

**FACTORS LEADING TO POOR PERFORMANCE IN SCIENCE SUBJECT BY
HEARING IMPAIRED LEARNERS: A CASE STUDY OF TUMUTUMU SCHOOL
FOR THE HEARING IMPAIRED LEARNERS, KENYA.**

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ABSTRACT

This study was aimed at determining the causes of poor academic achievement in sciences among the hearing impaired learners at Tumutumu School for the Hearing Impaired. The study attempted to analyse the contribution of teaching techniques, the curriculum and the learning resources in the performance of hearing impaired learners. Academically, there has been a gap between hearing impaired and hearing learners. The performance and admission rate of hearing impaired learners in post primary institutions has been declining. The researcher aimed at determining the factors that contribute to poor academic performance of hearing impaired learners in science subjects. The researcher was particularly interested in determining the curriculum content applied in hearing impaired learners, the teaching methodologies and availability of teaching resources in these schools. It can be concluded that hearing impaired performs poorly in an inclusive setting. Due to this, there was been an outcry from parents, hence a need to carry out a study into factors leading to poor performance in science by hearing-impaired learners. The researcher applied a blend of qualitative and quantitative research design. Questionnaires were used to collect data. The questionnaires had closed and open-ended questions in order to capture data required. Data was collected, coded and analysed using SPSS to develop frequencies, percentages and graphs. The researcher applied simple random sampling technique to select the sample for the research. After analyzing the data collected from the sample, the researcher determined that the curriculum and the teaching methodologies applied in teaching the hearing impaired learners are the causes of poor performance in science subject by the hearing impaired learners. The researcher recommended that the curriculum for the hearing impaired learners should be changed to be in line with the needs of the learners. The researcher also notes that the teachers in the hearing impaired learner schools should undergo training on how to handle these categories of learners.