



Effect of Literacy in Kenyan Sign Language on Academic Performance of Pupils with Hearing Impairment in Primary Schools in Kenya

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Abstract

The purpose of this study was to establish the relationship between literacy in Kenyan Sign Language (KSL) and academic performance of pupils with hearing impairment (HI) in public primary schools in western Kenya. Study objective was to find out the effect of pupils' literacy in Kenya sign language on academic performance. The study employed a mixed research approach and a descriptive survey design to collect qualitative and quantitative data. Using purposive sampling technique, 12 head teachers, 93 teachers and 108 pupils with HI forming a sample size of 213 respondents. Research instruments used were a Likert scale questionnaire and interview schedule. Piloting of the questionnaire was done in a public special primary school for the pupils with HI in Birunda School for the Deaf Trans Nzoia. The collected data was analyzed using descriptive statistics of frequencies, percentages, means, standard deviation and Pearson correlation coefficient and inferential statistics of chi-square using the statistical package for social sciences [SPSS] program of version 23. Qualitative data was analyzed by describing the emerging themes in relation to the study objectives. The study established that there was significant relationship between pupils' interpretation of KSL, literacy in KSL and challenges in using KSL and academic performance, all at $p < 0.05$. Therefore, the null hypothesis was rejected and concluded that literacy in KSL significantly influences academic performance. The results will help stakeholders in the education sector to establish how KSL is used in the teaching of pupils with HI in schools, hence providing valuable data on the current policy and practice in the field of education and training of teachers of the learners with HI. The following recommendations were made: pupils should be equipped with more literacy skills for the KSL and adequate resources and support services be given to the learners.