

UNIVERSITY OF EDUCATION, WINNEBA

SOCIETAL PERCEPTION OF THE EDUCATION OF HEARING IMPAIRED: A
CASE STUDY OF ASHANTI SCHOOL FOR THE DEAF IN JAMASI
COMMUNITY



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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirements for award of the Master of Arts (Educational Leadership) degree**

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, SAMUEL OPOKU MENSAH, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. STEPHEN BAAFI-FRIMPONG

SIGNATURE:.....

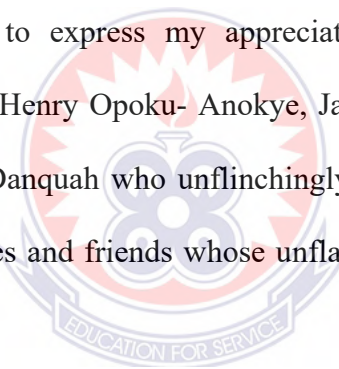
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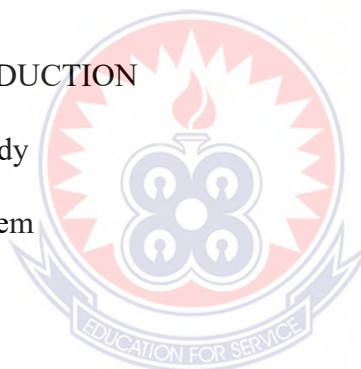
DEDICATION

To my dear wife Ms. Ernestina Danquah and my lovely children.

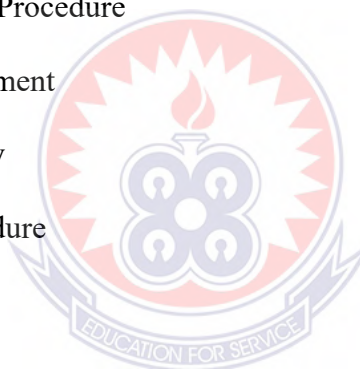


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ABSTRACT

The study sought to find out the societal perception of the education of the hearing impaired in Ashanti School for the Deaf, in Jamasi community. Fifty teachers, thirty non-teaching, one hundred and sixty students and ten parents who have their wards in Ashanti School For The Deaf were selected through simple random sampling and stratified simple random sampling. The research design was a descriptive survey and questionnaire was used to obtain the data for the study. The study found out that, the society generally has negative perception towards the hearing impaired; where majority of people think educating hearing impaired was a waste of resource. Again, the study found out that the syllabus and textbooks designed for schools were not deaf friendly. It was realised that, pupils who were brought to school by their parents and siblings received more love and care from their parents than those who were brought to school by other guardians. Additionally, the study found out that, schools for the hearing impaired were inadequate. It is recommended that, education should be given to the general public particularly parents who have given birth to hearing impaired children on the need to give equal opportunities and attention to both their hearing impaired and hearing children as far as their education is concerned. It is again recommended that, the government and the stakeholders in education should revise the syllabus to make it more friendly to the hearing impaired. Finally, the school authorities, P.T.A and all stakeholders should come up with programmes in the form of workshop, seminars, forum that would help the parents and the society at large to learn the sign language.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Our senses serve as a window to the world, allowing access to essential information that underpins daily functioning. As one sensory domain, hearing is critical to an individual's ability to communicate, interact with others, perceive dangers, and feel connected to the environment (Dalton, Cruickshanks, Klein, Klein, Wiley & Nondahl, 2003). Hearing also keeps people aware of signals and sounds which may ensure our safety and security; constantly provides the people with information about the surroundings; helps people acquire language; gives people pleasure and artistic satisfaction; and keeps people linked with each other. This does not mean that those who cannot hear, cannot do (or do not do) these. Individuals with hearing impairment can do all the activities given above but they may do it differently. This presupposes that hearing impairment impacts the quality of life and relationships with family and friends; the ability to remain engaged in preferred activities and work; cognitive and physical functioning; and the ability to understand health care instructions (Pacala & Yueh, 2012; Pope, Gallun, & Kampel, 2013).

The presence of a hearing impairment can have devastating effects on the child's educational, social and vocational achievement. This is to say that the presence of a hearing loss changes a child's relationship with the environment at a fundamental level. Parents often feel obliged to make immediate decisions that would have a lasting impact on the child's life. They do not only experience a sense

of grief over the loss of their child's hearing, but also find themselves submerged in unfamiliar terminology, angered and frustrated by any delay in diagnosis, confused by the assortment of educational methods, and constrained by the particular biases of professionals who may disagree on what is best for a given hearing-impaired child. As a result, the issues related to education of the hearing impaired are complex.

What is more complicating is the societal misconception about the abilities of the deaf that have influenced their educational, social and legal status. This is supported by Sussman (1973) who states that negative attitudes of non-disabled persons are among the most serious invisible barriers to the full participation and integration of disabled citizens into society. Yunker (1960) also adds that these societal attitudes and perceptions have the potential to lead people to become closed-minded and biased in their interactions with the person towards which the attitude is held. What is more the influence of such societal misconceptions sometimes leads to the false assumption that the deaf are incapable of learning. As Gilbert (2001) maintains, even though hearing impairment is not necessarily a new condition, it continues to be a disability that is often misunderstood. It could be debated that these misconceptions are sometimes the precipitating factors to stigmatization of a certain condition (Gilbert, 2001). In some countries, it is generally accepted that hearing impaired people constitute a separate social and cultural group and, no real effort is taken by their communities to assimilate them with the hearing majorities (Stephen, 2000).

Ghana being one of the developing countries is of no exception in the case of paying less or no attention to the hearing impaired. Ghanaians believe that deaf children are evil and to be thrown out of the community to pave way for development. The reason is that, there is a supposed curse placed on the family or the family has failed to honour a vow made to their gods hence giving birth to such children. In the past, these children with the entire family were banished from the community because it is assumed that, such children are useless, nuisance and incapable of doing something to help build the community. It is again assumed that it is a waste of resources to invest in these children. This reflects in the number of deaf schools in the country. For instance, in the Ashanti Region where this study was done, there is only one basic deaf school without a single senior high school for these less privileged people considering the numerous senior high Schools for the "Normal" people. The only basic school is mostly under the mercy of philanthropists or donors. About 90% of the structures are built by these philanthropists.

The situation is not different in the Jamasi community where the only basic deaf school is located. During inter-schools games, the "Normal" students are gripped with fear playing with the deaf students simply because it is assumed the deaf do not have "holes in their bones" which makes them exceptionally very strong and don't need to be competed with. In the villages children usually put leaves in their mouths to mock at the hearing impaired indicating that they are unable to talk.

It is very sad to hear that, teachers teaching deaf students stay in school doing nothing particularly for first the two to three weeks of every term because the

students stay home during these weeks and even beyond. The question is, what is the cause of this lateness and why should this happen? With a little interview conducted personally, it was realized that parents prioritize the needs of their "Normal" students before considering these less privilege deaf students.

The situation misguided because, it can be said that even though the issues of deaf education are complex, when appropriate treatment and services are provided, hearing-impaired children grow to become stable, independent, and productive adults. In the light of this, this study seeks to investigate the societal perception of the education of the students with hearing impairment at Ashanti School For Deaf in the Jamasi community of the Ashanti Region.

1.2 Statement of the Problem

People with disabilities are a part of our society. They are just like us, they want to live fully and be useful. But due to the restrictions caused by the condition of health, they face barriers to inclusion and their needs are often given low priority (WHO, 2011). People with disabilities, more especially the hearing impaired, continue to be subjected to a millennium of marginalization at an era when many sectors of our society enjoy the fruits of democracy (Donnell & McPherson, 2002).

What is worse, individuals with disabilities struggle for the opportunity to receive an education and get a job, experience violence and discrimination, have restricted participation in political and social life (WHO, 2011). Hearing loss also impacts an individual's work life in several inter-related ways – it makes

participating in the work environment challenging, especially if the work entails meetings, using the phone, or communicating with clients and other personnel (Boulton, 2013). This implies that persons with disabilities experience double discrimination, which places them at higher risk of sexual abuse, neglect, maltreatment and exploitation. This is supported by Matziou, Galanis, Tsoumakas, Gymnopoulou, Perdikaris, and Brokalaki (2009) that despite some helpful laws, policies and systems of practice in some countries, compared to their disabled or non-disabled, persons with disabilities are less educated; experience higher rates of unemployment; are more likely to be abused; are poorer; are more isolated; experience worse health outcomes; and generally have lower social status. It can thus be said that being deprived of the sense of hearing is not only defined as not hearing the sounds, but it is defined as the lack of access to many helpful and promising experiences of both individual and social life as well (Hallahan, Kauffman, & Pullen, 2012). This is indicated by the 2002 estimates by World Health Organization (WHO) in developing countries that there is a considerable percentage of hearing impaired people who are uneducated, unskilled and deprived of almost all their social, economic, cultural, and political rights (WHO, 2002).

It is also noted that the prevalence of disabilities in developing countries seems to be higher than it is in the developed countries. For example, studies have indicated that about 80 percent of all persons with disabilities live in isolated rural areas in developing countries (UNESCO, 2011). As a consequence, the quality of life of persons with disabilities in developing countries is significantly lower than that of their peers. Following from this, it can be said that the attitudes and

perceptions affecting developing countries, particularly Ghana, need to be addressed because studies indicate that negative attitudes are a barrier to a positive quality of life (Sussman, 1973). In view of this, Antonak and Livneh (2000) assert that knowledge about attitudes toward people with disabilities might be used to better inform assessments, design improved rehabilitation training and counseling programmes, and inform and create public policy that would contribute positively to modification of attitudes toward this population.

At Jamasi where this school for the deaf is located, it appears people are beginning to discard the notion that the hearing impaired are evil, not fit to live among men and should be thrown into the evil forest. However, it appears the belief that the hearing impaired are not the same and capable as the "normal persons" still persist. Thus resources are often used to develop the so called "normal people to the detriment of the deaf. In particular, the education of the hearing impaired is seen as less important.

As a result of less attention being given to the hearing impaired, most of them grow to become beggars, poor performers in school and less respected in the society. Indeed, if the hearing impaired is not educated as expected, it means their human resource cannot be tapped for national development. This underscores the need to study society's perception of the education of the hearing impaired. Despite this state of affairs, it appears not much have been undertaken in terms of scientific research to ascertain this at Ashanti School for the Deaf in Jamasi community.

It is to fill the gap in research that the current study was designed to investigate the societal perception of the education of the students with hearing impairment focusing on Ashanti School for the Deaf in the Jamasi community of Ashanti Region.

1.3 Purpose of the Study

The purpose of the study was to investigate the societal perception of the education of the students with hearing impairment. The specific objectives of the study would be to find out:

1. the societal perception of the education of the hearing impaired.
2. the parents' attitude towards the education of the hearing impaired.
3. the physical, psychological and educational challenges of the hearing impaired in accessing educational opportunities.
4. ways of developing positive perceptions towards the education of the hearing impaired.

1.4 Research Questions

Based on the objectives of the study, the following research questions were formulated to guide the study:

1. What is the Jamasi Community's perception of the education of the hearing impaired?
2. What is the attitude of parents towards the education of the hearing impaired?

3. What challenges do the hearing impaired face in their schools?
4. How could positive perceptions towards the education of the hearing impaired be developed?

1.5 The Significance of the Study

The importance of such study lies in the following points:

It is hoped that the findings of this study would alert educational practitioners and stakeholders on the importance of developing positive perceptions towards the education of the hearing impaired. Such a study would hopefully help in providing information that can be useful in changing the attitudes of parents. Findings from the study would serve as a source of relevant information for academia by serving as an additional source of library reference for students and lecturers. It is also hoped that such information may assist policy makers, school administrators and other stakeholders to come up with appropriate policies and activities that would best meet the needs of learners with hearing impairments. Furthermore, it is hoped that the study would stimulate further inquiries by other researchers.

1.6 Scope of the Study

The study focused on evaluating the societal perception of the education of the hearing impaired at Ashanti School For Deaf in Jamasi community. Jamasi is chosen as a research site because of the availability of the School for the Deaf taking care of learners with disabilities in the area. The study sought to find out

societal perception of the education of the hearing impaired, parents' attitude towards the education of the hearing impaired, the challenges the hearing impaired face in their education as well as ways of developing positive perceptions towards the education of the hearing impaired.

1.7 Limitations of the Study

The study was conducted to find out how the education of the hearing impaired was perceived by the people in the Jamasi community. It was difficult getting accurate information from respondents since they thought it was a way of infringing on their personal affairs. Again, the use of questionnaire hindered the research because it did not allow the researcher to probe further for detailed information and that somehow affected the conclusion drawn.

1.9 Organization of the Study

The study has been divided into five chapters. Chapter One, is the introduction which include the background to the study, statement of the problem, purpose of the study, objectives, significance, scope and limitation of study. Chapter Two reviews the existing literature related to the research problem and it also gives the differing approaches as well as their relevance and applicability to the study.

Chapter Three gives a detailed account of the methodology used in this study. It contains a presentation of the type of research design, sample chosen,

ethical considerations as well as the techniques employed in selecting the sample and the methods through which data was collected and analyzed.

Chapter Four presents and analysed of the results of the study. This is followed by the discussion of findings. Chapter Five contains an overview of the entire study, provide a summary of the key findings, draws conclusions and makes recommendations made based on the research findings.



CHAPTER TWO

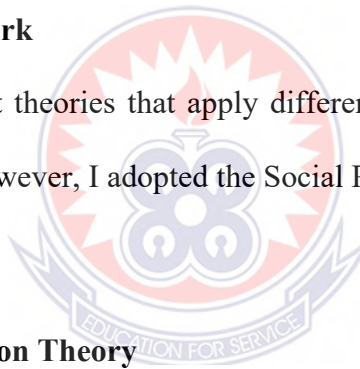
LITERATURE REVIEW

2.1 Introduction

This chapter reviewed of the literature on hearing impairment and societal perception towards education of the hearing impaired learners. The review discusses hearing impairment, degrees of hearing loss, perception formation and societal perception towards persons with hearing impairment. The chapter also outlines the theoretical and conceptual frameworks to be used in guiding this study.

2.2 Theoretical Framework

There are different theories that apply different approaches relevant to the intention of this study. However, I adopted the Social Perception Theory.



2.2.1 The Social Perception Theory

Gilbert (2001) opines that social perception is the process of forming impressions of individuals at a social level. The resulting impressions that we form are based on information available in the environment, our previous attitudes about relevant stimuli, and our current mood. Social Perception Theory states that people obtain self-understanding from making inferences from their behaviour and events surrounding their behaviour (Bern, 1969). In view of this, this theory maintains that humans tend to operate under certain biases when forming impression of other individuals. For example, we are more likely to perceive a physically appealing person as being good (i.e. possessing desirable personality traits such as kindness,

sociability, intelligence) than a less attractive person (Gilbert, 2001). Another social perception bias that this theory tends to outline is called in-group bias or in-group favoritism. This implies that we tend to favour members of our in-group over those we perceive as out-group members. This is known as the *Halo Effect*, (Buckney, 2001). This probability explains why people from homogeneous groups are likely to form unfavourable perceptions of people from heterogeneous groups.

In line with the Social Perception Theory, the apparent hypothesis would be that one group is likely to make prejudiced/biased perceptions about the other group mainly on the basis of their differences. Also, the prejudiced or biased perceptions formed may be of a negative nature, as both these groups are unfamiliar with the traditions and cultures of the other (they are not homogenous groups).

2.3 Hearing Impairment

Hearing impairment is a condition resulting from a structural abnormality (such as a hole in the eardrum) that may or may not produce a functional disability (such as diminished hearing). This however is a theoretical definition. Hearing is the ability to perceive sound. A person suffering from hearing impairment has difficulty in perceiving or identifying sound clearly due to auditory problems. The impairment may be unilateral or bilateral. Bilateral hearing loss means both ears are affected. Unilateral hearing loss means only one ear is affected (Warden, Barrera & Galt, 1942).

2.3.1 Degrees of Hearing Loss

From an educational standpoint, hearing impairments have been divided into “deaf” (a hearing loss of 70 db or greater in the better ear) and “hard of hearing” (a hearing loss of 35 to 69 db in the better ear). Deaf and Hard of Hearing are terms used by many professionals to describe the degree of hearing loss. Students who are deaf have such severe hearing loss that they cannot receive and understand auditory language with or without amplification whereas those students who are hard of hearing can process auditory information with their remaining hearing.

The degree of hearing loss is determined by measuring hearing threshold which is the level in decibels (dB) at which a signal is just barely heard. The louder a sound must be made to be heard, the greater the degree of hearing loss. Thus, an audiologist determines hearing loss by measuring in decibels (dB) across a range of frequencies from low to high pitched sounds.

Table 3 lists the categories of hearing loss and the educational implications of each.

Table 3: Hearing Loss and Educational Implications

Range of Hearing Loss	Decibel Range	Educational Implications for Student
Normal	-10 to +15 decibels	<ul style="list-style-type: none"> • can hear all speech sounds in good acoustic environment
Minimal loss	16 - 25 decibels	<ul style="list-style-type: none"> • difficulty hearing faint/distant speech • may require preferential seating • needs assistance with language development
Mild loss	26 - 40 decibels	<ul style="list-style-type: none"> • hearing aids or FM system may be recommended by an audiologist • requires preferential seating • will likely need assistance in area of speech, language, reading, writing and social skill development • staff and students would benefit from an in service on hearing loss
Moderate loss	41 - 55 decibels	<ul style="list-style-type: none"> • hearing aid and FM system are necessary • should understand conversation in quiet environment within three to five feet of person • will need help in areas of speech, language, reading, writing and social skill development • staff and students would benefit from an in service on hearing loss
Moderate to severe loss	56 - 70 decibels	<ul style="list-style-type: none"> • hearing aids and FM system are necessary • most speech information is missed unless student uses amplification on a full time basis • will need help in areas of speech, language, reading and writing • requires preferential seating • will need special training in area of social skills • staff and students would benefit from an in service on hearing loss
Severe loss	71 - 90 decibels	<ul style="list-style-type: none"> • hearing aids and FM system are necessary • relies mostly on vision rather than hearing for processing information • cannot hear speech without amplification • may hear loud sounds when near the sound source • requires preferential seating

Profound	91 or more decibels	<ul style="list-style-type: none"> • difficulty with intelligibility of speech and voice quality • may have language and social delays • signing and speech may need to be taught • specialized programming is required • staff and students would benefit from an in service on hearing loss • hearing aids and FM system may not benefit the student • cannot hear any sounds without amplification • difficulty with intelligibility of speech and voice quality • will likely have language and social delays • requires preferential seating • specialized programming is required • staff and students would benefit from an in service on hearing loss
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Source: Luckner & Denzin (1998)

Table 3 shows that the population of individuals who are deaf or hard of hearing is very diverse. It also indicates that hearing losses range from mild through profound. It can also be noted that all degrees of hearing loss can affect a student's development and two students with similar audiograms do not necessarily have the same language skills or learning needs. It can also be said that vocabulary development, idiomatic and grammatical English, abstract understanding and reasoning, as well as social skill development may be delayed depending on the severity of a student's hearing loss. As a result, it is necessary to know the nature, type and degree of hearing loss before the habilitative, audiological or educational plans are made.

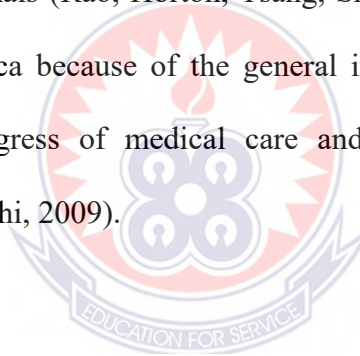
2.4 Societal Perception of Persons with Hearing Impairment

Societal perceptions refer to a particular society's observation and analysis of certain worldly occurrences and developments in relation to that society's shared customs and doctrine (Ladd, 2003). Historically, Frampton and Gall (as cited in Mbiti, 1969), have summarized the stages of development of perception of the handicapped to include: First, during the pre-Christian era the handicapped persons were persecuted, neglected and mistreated. Second, during the spread of Christianity era they were protected and pitied. Third, in very recent years there has been a movement towards accepting the handicapped and integrating them into society to the fullest extent. In most African families, the handicapped were seen as a curse and were separated from the main stream society. In some cases even the birth of twins and triplets were seen as an event out of the ordinary. As McFerran (2005) notes, parents are ashamed to produce a child with disability so much so that the child is hidden away, at home, isolated, or even abused. Some societies used to kill such children while others killed both the mother and the children (Mbiti, 1969). Ndurumo (1993) also adds that this practice of seeing the disabled as incapable of gainful employment is embedded in some stigmatizing of persons with disabilities. For example, the original Kiswahili term "*Wasiojiweza*" was used in Eastern Africa to refer to the disabled. The literal translation of the term means "those incapable of performing". The hearing impaired were in the past called "*Bubu*" (deaf and dumb) and later on "*Viziwi*" (deaf), but are now referred to as "*Wasiosikia*" (those who cannot hear).

In the same vein, beliefs about auditory impairment in African societies have been shown to provoke various reactions, ranging from denunciation to rejection, including considerations of infanticide. Some beliefs have the unfortunate effect of increasing the likelihood of isolation and marginalization of people who are hearing impaired (Kiyaga & Moores, 2003). Some societies pity children who have auditory impairment and see them as burdens, dependent on their families and lacking the ability to be independent (Kiyaga & Moores, 2003). Kiyaga and Moores further discovered that in some cases, cultural practices resulted in the hearing impaired child being hidden from public view because of familial shame over having a "handicapped" child who may bring misfortune upon the family. Such beliefs can lead to abuse, neglect, and abandonment, and hearing impaired children's potential to contribute to the development of African nations is dismissed (Kiyaga & Moores, 2003).

In Ghana, some people believed that deaf women were infertile, and thus were not to be interacted with sexually, as they were primarily perceived as an ancestral curse upon a family (Okyerere & Addo, 1989). Such beliefs view the state of being deaf as a curse (Okyerere & Addo, 1989). Okyerere and Addo (1989) also indicated that some of the beliefs on the cause of hearing impairment were accounted for as displeasure caused by the gods and other dead relatives (ancestors). From these studies it is evident that there has been a cultural misconception towards the causes of hearing impairment and people who are hearing impaired. It also shows that deafness is viewed as a disability. However, if deafness is seen as such, then people who are deaf carry with them the stigma of

"lacking" a typical human characteristic (Linton, 1998). This is supported by Antonak and Livneh (2000) that negative attitudes such as prejudice, misconceptions of abilities, and stereotyping create real obstacles to fulfillment of their roles and fulfillment of their life goals. However, research has shown that increasing the participation of individuals with disabilities is more than just economically advantageous for a country (Beretvas, Meyers & Leite, 2002). Critical examinations of attitudes toward people with disabilities, particularly the hearing impaired, are necessary because of the association of attitudes with behaviour and formation of beliefs about that population, which also affect relationships with peers and other professionals (Rao, Horton, Tsang, Shi & Corrigan, 2010). This is especially critical in Africa because of the general increase in the prevalence of disabilities with the progress of medical care and the increase in the aging population (Groce & Bakshi, 2009).



2.5. Parents' attitude towards the hearing impaired.

Parents obviously have the most important role to play in the growth and development of their children. With the new life that is brought into the world come an awesome responsibility and a sense of self-worth and satisfaction (Oliver, 1996). The attitude and behavior of the parents directly affects the attitude and behavior of the child and vice versa. Therefore a concerned parent who provides the basic necessities for growth and development like food, clothing, shelter, protection and belonging must be anxious why a child is behaving in the way he/she is (Maslow, 1987). The parent must acquire the ability to identify the developmental tasks that

the child is 22 working on. Developmental tasks include: learning to control their bodies, getting along with others, communication, independence, problem solving like when small children ask the what? That or why questions, trying the words that are appropriate for use (Albrecht, 1992). Parents must also develop the skill of reflective listening and this enables them to bring the child in touch with his own feelings. Children do not know how to explain their anger, frustration, or even their joy and more so difficult for the hearing impaired. Therefore, listening through paying close attention to children's verbal and non-verbal messages and allowing children to learn by solving their own problems is important (Barnes, 1991). Unrealistic expectations are a source of frustration but the goal of parenting is to help children grow into responsible, self-directed adults who can care for themselves and nurture others regardless of their condition (Maslow, 1987) and (Shakespeare, 1996).

Philosophers, educators and psychologists have long speculated about the connection between thought and action, character and conduct. The prevailing assumptions are that our feelings and beliefs determine our behaviours. Myers (1983), Shutle (1997) and Peter (2001) agree that the actions of an individual are largely governed by his or her attitudes and that an individual will behave in a manner that will satisfy his attitudes towards the object. Wang-wen (1998), states that attitudes are implicit responses whose drive strength occur within an individual as a reaction to stimulus pattern and affects subsequent overt responses. This means that attitudes determine the behaviour of an individual. According to Allport (1988), attitude determine for each individual what he or she will see and hear, what he will

think and what he will do. Attitudes interact with other personal characteristics such as motives, values and personality traits that in turn interact with environmental factors to determine behaviour. An individual therefore determines his 23 behaviour tendencies to excel or to fail in the performance of daily task and this will influence once social interactions and degree of social adjustment. Tascot (1998) remarks that formed attitude of parents of children who are hearing impaired play a significant role in the life of the child

Parents of deaf children encounter tremendous difficulties in developing positive parental relationship (Daniel & Dibawal, 1977). Parents of the hearing or "normal children" have higher positive attitude towards their children than the parents of handicapped children (Kalavathi, 1993). Dharitri and Vinoda (1993) studied behaviour problems in hearing impaired children and parental attitudes and was concluded that hearing impaired children showed more behaviour problems. Some of the behaviour problems increased with age. Mothers of hearing impaired children showed some favourable attitudes and some negative attitudes.

2.6 Challenges faced by hearing impaired in education.

Deaf people have never before had as much access to education and employment and have never before in a better position to overcome the remaining academic challenges facing them. Deaf children will be just as happy, smart and successful as hearing children as long as they are given equal opportunities, (Marc, 2007). Chimedza and Peterson, (2003) assert that it has been shown that deafness

itself does not affect a person's intellectual capacity to learn and that deaf children have the normal range of intelligence when tested on performance rather than on verbal tests (Moore, 1996). There are studies which report that most children with hearing impairment experience low academic achievement, (Marschark, 1993, Densham, 1995). Chimedza and Petersen (2003) point out that, this is particularly so in deaf students of hearing parents as compared to their hearing peers. The ability to read which lies heavily on the main language skills is cited as the main area affected, (Moore, 1996). Even at school leaving age, deaf students are still known to have poor reading attainment levels. Generally, it appears that the child's social development (through socialisation) is closely related to his or her normative cognitive development. If the child's cognitive functioning is limited, or development is hampered by certain conditions such as hearing impairment, social and normative development will likewise be deficient, because the inadequate acquisition of insight into what is acceptable and unacceptable (abstract values) will cause problems, (Adoyo, 2008). By implication, the child's inability to hear may also impede the learning of various socially acceptable habits.

Kapp (1991) contends that the hearing impaired child faces problems acquiring and understanding moral behaviour codes because it is mainly through language that they are transferred from one member of society to another. The deaf child's socialisation is deficient because inability to hear deprives the child of the most meaningful guidelines, for moulding of behaviour (Stinson & Whitmire, 2000). Because of the inability to communicate freely and understand language properly, the child is largely isolated from his or her hearing contemporaries.

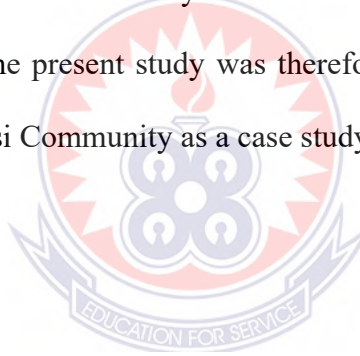
Deafness is often mistakenly associated with helplessness and the need for protection, hence the greatest obstacle facing the hearing disabled child or adolescent is not the hearing disability, but the failure of parents, professionals and the general public to understand and accept the person with this disability (Adoyo, 2008).

Berlin (2001) also stated that individual and group are often treated unjustly and suppressed by means of language. People who are deprived of linguistics privilege may thereby be prevented from enjoying other human rights; including fair political representation, a fair trial, access to education, access to information and freedom of speech and maintenance of their cultural heritage. Additionally, Branson (2002) debates that the recognition of sign Language will enable the hearing impaired community to access their human rights and in that way correct the perception that hearing impaired people are the less significant members of the society. Indeed, the official recognition of sign Language would serve as a springboard from which to address the challenges of fully integrating the hearing impaired community into society.

2.7 Summary

The discussion shows that the kind of perception (positive and/or negative) developed by a child with disability and his/her parents towards education will determine whether this child will gain access to education or not. However, the eventual access to education or lack of it will in turn depend on the societal values, beliefs and attitudes (extraneous/intervening variables) towards persons with

disabilities and their education. The societal beliefs, values and attitudes might either concur or be at variance with the attitude of the child with disability and his/her parents and therefore influence access to education. It is thus necessary that students with disability be informed about their own personal values and potentiality to make them develop a positive self-image in their interaction with the community. These educational programmes should be carried out with the aim of sensitizing the hearing public to the existence of the hearing impaired, their medium of communication, and possibly dismantling negative societal perceptions. Towards this end, there is the need to conduct systematic studies to provide data that will inform the strategies that are necessary and feasible. Yet, there is a dearth of research in this regard. The present study was therefore, designed to contribute to this effort, using the Jamasi Community as a case study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section discusses the methodology used for the study. It includes the research design, population and sampling procedures and the instrument for the collection of data for the study. Pilot test and data collection procedures and how data collected are analyzed based on the research questions are discussed.

3.1 Research Design

In order to ensure the success of the investigation, an appropriate research design was selected in a manner that would facilitate the researcher's arrival at valid findings. I took into consideration a number of views about research design and what is expected of a design. Burns and Grove's (2007:195) view about research design is that it is "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings".

In this study, the descriptive survey was adopted to find out the societal perception of the education of the hearing impaired. Creswell (2003) posits that descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and to draw valid conclusion from the facts discovered.

The descriptive survey design has an advantage of producing a good amount of responses from a range of people. It involves asking the same set of questions to a large number of individual either by mail, by the telephone or in person. It

provides a more accurate picture of events and seeks to explain people's perception and behavior on the basis of data gathered at a point in time. What is more; it tells what it is and provokes the 'why' questions of explanatory research.

There is, however, the possibility for error and subjectivity. For example, when a researcher designs a questionnaire, questions are predetermined and prescriptive. Furthermore, the study may contain errors, as the researcher may record what she wants to hear and ignore data that does not conform to the research project's hypothesis.

Despite the limitations, in the researcher's view, the strengths outweighed the weaknesses and the descriptive design was considered the most appropriate for the study.

3.2 Population

Population is a group of individuals that have one or more characteristics in common and an interest to the researcher (Best & Kahn, 2006). This involves the "aggregate or totality of all the objects, subjects or members that conform to a set of specifications" (Polit & Hungler, 1999:37).

The population under study is all the people in the Jamasi community of Sekyere South District in Ashanti Region. This community has about 10,985 people (Ghana Statistical Service, 2014). The accessible population however is all the students of the Ashanti School For The Deaf, teachers and other workers of the school as well as parents who have their children in the school. At the time of the study, the population of the school was about 690. Out of this population, 560 were

students and 130 were workers. There were 10 parents who had their wards in the school and this totals the accessible population to 700.

3.3 Sample and Sampling Procedure

The process of selecting a portion of the population to represent the entire population is known as sampling. Burns & Grove (1997) refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. It can thus be said that in sampling a portion that represents the whole population is selected. To ensure that all parts of the population are adequately represented in the sample in order to increase the efficiency in this study, stratified random sampling method was used. Gay (1992) agrees that stratified random sampling is an appropriate methodology in order to make proportionate, and therefore meaningful, comparisons between sub-groups in the population. Consequently, the stratified random sampling technique was used to select the sample of respondents from the school. The sample size for the study comprised 248 respondents from the school. This consisted of 50 teachers, 160 students, 28 non-teaching and 10 parents. Krejcie and Morgan (1970) posit that to have a confidence level of 95% and Margin Error of 5.0%, a population of 700 should have a sample size of 248. This is clearly spelt out in their table of determining sample size.

To select the individual respondents from each group, the researcher used the lottery method of the simple random sampling technique. "Yes" and "No" were written on pieces of papers and used to select the number of respondents

representing the quota. The papers were folded and put in a box and were shaken well to mix them up. The researcher spread the papers on a table and then asked each respondent to pick one until the papers got finished. All those with "yes" were given the questionnaires to answer as respondents. To ensure that everyone had equal chance of being selected any piece of paper picked was replaced.

3.5 Data Collection Instrument

The researcher used questionnaire for collection of data. The questionnaire was in the form of a Likert scale and open-ended item. According to Sheridan (2001), open-ended questions offer a more holistic and in-depth view of the topic under discussion. This is because the respondent is permitted full expression of his feelings thoughts and attitudes without being led by the researcher. This limits the possibility of partiality and preconceptions in research studies.

A questionnaire was used because, according to Fraenkel and Wallen, (2003), it allows all respondents to respond to the same options which can lead to a form of standard data to be gathered. A 25-items questionnaire anchored on a five-point scale ranging from Strongly Agree (SA) =5, Agree (A) = 4, Neutral (N) = 3, Strongly Disagree (SD) = 2, and to Disagree (D) = 1 was used. The Questionnaire items were structured into four sections- A, B, C and D. Section A covered the biographic data of respondents, section B relates to Research question 1 sought information on societal perception of the education of hearing impaired. Section C relates to Research Question 2 sought information on the attitude of parents toward the education of the hearing impaired. Section D which relates to Research

Question 3 sought information on the challenges the hearing impaired face in their education. Finally, section E which was open-ended sought information on ways of developing positive perceptions towards the education of the hearing impaired.

3.6 Validity and Reliability

Polit and Hungler (1999) refer to reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure. The validity of an instrument is the degree to which an instrument measures what it is intended to measure (Polit & Hungler, 1999).

To ensure validity of the instruments, the questionnaire was given to the colleagues on the master's programme for peer review. It was also sent to my supervisors to examine its stability, correctness and appropriateness since validity is determined by expert judgment. All the suggestions given by colleagues and my supervisor were used to restructure the items.

To ensure the reliability of the instrument, the questionnaire was pilot tested and the reliability coefficient was calculated using Crombach alpha. The reliability coefficient was calculated to be 0.785 indicating that the instrument was highly reliable.

3.7 Data Collection Procedure

An introductory letter was collected from the Department of Educational Leadership to the headmaster of Ashanti School for the Deaf Jamasi seeking permission to conduct the study. At the school, I explained the purpose of this study

to the respondents. Permission was sought to meet respondents and asked for their support to respond to the questionnaires. The respondents were assured of the necessary confidentiality. Questionnaires were distributed personally to the respondents who were given three days to complete after which the researcher went back to retrieve them.

3.8 Data Analysis

The completed questionnaires were given serial numbers and tallies were done orderly to identify the responses to each item from each respondent. These were then coded and fed into the computer and processed using the Statistical Package for Social Science (SPSS) software. Both quantitative and qualitative techniques were employed to analyze the data. The main statistical tool used in analyzing the data was simple frequencies and percentages. These approaches were used to analyze the data on biography and the research questions 1-3. Research Question 4 was qualitatively analysed. Tables were used to support the analysis to make it clearer.

3.9 Summary

The study was to find societal perception, attitude of parents, challenges and ways of developing positive perception of the education of the hearing impaired with the sample size of 248 rounded up to 250. Questionnaire was used to collect data for the study where letter was written to seek for permission to carry out the research at study area and the researcher explained the purpose of the study to

the respondents. Both quantitative and qualitative techniques were used to analysed the data.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents and analyzes the data collected and discusses it accordingly. Both quantitative and qualitative techniques were employed to analyze the data. Quantitatively, data were coded, counted, categorized into tables and processed to provide frequency table and percentages using the Statistical Package for Social Sciences (SPSS – PC for windows, version 16.0). Qualitatively, information gathered from the data was analyzed using descriptive analysis. Out of 250 copies of questionnaire administered, 235, representing 94% was recovered from respondents.

4.1 Background Information of the Respondents

This section presents and analyzes the background information of the respondents. The results are presented in Table 4.1 and Figure 4.1 to Figure 4.3.

Table 4.1: Background Information of the Respondents

Variables	Categories	Teachers (N=42)		Non-Teaching Staff (N=34)		Parents (N=10)	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Gender	Male	23	54.8	16	47.1	4	40.0
	Female	19	45.2	18	52.9	6	60.0
	Total	42	100.00	34	100.0	10	100.0
Age	25-30 years	10	23.8	3	8.8	0	0.0
	30-35 years	10	23.8	12	35.3	1	10.0
	35-40 years	7	16.7	9	26.5	3	30.0
	40-45 years	9	21.4	5	14.7	0	0.0
	50 years and above	6	14.3	5	14.7	6	60.0
	Total	42	100.00	34	100.0	10	100.0
	Marital status	Married	28	66.7	23	67.6	6
Single		9	21.4	10	29.4	0	0.0
Widow/widower		2	4.8	1	2.9	1	10.0
Divorce/separated		3	7.1	0	0.0	3	30.0
Total		42	100.00	34	100.0	10	100.0
Education level	Primary	0	0	0	0	3	30.0
	Secondary	0	0	0	0	7	70.0
	Total	0	0	0	0	10	100.0
Employment status	Not employed	0	0	0	0	1	10.0
	Self-employed	0	0	0	0	8	80.0
	Salaried employed	0	0	0	0	1	10.0
	Total	0	0	0	0	10	100.0
Professional qualification	Diploma teacher (General)	12	28.6	19	55.9	0	0.0
	Bachelor of Education	23	54.8	12	35.3	0	0.0
	Masters' degree	7	16.7	3	8.8	0	0.0
	Total	42	100.00	34	100.0	0	0.0
Training in special needs education	Yes	27	64.3	8	23.5	0	0.0
	No	15	35.7	26	76.5	0	0.0
	Total	42	100.00	34	100.0	0	0.0

Variables	Categories	Teachers (N=42)		Non-Teaching Staff (N=34)		Parents (N=10)	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Level of training in special needs education	Certificate in special needs education	3	12.0	2	25.0	0	0.0
	In-service Diploma in special needs	2	8.0	2	25.0	0	0.0
	Bachelors Degree in special needs education	18	72.0	1	12.5	0	0.0
	Post graduate Degree in special needs education	4	16.0	3	37.5	0	0.0
	Total	27	100.00	8	100.0	0	0.0

Source: Field Study, 2016

Gender of Respondents

From Table 4.1, it is observed that, in terms of gender, the majority of the teachers and pupils (54.8%) were males. On the other hand, majority of the non-teaching staff and parents (52.9% and 60% respectively) were females. It could be said both the males and females were adequately represented.

Age of Respondents

Table 4.1 also shows that the majority of all categories of respondents (teachers, non-teaching and parents) were above the ages of 35. While 14.3% and 14.7% of teachers and non-teaching staff respectively were 50 years and above, as much as 60% of the parents were 50 years and above.

Educational Level of the Respondents

Table 4.1 also shows that a significant number of the parents (70%) have had primary education. Also, while majority of the non teaching staff (55.9%) have had Diploma, the majority of the teachers (54.8%) have had Bachelor of Education. The results further revealed that the majority of the parents had only accessed education up to the primary level. Usually, this is an important opportunity for parents and teachers to work together in a very precise and concrete manner. As suggested by Okot, Eron and Kutosi (2000), parents and staff can share their successes and frustrations and work together to reach other goals.

It is also noted that a whopping majority (64.3%) of the teachers have had training in special needs education. However, the majority of the non-teaching staff (76.5%) indicated that they have had no training in special needs education.

The results also show that a greater number of the teachers (72.0%) have had Bachelor's Degree in Special Needs Education.

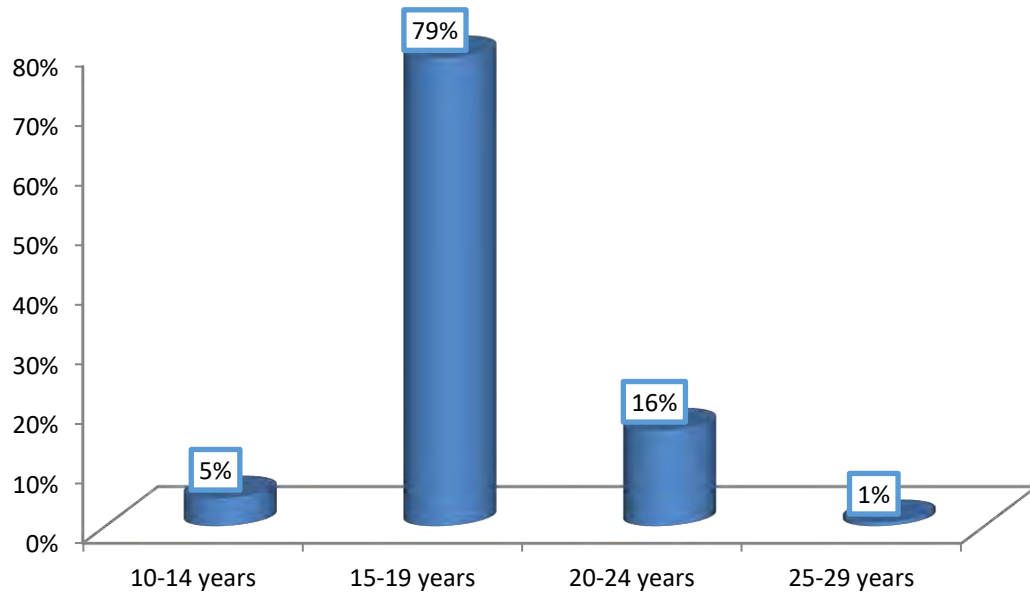


Figure 4.1: Age Group of the Pupils

Source: Field Study, 2016

Figure 4.1 above shows that a greater number (79%) of the pupils of the respondents were in the age group of 15-19 years.

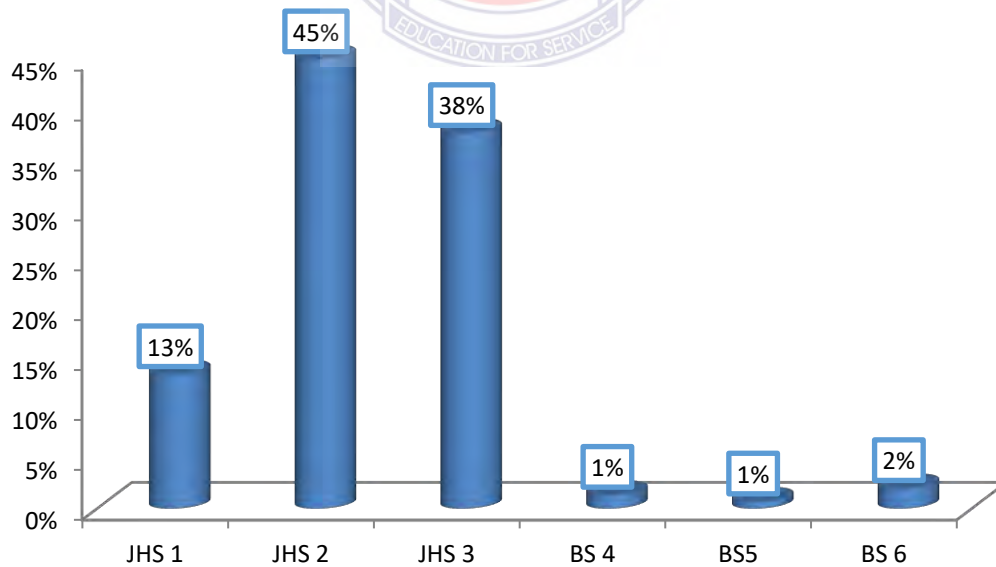


Figure 4.2: Class of Pupils

Source: Field Study, 2016

It can be observed from Figure 4.2 above that the majority of the pupils, represented by 45%, were in the junior high school. This suggests that a greater number of the pupils could vividly provide the variables affecting them and their education (Onu, 2008).

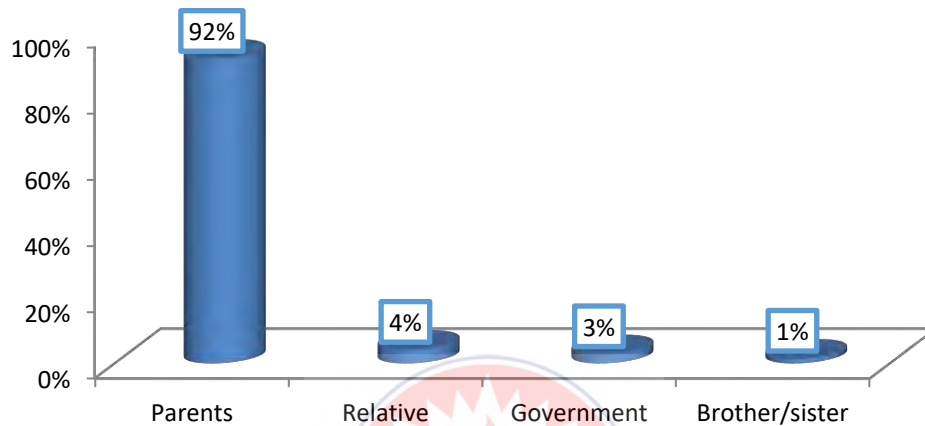


Figure 4.3: Who brought the pupil's into the school/institution

Source: Field Study, 2016

Figure 4.3 above also indicates that a whopping majority (92%) of parents brought their children to school. As Okot, Eron and Kutosi (2000) suggested, one expects that parents and staff work together in a very precise and concrete manner. This is because treatment, care, education and rehabilitation of learners with disabilities require direct participation of parents and much time (Elena, 2005). Okot, Eron and Kutosi (2000) also add that such parents help the child to learn to be humane, to love, to build his/her unique personality, develop his/her self concept/image and relate with and to the changing society of which he/she is born .

4.2 Analysis of the Main Data

The analysis of the data is organized in line with the research questions.

4.2.1: Research Question 1: What is the Jamasi Community perception of the education of the hearing impaired?

The study sought to investigate the societal perception of the education of the hearing impaired. The results are presented in the Table 4.2.

Table 4.2: Jamasi Community Perception of the Education of the Hearing Impaired

	Strongly disagree	Disagree	Agree	Strongly agree	Total
Comments from some people show they have negative attitude towards the education of hearing impaired	2(3%)	6(8%)	35(46%)	33(43%)	76(100%)
Others see the education of the hearing impaired as a waste of resources	9(12%)	7(9%)	39(51%)	21(28%)	76(100%)
People see the hearing impaired child as a curse person and should be separated from the main stream society	67(29%)	33(14%)	69(29%)	66(28%)	235(100%)
It is a waste of time and energy teaching the hearing impaired	21(28%)	24(32%)	22(29%)	9(12%)	76(100%)
Others believe the hearing impaired is incapable of learning	54(23%)	46(20%)	75(32%)	60(26%)	235(100%)
If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children	152(65%)	35(15%)	38(16%)	10(4%)	235(100%)
Educating the hearing impaired child will not add anything to their life	93(40%)	75(32%)	27(11%)	40(17%)	235(100%)

Source: Field Study, 2016

The majority of the teaching and non-teaching staff, 89% (involving 46% that agreed and 43% that strongly agreed), indicated that comments from some people show that they have negative attitude towards the education of hearing impaired. This confirms the view of Avoke (2005) that it is the society that largely creates barriers for the disabled; and that the difficulties of living as a disabled person are due to discrimination and prejudices, rather than impairment. Similarly, Ansari (2002) also found out that parents experience other negative attitudes towards their children and feelings of shame.

A greater number of the teaching and non-teaching staff (51%), agreed that some people see the education of the hearing impaired as a waste of resources. Kiyaga and Moores (2003) point out that such beliefs can lead to abuse, neglect, and abandonment, and hearing impaired children's potential to contribute to the development of African nations is dismissed.

The majority of all the four category of respondents; non-teaching staff, teachers, parents and pupils, indicated that people see the hearing impaired child as a curse person and should be separated from the main stream society. This is represented by 29% that agreed and 28% that strongly agreed. This result is in line with the finding of Kiyagya and Moores (2003) that hearing impaired children were been hidden from public view because of familial shame over having a "handicapped" child who may bring misfortune upon the family. Mbiti (1969) also adds that some societies used to kill such children while others killed both the mother and the children

The assertion that, “It is a waste of time and energy teaching the hearing impaired”, was disagreed by non-teaching and teaching staff.

A greater number (58%), involving 32% that agreed and 26% that strongly agreed, of all categories of respondents agreed that people see the hearing impaired as incapable of learning. This is consistent with the studies of Ndurumo (1993) that this practice of seeing the disabled as incapable is embedded in some stigmatizing of persons with disabilities. Kiyaga and Moores (2003) also support this by indicating that some societies pity children who have auditory impairment and see them as burdens, dependent on their families and lacking the ability to be independent

A whopping number of all the categories of the respondents (65%) disagreed with the statement that “If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children. The majority of the respondents, (72%), involving 40% that strongly disagreed and 32% disagreed that, educating the hearing impaired child will not add anything to their life. This is an indication that, educating the hearing impaired can change their life positively just as the hearing.

4.2.2 Research Question 2: What is the attitude of parents towards the education of the hearing impaired?

The study also sought to investigate the attitude of parents towards the education of the hearing impaired. The results are presented in Tables 4.3 and 4.4.

Table 4.3: Attitude of Parents Towards Education of the Hearing Impaired as Expressed by Teachers and Non-teaching Staff.

	Strongly disagree	Disagree	Agree	Strongly Agree	Total
Parents see it as their responsibility to take their hearing impaired child to school	8(11%)	21(28%)	34(45%)	13(17%)	76(100%)
The needs of the hearing impaired are duly catered for, to enhance their education	15(20%)	37(49%)	21(28%)	3(4%)	76(100%)
Parents make the hearing impaired child incapable of learning	8(11%)	24(32%)	37(49%)	7(9%)	76(100%)
Parents only follow up to their hearing child's school to find out his performance	1(10%)	2(20%)	6(60%)	1(10%)	10(100%)
Parents give more attention to the education of the hearing child than the hearing impaired child	4(5%)	12(16%)	26(34%)	34(45%)	76(100%)
Parents do not promptly provide the educational needs of their hearing impaired children	1(1%)	7(9%)	44(58%)	24(32%)	76(100%)

Source: Field Study, 2016

As presented in the Table 4.3, 58% of the teachers and non-teaching staff agreed and 32% strongly agreed that parents do not promptly provide the educational needs of their hearing impaired children. Also, 49% of respondents (teachers and non-teaching staffs) disagreed and 20% strongly disagreed that the needs of the hearing impaired are duly catered for to enhance their education.

Table 4.3 shows that the majority of the respondents (58%) believed that parents make the hearing impaired child incapable of learning. The results also indicate that parents give more attention to the education of the hearing child than the hearing impaired child. As much as 45% strongly agreed and 34% agreed to that and this would negatively affect the education of the hearing impaired. It is also

observed from the Table 4.3 that parents did not promptly provide the educational needs of their hearing impaired children. As much as 58% agreed to that while 32% also strongly disagreed to that.

Majority of the respondents (70%) involving 60% that agreed and 10% that strongly agreed indicated that they only followed up to their hearing children's school to find out their performance. The result indicated that parents' only followed up to their hearing children's schools to find out his performance. The analysis of the results from the teachers, non-teaching staff and pupils generally indicates that parents had negative attitude towards the education of their hearing impaired children.

Table 4.4: Attitude of Parents towards Education of the Hearing Impaired as Express by Pupils

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
My parents love and care for me in school	13(8%)	48(32%)	44(30%)	44(30%)	149(100%)
My parents are always afraid to see me in school	47(32%)	14(9%)	71(48%)	17(11%)	149(100%)
My parents are happy to see me go to school	11(7%)	44(30%)	28(19%)	66(44%)	149(100%)
My parents provide my educational needs as they do for my hearing siblings	11(7%)	54(36%)	29(19%)	55(37%)	149(100%)
My parents give more attention to my hearing siblings' education than me	52(35%)	18(12%)	58(39%)	21(14%)	149(100%)

Source: Filed Study, 2016

The study observed that the majority of the respondents indicated that their parents were always afraid to see them in school. 48% agreed and 11% strongly agreed. However, 44% strongly agreed and 19% agreed that their parents were happy to see them go to school. Also, the majority of the respondents indicated that their parents gave more attention to their hearing siblings. 39% agreed and 14% strongly agreed. As Table 4.4 indicates, 60% of the respondents revealed that their parents love and care for them in school. This involved 30% of the pupils who agreed to the statement and 30% who strongly agreed.

The result clearly shows parents attitude towards the hearing impaired was not as good as towards the hearing children. Though, majority of respondents (60%), indicated that their parents love and care for them in school, there were still great number (40%) who did not experience such love and care. Generally, parents were afraid to see their wards in school and again paid less attention to the hearing impaired children. This attitude of parents had negative effect on the education of the hearing impaired and this affirmed the assertion of Tascot (1998), remarks that formed attitude of parents of children who are hearing impaired play a significant role in the life of the child.

4.2.3 Research Question 3: What challenges do the hearing impaired face in their education?

The study also aimed to discuss the challenges that the hearing impaired face in their education. The results are presented in Table 4.6.

Table 4.5: Challenges of the Hearing Impaired in their Education

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
We sometimes find it difficult to sign effectively	19(8%)	20(9%)	153(65%)	43(18%)	235(100%)
The students lack of educational materials	18(8%)	36(15%)	137(58%)	44(19%)	235(100%)
Parents failure to pay visit to the school	35(15%)	18(8%)	124(53%)	58(25%)	235(100%)
Parents do not care about their wards after been brought to school	45(19%)	28(12%)	123(52%)	39(17%)	235(100%)
Hearing impaired children inability to read and understand	9(12%)	18(24%)	38(50%)	11(14%)	76(100%)
School for hearing impaired students are inadequate	10(7%)	23(15%)	76(51%)	40(27%)	149(100%)
The syllabus is not friendly to the hearing impaired	4(5%)	3(4%)	33(43%)	36(47%)	76(100%)

Source: Field Study, 2016

As presented in Table 4.6 , majority of the respondents (pupils, parents, teachers and non-teaching staff) indicated the following as challenges of the hearing impaired in their education: difficulty to sign effectively (65% agreed and 18% strongly agreed), lack of educational materials (58% agreed and 19% strongly agreed), failure of parents to visit their hearing impaired in school (53% agreed and 25% strongly agreed), lack of parental care (52% agreed and 17% strongly agreed), inability of the hearing impaired to read and understand (50% agreed and 14% strongly agreed), school for hearing impaired students are inadequate (51% agree and 27% strongly agree) and unfriendly syllabus to the hearing impaired (43% agreed and 47% strongly agreed).

The analysis of the results from all categories of respondents indicates that, there are a lot of challenges as far as the hearing impaired children's education is concerned. This is in line with similar studies (Moore, 1996; Andrews & Lupart, 2000). In view of this, the researcher supports Bryan and Myers (2006) assertion that pupils with impairments are disabled by physical, organizational and attitudinal barriers.

4.2.4 Qualitative Analysis of other Challenges that Respondents face in the Education of the Hearing Impaired

The study sought to discuss other challenges that respondents face in the education of the hearing impaired. The qualitative description sought to classify the challenges in terms of those that each of the categories of respondents faced.

Challenges Faced by Parents

Ridicule from the community and family members

Some of the parents indicated that they faced ridicule from some family members, friends and community members. Others explained that this results from the fact that most of these people see educating the hearing impaired as a waste of resources.

Difficulty in Communicating

Almost all the parents revealed that they found it very difficult to communicate well with their hearing impaired children. One of them even added that “I find it difficult to advise her”.

Financial Problems

It was noted that the parents faced financial problems which made it difficult to meet some of the needs of their hearing impaired children especially educational needs. Probably this explains Easter's (2011) view that this is a major challenge that parents of hearing children face and adds that such parents worry about their finances and the ability to support themselves and the feeling of unpreparedness for the future.

The Challenge of Tagging

Some of the parents indicated that the members of the community, family and friends tagged them with all kinds of names instead of their real name because of their hearing impaired children. This is in consonance with the studies of Ghosh and Magana (2009) that parents of children with hearing impairment often experience stigma and shame, limiting familial support. They explain that this is because it is usually mothers who are blamed by others for their child's disability (Ghosh & Magana, 2009).

Inability to Pay Regular Visit to pupils at School

Some parents indicated that they were unable to pay regular visit to their hearing impaired children. This suggests that the parents know the importance of regularly visiting their wards. However, the possible reason may be the financial problems they faced.

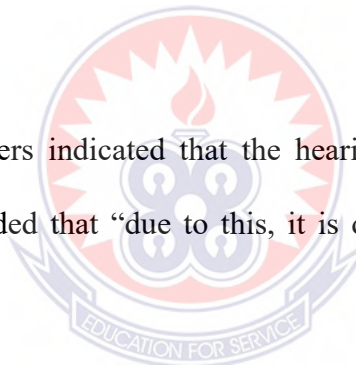
Challenges faced by Teaching and Non-Teaching Staff

Problem of Communication

Most of the teachers and non-teaching staff indicated that they found it difficult to communicate with the pupils. Some of the teachers revealed that their limited vocabulary makes reading and understanding very difficult for them. In view of this, one of them indicated that he employs arbitrary signs and gestures to explain concepts. Moreover, the study noted that this challenge contributes to the inability to understand simple concept during teaching and learning on the part of the students.

Slow Learners

Most of the teachers indicated that the hearing impaired pupils are slow learners. One of them added that “due to this, it is difficult to complete syllabus before final exams”.



Inadequate Teaching Materials

Almost all the teachers revealed that there were inadequate teaching learning materials to support learning for the hearing impaired pupils. What was worse; one of them concluded that “Some of the lessons in the syllabus are taught by the use of sound which makes it difficult for teachers to teach the hearing impairing”.

Lack of Government Support

Some of the respondents indicated that the assistance received from the government was not enough. Specifically, some of them explained that the school lacks learning materials; has limited teaching staff and inadequate infrastructure. The researcher has also observed that, the student to teacher ratio was very high. A class which is supposed to contain six students now has students ranging from fifteen to twenty.

Hearing Impaired Children do not Pay Attention

Some respondents indicated that teaching hearing impaired children is difficult because they do not pay attention. One of them explained that educating the hearing impaired children in itself has a lot of challenges. He even added that most of these challenges should have been dealt with at the national level. He accordingly exemplified that the BECE questions were unfriendly to the hearing impaired students.

Challenges of the Pupils

The pupils stated the following as other challenges they faced in their education. These are lack of parental care, no support from the government, inadequate fund, lack of specialized trained teachers for the hearing impaired, inadequate learning materials and support from hearing people and philanthropy.

4.2.5 Research Question 3: What are the ways of developing positive perceptions towards the education of the hearing impaired?

The study also sought to investigate the ways of developing positive perceptions towards the education of the hearing impaired. The suggestion of the different categories of respondents (teachers, non-teaching, parents, and pupils) are presented here.

Suggestions made by Parents

The following are the suggestions made by parents to help develop positive perceptions towards the education of the hearing impaired

1. Introduction of Sign Language in Basic School

It was suggested that sign language should be incorporated in the curricular of the basic and secondary levels of education. Specifically, one of them pointed out that “Sign language should be taught at the basic and all levels of education in Ghana”.

2. Motivation of Teachers in Special Education

Most of the parents also suggested that motivational package like incentives should be given to teachers in special schools. This belief was such an act which would motivate more teacher trainees to be trained for special education. Some of them also added that scholarship should be given to needy but brilliant hearing impaired children to encourage others.

3. Public Education and Awareness of Disabilities

It was suggested that public awareness should be created to erase the erroneous impression about the hearing impairment. Others added that the district assemblies should create awareness towards educating hearing impaired children and on causes of hearing impairment. One respondent, therefore, suggested that *“people need to understand the problem through education in churches, any social gathering”*.

4. Provision of Educational Materials

It was suggested that the government and the district assemblies should provide educational materials for the hearing impaired schools. One of them, for example, had this to say:

Most hearing impaired needs educational support materially and financially”. “Materials should be supplied by the District Assemblies to support the education of the deaf”, “Government should support parents of hearing impaired with funds and educational materials.

5. Government Support to Parents

It was also suggested that government should support parents who have hearing impaired children in educating them.

6. Job creation for Hearing Impaired

Almost all the parents indicated that one way to develop positive perceptions towards the education of the hearing impaired was to create jobs that would absorb the hearing impaired after school. They added that this would

encourage parents and the general public at large to recognize how important it is to educate the hearing impaired children in our society.

7. Making Education Accessible to the Hearing Impaired

It was generally suggested that stakeholders in education should make education accessible to all hearing impaired by providing all the necessary educational materials and also have good intention about their education.

Suggestions Made by Teachers

1. Educating the General Public

Teachers also suggested that education should be given to parents who have given birth to hearing impaired children to have time and give them special treatment, good and quality education to them as they do to their hearing children because both of them can become great people in future or something good can come out from them. One teacher added that parents should be made aware that education is the right for all children including the hearing impaired. To him, most parents are not even aware that the law makes it mandatory that hearing impaired children receive education. Some of them also indicated that the general public needs education to avoid discrimination and tagging the hearing impaired as a curse, etc. This education could be offered by teachers (special education) and the law makers.

2. Revision of Syllabus for the Hearing Impaired

Generally all the teachers indicated that the government and all other stakeholders in education need to revise certain parts of the syllabus to make it more hearing impaired friendly. It was also added that the syllabus should be adjusted to suit the hearing impaired children. It was also suggested that special needs education should be revised to deal mostly with technical, vocational and other skill acquisition courses

3. Provision of Incentives

It was suggested that incentives should be provided for hearing impaired pupils. This could be done by parents, the government and other stakeholders by making all the necessary educational materials available to them. Again, scholarships could be granted to the brilliant students by the government and other non-governmental organisations. It was made known that this would support parents and motivate the general public to educate their hearing impaired children. It was also indicated that this could develop positive perception towards the education of the hearing impaired. Some of the respondents also revealed that avenues should be created for the motivation of special education teachers by the government and the District Assemblies.

4. Introduction of Sign language in Basic and Secondary Cycles

Some teachers suggested that sign language should be introduced in the syllabus of basic and secondary cycle schools. Some of them added that this would

ease the communication between the hearing children and hearing impaired in the society.

5. Provision of Educational Materials

It was proposed that teaching and learning materials such as pictorial charts and videos in line with the syllabus and textbooks should be provided by the government.

6. Creation of Public Opportunities

Most of the teachers revealed that the hearing impaired should be allowed to participate in all activities in the society with their hearing counterparts. It was indicated that they should be involved in decision making during a family discussion and that they should not be side lined because disability is not inability. Some also added that parents, opinion leaders, politicians and the entire community should accept the hearing impaired children as part of the community and should consider them as such in their planning

Their belief was that this would help to erase certain misconceptions and foster a smooth relationship between the hearing impaired and the hearing in the society.

7. Enforcement of Legal Right

Some teachers suggested that parents through education should be made aware that education is the right for all children including the hearing impaired.

Thus those who refuse to educate their hearing impaired children should be prosecuted in the law courts.

8. Provision of Learning Materials

It was made known that the government should help provide learning materials that would be able to help both teachers and pupils in the teaching and learning process. It is important that adequate logistics should be provided to aid the teaching of the hearing impaired.

9. Parent Should Support their Hearing Impaired Children

Most of the teachers indicated that parents and the general public should not see hearing impairment as a curse but a challenge that needs to be addressed. Some of them also added that equal attention should be given to both hearing impaired and hearing children. One of them also suggested that parents should learn the sign so that they could assist them to learn social manners right from their beginning.

10. Employment of Deaf Adult

Some of the teachers revealed that deaf adult with high education achievement should be given employment to serve as a role models to others.

Suggestions made by Non-Teaching Staff

1. Avoid Discrimination on Social Platforms

The respondents suggested that there should be the avoidance of discrimination towards the hearing impaired. In this regard, some of them added that more avenues and social platform should be given to them to air their views on issues.

2. Job Creation

It was made known that deaf adults should be given equal chance of working in government and non-governmental establishments just as the hearing child.

3. Provision of Government Support for Parents

It was brought to the fore that the government should support parents whose children are hearing impaired since educating such children is expensive.

4. Parents Should Give Equal Attention

Some of the respondents suggested that parents should pay equal attention to the hearing children and the hearing impaired children. To them, this would go a long way to influence the community to behave as such in that the hearing impaired would feel comfortable to mingle with them as they do to the hearing ones.

5. Education to Parents and the Public

Most of the respondents indicated that education should be given to the parents and the general public on the hearing impaired to help enhance positive perception towards the hearing impaired. Some of them also proposed that parents should be educated to understand the need to support their children through seminars and training sessions and during PTA meetings.

6. Special Training/In-Service

Some indicated that training and development programmes should be designed and organised for workers in the hearing impaired schools. Interestingly, almost all of them hinted that teachers need to be given in-service training to help them communicate well with the hearing impaired.

Suggestions Made by Pupils

1. Avoidance of Discrimination

Most of the pupils articulated that the community should see both the hearing and the hearing impaired as the same and should avoid discrimination. Some of them also suggested the hearing people should make friend with the hearing impaired.

2. Inclusion of Hearing Impaired on Job Creation

The pupils again indicated that the government and policy makers should create avenues where the hearing impaired would be given equal opportunities in

terms of job offer. They also suggested that people should have the desire to learn the sign language.

4.6.5 Summary

Various ways of developing positive perception towards the hearing impaired were suggested by the respondents. The study identified similar ways to ensure positive perception towards the hearing impaired in the country. These are few of the ways for the society and parents to develop positive perception towards the hearing impaired;

The society should discard their negative thoughts about the hearing impaired children as far as their education is concerned. Again, there should be public education and creation of awareness of the hearing impaired. Additionally, the society should fully accept the hearing impaired children and to have the zeal and desire to learn the sign language to enhance their communication with these less privilege children.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study investigated the societal perception on the education of the hearing impaired focusing on the Ashanti School for the Deaf, Jamasi – Ashanti. The focus was to determine the level of attitude of parents of learners with disabilities towards education of their children; to find out how the society perceives the education of hearing impaired; to identify the implications of these (perceived) societal perceptions on the education of hearing impaired; to find out the physical, psychological and educational challenges of the hearing impaired in accessing educational opportunities; and to find out ways of developing positive perceptions towards the education of the hearing impaired. The chapter presents a summary of the findings of the study, conclusions drawn and recommendations made based on those findings. It also highlights areas suggested for further research.

5.1 Summary of Findings

The study showed that people have negative attitude towards the education of hearing impaired. This generally showed that there is no statistically significant difference among teachers, non-teaching staff, parents and pupils on people's negative perception towards the education of the hearing impaired.

Secondly, the study found out that people see the education of the hearing impaired as a waste of resources. A greater number of the teaching and non-teaching staff, 51%, agreed that some people see the education of the hearing impaired as a waste of resources.

The results showed that the schools for the hearing impaired are inadequate. The majority of the pupils, involving 51% that agreed and 27% that strongly agreed, revealed that schools for hearing impaired students are inadequate.

Furthermore, the study showed that people see the hearing impaired child as a curse person and should be separated from the main stream society. This was agreed by all the categories of respondents (non-teaching staff, teachers, parents, and pupils).

However, there was a difference among the respondents when it came to the statement “It is a waste of time and energy teaching the hearing impaired”. The findings revealed that while the non-teaching staff agreed, the teachers disagreed.

From the study, it was realized that there was considerable difference among the respondents about the statement that others believe the hearing impaired as incapable of learning. Parents’ agreement to this assertion was the highest, followed by teachers and then pupils. non-teaching staff however disagreed.

Also, the assertion that “If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children” was disagreed by non-teaching staff, teachers and pupils. However, it was agreed by parents.

The study, in addition, found out that parents saw it as their responsibility to take their hearing impaired child to school. A whopping majority (92%) of parents brought their children to school.

Additionally the results showed that parents give more attention to the education of the hearing child than the hearing impaired child and that they do not promptly provide the educational needs of their hearing impaired children.

The result further indicated that parents only follow up to their hearing children's schools to find out their performance. It was also observed that the pupils who were brought to school by parents and siblings receive love and care from their parents than those who were brought to school by other guidance.

Moreover, the results indicated that the textbooks designed were unfriendly to the hearing impaired. This was agreed by 26% of the pupils and 48% majority that strongly agreed.

The study further revealed that the respondents face different challenges in the education of the hearing impaired child. Common problems that parents face included: ridicule from the community and family members, difficult to communicate, financial problems, the challenge of tagging and the inability to pay regular visits and pay for provisions on time. It was also realized that teachers and non-teaching staff faced challenges such as problem of communication, limited vocabulary, slow learners, inadequate teaching materials, lack of government support and that hearing impaired children do not pay attention. The pupils on the other hand stated lack of parental care, no support from the government, inadequate fund, lack of specialized trained teachers for the hearing impaired, inadequate

learning materials and support from hearing impaired people and philanthropy as challenges they faced in their education.

Based on the discussion of the findings, it could be concluded that some of the ways of developing positive perceptions towards the education of the hearing impaired are outlined below:

1. Sign language should be taught at the basic and all levels of education in Ghana.
2. Motivational package like incentives should be given to teachers in special school.
3. Scholarships should be given to needy but brilliant hearing impaired children to encourage others. Government should also support parents who have hearing impaired children in educating them.
4. The district assemblies and all other stakeholders should help create public awareness and education to elevate the erroneous impression about the hearing impairment.
5. The government and the district assemblies should provide educational materials for the hearing impaired schools.
6. Jobs that would absorb the hearing impaired after school should be created.
7. Education should be given to parents who have given birth to hearing impaired children on the need to give equal opportunities and attention to both their hearing impaired and hearing children highlighting that

both of them can become great people in future or something good can come out from them.

8. Parent should be made aware that education is the right for all children including the hearing impaired. The law makes it mandatory that they receive education and therefore becomes an offence to deny handicapped children their legal right to education.
9. The government and stakeholders in education needs to revise certain parts of the syllabus to make it more hearing impaired friendly.
10. The hearing impaired should be allowed to participate in all activities in the society with their hearing counterparts. This can be achieved by incorporate the sign language in various hearing schools in order to communicate with their hearing impaired counterpart in the society.
11. Training and development programmes should be designed and organised for workers in the hearing impaired schools.
12. Teachers also need to be given in-service training to help them communicate well with the hearing impaired.
13. The general public should see both the hearing and the hearing impaired as the same and should avoid discrimination.

5.2 Conclusions

Based on the findings, it could be concluded that the society generally has negative perception towards the education of the hearing impaired.

The hearing impaired could perform excellently if teachers were able to communicate effectively with them and parents gave equal attention to the hearing and the hearing impaired.

Again, syllabuses were written without considering the hearing impaired.

Parents on the other hand had positive attitude towards the education of their hearing impaired children. They for example see it as their responsibility to take their hearing impaired children to school, and to cater for their educational needs. They, notwithstanding, gave more attention to the hearing children than them.

The findings also indicated that teachers, parents, non-teaching staff and the pupils face different physical, psychological and educational challenges in the education of the hearing impaired.

Following from these, the study presupposes that parents, government, teachers, the general public and all other stakeholders have different but important roles to play in order to help develop positive perceptions toward the education of the hearing impaired.

5.3 Recommendations

The findings and conclusions of this study provide some useful insights for educators, educational authorities, parents, policy makers and all who are concerned with the education and development of the hearing impaired. The following recommendations are made:

1. Training and development programmes should be designed and organised for workers in the hearing impaired schools. Such training and development

programmes should for example aim at producing teachers who are motivated in performing their jobs and are able to use wide range of techniques to deliver the knowledge in a simple way that will motivate students. This includes creating friendly learning environment where students will be free to consult their teachers on issues in learning. Also, both newly posted teachers and non-teaching staff need to be given in-service training to help them communicate well with the hearing impaired.

2. Additionally, it is recommended that in-service trainings and seminars be provided for existing teachers to update their knowledge on special education strategies. Such teacher-training programmes and seminars should include training in sign language to enhance effective communication with the hearing impaired.
3. Education in the form of workshop, seminars, forum etc should be given to the general public particularly parents who have given birth to hearing impaired children on the need to give equal opportunities and attention to both their hearing impaired and hearing children highlighting that both of them can become great people in future or something good can come out from them. Here, those hearing impaired who have aspire to the high level of education could be involved and cited as an example for the public to know their capability.
4. The school authorities, PTA, and all stakeholders should come up with more programmes such as outreach, workshop, seminars, where the emphasis will be on teaching the sign language to equip the parents simple communication

skills. This would go a long way in ensuring that hearing impaired child benefits even out of school.

5. The government and stakeholders in education needs to revise certain parts of the syllabus that deal with oral and sound to make it more hearing impaired friendly. Example such as rhymes, rhyming scheme, alliteration, assonance and so on. In the long run, this would ensure that the peculiar needs of the hearing impaired are catered for by the syllabus.
6. The district assemblies and all other stakeholders should help create public awareness and education to elevate the erroneous impression about the hearing impairment.
7. The government and the district assemblies should provide educational materials for the hearing impaired schools.

5.4 Recommendations for Further Research

The study was done in only one out of the hundred and seventy districts of the country, and it is therefore recommended that similar studies could be conducted in other districts in the region or a whole region.

Finally, since the study used parents who have their hearing impaired children in an institution, it is recommended that a study be done on parents who have not yet taken their hearing impaired children to any institution of learning.

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APPENDIX

APPENDIX A: PUPILS' QUESTIONNAIRE

This questionnaire is meant to gather information for a research work as part of a degree to be submitted to University of Education, Winneba, in partial fulfillment of the requirements for the award of Master of Art. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

General Instructions

Tick (✓) in the box provided the appropriate response that applies to you.

Section A: Background Information

1. Gender Male [] Female []
2. Age: 10 – 14 [] 15 – 19 [] 20 – 24 [] 25 – 29 [] 30 + []
3. Class _____
4. Who brought you to this school/institution? Parents [] Relative []
Government [] Brother/sister [] Any other (specify) _____

Section B: Societal Perception of the education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
5. People see the hearing impaired child as a curse and should be separated from the main stream society.				
6. People think the hearing impaired child is a burden to the society.				
7. People see me as a shameful being.				
8. People believe I lack a typical human characteristic.				
9. People think I am incapable of learning.				
10. The society sees the education of the hearing impaired child as a waste of resources.				
11. Other people in the community laugh at the hearing impaired child attending school.				
12. My other siblings (who are not hearing impaired) do not wish me well in school				
13. If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children.				
14. Educating the hearing impaired child will not add anything to their life.				

Section C: Attitude of parents towards education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
15. My parents love and care for me in school.				
16. My parents are always afraid to see me in school.				
17. My parents are happy to see me go to school.				
18. My parents provide my educational needs as they do for my hearing siblings.				
19. My parents give more attention to my hearing siblings' education than me.				

Section D: Challenges of the hearing impaired in their education

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
20. . Teachers are unable to sign effectively.				
21. Necessary educational materials are not made available for me.				
22. My parents do not pay visit to my school.				
23. My parents care less about me when I am in school.				
24. Schools for hearing impaired students are inadequate.				
25. Textbooks designed are unfriendly to the hearing impaired.				

What are other challenges that you face in your education?

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Section D: Ways of developing positive perceptions towards the education of the hearing impaired

What do you think can be done to help develop positive perceptions towards the education of the hearing impaired?

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APPENDIX B

PARENTS' QUESTIONNAIRE

This questionnaire is meant to gather information for a research work as part of a degree to be submitted to University of Education, Winneba, in partial fulfillment of the requirements for the award of Master of Art. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

General Instructions

Tick (✓) in the box provided the appropriate response that applies to you.

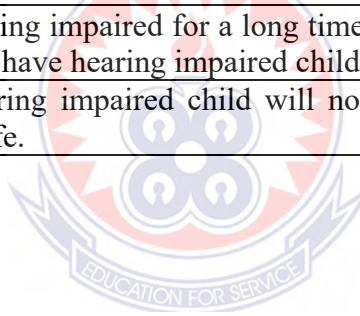
SECTION A: Background Information

1. Age; 25-30 30-35 40-45 45- 50 and above
2. Gender: Male Female
3. Marital status: Married Single Widow/widower
Divorce/separated
4. Education level: None Primary Secondary Tertiary
5. Employment status: Not employed Self-employed Salaried employed
6. How many children have you been blessed with? _____
7. How many of them have disabilities? _____
8. What is the gender of your disabled child/children? (*if more than one give the number per each gender*) Male Female
9. What is the kind of disability of your child/children? Visually disabled
Hearing impaired Physically disabled Mentally disabled

Section B: Societal Perception of the education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements. Tick one answer only for each statement.

STATEMENT	SA	A	D	SD
10. Some people see the hearing impaired child as a curse and should be separated from the main stream society.				
11. Other people think the hearing impaired child is a burden to the society.				
12. Some people see the education of the hearing impaired child as a waste of resources.				
13. Other people believe the hearing impaired child is not capable of learning.				
14. Some people believe the hearing impaired child cannot perform well in school like other able children				
15. If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children.				
16. Educating the hearing impaired child will not add anything to their life.				



Section C: Attitude of parents towards education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements. Tick one answer only for each statement.

STATEMENT	SA	A	D	SD
17. I am always shy to see my hearing impaired child in school.				
18. I feel very proud to see my hearing impaired child go to school.				
19. I provide all the educational needs of my hearing impaired child as I do for my hearing child.				
20. I only follow up to my hearing child's school to find out his performance				
21. I give more attention to my hearing child's education than my hearing impaired.				

Section C: Challenges of the hearing impaired in their education

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
22. I find it difficult to communicate with my child.				
23. I am unable to provide educational materials for my ward.				
24. I do not get time to visit my hearing impaired child in school.				
25. I do not find it necessary to care about my ward while in school.				

What other challenges do you face in your hearing impaired child's education?

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Section D: Ways of developing positive perceptions towards the education of the hearing impaired

What do you think can be done to help develop positive perceptions towards the education of the hearing impaired?

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APPENDIX C

TEACHERS' QUESTIONNAIRE

This questionnaire is meant to gather information for a research work as part of a degree to be submitted to University of Education, Winneba, in partial fulfillment of the requirements for the award of Master of Art. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

General Instructions

Tick (✓) in the box provided the appropriate response that applies to you.

Section A: Background Information

1. Age; 25-30 30-35 35-40 40-45 45- 50 and above.
2. Gender: Male Female
3. Marital status: Married Single Widow/widower
Divorce/separated
4. What are your professional qualifications? Diploma teacher (general)
Bachelor of Education Masters' degree
5. Teaching experience? (in years) _____
6. Do you have any professional training in special needs education? Yes
No
7. If yes, state your level of training in special needs education?
Certificate in special needs education
In-service training Diploma in special needs
Bachelors Degree in special needs education
Post graduate Degree in special needs education
Any other (specify)
8. Are you hearing impaired / deaf ? Yes No

Section B: Societal Perception of the education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
9. Comments from some people show they have negative attitude towards the education of hearing impaired.				
10. Others see the education of the hearing impaired as a waste of resources.				
11. People see the hearing impaired child as a curse person and should be separated from the main stream society.				
12. It is a waste of time and energy teaching the hearing impaired.				
13. Others believe the hearing impaired is incapable of learning.				
14. If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children.				
15. Educating the hearing impaired child will not add anything to their life.				

Section C: Attitude of parents towards education of the hearing impaired

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements. Circle one answer only for each statement.

STATEMENT	SA	A	D	SD
16. Parents see it as their responsibility to take their hearing impaired child to school.				
17. The needs of the hearing impaired are duly catered for, to enhance their education.				
18. Parents make the hearing impaired child incapable of learning.				
19. Parents give more attention to the education of the hearing child than the hearing impaired child.				
20. Parents do not promptly provide the educational needs of their hearing impaired children.				

Section C: Challenges of the hearing impaired in their education

Please indicate by ticking whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
21. We sometimes find it difficult to sign effectively.				
22. The students lack of educational materials.				
23. Parents failure to pay visit to the school.				
24. Parents do not care about their wards after been brought to school.				
25. Hearing impaired children inability to read and understand.				
26. The syllabus is not friendly to the hearing impaired.				

What other challenges do you face in educating the hearing impaired?

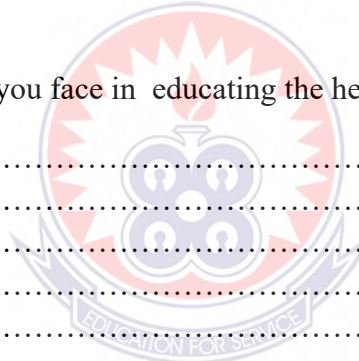
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Section D: Ways of developing positive perceptions towards the education of the hearing impaired

What do you think can be done to help develop positive perceptions towards the education of the hearing impaired?

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APPENDIX C

QUESTIONNAIRE FOR NON-TEACHING STAFF

This questionnaire is meant to gather information for a research work as part of a degree to be submitted to University of Education, Winneba, in partial fulfillment of the requirements for the award of Master of Art. Your sincere and correct answers will be important in attaining this goal. All information will be treated with utmost confidentiality.

General Instructions

Tick (✓) in the box provided the appropriate response that applies to you.

Section A: Background Information

1. Age; 25-30 30-35 35-40 40-45 50 and above
 2. Gender: Male Female
 3. Marital status: Married Single Widow/widower
Divorce/separated
 4. What are your professional qualifications? Diploma teacher (general)
Bachelor of Education Masters' degree
 5. Working experience? (in years) _____
 6. Do you have any professional training in special needs education? Yes
No
 7. If yes, state your level of training in special needs education? Certificate in special needs education In-service training Diploma in special needs
Bachelors Degree in special needs education Post graduate Degree in special needs education Any other (specify)
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Section B: Societal Perception of the education of the hearing impaired

STATEMENT	SA	A	D	SD
8. Comments from some people show they have negative attitude towards the education of hearing impaired.				
9. Others see the education of the hearing impaired as a waste of resources.				
10. People see the hearing impaired child as a curse person and should be separated from the main stream society.				
11. It is a waste of time and energy teaching the hearing impaired.				
12. Others believe the hearing impaired is incapable of learning.				
13. If one teaches the hearing impaired for a long time, one could become same or have hearing impaired children.				
14. Educating the hearing impaired child will not add anything to their life.				

Section C: Attitude of parents towards education of the hearing impaired

Please indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements. Circle one answer only for each statement.

STATEMENT	SA	A	D	SD
15. Parents see it as their responsibility to take their hearing impaired child to school.				
16. The needs of the hearing impaired are duly catered for, to enhance their education.				
17. Parents make the hearing impaired child incapable of learning.				
18. Parents give more attention to the education of the hearing child than the hearing impaired child.				
19. Parents do not promptly provide the educational needs of their hearing impaired children.				

Section C: Challenges of the hearing impaired in their education

Please indicate by ti whether you Strongly Disagree (SD), Disagree (D), Agree (A), or Strongly Agree (SA) with each of the following statements.

STATEMENT	SA	A	D	SD
20. . We find it difficult communicate with the students.				
21. The students lack of educational materials.				
22. Parents failure to pay visit the school.				
23. Parents do not care about their wards after been brought to school.				
24. Hearing impaired children inability to read and understand.				
25. Lack of in-service training in dealing with the hearing impaired.				

What other challenges do you face in educating the hearing impaired?

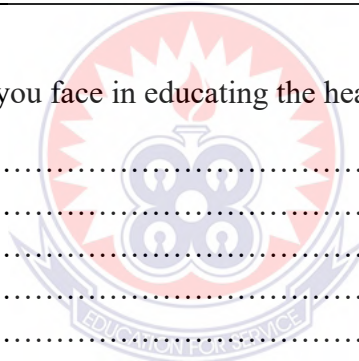
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Section D: Ways of developing positive perceptions towards the education of the hearing impaired

What do you think can be done to help develop positive perceptions towards the education of the hearing impaired?

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