self-esteem levels as another variable. But the study noted that schools were integral in helping learners develop self-

concept from primary schools going forward. Schools that fostered a positive and supportive learning environment boosted students' self – esteem. When students felt safe, valued, and respected at school, they most likely developed a positive sense of self – worth and confidence and therefore were able to set and pursue academic goals and succeed (Elif & Oguz, 2011).

Partis, (2022) studied self-esteem levels and how the levels shift up and down through a persons entire life. It was depicted from this study that in childhood, the self-esteem level is high as a child does not have any limitations with their behavior. This will go on up to adolescence and having schooled up to high school and their cognitive abilities are higher. At this stage, adolescents face the pressure pursue and do well in academics because parents and teachers emphasize excellence, the pressure for their peers, all these are forces that can lead to development of self-esteem (Partis, 2022; Zhao, et al., 2021). Teachers and staff have the opportunity to provide encouragement, praise and recognition to students for the effort they put and the achievements they make. Teachers are encouraged to offer positive reinforcement which is believed to enhance self – esteem and motivate them to succeed in academy and socially. Positive and strong relationships at school with teaches, pees and counselors can make students develop healthy self - esteem and resilience if they feel understood, supported and connected to the school (Ellis, 2019; Alghamdi, et al., 2023).

Generally, it is assumed that having a positive regard of the self brings along many benefits. Individuals with high levels of self-esteem are considered healthy and happy, more resilient and with greater confidence, establish and maintain healthier relationships and exhibit improved performance personally, professionally and academically. On the contrary, individuals with low self-esteem are seen as distressed, depressed, full of anxiety, have a reduced confidence, have a negative self – image and can sometimes withdraw socially. It should

however be noted that self-esteem is a phenomenon that may vary across varying situations of life. For instance, a person who experiences high self-esteem in their personal relationships may experience low self-esteem in academic contexts (Scharp & Dorrance, 2019).

Relationship between self-esteem and academic performance

Many study works are not clear on how self-esteem relates to academic achievement among students. In a study conducted by Partis (2022) in America on academic successes and self-esteem for students studying in college, they found that there was no major variations when the self-esteem of a student and their academic achievement were compared. Similarly, Kramper, (2020) used regression to establish whether self-esteem predicted academic prowess in learners of USA and the results from the research were that the levels of a learner's self-esteem was not necessarily a predictor of the Grade Point Average (GPA) of students. In yet another study conducted in Pakistan by Arshad, et al., in 2019 on self – esteem and academic performance of students learning in universities. This research made use of the RSES to measure the levels of self-esteem for the students. The research also employed APRS in measuring the academic performance of the students. The research was assuming that students who post exemplary performances academically normally have a HSE which is also maintained through continuous posting of good grades in school and it is believed to cause numerous positive outcomes and benefits (Arshad, et al.,2019). Results of the said research were that self-esteem correlated positively with academic performance in students learning in universities. However, HSE was not an indicator of good performance; most of the students who posted good grades in academics had scored low on self – esteem.

In yet a different research work carried out in 2021 by Zhao, et al., (2021) in China to determine whether self – esteem affected academic performance of adolescents with the

assumption that self – esteem did have a major significance on the academic performance of adolescents. The results of the study showed that the self – esteem of adolescents positively predicted their academic engagement and hence performance. High levels of self – esteem were reported to increase the involvement of adolescents in academics implying a good performance (Zhao, et al.,2021). Individuals who exhibit a high level of self – esteem set stricter standards for them to achieve withing a certain timeline and can only feel they have made an achievement if they meet the timelines hence resulting to favorable gauging of the self and increasing engagement in academics and performance (Filippelo, et al., 2019).

To support the studies on self – esteem and performance in academics of adolescents in China, D’Mello, et al., (2018) posit that during childhood, self-esteem is strengthened when people in a child’s surroundings respect his or her feelings, recognizing their various abilities and respecting the child’s thought process. These researchers continue to state the self-esteem of children is also largely shaped by their parents as the children grow. Parents who provide unconditional love and support to their children, praise efforts and accomplishments however little, fostering independence and autonomy, setting realistic expectations for them and offering positive feedback build the self – esteem of their children. The self – esteem established during childhood influences adolescence (D’Mello, et al., 2018).

Salie, (2019) studied the relationship that might be existing between academic achievement and self-esteem. Results of the research states that the value people attach to themselves has a correlation to how they will perform in academics. Those students with confidence achieved better results as compared to the students who were less confident. Similarly, Sharma and Manju, (2021) studied academic achievement for students attending high schools in India in relation to their self-esteem and concluded that a HSE translates to greater

levels of confidence, better abilities in solving problems and challenges and being assertive therefore improving their levels of performance (Sharma & Mnju, 2021). However, (Bello, 2019) made a different opinion by saying that self-esteem does not have a direct link to how much a learner attains in education. They noted that self – esteem is an important factor in academic performance however, undesirable academic performance should not be attributed to self – esteem only. There are other factors that play significant roles such as motivation, support systems, natural aptitude and the learning and psychological environment. According to D’Mello, et al., (2018), the psychological environment of a child could include their family, teachers and peers who play a central role in determining their performance in school or college. Whereas the learning environment has been acknowledged to be of importance to a child’s academic performance, studies and experience substantiate that friends, parents and significant people can make a big difference in a child’s quality of life, their performance in academics and their personality.

Vanta, (2024), sought to establish whether self-esteem related to academic success among fresh students enrolled in Nehru University, India. Results from this research show that students with HSE usually score higher grades when compared with those with LSE. The research attributes this to the fact that the good feelings those with HSE harbor about themselves makes them trust their abilities and therefore engage in academic activities more. The study further added that self-esteem contributes to many facets of the life of an individual, including the levels they can attain in pursuance of education and their abilities to reach self - actualization. The study therefore indicated that students who generally have high confidence levels generally perform better in academics. Low self-esteem could make learners’ interests in learning dwindle and this might lead to these learners developing undesirable ways to cope

whenever they face challenges; the learners might quit, sometimes use avoidance or decide to simply live in denial. The feedback that learners receive from their teachers and tutors in school after a test may determine how much they engage in academics onwards. If a learner did not do well in a test and the feedback given to them is negative and demeaning, this can make a learner start to question their abilities and may lose the morale to keep trying because they consider it unnecessary, (Demir & Yıldırım, 2019). Low self – esteem diminishes the zeal of a learner to learning, erodes their abilities to keep focus and they are not willing to risk trying new things anymore.

According to Hisken, (2019) who studied how self-esteem, students' abilities to read and their subsequent achievements correlated in Missouri, the study established that the self-esteem of a student could contribute to their achievement and how much they were motivated. Those whose achievement is considered below par usually have LSE and mostly lack the required those who usually score below set pass marks are viewed to have a low self – esteem, usually they do not portray diligence in modifying strategies to address difficult tasks. Those who are lacking adequate skills are grouped as underachievers who also struggle with believing they can succeed.

In another study, Amy, (2020) explored how self-esteem related to academic engagement and subsequent performance in Florida. About one hundred students were selected to participate in this study. Their FCAT scores were obtained to determine their academic performance. They used person product-moment correlations and multiple regression. Results showed a significant correlation between those variables.

Wright and Jenkins, (2019) also studied good performance as a function of self-esteem among students attending senior schools in America. It was established that after sitting examinations, learners who have a HSE have expectations of higher grades which in turn would

satisfy them and leave them feeling good within themselves. When students with LSE score low grades in tests, instead of blaming it to other reasons, they instead attribute it to their abilities which is considered self-defeating.

Walter & Randolph, (2019) studied self-perception and library anxiety and discovered that low achieving learners lacked feelings of self-worth and competence which made them shy away from some activities. This category of learners felt helpless when they put effort in preparing for tests but still did not score good results, thereby choosing not to try at all; which is contrary with learners who have a positive self-concept who usually have the motivation to try time and again.

Apichai, et al., (2019) studied self-esteem and academic attainment of undergraduate students who had physical disabilities in Thailand universities. The results of the study indicated there existed no significant relationship between self – esteem and attainment in academics, agreeing with another study conducted in Ethiopia by Zewdie and Fenta, (2022) with the aim of establishing the relationship between self – efficacy, self – esteem and academic success of learners with disabilities in selected universities which found that there was no notable relationship between the variables(Zewdie & Fenta, 2022).

A study by Ajayi and Azanor, (2021) explored Self-esteem, social skills on academic performance of hearing-impaired students in Nigeria found out that there was notable correlation between the variables. The study also noted that those who felt good about themselves had better social skills and this predicted the academic performance of the hearing-impaired students.

In another study in Southern Africa, (Trani, et, al., (2020) studied the relationship between social class standing, self-image and academic attainment of secondary school

adolescents. It was revealed that self-image significantly related positively to academic attainment and performance.

In addition, Agyekum, (2019) studied how self-esteem influenced academic fulfilment among adolescents living urban area slum regions of Accra Ghana. It was reported that self-esteem associates closely with levels of confidence. It was deduced that any student who has high self-esteem also has high confidence levels and hence can shine in academics. On the contrary, low self-esteem leads to reduced capabilities, creates low interest and reduces motivation to achieve higher grades.

Mhule, et al., (2023) investigated academic self – concept in students with disabilities who attended regular schools in Tanzania and concluded that students demonstrated a low academic self – concept and attributed it to little psychological support, social, inaccessible physical environments and non-inclusive modes of teaching and learning (Mhule, et al.,2023).

A study carried out in Uganda by Akellet and Bangarana, (2019) sought to explore the link between self-esteem and academic performance. It revealed a direct link between self esteem and other factors that relate to academic success of Deaf students and those who are hard of hearing.

Similarly, Salim, (2019) in a study examining various strategies of gaining inclusivity in Zanzibar education, they highlighted that low self-esteem might lead to feelings of being inferior and insecure. It further revealed that Deaf students who excelled in their academics had healthy perceptions about themselves when compared to ths who failed in academy.

In Kenya, Awori, et al., (2019) did a study focusing on the possible link between self-esteem and academic achievement of girls with hearing impairment, revealing a moderate correlation between the two. It was discovered that, while some of the girls with high self-

esteem performed generally well, they at times dropped in performance so as it was with those of a low self-esteem.

The number of people with disabilities has been increasing with population growth and medical advancements (Apichai, et al., 2019). The UN stipulates that education is a right to all people, however, globally, only 54 % of people with disabilities are literate compared to 77 % of people without disabilities (UN, 2019). The Kenya National Survey on children with disabilities and special needs in education aged between 3 and 21 years conducted in 2018 by the Ministry of Education (MOE) indicated a prevalence rate of 11.4%. Out of which 1.2 % had hearing impairments(MOE, 2018). The Persons with Disabilities Act 2003 article 18 provides for the provision of equal opportunities of education for persons with disabilities through establishment of special schools and institutions to cater for education needs of the Deaf among other disabilities(Persons with Disabilities Act, 2003).

Therefore, from scholarly works reviewed above, the relationship between self-esteem and the academic performance of learners is not consistent. Some studies state that high self-esteem leads to a high academic performance due to greater levels of confidence in their abilities and strengths that make students set high academic goals and can overcome challenges to achieve them while low self – esteem reduces confidence in children which makes them doubt their capabilities. On the other hand, there are studies that have concluded that as much as self – esteem is an important factor in children’s achievement, it is not the only one responsible for academic successes. Additionally, the studies that exist about this relationship majorly focus on the hearing learners and limited studies exist for learners with hearing – impairments. Therefore, the researcher saw there was need to ascertain the relationship that exists between self-esteem and academic performance among hearing impaired students in Kenya.

Coping strategies among hearing impaired students while protecting and enhancing their self-esteem

In everyday academic life of students, there are a wide range of situations that have the capacity and potential to cause them stress hence affecting their daily functioning and consequently their academic performance. To maneuver these stressful life situations, research emphasizes that healthy ways to cope are important (Carlos, et al., 2020).

Coping strategies have been defined as a set of behavioral and cognitive responses that are majorly designed to master, tolerate or reduce the demands of a stressful situation or difficult emotions (Lazarus & Folkman, 1984). The ability of children to effectively cope with stressful situations or difficult emotions has been viewed as a crucial component of resilience in children and adolescents and it is important in influencing patterns of positive growth and development (Peterson & Spiga, 1982). On the other hand, coping has also been conceptualized as the cognitive and behavioral efforts initiated to manage external or internal demands.

Coping is the effort an individual put forth to reduce the distress caused psychologically or physically by stressors or undesirable events in life. People use various strategies to cope mostly unconsciously and sometimes consciously. These strategies are adopted in order for people to maneuver challenges (Agori, et al., 2019).

According to Bedel and Kutlu, (2018), children are first introduced to coping strategies in their families through social learning. Children learn through observation with parents and or caregivers on how they navigate stressful situations and adverse challenges. The school environment is also critical in enabling children develop coping strategies through social interactions with peers and mentors, who can be teachers of the children.

As children age, the experience with and the success gained from using certain coping strategies lead to these becoming their key method for coping with challenges in life. However,

researchers argue that the ways to cope are subject to change overtime. Işık & Bedei, (2015) argues that with age, children typically become better at regulating their emotions allowing them to cope with challenges in healthier acceptable ways. They gradually learn to identify and express their emotions more effectively therefore reducing the impact of stressors (Bedel & Kutlu, 2018). Moreover, experience and exposure to various challenges refine the coping strategies of adolescents and as they age, become more adept in coping with stressors and challenges (Işık & Bedei, 2019). Adolescents with a higher self – esteem solve problems more directly than those with a lower self – esteem (Esin & Hamdi, 2022).

Minev, et al., (2018) argue that people with HSE handle challenging situations in a way that brings a positive outcome to them because they trust their, moreover, Esin & Hamdi, (2022) reported that adolescents who had high confidence levels demonstrated their prowess in using coping strategies to handle problems, whereas adolescents with low confidence levels used avoidance strategies to cope with problems at the face of challenges.

Learners are faced with many demands in their lives everyday that have substantial effects on self-esteem and by extension their academic success (Erschens, et al., 2018). Academic demands including overwork, adapting to surroundings they are not used to, lack of enough time to write assignments, preparing for and writing of tests and the overall demand to do well are all demands that students have to face and which could potentially cause them stress (Webber, et al., 2019). Further, students have to cope with non – academic demands including change of school, teachers or where they live necessitating creation of new social relationships. Conflicts with friends or family are more demands students have to learn to cope with. Stress can bring with it significant affects to the student's academic performance including reduced ability to be attentive in class or to memorize concepts, less dedication to study and more absence from class (Carlos,

et al., 2020). Most students have to face their anxiety with acceptance and realism. Therefore, this requires coping with thoughts that are not desirable and feelings that cause discomfort and which are generated based on their interaction with the external environment like shame, fear, embarrassment and non-acceptance from other people (Promod & Devata, 2019).

Students with Deafness use coping strategies to protect their self-esteem while conducting their everyday lives in a world that is discriminatory and not set up to accommodate them. According to Salim, (2019) coping is essential to effects of stress and self-esteem among adolescents with deafness as it shows an adolescent's active role in dealing with existing demands.

In another study conducted by Carlos, et al., (2020) on the coping strategies and self – efficacy in university students found that students either used positive reappraisal, support seeking or planning as the coping strategies in their daily lives. According to the researchers, positive reappraisal is a secondary coping strategy where the student seeks to resign the stressful event and highlights the positive. Individuals who use positive reappraisal see challenges as opportunities for learning and development (Bedel & Kutlu, 2018). In support seeking strategy, individuals seek information and advice from others to resolve the issue at hand. It involves reaching out to friends, family and professionals for emotional support or practical assistance during challenging times. This strategy provides comfort, validation and guidance, helping individuals feel less alone and better equipped to deal with stressors. In addition, support seeking fosters social connection which is essential for maintaining resilience (Celenk & Peker, 2020). On the other hand, planning is a primary coping strategy which involves creating a structural approach to manage stressors and challenges effectively. According to Celenk and Peker, (2020), planning is characterized by identifying potential stressors and

developing a plan of action to overcome them. A plan gives individuals a sense of control and direction which can consequently reduce feelings of uncertainty and anxiety.

In yet another study conducted by Esin and Hamdi, (2022) to investigate the correlation between self – esteem and coping ways of students enrolled in high schools found that students with a HSE use their positive traits to cope with challenging situations. On the contrary, those with a LSE are usually vulnerable and their positive traits are not as many and reliable therefore making them rely mostly on defensive attitudes (Demir & Yıldırım, 2019).

Li, et al., (2023) established that high self – esteem can contribute to positive coping styles in a study they conducted on relationships between self – esteem, coping styles and anxiety symptoms among adolescents. They argue that coping styles are typically positive or negative coping styles. Positive coping styles or problem focused coping is typically an individuals capacity to cope, adapt and respond flexibly to adverse circumstances in a positive and rational way. On the contrary, negative coping styles or emotion focused coping relates to avoidance, social withdrawal and denial which could lead to anxiety, negative coping styles may result to an increase in negative thoughts and risky behaviors(Li, et al., 2023). Individuals with a high level of self – esteem are more likely to adapt positive coping styles than those with low levels of self – esteem.

Dotan and Zaidman (2019) studied the daily challenges which Deaf and Hard of Hearing adolescents face. It was discovered that coping plays a centre role on how the challenges affect their ability to adjust. It was also revealed that adolescents mostly employ internal styles of coping, majorly reflection to address problems during studying or during other activities. However, a smaller group of adolescents employed withdrawal coping, denied their stressful experiences and tried to hide the negative emotions, (Dotan & Zaidman, 2017).

Studies by Carlos, et al., (2020) and Li, et al., (2023) showed hearing impaired individuals' quality of life is not at the same level with their counterparts who have hearing abilities due to the challenges they experience relating to some life aspects such as peer relationships, depression and some socio-emotional adjustments relative to hearing peers. This makes hearing impaired individuals feel they are unrecognized by others and hence prefer spending time and interacting only with other deaf people because they feel out of place whenever they are with people who are hearing. To be able to fit into the hearing majority group and be able to form healthy social interactions requires hearing ability which hearing impaired individuals do not have. Further relating to others and being able to engage in productive conversations, taking part in forums that could reduce stress is attributed to abilities to listen, hear and process communication and in this, the hearing impaired are deficient due to communication gap. These deficiencies could potentially harm the self – esteem of hearing impaired individuals (Ugwuanyi, et al., 2023).

The age at which an individual lost their abilities to hear and the severity of hearing loss are major factors that affect the self – esteem of hearing impaired individuals. Those who lost their ability to hear later in life are likely to show a low self- esteem because their hearing impairment substantially alter the lives they live due to the fact that they have shift from their previous lives and learn to new forms of communication and adopt to living differently (Wetsel, et al., 2019). This can adversely affect the self- esteem of hearing impaired students which may consequently impact their success in academics.

Overall, hearing loss ranges in degrees of mild, moderate, severe to profound. Those with mild to moderate hearing loss normally hide that they have hearing problems by sometimes staying in the company of those who are hearing and other times staying with the deaf (Wetsel,

et al., 2019). Although this category could have some hearing ability left that enables them be able to understand some sounds and pass some information, their hearing loss still hinders them from engaging in a smooth conversation in spoken language (Wetsel, et al., 2019). Although these repeated experiences of ineffective communication may frustrate hearing impaired individuals, cause feelings of deficiency and reduce their friends which can weigh a toll on their self- esteem.

The research study that was conducted by Carlos, et al., (2020) on the self-esteem of students with deafness and the subsequent coping mechanisms they employ, it found that students with deafness adopt a number of coping strategies in their daily living. These strategies include development of bicultural skills, covering their deafness and withdrawing into deaf communities.

Withdrawal happens when hearing- impaired learners disengage or isolate themselves from groups of hearing learners and only engage with only learners who are deaf. By so doing, learners can shield their self-esteem by interacting with only similar others who understand them and this improves their social life and beats loneliness. Withdrawal brings together the practicality of cognitive feelings and the aspects of achieving set goals because its assumed that hearing impaired learners who maintain friends who are not only deaf but also devoted a lot in their communities maintain high self- esteem and can achieve the goals they set (Ugwuanyi, et al., 2023). Covering is a coping strategy that is used by hearing- impaired learners who wish to pass as individuals who have hearing abilities. Carlos, et al., (2020) posit that covering leads to a lot of stress because the hearing impaired individuals have to live with the fear of being discovered. A stressed individual who lives in fear is likely to have a low self- esteem. Those who employ bicultural coping are bale to function adequately in both deaf community and

hearing community. Those who are able to strike a balance between their association with both communities tend to exhibit a high self-esteem which enables them live a fulfilling life (Wetsel, et al.; 2019).

Students with deafness must learn to adapt and make use of mechanisms of coping to navigate the world which is dominated by people who are hearing in order to maintain their self-esteem. They must overcome daily obstacles that emanate from barriers to communication and occasionally discrimination and prejudice. Existing research on mechanisms of coping show that some strategies like covering and withdrawal may breed undesirable habits like social isolation (Carlos, et al., 2020). Social isolation ultimately impacts all facets of hearing-impaired individuals' lives (Malado, 2024).

The intention of this research was therefore to explore the coping strategies that are used by hearing impaired learners to protect their self-esteem. The current research, from reviewed literature, appreciates coping strategies not only support the academic performance of HI students but also support their social and emotional wellbeing.

Theoretical Framework

Abraham Maslow's Theory of Needs

This study was supported by one of the theories that fall within the realm of content and process theories, Maslow's hierarchy of needs. According to Maslow, Herzberg, Aldefer and Mceel (2009) behavior is by a large extent driven by motivation.

According to Maslow (2003), all human beings possess inherent needs which are structurally organized and which increase gradually based on importance. innate and systematically arranged in ascending order. Hertzberg (2004) states that motivation is affected by two factors which are hygiene factors and motivators. Factors including basic needs like food,

clothing, shelter, working conditions, job security and remuneration are termed as hygiene factors which affect an individual from the outside or extrinsically. A set of hygiene elements which individuals may perceive as inequitable or inadequate cause dissatisfaction. Things that motivate an individual are termed as motivators are intrinsic factors such as recognition, feelings of accomplishment, accountability, and self-growth. Therefore, it is implied that, if students' basic needs are met, they will develop the motivation to work towards boosting their self-esteem which could lead to improvement of academic performance.

Maslow (2003) argues that individuals strive to seek higher needs when lower needs are met. When a lower need is satisfied, it does not serve as a source of motivation anymore. Needs serve as motivators only when they are unsatisfied. The first level of Maslow's hierarchy of needs has physiological needs which include the most basic needs of human beings for survival including food, water and shelter. This implies that meeting the basic needs of students can develop their self-esteem hence impact their academic performance. The second level has safety needs including personal security, well-being, good health and safety against accidents. When students' security is assured and provided, it builds their self-confidence. The third level has belonging needs. Students need to feel a sense of belonging in their environment, which includes acceptance by families and in school. The way teachers and parents relate with their students and children can substantially build or erode their self-esteem which is in the fourth category of the hierarchy.

Without actual fulfillment of self-esteem, individuals tend to go out and seek it, hence making it difficult to grow and attain self-actualization (Nyameh, 2013). This means, satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and important in the world. Without satisfaction of the self-esteem

needs frustration crops in leading to feelings and attitudes related to inferiority, ineptness, weakness, passivity and dependency. This is likely to negatively impact academic performance due to lack of drive as learners lack confidence in their abilities and cannot freely express their feelings and abilities.

The theory further informs that low self-esteem is as a result of being demeaned, ignored or devalued as a person by key figures in society like parents, teachers and friends. The study therefore will use the Abraham Maslow's theory of needs to explain the relationship between self-esteem and academic performance among students with hearing impairment. This is because the perception that students will have of themselves with regards to the support, they receive from the people around them is very important to their self-esteem. It can therefore be depicted from this theory feedback from the environment around directly impacts on self-esteem development.

The theory was relevant to the study because the hearing- impaired students' self-esteem to a large percentage is influenced socially by the people around them, who include but not limited to teachers, parents and friends. It therefore provided a basis to understand how these key societal figures around students with deafness help to shape their self-esteem which also impacts their academic performance.

Person Centered Theory

Proposed by Rogers in 1951, this theory explores an internal factor: the child's awareness or introspection of the self which allow an individual to make personal evaluations. In the theory, he examines how children's actions are influenced by external factors like for instance the family setting, economic and cultural contexts as well as social interactions and educational upbringing.

In the theory, the proponent asserts that when functioning at their full potential, humans have an inherently constructive and reliable nature. Therefore, every individual has to develop and improve themselves in order to achieve full functionality as humans. Consequently, a child who is self-aware acknowledges and embraces both oneself and the surrounding reality, as well as takes ownership of their choices and actions.

Rogers continues to posit that every individual possess a personal inner world of experiences, encompassing both current perceptions and recollections of past events which consequently shape how the individual perceives the present moment. He proposes that the experiential world of individuals become more refined and distinct as they progress in their development, ultimately contributing to the formation of the self. Rogers also observes that the self develops as the child continues to engage with others and overtime learns to differentiate between what relates directly to and what is external to oneself.

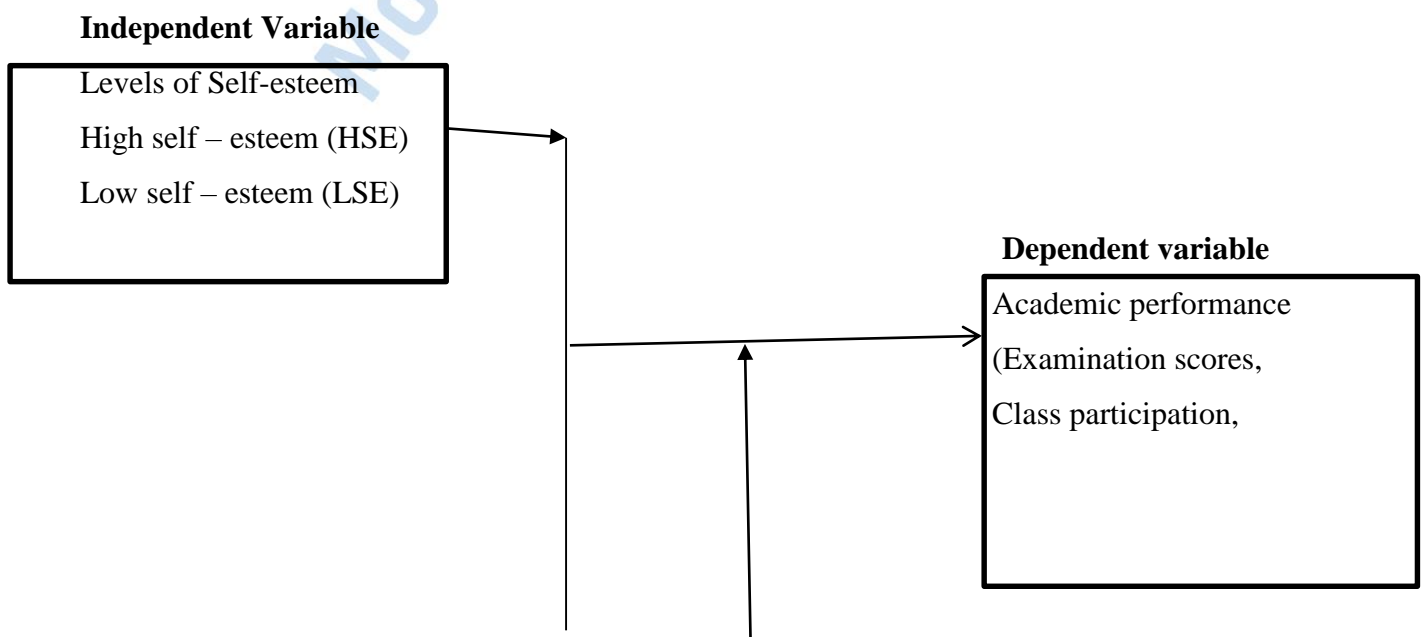
With the emergence of self, children develop strong needs for positive regard including affection, approval from others and unconditional acceptance especially at infancy. Failure to give unconditional acceptance at this critical stage of development, the child finds it hard to attaining actualization and enhance the self. Therefore, feedback that children receive while growing from one stage to the other refine their self esteem.

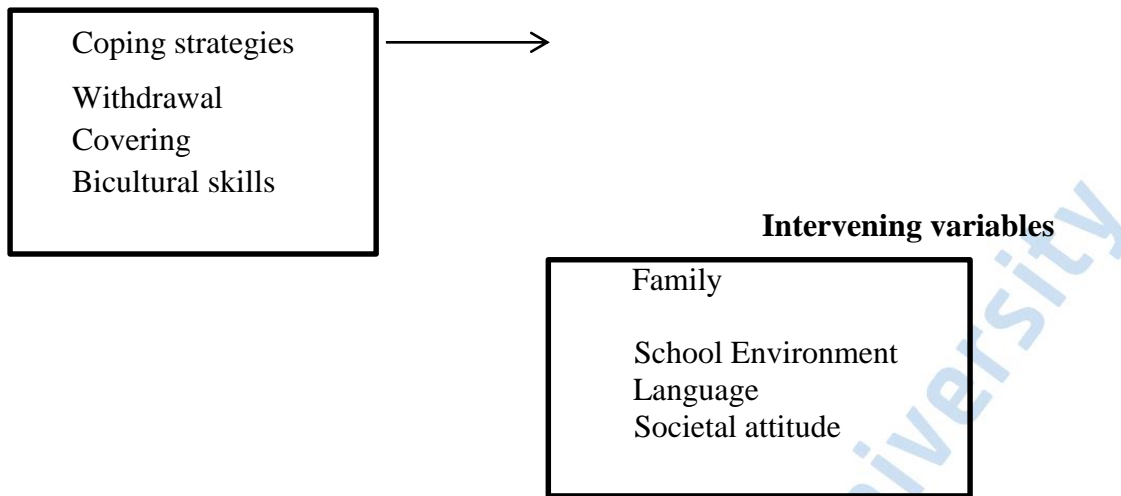
Generally, person centered theory emphasizes the importance of an individual's subjective experience and self- concept. For students, a positive self- esteem fostered through environments that are supportive can significantly impact academic performance. When students feel accepted, valued and understood by parents and teachers, they are more likely to engage in learning, take academic risks and persist through challenges. The supportive atmosphere

cultivates self- esteem which can enhance academic performance and general well- being of students.

Conceptual Framework

Mouly, (2010) explains a conceptual framework as a theoretical structure that guides a particular study. The conceptual framework helps a researcher organize their thoughts and goals, formulate hypotheses and guide entire research. This study’s conceptual framework sought to delineate the connection between self-esteem and academic performance for the hearing- impaired students. The variables were diagrammatically represented in figure 1 below.





Source: self- adopted framework for the study.

Figure 1: Conceptual Framework

In the above figure 1, the conceptual framework illustrates factors that impact the academic performance of learners with hearing impairments. The independent variable was the level of self-esteem broken down to LSE or LSE. The intervening variables were family, friends, the school environment, language of communication and societal attitudes. Intervening variables play a role in influencing the connection between the independent and dependent variables in that the more the support from family and friends, the more conversant students are to the language of instruction at school, the more favorable the school environment is, the greater the influence on academic performance of the hearing-impaired students.

To ensure the intervening variable I constant, the researcher used HI students as the primary sources of data. This was an homogenous sample in the sense that they were all Deaf, studying in the same school and used SL as the primary language of communication. The intervening variable helps a researcher understand and obtain a clear relationship of the independent and dependent variables (Valdivieso, 2021).

Mount Kenya University



CHAPTER 3

Research Methodology

Introduction

The chapter details the research design used in the study as well as data collection methods, the target population and the sample size and the techniques of sampling, chosen data collection instruments, procedures and methods for data analysis and interpretation, as well as the study's ethical considerations.

Research Design

This study adopted a correlational research design. Bhadhari, (2023) emphasizes that this design allows a researcher to study relationships existing between variables and do not manipulate them. This was a suitable design for the study as it sought to investigate the relationship between self-esteem and academic performance. The study used survey research method and questionnaires and an interview schedule as the tools of collecting data.

Study Location

The location for this study was Kuja School for the Deaf, which is situated in Migori County, Rongo Subcounty, Central Kamagambo Ward. (Information Cradle, 2019).

Target Population

Mugenda & Mugenda (2003) state that a target population must possess all observable traits that the study aims to generalize its findings to. Therefore, the study targeted the school administrators who comprised of the principal and deputy principal and students of Kuja School for the Deaf. The total target population was 290 as distributed in table 1 below:

Table 1: Target Population

Classification	Male	Female	Total
Administrators	1	1	2
Form 1	38	32	70
Form 2	36	32	68
Form 3	42	34	76
Form 4	39	35	74
Total	156	134	290

Source: A self - adopted table on the distribution of target population.

Sampling Techniques and Procedures

Creswell (2015) posits that, sampling is a process of choosing a specific number of objects from a particular population. The sample should form a representation of all traits in the population in its entirety. The sampling procedures employed by the study were stratified sampling, proportional sampling, simple random sampling and purposive sampling.

The study first employed stratified sampling to group the respondents according to class that is, those in Form 1 were put together, same as those in Form 2, in Form 3 and those in Form 4; males and females separately. Stratified sampling divides a population into subgroups with similar characteristics (Hayes, 2024). After stratifying the respondents, the researcher applied proportional sampling to determine the number of respondents to select from each stratum in terms of class levels and gender group.

Lastly, simple random sampling was used to select representatives from the various strata identified. Simple random sampling involves choosing a sample from a population where each possible sample of a specific size has an equal probability of being chosen. By ensuring that every individual in a given population has an equal opportunity to be chosen in the sample, it

helps reduce bias therefore increasing the generalizability of study findings. Mugenda & Mugenda, (1999)state that in simple random sampling method, the amount of bias is lesser when compared to different methods of sampling. Simple random method of sampling was used to select 96 students of Kuja School for the Deaf. According to Bell (1993), one third of the population is an adequate sample.

Purposive sampling was used to select the principal and deputy principal. Purposive sampling involves selecting participants basedon specific criteria thatis relevant to the research objectives. It aims to include individuals who have knowledge and can provide valuable insights to the study of interest. (Mugenda, 1999). Purposive sampling intentionally selects participants who have specific insights to a study (Kssiani, 2022). The principal and deputy principal were chosen on purpose because they were likely to have knowledge on HI students’ self-esteem levels and whether this had had a direct connection to academic performance.

Sample Population

The study sample size was98, as distributed in the below sampling frame.

Table 2: Sample Population

Classification	Study target population	Sample
Principal	1	1
Deputy Principal	1	1
Students	288	96
Total	290	98

Source: self-adopted table on the distribution of the sample size.

Construction of Research Instruments

Research Instruments

Questionnaires were used to collect data from the students. The structured nature of questionnaires and the ability to collect uniform and structured data in a large population made it suitable for this study. According to Dalitso, (2024), questionnaires enable a researcher simultaneously collect data from a large number of participants at a lesser cost as compared to other forms of collecting data; similarly, respondents may feel more comfortable and provide honest answers for their identities remain anonymous.

The questionnaires were organized into various sections to ensure all areas of the research were addressed; the sections included a demographics information section for the researcher to obtain their background information, a section for measuring their own perception of academic performance, a section of gauging their self-esteem levels using the RSES and a final section of gauging the skills they use to cope. The questionnaire was self-adopted by the researcher except the RSES standardized scale adopted from (Rosenberg., 1965).

The researcher used mixed questionnaires which included a variety of question types; there were multiple choice questions, questions on a Likert scale and closed ended and open-ended questions. Questionnaires for students were administered with the assistance of a sign language interpreter who was picked from one of the teachers. The sign language interpreter was also hearing therefore the researcher could easily communicate with him. Respondents were asked not to write any identifying information like their names or admission numbers on the questionnaires. This was for the purposes of maintaining anonymity and confidentiality.

Testing for Validity and Reliability

Validity of Research Instruments

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure (Gravetter & Forzano, 2009). The study used content validity to assess whether the items in the questionnaire adequately represented the entire content domain of the construct the study intended to measure. Supervisor expert perspective and judgment was also helpful to establish the representativeness and suitability of all the questions.

Research Instruments Reliability

According to Orodho (2012), reliability of a research instrument is the consistency and stability of measurements obtained from the instrument over time and across different conditions. A reliable research instrument ought to give consistent or similar results when repeated to measure the same construct (Orodho, 2012). A test-retest method was used to measure the how reliable the research instruments were in a pilot study. The questionnaire was administered to the same students two times.

The pilot study got carried out at Sam's Place for the Deaf which is located in Rongo Sub County, Migori County. Sam's Place for the Deaf was chosen as a pilot centre due to the fact that the school students' population is Deaf and the characteristics of these students would relate with those of respondents of the main study. According to Michael, (2023), pilot studies are conducted with participants who are a close representation of the target group.

The researcher grouped students into respective forms, that is, Form 1, Form 2, Form 3 and Form 4; males and females separately to form strata. Stratified sampling divides a population into subgroups with similar characteristics (Hayes, 2024). Then using proportional sampling, the researcher determined the number per strata which will represent the rest of the class.

Finally, the researcher used simple random sampling to select representatives from the various strata identified. Simple random sampling involves choosing a sample from a population where each possible sample of a specific size has an equal probability of being chosen. The researcher then administered the questionnaires and repeated the same exercise within a one-week period. After piloting, the researcher thereafter correlated the results to notice consistencies with the both results using Karl Pearson's Correlation Coefficient (r) to calculate the reliability coefficient. A reliability coefficient (r) of 0.87 was obtained, hence the result was considered sufficient and good enough to be used.

Data Collection Methods and Procedures

The researcher was issued with a letter of identification from Mt. Kenya University which served as an approval for the researcher to go to the field. After getting the identification letter, the researcher proceeded to NACOSTI to get an authorization permit to carry out the study. The researcher went to seek permission from Rongo Sub-County Education office who issued her with a letter allowing her to collect data from Kuja School for the Deaf. This paved way for the researcher to visit the school for self - introductions and making arrangements on when the researcher would go to administer the questionnaires. On the day of collecting data, the researcher was assisted by a sign language interpreter to assign numbers to all students in the school population. The numbers were from 1 to 288; the numbers were written on identical pieces of paper and given to the students. On separate identical pieces of papers, the numbers were rewritten from 1- 288. The pieces of paper were folded so that the numbers were hidden. All the folded fragments of paper were put inside a container, shaken vigorously so that they were well shuffled. The researcher then, without looking drew 96 random fragments of paper from inside the container, a single one at a time, recording the number written on it. The numbers

written on the drawn pieces of paper corresponded to the students selected for the sample. These students were then given the questionnaires to fill.

Data Analysis Techniques

Kombo and Tromp (2006) states that analyzing data involves examining all the data collected from an experiment or survey to draw conclusions and make interpretations. In the process of analysis, tasks include condensing extensive amounts of raw data, organizing, classifying and structuring the information (Mbwesa , 2006).

Quantitative data was in put into SPSS 23 and condensed using descriptive statistical methods, displaying frequencies, mean values, percentages and standard deviations.

Ethical Considerations

The administration of the school was earlier communicated to so as to make them aware of the endeavor to collect data, and organize for a suitable date for this exercise. The administrators were also informed about the study objectives. This helped to foster a positive relationship between the researcher and the institution, hence making it smoother to collect data at the researcher's visit for the actual study.

Participants were given an opportunity to choose whether to participate in the study or not through providing informed consent. They were also given the liberty not to respond to questions they felt uncomfortable with. There were forms for informed consent which were given to the respondents to sign indicating their participation in the study, they were also informed of potential risks and benefits of their participation in the study. All informants informed consent from the respondents was important; they were taken through all study objectives and briefed about how the study would contribute to knowledge and benefit policy makers.

For purposes of maintaining discretion, information and data collected were securely retained by the researcher privately upholding confidentiality. Handling of this information was restricted to the researcher only, omitting any personally identifying data. After completion of compiling the project, findings were disseminated to all respondents. All research sources and materials used were acknowledged through referencing the authors to avoid any instance of plagiarism. The researcher ensured to maintain privacy and keep identities anonymous by designing a consent form which the responded signed separately.



CHAPTER 4

Research Findings, Analysis and Presentation

Introduction

The contents of the following chapter include the results obtained in the field, interpretations and discussion. These include the results on demographic information, results for objective one, objective 2 and objective 3 which include descriptive statistics and independent t test. The objectives being tested are listed below:

Study Objectives

1. To determine the levels of self-esteem exhibited by hearing impaired students.
2. To explore the differences in educational outcomes among hearing impaired students with different self-esteem levels.
3. To explore the coping strategies used by hearing impaired students to protect and enhance their self-esteem.

Response Rates

Response rates for both participants, that is, students and administrators was calculated and presented in Table 2.

Table 3: Response Rates

Questionnaires	Frequencies	Percentages (%)
Returned	97	99
Unreturned	1	1
Total	98	100

The total number of questionnaires that was distributed was 98, 96 to students and 2 to administrators. Questionnaires completed by students totaled to 95 and those completed by administrators were 2 totaling 97. This represented 99% rate of response which was adequate for the study. According to Ali et al. (2021), an acceptable range for response rates could be more than 50%. The one questionnaire which was not returned might have been due to a lack of interest by the respondent in participating in the study.

Demographic traits of Students

The following section contains an analysis and presentation of the demographic traits of the students.

Students' Gender

The following Figure 2 shows the students' gender.

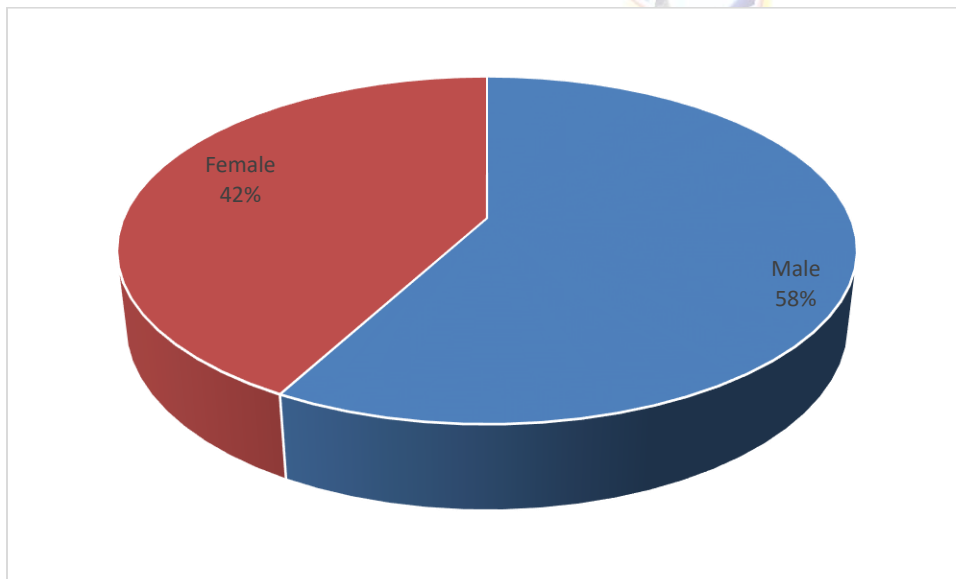


Figure 2: Students' Gender

Results show that majority respondents, 55 of the total student respondents translating to (58%) were male representing the majority and only 40 were female translating to 42% of the student respondents. This implied that the hearing-impaired students at the Kuja School for the

deaf are majorly male which means that more male children who have hearing impairment are seeking education in the county than male children. This was in tandem with the findings by a National survey conducted in 2018 for children with mobility challenges and other special needs enrolled in Kenyan schools which discovered there was an almost equal distribution of disabilities among male and female learners attending school where 51.2% were male learners and 48.8% were female learners. Boys with disabilities attending school were more than the girls.

Class

The number of students in the sample who were drawn from each of the classes were as shown in Figure 3.

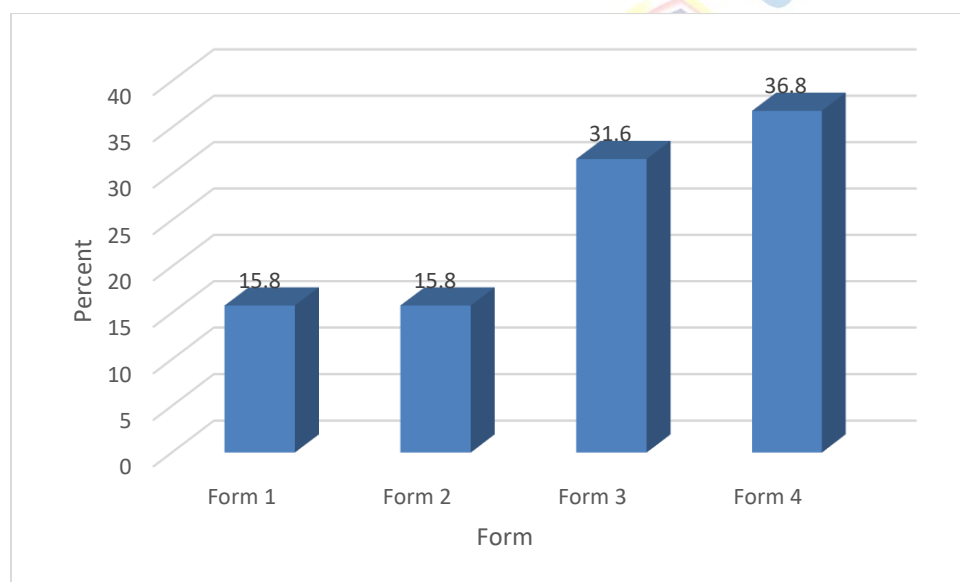


Figure 3: Class

Further, the sample representation for the students was 35 translating to 37% from form 4, 30 translating to 31% from form 3 and 15 translating to 16% each from form 1 and form 2. This means that the information was gathered from a heterogeneous sample and there was enough representation of all students in all classes hence the information was reliable and represents the views of an entire population. This also revealed that provided responses represented the views

of majorly form 3 and form 4. This was useful since the form 3 and form 4 students have been in the school for longer periods and hence have better experienced the factors that may affect their self-esteem levels, hence making the information that was provided to be more reliable.

Age

The age of the students was analyzed and presented as in Figure 4.

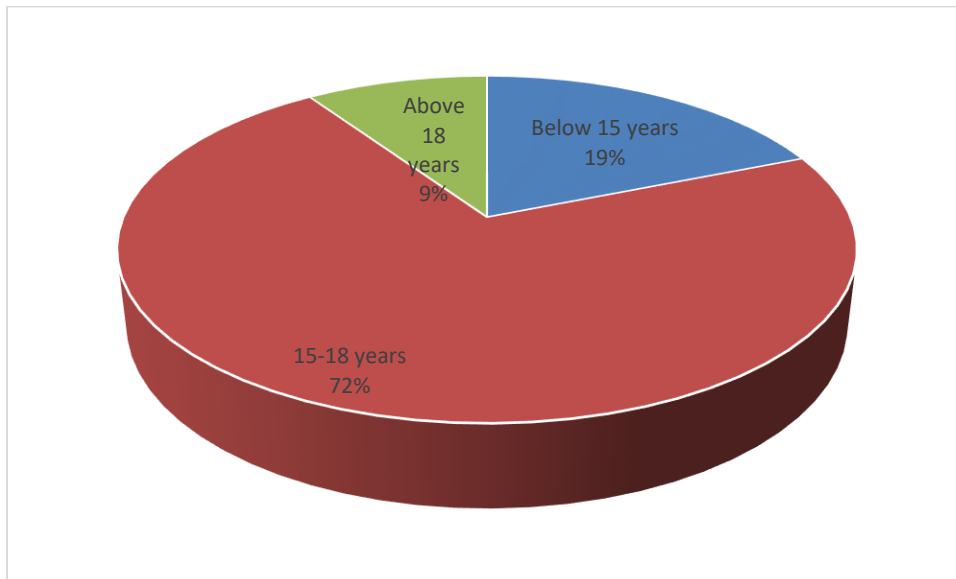


Figure 4: Age of Students

Those aged between 15-18 years were 72% making up the majority of the population while those aged below 15 years represented 19% and only 9% were above 18 years. This represents the age where most of the children are in secondary school. This hence implied that the hearing-impaired students' study at the same pace as their hearing counterparts. More so, these ages represent teenage where according to Richard and Trzesneiwski (2018) the cognitive skills of a child in terms of thinking, problem- solving, reasoning attention, language comprehension, significantly develop during adolescence when the child will possibly have joined high school and is able to identify their feelings.

Method of Communication

The method of communication that the students use in school was analyzed and presented as in Figure 5.

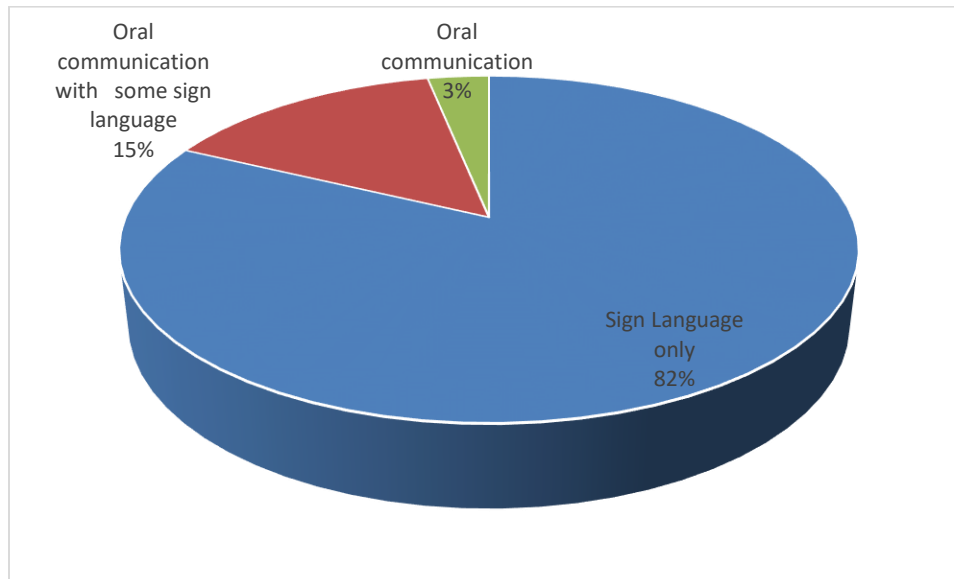


Figure 5: Method of Communication

Regarding the way they communicate, majority of the students (82%) indicated that they communicate through sign language only while 15% communicate through both oral and sign language and only 3% communicate through oral means. This was expected since the data was collected in a school that teaches the Deaf. These findings are also helpful as the majority use sign language only and hence experience the challenges of being unable to hear and this may have similar effect on their self-esteem. The presence of those with no hearing problem and can communicate through oral methods can heighten the self-esteem issue. This is in accordance to the finding by Wetsel, et al., (2018) that children who have hearing impairments are vulnerable to losing self-esteem because of differences in the modes of communication, their physical appearance and social maturity compared to their hearing peers.

Education Level

Figure 6 shows the highest education levels students would wish to attain.

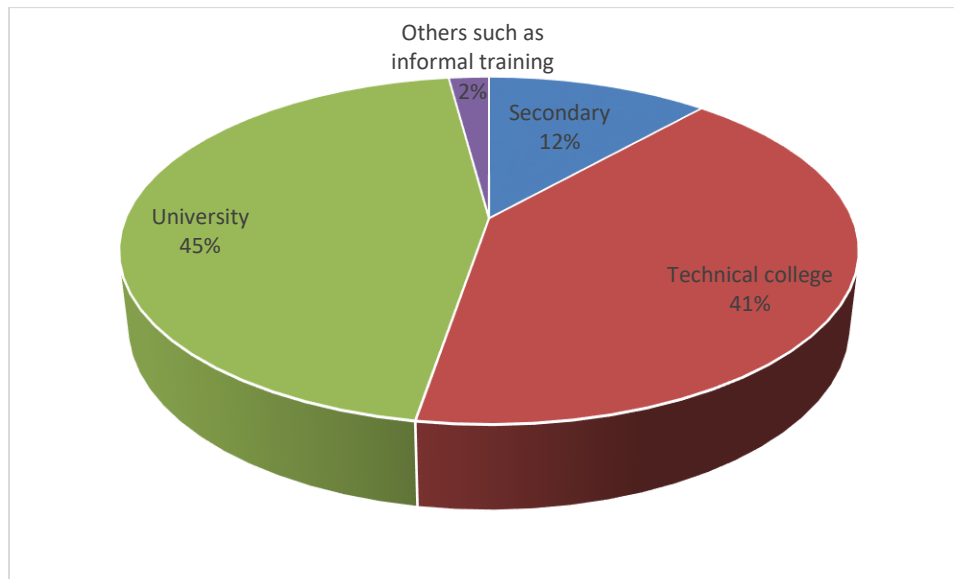


Figure 6: Education Level

Figure 6 is an illustration of the highest education level students would wish to attain. As per the illustration, 43 translating to 45% of the students indicated they desire to get to university level, 39 students translating to 41% desired to reach technical college, 11 translating to 12% to secondary level and only 2 translating to 2% of the students desired to get some informal training. A 45% of the total indicating to pursue university degrees is an indicator that regardless of their physical challenges, the students have great aspiration to achieve higher levels of education. This may imply that the students are working hard and aiming to overcome all challenges that may be an impediment to their success academic wise including self-esteem issues. This could also imply that the students have adopted some coping strategies to protect and enhance self-esteem. According to Owuor (2020), inclusive education can empower learners with hearing loss by increasing their confidence, improving their self-esteem and helping them reach their full potential and fostering a stronger liking for school.

Table 4: Students General behavior that may portray their Self Esteem Levels and Academic Pursuits

Question		Frequency	Percent
I engage in self-study when I'm not attending class	Always	30	31.6
	Sometimes	55	57.9
	Never	10	10.5
	Total	95	100
I finish my assignments promptly	Always	72	75.8
	Sometimes	21	22.1
	Never	2	2.1
	Total	95	100
I seek assistance from my teachers in challenging topics	Always	24	25.3
	Sometimes	54	56.8
	Never	17	17.9
	Total	95	100
Are your teachers helpful?	Very well	36	37.9
	Well	32	33.7
	Little	18	18.9
	Very little	9	9.5
	Total	95	100
I experience feelings of worthlessness if my teachers fail to recognize what I do	Always	18	18.9
	Sometimes	46	48.4
	Never	31	32.6
	Total	95	100
I feel like showing to others whenever I score good grades	Always	18	18.9
	Sometimes	33	34.7
	Never	44	46.4
	Total	95	100

From the results, 57.9% who represent the majority said they sometimes study on their own when not in class, 31.6% always study on their own and 10.5% never study on their own. This shows the diversity in the way different students behave which could be a consequence of the levels of self-esteem. This also means fewer students having low self-esteem as expressed by only a few always studying alone. Most of the students (75.8%) also reported to always complete assignments in time and some 22.1% reported to sometimes do so and 2.1% never completed

their assignments on time. This means that the students are putting effort to attain good grades. This agreed with Chilca (2017) who found that study habits do influence academic performance.

Most (56.8%) of the students said they sometimes ask their teachers for help in any difficult topic, 25.3% said they always ask their teachers for help in any difficult topic and 17.9% never ask for help. This implies a good teacher- student relationship among the students and teachers which could aid in building their self-esteem by showing them that they are deserving. Further, 37.9% of the students said their teachers help them very well, 33.7% well, 18.9% little and 9.5% very little. By helping the students, the teachers are central in shaping the self-esteem of the students. Close to half of the population representing 48.4% reported that they sometimes feel worthless when teachers do not appreciate their work, 32.6% reported they never feel worthless when teachers do not appreciate their work and 18.9% reported to always feel worthless when teachers do not appreciate their work. These findings show a teachers place in shaping the self-esteem of the students and how crucial this is, which can be enhanced by having a good teacher-students' relationship. This was in line with Dittmann and Forstmeier (2022) who established that the how teachers relate to their students contributes largely to building of a healthy self-esteem.

Finally, it was shown that 46.4% of the students never, 34.7% sometimes and 18.9% always feel like showing to others whenever they score good grades. This may indicate the majority of the students do not need approval from others to enhance self-esteem while there are some that need motivation to get a high self-esteem. This was in line with Acosta-Gonzaga (2023) who asserted that self-esteem and motivation from a student's environment can build healthy self-efficacy and consequently academic performance.

Administrators' Demographic Traits

The table below (table 4) is a representation of administrators' demographic characteristics including the gender, years taught at school, training received, level of education and reason for choice of special needs as a career.

Table 5: Demographic Characteristics of Administrators

		Frequency	Percent
Gender	Female	1	50
	Male	1	50
	Total	2	100
Years teaching at the school	1-5 years	1	50
	Above 5 years	1	50
	Total	2	100
Training	Yes	2	100
Level of Education	Diploma	1	50
	Degree	1	50
	Total	2	100
Reason for Choice of Career	Passion to handle special needs children	2	100

As for the administrators, one was a male and the other was female indicating that the school has adopted gender diversity in their administration. The results also revealed that one of the administrators had worked in that institution for a time exceeding 5 years. The other administrator had worked in that institution for a time below 5 years but above 1 year. This means that the administrators had gained adequate experience and had had adequate time to understand the students hence were able to gauge their levels of self-esteem and had adequate knowledge on how to handle each of the students based on their different needs. This was in accordance to the findings by McDaniel, Schmidt and & Hunter (2023) that job experience that is usually the number of years at the workplace is a predictor of performance.

Both of the administrators revealed that they had trained as special needs teachers and one had a diploma while the other had a degree which means having a background in special

needs training enabled them have a better understanding of how deaf students behaved hence can tell the status of the cognitive abilities of different learners. Information provided by the administrators was hence reliable. Further, the training provided to teachers may enhance the way they relate with the students which can consequently build or erode self-esteem. The findings were in accordance to the findings by Kayaga (2012) that how a teacher handles a special needs child majorly depends on the training level they received.

The two administrators also revealed that they chose special needs career due to passion to handle special needs children. This implies that they have the passion for the work they do and hence can easily tell when a child is struggling with self-esteem and are able to help the students as may be necessary. This concurred with Chele (2014) who found that passion for work does bear significant impact on the individual's subjective career.

To Determine the Levels of Self-Esteem Exhibited by Hearing Impaired Students

To assess self-esteem, the scale proposed by Rosenbeg was used. The scale contains ten statements rated from 1-4 and participants are required to select SD (Strongly Disagree) (1), D (Disagree) (2), A (Agree) (3) or SA (Strongly Agree) (4). Descriptive statistics analyzed the levels of self-esteem exhibited by hearing impaired students and presented the results in the below table 5.

Table 6: Statistics for Self-Esteem Levels Exhibited by Hearing Impaired Students

	SD	D	A	SA	Mean	Std. Dev.
I'm happy about most aspects of my life	2.10%	6.30%	49.50%	42.10%	3.32	0.69
I consistently feel I am valued and same with others	4.20%	35.80%	44.20%	15.80%	2.72	0.78
I'm just as able as other people in all I do	2.10%	24.20%	48.40%	25.30%	2.97	0.76
Generally, I love myself	3.20%	15.80%	46.30%	34.70%	3.13	0.79

I am convinced that I am a person with good qualities	4.20%	5.30%	51.60%	38.90%	3.25	0.74
I have the potential for growth and I can make a positive impact in society	7.40%	8.40%	38.90%	45.30%	3.22	0.89
I have feelings I am not useful	52.60%	27.40%	12.60%	7.40%	1.75	0.95
I do not have respect from most people out there	31.60%	50.50%	14.70%	3.20%	1.89	0.77
Other times I have feelings that I do not have a lot to pride in about myself	37.90%	50.50%	7.40%	4.20%	1.78	0.76
Mostly I experience feelings that I am not good enough	30.50%	49.50%	16.80%	3.20%	1.93	0.76
Average					2.60	0.79

Majority students (91.6%) indicated to agree they like most things about themselves translating to a 3.32 mean-score and a 0.69 standard deviation. As per the results 60% agreed that they always feel worth and equal with other people and this was supported by a 2.72 mean and 0.78 standard deviation. Further, results revealed a majority (73.7%) had agreed they can do most things as well as other people (Mean=2.97, std. dev.=0.76). It was further revealed that majority (81%) agreed that over-all they are satisfied with themselves. This was supported by a 3.13 mean and a 0.79 standard deviation. Furthermore, majority (90.5%) said they were convinced they had desirable qualities as a person (Mean=3.25, std dev. =0.74). Similarly, majority of the students (84.2%) agreed that they feel they can achieve and be a better person in society (Mean=3.22, std dev. =0.89). Majority of the students (80%) however disagreed that they feel useless at times (Mean=1.75, std dev. =0.95). In a similar manner, majority (82.1%) disagreed that they do not have respect from most people out there (Mean=1.89, std dev. =0.77). Additionally, majority (88.4%) of the students disagreed that they feel they do not have much to be proud of about themselves (Mean=1.78, std dev. =0.76). Finally, majority (80%) disagreed they at times felt not deserving or good at all (Mean=1.93, std dev. =0.76). 2.60 was the overall mean for the statements on self-esteem and 0.79 was the overall std dev. indicating a majority

had agreed to those statements. The RSES categorizes scores from 0-30. It is considered that 0-10 is low self-esteem and scores between 15-30 are considered high self-esteem. Learners with HSE represented 77.08% of the sample size.

These findings were also supported by the responses of the administrators who indicated that they both understood the concept of self-esteem. Both of them also demonstrated that self-esteem of the majority of learners at the school was high. This is also shown from responses where learners agreed to positive statements but disagreed to negative statements indicating they had a good understanding of the self.

These findings agreed with Lyness (2018) who found that children who exhibit a high self-esteem typically have a positive self-view, usually feel appreciated and accepted, show confidence, take pride in their abilities always, trust in their own personal worth and are willing and ready to attempt new activities. This also agreed with Richard and Trzesniewski (2018) and Agyekum, (2019) who found out that during childhood, self-esteem tends to be high because children do not perceive any boundaries to their actions. The process continues until the mental skills of the child develop further, typically during adolescence when they are likely in high school. At this point, the demands of academics, cultural focus on achievement, peer influence and competition contribute a lot to the development of self-esteem (Agyekum, 2019).

To Explore Differences in Educational Outcomes among Hearing Impaired Students Exhibiting Varying Self-Esteem Levels

The objective of determining the difference in academic performance among hearing impaired students exhibiting varying self-esteem levels was achieved via an independent t test was analyzed. The dependent variable was KCSE mean score and the independent variable was the self-esteem level which was either LSE or HSE. KCSE was used with the assumption that

historical data can be used to predict trends and patterns (Robert, 2021), therefore, previous KCSE results could be used to reveal expected trends in students' performance. A t test is used to make comparisons between 2 groups to establish whether there is a significant difference (Bevanns, 2020). The study used an independent t test to compare the academic performance of students with high self-esteem and those with low self-esteem as shown in table 6.

Table 7: Group Statistics

	self-esteem	N	Av. Score	Std. Dev.	Std. Error Mean
KCSE mean grade	Low self esteem	21	8.76	2.119	0.462
	High self esteem	74	8.62	2.351	0.273

From the above tabulated results, it can be deciphered that students exhibiting LSE were 21 translating to 22.92% while those with high self-esteem were 74 translating to 77.08%. This coincides with what was reported by the school administrators who indicated that most of the students have HSE. The average KCSE score for the learners with LSE was 8.76 and a std. dev. of 2.119 and the average KCSE score for those with high self-esteem was 8.62 having a 2.351 std. dev. Average difference between the two groups was 0.14. the results indicate a disparity in the KCSE average scores between students with LSE and those with HSE with the former achieving a higher average score. This suggests that self-esteem does not impact students' academic performance.

A separate t test was conducted to evaluate whether the average KCSE scores between students with LSE and those with HSE were statistically significant.

Table 8: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2- tailed)	Mean Differ ence	Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	t	df				Lower	Upper
KCS mean grade	Equal variances assumed	0.142	0.707	0.246	93	0.806	0.14	0.569	-0.99	1.271
	Equal variances not assumed			0.261	35.231	0.795	0.14	0.537	-0.95	1.23

A 95% confidence interval was used to assess the statistical significance in the difference in average scores between learners with LSE and the learners with HSE. It was established that the average KCSE score difference between learners with LSE and those with HSE in the whole population would be between -0.99 and 1.271. The study established a P value of 0.795 that is greater than 0.05. Therefore, this has the implication that the variation in academic performance for those learners with LSE and those with HSE is not statistically significant ($t_{35.231}=0.261$, $P=0.795$). So by extension, there is no mean variation between the average score of students having LSE and those having HSE. Though the students having LSE in the sample recorded a higher KCSE mean score, this difference is not observed in the whole population.

These findings were in line with the responses provided by one of the administrators who indicated that the self-esteem level does not impact on overall performance of the learners. However, the findings were contradictory to one of the administrator's responses who reported that self-esteem affects the overall academic performance and explained that high self-esteem translates to students feeling good about themselves and believe they can excel.

On the way self-esteem affects academic performance and overall involvement in society, the administrators provided the following responses.

Administrator 1: *“Students with deafness need to be regarded as not difference from the rest. This builds their self-esteem and they are able to live in the society like any other person”*.

Administrator 2: *Students with high self-esteem levels incorporate in society better.*

These responses by the administrators implied that levels of self-esteem does to some extent affect the academic performance of hearing impaired students who however adopt some coping strategies that help them enhance and protect their self-esteem.

These findings concurred with those found by Demo and Parker (1998) that there existed a non-notable correlation between self-esteem and academic performance. The findings also concurred with Crocker (2003) who noted that the Grade Point Average (GPA) of students was not predicted by self-esteem. Similarly, these findings agreed with Orth, et al., (2018) who stated that overall educational attainment is barely affected by self-esteem. The findings however contrasted those by Jennell, (2019) who found out that there exists a positive relationship the way people regard their self-worth and subsequent academic success. The findings also contradicted with those by (Jerylene, et al., (2018) who found out says learners with HSE tend to perform better in academics when compared with learners with LSE. The findings of this study also disagreed with Burke and Bickford (2017) who found out that learners with HSE anticipate achieving good results on academic exams.

Coping Strategies used by Hearing Impaired Students to Protect and Enhance Their Self-Esteem

In order to determine the coping strategies used by Hearing- Impaired students in protecting and enhancing self-esteem, analysis for descriptive statistics was done and results presented in the following Table 8.

Table 9: Descriptive Statistics for Coping Strategies used by Hearing Impaired Students

	Never	Rarely	Sometimes	Often	Mean	Std. Dev.
Most of the time I only join events for Deaf people	3.20%	21.30%	40.40%	35.10%	3.07	0.83
Mostly, I do not interact with people who are hearing and cannot sign	11.70%	47.90%	29.80%	10.60%	2.39	0.83
Mostly, I go to events for the Deaf people	3.20%	20.20%	38.30%	38.30%	3.12	0.84
When I interact with hearing people, I pretend to be understanding what they are saying if they cannot sign	61.70%	21.30%	16.00%	1.10%	1.56	0.80
I only go to events where many people are hearing	2.10%	43.60%	45.70%	8.50%	2.61	0.68
I request another person to speak on my behalf when I encounter people who are hearing but cannot sign	11.70%	14.90%	31.90%	41.50%	3.03	1.02
I am fine getting along with people from both communities; hearing or Deaf communities	7.40%	29.80%	44.70%	18.10%	2.73	0.85
I do not tell hearing people that I am Deaf while communicating with them	44.70%	39.40%	13.80%	2.10%	1.73	0.78
I enjoy connecting with hearing people and forming relationships with them	1.10%	18.10%	61.70%	19.10%	2.99	0.65
Average					2.58	0.81

On the coping strategies employed by the students to improve their self-esteem, 40.4% and 35.1% indicated they sometimes and often enjoy joining events for Deaf people respectively while 21.3% and 3.20% revealed that they rarely and never (Mean=3.07, std dev.=0.83). This revealed that most of the students have adopted hanging out with others which is a mechanism for protecting and enhancing their self-esteem. The results also showed that 11.7% and 47.9% indicated they never and rarely try not to interact with hearing people respectively while 29.8% and 10.6% indicated they sometimes and often respectively. A 2.39 mean and 0.83 std. dev. was

found revealing that avoiding interacting with hearing people is rarely a mechanism adopted by the deaf students to enhance their self-esteem. Additionally, 38.3% and another 38.3% of the students revealed they sometimes and often go to events for the Deaf people while 3.20% and 20.20% revealed that they never and rarely respectively (Mean=3.12, std dev.=0.84). This means that most of the students adopt going for deaf events as a coping strategy for protecting and enhancing their self-esteem. Further, 67.1% and 21.3% indicated that they never and rarely pretend to understand everything that is going on when with hearing people who cannot sign respectively and only 16% and 1.1% sometimes and often pretend to understand everything that is going on when with hearing people who cannot sign respectively (Mean=1.56, std dev.=0.80). This implied that this strategy is rarely adopted. More so, 45.7% and 8.50% of the students agreed that they sometimes and often attend events where majority of the people are hearing respectively (Mean=2.61, Std dev.=0.68). This may imply that socializing with people who can here is a strategy to boost ones self-esteem among the deaf. Similarly, majority of the students that is 31.9% and 42.5% revealed that sometimes and often when they meet hearing people who cannot sign, they ask someone else to speak for them respectively, implying that most of the learners have confidence to ask for help which may help boost their self-esteem. Further, 44.7% of the students sometimes and 18.10% of the students often are fine getting along with people from both hearing and Deaf communities (Mean=2.73, std dev.=0.73). Coping well with people who are not facing the same problem as the deaf students may enhance their self-esteem since they will feel appreciated. On the contrary 44.70% and 39.4% of the students and who were the majority revealed that they never or rarely they do not tell people whether they are Deaf when communicating with a hearing person (Mean =1.73, std dev.=0.78). This implies that y identifying themselves and revealing their status, the hearing people are able to support them by

seeking for ways to communicate with them hence enhancing their self-esteem. Finally, it was observed that 61.7% and 19.1% of the students representing the majority indicated that they sometimes and often like building new relationships with hearing people (Mean=2.99, std dev.=0.65). This reveals the importance of relating with people of different status which helps boost self-esteem.

The administrators were also asked if there were communication barriers between students and teachers and one of them agreed to some barriers of which they stated that the school addresses the barrier by encouraging the teachers to learn sign language. Both administrators agreed that the students adopt some coping strategies to protect and enhance their self-esteem. On how this is, they both cited withdrawal and avoidance in participating in events dominated by the hearing as the coping strategies used by students with deafness.

These findings were in line with Dotan & Zaidman (2017) who found that a small group of adolescents employ covering as a means to cope. This group used denial in stressful periods, suppressing the negative feelings they harbored. The findings also agreed with Carlos, et al., (2020) who found students with deafness adopting varied strategies of coping in handling their daily lives such as withdrawal into communities for the Deaf, covering/concealing their deafness and developing bicultural skills.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

Presented in chapter five is a summary of the findings, conclusion and recommendations for policy, practices and further studies recommendations.

Summary of the Findings

The aim of the current study was to broadly probe the relationship between self-esteem and academic performance of hearing-impaired students in Kenya; Kuja School for the Deaf was used to enable the study. The following objectives guided the study; the levels of self-esteem exhibited by hearing impaired students; to establish the difference in academic performance among hearing impaired learners with HSE or LSE and; to explore the coping strategies used by hearing impaired students when protecting or to enhance their self-esteem. Descriptive statistics were used to respond to objective 1 and 3 and independent t test was used to attain objective 2.

Levels of Self-Esteem Exhibited by Hearing Impaired Students

Descriptive analysis on the statements referring to the levels of self-esteem of the students revealed that 77.08% which makes the majority learners had a HSE while 22.92% making the minority few portrayed a LSE. It was found that most of the students like most things about themselves and feel they are worth and equal with other people which depicted self-love among most of the students. Additionally, most of the students agreed that they can do most things as other people, are satisfied with themselves, have good qualities as a person and can

achieve and be a better person in society. Having these qualities ensures that their self-esteem remain high.

Difference in Academic Performance among Hearing Impaired Students with Different Levels of Self-Esteem

The differences in academic performance among hearing-impaired students with LSE and those with HSE was analyzed by use of a t test which was run independently. The group statistics showed that means core for learners exhibiting LSE was higher than that of learners showing HSE. However, the findings showed that this mean difference, which was 0.14, was not statistically significant implying academic performance was not different when it was compared between learners with LSE and those with HSE. The administrators however noted that HSE makes the learners gain confidence in themselves and this may not only push them to excel but also integrate very well in societies.

Coping Strategies used by Hearing Impaired Students to Protect and Enhance Their Self-Esteem

The coping strategies that are used by HI students to protect, guard and enhance their self-esteem were analyzed by descriptive statistics. The findings revealed that the students sometimes or often employ various coping skills including withdrawal or pulling to similar others (deaf communities) and use of bicultural skills. Majority of the students reported to sometimes or often go out and interact with other people who are also deaf, go to events for the Deaf people, attend events for the hearing persons and like to build connections their hearing counterparts. Majority also revealed that they sometimes or often ask someone to help speak when with hearing people and most rarely or never pretended to understand everything that is going on or fail to tell whether they are Deaf when with hearing people.

Conclusion

The findings revealed that 77.08% who are the majority reported to have a HSE. However, there were some whose responses showed that they had a low self-esteem. This study therefore concludes that students with HI (hearing impairment) at Kuja School mostly exhibit a HSE which is portrayed in different ways where students feel good about themselves, like their qualities, believe they are equal to those without hearing impairment and believe they can do things like anyone else making them having an overall satisfaction with themselves. Students at the Kuja School for the Deaf do not struggle with feelings of uselessness, they do not feel disrespected or feel not proud of themselves. Generally, it was concluded that the HI students at Kuja School for the Deaf have a HSE.

From the findings of the current study, it was further deciphered that there lacks a statistically notable mean difference in KCSE performance within hearing impaired students with LSE and students with HSE. This study hence concludes that there lacks a notable difference in academic performance between hearing impaired learners exhibiting LSE and those exhibiting HSE. Some differences in academic performance may be observed between the two categories. Students with HSE may have confidence in individual selves and desire to excel making them get better grades. However, this difference is not significant.

The study findings further showed that the hearing- impaired students at Kuja School for the Deaf had adopted coping strategies to guard and boost/enhance their self-esteem. From the findings conclusions can be made that there are coping strategies that enable individuals living with HI to address the challenge of LSE. This may lead to improvement in academic performance hence making the students perform equally regardless of the levels of self-esteem exhibited. Learners with LSE enhance their self-esteem and those with HSE protect it by adopting these coping strategies ensuring that their academic performance is not affected. These

strategies include withdrawal from people with no hearing impairment to a community of only those with hearing impairments and also developing bicultural ways to well blend with hearing communities.

Study Recommendations

Below are the recommendations outlined based on the established findings.

Recommendations for Practice

The findings showed that hearing impaired students at Kuja School for the Deaf exhibit a high self-esteem. However, there were few who portrayed a low self-esteem. This study therefore suggests that teachers of HI learners and all administrators of schools for the Deaf should seek to understand the needs and challenges of the students with low esteem and adopt strategies to address them. The teachers and administrators should devise ways to reassure the students of their identity and abilities so as to enhance their self-esteem. The teachers and administrators in the school are also advised to encourage students to show love to their peers and to support one another where whenever there is need. Teachers and administrators are also recommended to encourage the students with LSE to adopt the coping skills that have been identified to work in enhancing and protecting self-esteem

Recommendations for Policy

From the conclusions of the current research, the government is encouraged to come up with policies that will aim at protecting and enhancing the overall self-esteem in learners living with hearing- impairments. The government is recommended to make policies that will require schools for the hearing impaired to have counsellors to be taking the students through counselling in order to enhance their self-esteem. Further, the government should formulate policies that will require all workers in the hearing-impaired schools to have knowledge of the

sign language so that learners can communicate well with everyone hence boosting their self-esteem as they will feel accepted.

Contribution to Knowledge

The study discovered that generally, students at Kuja school for the Deaf have HSE and there exists no notable difference in academic performance between students with LSE and those with HSE. It was also found that there are coping strategies that have been adopted by the students to enable them protect and enhance their self-esteem. Thus, the study made contribution to existing research works on this topic by supporting theories and filling the gaps that existed. This will be useful to future researchers in this area of study.

Suggestions for Further Studies

The current study investigated the relationship between self-esteem and academic performance of hearing-impaired students in Kenya. Data got collected from Kuja School for the Deaf. The research study suggests that future researchers may conduct a similar study in other special needs schools and particularly those with different impairment such as the visually impaired. Similar studies may also be conducted in other schools for the hearing impaired in different regions in order to find out if they could obtain different findings due to different environments.

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Mount Kenya University

Appendix I: A letter to seek permission to carry out a study in School

Principal,

Kuja School for the Deaf.

Dear Sir/Madam

SUBJECT: REQUEST TO CARRY OUT A STUDY IN YOUR SCHOOL

I am a student of Mount Kenya University enrolled for a master's degree in Counseling Psychology. To complete this course, writing a research project is a requirement and your school has been sampled to provide the information needed to complete writing the research project.

My research interest is on self-esteem and academic performance of learners living with hearing impairment and therefore I would wish to investigate the *Relationship there is between Self-Esteem and Academic Performance among the HI (Hearing- Impaired) Students in Kenya.*

All information collected from your school will be handled by the researcher only for the purpose of this study and without breaching the requirements of confidentiality. It will be my pleasure if you will allow me collect data in your school.

Thank you for your consideration,

Christine Musyoki.

Researcher.

Appendix II: Consent Form For Participation in Research

Title of study: *Relationship between Self-Esteem and Academic Performance among the Hearing Impaired Students in Kenya: a case of Kuja School for the Deaf Rongo Sub-county, Migori County, Kenya .*

Dear Respondent,

This is an invitation for you to take part in an ongoing study on *Self-Esteem and Academic Performance among the Hearing Impaired Students in Kenya: a case of Kuja School for the Deaf, Rongo Sub-County, Migori County, Kenya*. I am a student at Mount Kenya University taking a Master's Degree in Counseling Psychology. One of the requirements of this program is to write a research project before I can graduate, I am therefore administering this questionnaire in an endeavor to collect data that will enable me finish writing my project. The questionnaire seeks to answer the following questions:

1. What levels of self-esteem are exhibited by hearing impaired students?
2. Does academic performance vary among hearing impaired students with different levels of self-esteem?
3. What are the coping strategies used by hearing impaired students to protect and enhance their self-esteem?

You will voluntarily choose to be a participant for this study. You can decide to pull out anytime or choose not to answer questions you find yourself uncomfortable with. Participating in the study does not cause you any risks whatsoever. All the information you provide will be treated with utmost confidentiality and kept anonymously. The data collected will be reported collectively and the questionnaires will be kept under key and lock. Only the researcher will handle the information you provide. The information you provide will be useful to the existing body of knowledge in the topic in question. Kindly note that there will not be any direct benefits to participants in this study.

After accepting to participate in this study you will be required to answer all the questions as outlined in the questionnaire to your best knowledge. Filling the questionnaire will take about 5 minutes of your time. You are finally requested to return the questionnaire as soon as you complete filling it to enable the researcher proceed with the final report.

For any queries or concerns about this study, kindly reach out to the Researcher **Christine Musyoki; Cell: 0716317796; supervisor Dr. John AgwayaAomo, Cell; 0723718517**. If in case you would wish to be briefed on your rights as participant in this research, you can reach out to the Mount Kenya University Chair to the Committee on Ethical Review for assistance. I take this opportunity to thank you for agreeing to take part in this study.



Appendix III: Consent Form for minors to participate in this study

Title of study: *Relationship between Self-Esteem and Academic Performance among the Hearing Impaired Students in Kenya: a case of Kuja School for the Deaf Rongo Sub-county, Migori County, Kenya .*

Dear Respondent,

This is an invitation for you to take part in an ongoing study on *Self-Esteem and Academic Performance among the Hearing Impaired Students in Kenya: a case of Kuja School for the Deaf, Rongo Sub-County, Migori County, Kenya*. I am a student at Mount Kenya University taking a Masters Degree in Counseling Psychology. One of the requirements of this program is to write a research project before I can graduate, I am therefore administering this questionnaire in an endeavor to collect data that will enable me finish writing my project. The questionnaire seeks to answer the following questions:

1. What levels of self-esteem are exhibited by hearing impaired students?
2. Does academic performance vary among hearing impaired students with different levels of self-esteem?
3. What are the coping strategies used by hearing impaired students to protect and enhance their self-esteem?

You will voluntarily choose to be a participant for this study. You can decide to pull out anytime or choose not to answer questions you find yourself uncomfortable with. Participating in the study does not cause you any risks whatsoever. All the information you provide will be treated with utmost confidentiality and kept anonymously. The data collected will be reported collectively and the questionnaires will be kept under key and lock. Only the researcher will handle the information you provide. The information you provide will be useful to the existing body of knowledge in the topic in question. Kindly note that there will not be any direct benefits to participants in this study.

After accepting to participate in this study you will be required to answer all the questions as outlined in the questionnaire to your best knowledge. Filling the questionnaire will take about 5 minutes of your time. You are finally requested to return the questionnaire as soon as you complete filling it to enable the researcher proceed with the final report.

For any queries or concerns about this study, kindly reach out to the Researcher **Christine Musyoki; Cell: 0716317796; supervisor Dr. John AgwayaAomo, Cell; 0723718517**. If in case you would wish to be briefed on your rights as participant in this research, you can reach out to the Mount Kenya University Chair to the Committee on Ethical Review for assistance. I take this opportunity to thank you for agreeing to take part in this study.

CONSENT

having read, understood the information provided and having asked questions to understand what is expected from me; I do understand that I will willingly choose to participate in this research and I can withdraw anytime without having to give an explanation or justification. I also understand that I will get a copy of this form to give my consent.

Signature

Date

Parents/guardian:

.....

Researcher:.....

.....

Appendix IV: Administrators' Questionnaire

The questions contained in here are intended to solicit data from school administrators on how best they understand how self-esteem relates to academic performance of hearing -impaired learners at Kuja School for the Deaf.

1. What is your gender?

Female

Male

2. How long have you taught at Kuja School for the Deaf?

Below 1 year

1-5 years

5 years and above

3. Did you attain training in special Needs?

No

Yes

4. If yes to 3 above, indicate to which level you have trained

Masters level

Bachelor's level

Diploma level

Certificate level

5. Below are some motivators to picking a career in special needs. What motivated you to pick this career line?

Passion to handle special needs children

Peer influence

Parents

The pay and remuneration

Any other (please specify)

.....

.....

SECTION B: SELF-ESTEEM AND HEARING-IMPAIRED STUDENTS

1. Do you understand the concept of self-esteem?

Yes

No

2. If yes to 1 above, what level of self-esteem is exhibited by most hearing-impaired students at Kuja School for the Deaf?

Low level of self-esteem

Moderate level of self-esteem

High level of self-esteem

3. Do you think the levels of self-esteem as reported in 2 above have potential impacts on overall academic performance?

Yes

No

4. If yes to 3 above, what could be the possible impacts of the reported levels to academic performance?

5. Could there be a possible barrier to communication among students and their teachers?

Yes

No

6. If yes to 5 above, how does the school address that?

7. Would you say self-esteem level impact on the students' academic performance?

Yes

No

If yes to 7 above, briefly explain

8. Do you think students use some coping skills as they attempt to guard and boost their self-esteem?

Yes

No

9. If yes to 8 above, kindly list some coping strategies that the students use?

10. As a special needs education teacher, what is your general view on the effect self-esteem may have on students with hearing impairment academically and overall involvement in society?

THANK YOU

Appendix V: Questionnaire for Students

The responded is advised not to indicate their name on the questionnaire

FIRST PART: STUDENT DEMOGRAPHICS

1. Kindly indicate whether you are Male of Female.

Female

Male

2. In which form are you?

Form one

Form two

Form three

Form four

3. Indicate your age group.

Not above 15 years

15-18 years

Above 18 years

4. Indicate the method of communication that you use while in school

Sign Language only

Oral communication with some sign language

Oral communication

Any other (please specify)

.....

.....

5. I study on my own when not in class.

Always

Sometimes

Never

6. I complete my assignments promptly.

Always

Sometimes

Never

7. I seek assistance from my teachers in challenging topics.

Always

Sometimes

Never

8. Indicate how your teachers assist you in class

Very Little

Little

Well

Very well

9. I experience feelings of worthlessness whenever my teachers fail to appreciate how I perform in school.

Everytime

Other times

Never

10. I feel like showing to others whenever I score good grades.

Always

Sometimes

Never

11. Indicate the grade you would wish to score in KCSE.

A A- B+ B B- C+ C C-

D+ D D- E

SCORES:

A=12

A- =11

B+ =10

B =9

B- =8

C+ =7

C =6

C- =5

D + =4

D =3

D - =2

E =1

12. Indicate the level of education that you would wish to obtain

- University
- Technical training
- High school
- Any other (specify)

.....
.....

SECOND PART: SELF-ESTEEM ATTRIBUTES EXHIBITED BY HEARING IMPAIRED STUDENTS

Self-esteem scale Proposed by Rosenberg

The scale on self-esteem contains questions that will help evaluate the hearing-impaired students' level of self-esteem. It has 4 options, 1-strongly Agree, 2- Agree, 3-Disagree and 4-Strongly Disagree

Using the above scale, indicate whether you strongly agree, agree, disagree or strongly disagree on the following statements that possibly speak about you.

		1	2	3	4
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Generally, I have love for myself				
2	I always feel I am worth and equal with other people				
3	I can do most roles just like hearing people				
4	Overall, I am contented with my self a lot				
5	I am convinced that I have good qualities as a person				
6	I feel I can achieve and be a better person in society				
7	Sometimes, I have feelings that I am not useful				
8	I do not have respect from most people out there				
9	Other times, I have feelings that I do not have a lot about myself to be proud of				
10	Mostly, I experience feelings that I am not good enough				

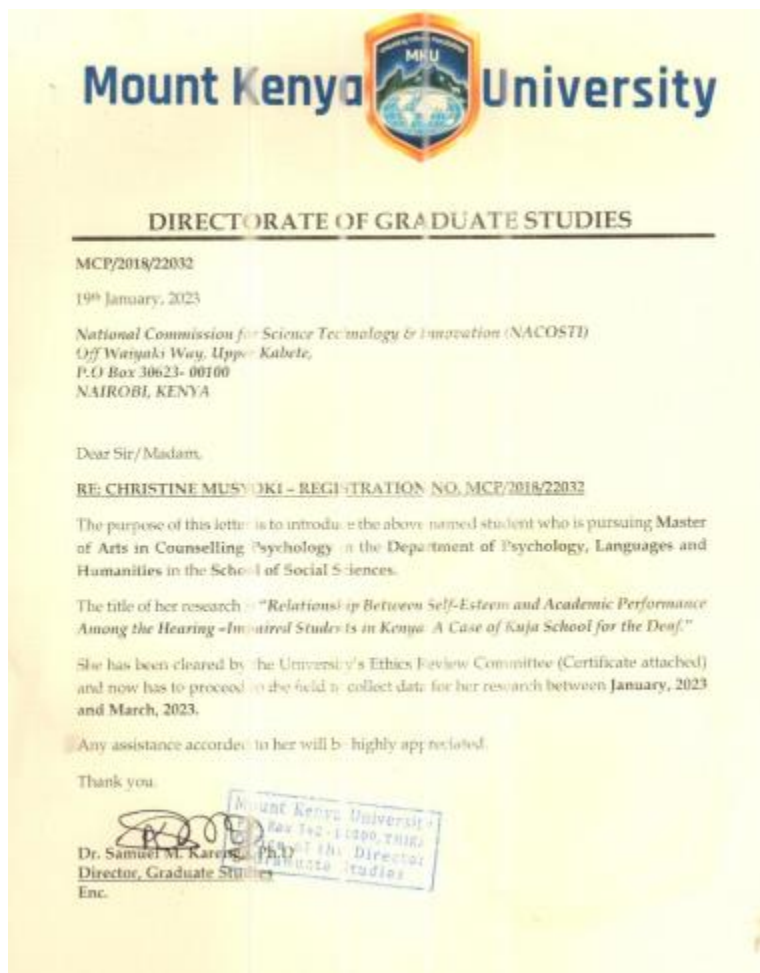
SECTION C: COPING STRATEGIES TO PROTECT AND ENHANCE SELF ESTEEM FOR HEARING IMPAIRED STUDENTS

These questions will help evaluate the hearing-impaired students' coping strategies. It has 4 options, 1-Never, 2- Rarely, 3-Sometimes and 4-Often

Using the above scale, indicate whether you use the following strategies Often, Sometimes, Rarely or Never.

		1	2	3	4
		Never	Rarely	Sometimes	Often
1	Most of the time I only join events for Deaf people				
2	Mostly, I do not interact with people who are hearing and cannot sign				
3	Mostly, I go to events for the Deaf people				
4	When I interact with hearing people, I pretend to be understanding what they are saying if they cannot sign				
5	I only go to events where many people are hearing				
6	I request another person to speak on my behalf when I encounter people who are hearing but cannot sign				
7	I am fine getting along with people from both communities; hearing or Deaf communities				
8	I do not tell hearing people that I am Deaf while communicating with them				
9	I like building new relationships with hearing people				

Appendix VI: Mount Kenya University Letter of Authorization



Appendix VII: Ministry of Education, Rongo Sub-County Authorization Letter

MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telephone: 0205508047
Fax no: 0203508247
When replying please quote
KONDIADWAGEN/VOL 20479



SUB COUNTY DIRECTOR OF EDUCATION
RONGO SUB COUNTY
P.O. BOX 245- 40404
29/7/2023

The Principal
Kuja School for the Deaf

RE: AUTHORITY TO CONDUCT RESEARCH AT KUJA SCHOOL FOR THE DEAF

Ms Christine Ndunge Musyoki has been allowed to conduct research in your school.
However, that activity should not interfere with learning in the school.
The title of her study is:
"Relationship between self-esteem and academic performance among the hearing-impaired students in Kenya: A case of Kuja School for the Deaf"

Kindly assist her.


P. O. Box 245 - 40404, RONGO
email: dsrongo@gmail.com

Dr Grace Obuya
For Sub County Director of Education
Rongo Sub County

Appendix VIII: Permit from NACOSTI


REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 945070


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Date of Issue: 02/March/2024

RESEARCH LICENSE



This is to Certify that Ms. Christine Ndango Mnyaki of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2015 (Rev. 2014) in respect on the topic: **RELATIONSHIP BETWEEN SELF-ESTEEM AND ACADEMIC PERFORMANCE AMONG THE HEARING-IMPAIRED STUDENTS IN KENYA: A CASE OF KIUSA SCHOOL FOR THE DEAF, for the period ending: 02/March/2024.**

License No: NACOSTI/P/25/23998

945070
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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University

Mount Kenya University