

# **INSTITUTIONAL FACTORS INFLUENCING ACADEMIC PERFORMANCE OF KENYA CERTIFICATE OF PRIMARY EDUCATION AMONG CHILDREN WITH HEARING IMPAIRMENT IN COAST REGION, KENYA**

**Degree Programme:** [MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT](#) [1]  
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This study investigated institutional factors influencing academic performance of Kenya Certificate of Primary Education on children with hearing impairment in special schools in Coast region, Kenya. The statement of the problem was the growing concern of the institutional factors influencing academic performance of learners with hearing impairment in the region, prompting the investigation to find solution to improve performance in national examinations. The research was done to establish the extent to which school environment influence KCPE results of learners with hearing impairment in special schools. This was when the researcher looked at the staffing situation to establish whether there were enough teachers in the targeted schools. Class enrolment was also checked to find out if teachers were handling large numbers of learners. Teacher's workload was also highlighted to determine whether they were being overworked which could contribute to working poorly. The research also established the extent to which trained personnel on special needs education influence KCPE performance. This was to find out whether the teachers, school management board members and education officers had undergone trainings on special needs education. That would determine if the concerned had relevant skills to enable the learners perform better in exams. An example of such required skills was the Kenya sign language. This was the only way someone would communicate effectively with hearing impaired learners. Social factors which might have influenced KCPE performance were also highlighted. Awareness on challenges faced by learners with hearing impairment was put into consideration. That would help the stakeholders to deal with the challenges and minimize them where possible. The research also established the extent to which teaching/learning resources influence KCPE performance. This was to determine whether the schools had enough teaching and learning resources such as sign language text books and hearing aids. When such resources would be lacking performance in national examinations would also be affected. Other theories related to the topic were also highlighted to determine what other researchers found out and whether their findings had some impact on the topic in searching for solution of the problem. All the findings would be used by the researcher to make recommendations and suggestions to the relevant authorities for intervention measures aiming at improving KCPE performance for learners with hearing impairment in special schools.

**Academic Year:** 2011/2012

**Project Year:** 2012

**Project Status:** completed

**Project Supervisor:** DR. MOSES OTIENO

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