

An Assessment of Influence of Defiant Behavior Disorder on Poor Performance among Learners with Hearing Impairment in Kilifi County, Kenya

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Abstract: The purpose of this was to establish how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya. The study adopted a descriptive survey design since the design includes asking a large group of people about a specific issue. The target population was 461 respondents from the four schools. Purposive sampling was used to select special schools and their principals in Kilifi County. Purposive sampling was used to select all teachers while stratified random sampling was used in selecting learners for the study with strata based on classes from class one to class eight. The research instruments used were questionnaires, interview and observation schedules. Piloting was done at Kakuyuni School for the Hearing Impaired after which further improvements of the research instruments was done. Mixed data analysis methods were employed whereby qualitative data was analyzed by use of thematic method while quantitative data will be analyzed by use of simple descriptive statistics such as measures of central tendency, frequency distribution tables, mean, mode, median and measures of dispersion i.e. variance and standard deviation. The study established that high scores of defiant behaviour deteriorated the level of participation in classroom, class attendance and accomplishment of assignments, performance and reading skills among learners with HI. The learners displayed little to no knowledge and retention of academic skills in the various levels of academic they were in. The study concluded that hearing impaired learners with defiant behavior have below average to poor academic achievement levels. The learners displayed little to no knowledge and retention of academic skills in the various levels of academic they were in. It is recommended that Board of Management, school administration and parents should take part in identification, assessment and management of hearing impaired learners with defiant behaviour.

Keywords: Defiant Behavior Disorder, Hearing Impaired Learner, Academic Performance

I. INTRODUCTION

Many students Hearing Impairment (HI) today who have Deviant Behavior Disorder (DBD) often exhibit behaviors such as; verbal and physical aggression; social skills acquisition and performance deficits that negatively influence both their ability to successfully negotiate peer and

adult relationships and their educational experience (Agomoh & Kanu 2011). Namely, when Students with HI are unable to negotiate social demands and meet teachers' expectations for school achievement, school becomes an insurmountable task. Because of poor effective interventions, these behavioural dimensions become more firmly developed and less amenable to intervention efforts. Increasing evidence has also established the negative academic outcomes typical of these students recently.

In the view of Wagner and Cameto (2004), Students with HI who suffer from DBD earn lower grades, are less likely to pass classes, and experience higher rates of school dropout than typical students and students with other high incidence disabilities. Students' academic performance, like their behavioural and social skills, does not seem to be improving despite the increased attention to the academic needs of Students with HI with DBD. These poor outcomes unfortunately do not improve when they leave the school setting. The category of students in this instance goes on to have negative employment outcomes, difficulties with substance abuse, and a high need for mental health services. One of the challenges of this construct under investigation is that EBD is common among 2% and 20% of the school-age population of students (Coutinho, 2006).

A range of DBD have been found to be associated with Students with HI including depression, aggression, oppositional defiant disorder and conduct disorder, and less consistently anxiety, somatization, and delinquency (Cullinan & Sabornie, 2004). There is an unresolved issue of whether children with HI show hyperactivity and inattention. It has been suggested that children with HI may be prone to show increased rates of hyperactivity and ADHD symptomatology (Ek et al., 2010), but this is not a consistent finding across studies. Kelly et al. (2008) reported an association between HI and ADHD in acquired HI cases only. Van Eldik (2006) found that it was only children with HI and low intelligence that showed attention problems.

Defiant behavior disorder among learners with hearing impairment is the leading cause of teacher burn out in special needs schools and units worldwide. Studies done in schools in Europe, North America, Asia, Africa, Australia and South America show that this burn out is manifested by a number of symptoms like stress, exhaustion, depression, low morale, absenteeism, boredom, apathy, and outbursts of anger (Miller, 2006). In developed countries such as Britain, United States of America, Germany and France support for teachers is given in that they are provided with opportunities to learn the skills of negotiation, consultation, conflict and classroom management that will help increase their confidence as they handle learners with defiant behavior disorder in schools for the learners with hearing impairment.

In South Africa issues to do with discipline and classroom management are greatly of concern to most teachers, especially teachers in special schools for the learners with hearing impairment (Ratcliff, Jones, Costner, and Savage-Davis & Hunt 2010). Teachers and general public in Tanzania view defiant student behavior as a major concern in special needs schools for learners with hearing impairment today (Walker & Sprague, 1999). Kenya has a replica situation that can be compared to most countries in the world today. In special primary and secondary schools for learners with hearing impairment, teachers use a lot of time to address class mischief as opposed to actual teaching (Stanfield, 2005).

In Kilifi county socio-economic factors seem to increase occurrences of defiant behavior disorder in classrooms for the hearing impaired and teachers have an uphill task to make sure that they are able to contain such behaviors within the class while making sure that curriculum needs of all learners are being met (Stanfield, 2005). The school system has been reactive rather than proactive in its approach to hearing impaired learners with defiant behavior. It should have laid down strategies to meet students' concerns as opposed to crisis based interventions. A look into selected special schools for the hearing impaired in Kilifi County displays lack of strategies employed to meet the needs hearing impaired learners with defiant behavior.

1.1 Study Objectives

The purpose of the study was to find out the implications of defiant behavior disorder on academic performance of learners with hearing impairment in special schools in Kilifi County, Kenya. However, the specific objectives of this study were to:

- i. Evaluate the extent to which conduct disorder influence academic performance among learners with hearing impairment in Kilifi County
- ii. Examine the extent to which attention-deficit hyperactivity disorder influence academic performance among learners with hearing impairment in Kilifi County
- iii. Determine the extent to which oppositional defiant disorder influence academic performance among learners with hearing impairment in Kilifi County

II. LITERATURE REVIEW

2.1 Theoretical Review

This research was guided by Social Learning Theory (SLT) by Albert Bandura (1977). The theory posits that learning is a cognitive procedure that happens in a social setting and can happen absolutely through perception or direct guidance, even without motor reproduction or direct reinforcement and support. In addition to the observation of behavior, learning also occurs through observation of rewards and punishments, a process known as vicarious reinforcement. In an attempt to find out why hearing impaired learners in special schools in Kilifi County fail to achieve academically as a result of defiant behavior, aspects of this theory were used to delve further into key factors to learning such as attention, retention, reproduction of behavior and motivation.

2.2 Empirical Studies and Knowledge Gaps

Students with HI with DBD may have conditions such as neurosis, childhood psychosis, hyperactivity, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and conduct disorder (CD). Generally a HI student with DBD will present with negative behaviours that impinge on their learning and often on their social development (Gordon & Eiraldi, 2011). Kauffman (2001) studied the characteristics and behaviours associated with DBD among Students with HI and found that they may include: aggressive or anti-social behaviour; inattentiveness; distractibility and impulsiveness; impaired social interactions; a general inability to cope with the routine of daily tasks; obsessive and repetitive behaviours; attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and depressed behaviours such as withdrawal, anxiety and mood swings.

Koenig & Volkmar (2006) further found that some Students with HI with DBD have negative self-concepts and low self-esteem. In the classroom, Students with HI may be frequently off-task and it may adversely affect the learning of some others. Students may have problems working in groups and in forming relationships. Students may also show aggression towards others or refuse to co-operate (Reid et al., 2004). In another study it was found that, HI children with DBD like oppositional defiant disorders, attention deficit hyperactivity disorders, and conduct disorders experience difficulties in numerous developmental areas, such as social adaptation and academic achievement (Koenig & Volkmar, 2006).

Gordon and Eiraldi (2011) enumerated the DBD and found that children with DBD like autism spectrum disorders, attention deficit hyperactivity disorders, and conduct disorders experience difficulties in numerous developmental areas, such as social adaptation and academic achievement. Koenig & Volkmar (2006) studied anxiety disorders among children they found that it is the most common childhood disorder with 13 out of every 100 children, whose age range is from 9-17 years old, having at least one of the different types of anxiety disorders. Agomoh & Kanu (2011) studied severe depression

among children who were physically disadvantaged; their study showed that 2 out of every 100 physically challenged children have been experiencing this disorder. This disorder was marked by severe loss of interest in friends and activities, very low self-esteem, lack of any type of motivation, changes in sleeping and eating patterns, increased amount of sadness, thought of suicide. Coutinho (2006) did a study on bipolar disorder among students in special schools they found that bipolar disorder is recognized by mood swings that range from extremely high to extremely low, high moods will be marked by hyperactivity, little sleep, and careless judgment, low moods will be marked by depression.

In another study Gordon & Eiraldi (2011) researched on conduct disorders among secondary school girls, they found out that conduct disorder resulted in antisocial behavior that violates the rights of others, they further revealed that 4 out of every 100 girls under study portrayed a sign of this disorder which included: Aggressiveness with peers, teachers, pets, and strangers, no regard for rules, repeated destruction of others' property, constant criminal activity. In yet another study Reid et al., (2004) studied schizophrenia among blind students in junior secondary school in US. They found out that the disorder affects the child's mental ability to differentiate between what is real or unreal. This disorder develops slowly through a child's life till their adult years. 5 out of every 1,000 children who have sight impairment develop this disorder.

Academic progress according to Semmel and Frick (2010) is the change in academic achievement observed from one year to the following one and can be determined by observing gains on achievements in examinations and teachers view of the learner's change. These learners with hearing impairment have more elevated levels of negative associations with educators and different understudies, including negative connections regardless of getting more consideration from the instructor (Henricsson & Rydell, 2004). Bru (2009) investigated academic results with defiant learners. The examination included learners and instructor providing details regarding scholastic results. The inquiries that surveyed trouble making of a student included: speaking with different students without authorization, upsetting others, marking or talking out of turn, and upsetting the instructor.

Clunies-Ross, Little and Kienhuis (2008) contrasted educator surveys about their classroom and genuine perceptions of the classrooms. The researchers were keen on whether proactive or receptive methodologies were utilized to oversee classroom behavior. Ratcliff, Jones, Costner, Savage-Davis, and Hunt (2010) underlined interactions among instructors and understudies sway social as well as scholarly development. Ratcliff et al. (2010) discuss the cycle of defiant behavior which consists of: The learners with hearing impairment displays defiant behavior, teacher's attempt to control defiant behavior, learner's persistence in continued defiant behavior, teacher retreating in frustration, increase in hearing impaired learners' misbehavior.

2.3 Conceptual Framework

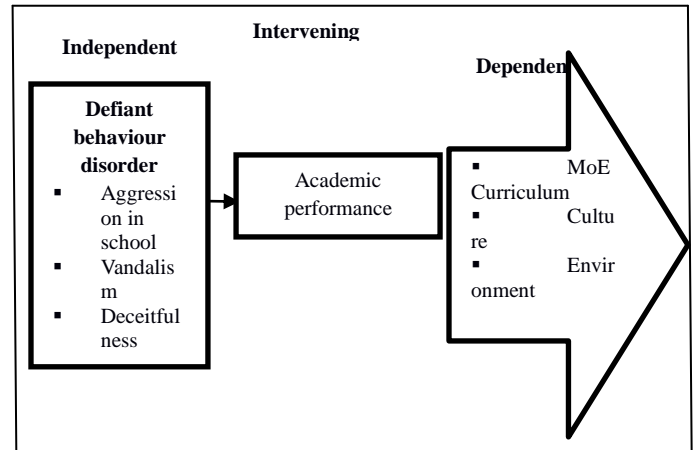


Figure 1: Conceptual Framework

III. METHODOLOGY

3.1 Research Design and Target Population

The study adopted a descriptive survey design since the design includes asking a large group of people about a specific issue. The data is gotten from a sample instead of the whole populace, (Kothari, 2004). The descriptive survey design is suitable for the study on defiant behavior disorder and how it affects academic performance of learners with hearing impairment in Kilifi County, Kenya. The study targeted four special schools for learners with hearing impairments in Kilifi County. There are 4 head teachers, 50 special needs teachers, 25 male and 25 female teachers and 332 students in these special schools. Therefore, the target population was 461 respondents from the four schools.

3.2 Sampling techniques and Sample Size

In this study purposive sampling was used to select special schools and their principals in Kilifi County. Purposive sampling was used to select all teachers while stratified random sampling was used in selecting learners for the study with strata based on classes from class one to class eight. From the four schools all the teachers were purposively picked as they provided significant data for the research. A total of 154 respondents comprised of 4 principals, 50 teachers and 100 students were selected to participate in the study.

3.3 Research Instruments

The study adopted the use of questionnaire, observation schedules and interviews to collect data. Two sets of questionnaires were developed for students and teachers and an interview schedule for the head teacher. The primary data for analyses was obtained from the respondents through the use of questionnaires and individual verbal interviews and focus groups for clarity. The interviewer pursued in-depth information around the topic. Interviews were useful as follow-up to ascertain responses to questionnaires.

3.4 Pilot Study

Pilot testing was done at Kakuyuni School for the hearing impaired where the questionnaire and interview schedule were administered to a number of the respondents and the responses checked against the research objectives. The particular zones that were checked included reasonableness of language, clarity of inquiries and decisions in the reactions, the ampleness of the spaces accommodated, the composed reactions and ambiguity. The results and recommendations of the pilot test were used to further develop the questionnaire. After carrying out validity and reliability tests, the questionnaire and interview schedule were revised, produced and packaged ready for distribution to the respective respondents at the opportune time.

3.4 Data collection Procedures, Analysis and Presentation

Data was collected from the primary sources through the use of structured questionnaires. The interviews to the principals were done by the researcher himself and the responses recorded. The researcher also made observations and recorded them in an observation checklist. The observations were based on school environment. Data from the questionnaires were analyzed in the following process; first, data collected were inspected thoroughly for their completeness. Second, after correction of mistakes, the data were sorted into various categories such as schools, gender, level of education, age. Third, the data were coded, processed, analyzed and tabulated in form of graphs, tables and pie charts by Statistical Package for Social Sciences (SPSS) version 21. Using thematic content analysis, data were categorized into themes and sub-themes for easier analysis.

IV. RESULTS AND DISCUSSIONS

Results have been presented and discussed in different sections: bio-data and findings based on the research objective.

4.1 Bio-Data of the Respondents

Table 1: Distribution of Learners in Class and Gender

School	Class					
	Six		Seven		Eight	
	Boys	Girls	Boys	Girls	Boys	Girls
Kibarani	2	3	3	2	2	3
Gede	3	2	2	2	2	2
Sahajanand	2	1	3	2	3	1
Kakuyuni	1	2	1	3	2	1
Total	8	8	9	9	9	7

From Table 1, it can be seen that there is minimal difference between the enrollment of boys and girls in special schools in Kilifi County. The trend is equally distributed across all class levels. This might be as a result of the fact that there is delicate awareness among communities to equally treat girls as boys in education matters (Ombati, 2013). Moreover, this situation might be attributed to the strengthened call toward

Education For All (EFA) by the Ministry of Education in Kenya. The acquisition of defiant behaviours among learners was also determined by the school environment of the child. Hence, there was need to establish the demographic characteristics of head teachers. This was achieved by asking the head teachers, with the aid of questionnaires, to indicate their gender, marital status, level of education and occupation. These findings are presented in Table 2.

Table 2: Head teachers' Demographic Profile

Variables		Frequency (N=4)	Percentage (%)
Duration for leadership in the current school	Below 5 years	0	
	5-10 years	1	25.0
	11-15 years	3	75.0
	Above 15 years	-	-
Level of education	None	-	-
	Primary	-	-
	O-level	-	-
	College	2	50.0
	University	2	50.0
Professional qualification /Specialization	Special needs for early childhood	1	25.0
	Autistic Spectrum Disorders	-	-
	Gifted and talented student education	-	-
	Applied behaviour analysis	1	25.0
	Visual impairment	-	-
	Hearing impairment	2	50.0

N=4

The data presented in Table 2 reveals that majority 3(75.0%) of the head teachers who took part in the study had headed their schools for a duration between 11-15 years and 1(25.0%) for a duration of between 5-10 years. However, none had headed their schools for duration of above 15 years. Basing on the level of education, all the four head teachers had undergone both College and University training where 2(50.0) had specialized training in HI while 1(25.0%) had trained in Special needs for early childhood and another 1(25.0%) in applied behaviour analysis. These findings implied that head teachers of the special schools had the capacity to manage defiant behaviours manifested in learners with HI. One of the head teachers mentioned that some learners suffered from autism other than hearing impairment.

4.2 Deviant Behavior and Learning among Learners with Hearing Impairment

This study sought to establish how defiant behavior disorder leads to poor performance among learners with hearing impairment in Kilifi County, Kenya The teachers were asked to indicate their level of agreement with a list of statements using a 5-item Likert scale (Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D and Strongly Disagree=SD) using a structured questionnaire. Frequency and percentage were used to discuss the findings as presented in Table 3.

Table 3: Effect of Defiant Behaviour on students' learning as Reported by Teachers

Effects	A		U		D	
	Freq	%	Freq	%	Freq	%
Defiant learners participate poorly in the classroom	35	70.0	5	10.0	10	20.0
Defiant learners are not creative like other learners	30	60.0	15	30.0	5	10.0
It is easier for the defiant learners to drop out of school	32	64.0	8	16.0	10	20.0
There is a high rate of absenteeism among the defiant learners	30	60.0	10	20.0	10	20.0
Defiant learners do not complete on time the assigned task	28	56.0	7	14.0	15	30.0
There is poor performance among defiant learners	25	50.0	13	26.0	12	24.0
It is very difficult for defiant learners to read very well.	28	56.0	10	20.0	7	14.0

N=50

Findings in Table 3 indicated that considerably more than half 35(70.0%) of the respondents agreed that defiant learners participated poorly in the classroom. It can also be seen from the findings that 15(30.0%) of the respondents were undecided on whether defiant learners were more creative than other learners or not. Other effects of defiant behaviour on learning among hearing impaired learners include, dropout of school, absenteeism, failure to accomplish assignments on time and poor reading skills. Mean and standard deviations were also used to describe the results. The results are presented in Table 4.

Table 4: Mean and Standard Deviation of Effect of Deviant Behaviour on learning as Reported by Teachers

Statement	N	Mean	Std Deviation
Defiant learners participate poorly in the classroom	20	3.17	1.080
Defiant learners are not creative like other learners	20	3.12	1.131
It is easier for the defiant learners to drop out of school	20	3.18	1.102
There is a high rate of absenteeism among the defiant learners	20	3.10	1.144
Defiant learners do not complete on time the assigned task	20	3.05	1.058
There is poor performance among defiant learners	20	3.05	1.058
It is very difficult for defiant learners to read very well.	20	3.08	1.070
Overall mean		3.107	

Results in Table 4 show that all items had mean scores above 3 (mean>3.0; average mean=3.107) implying that high scores of defiant behaviour deteriorate the level of participation in classroom, class attendance, accomplishment of assignment, performance and reading skills among learners with HI. These findings implied that defiant behaviours among learners with HI in Kilifi County negatively influenced learning and consequently achievement. This finding was supported by

Hudley (2013) in a study done in the United States of America who asserts that childhood defiant behaviour carries a host of negative developmental consequences that persist and accumulate over time, including poor school adjustment and attendance hence the learners also exhibit poor school attendance and drop from school more often. The findings on the influence of defiant behaviour on attendance has been supported by Njuguna (2012) study done in Bomet, Kenya who reports that defiant behaviours in learners can disrupt learners school adaptation. This may include causing absenteeism and school dropout.

The findings of the current study implied that defiant behaviours among learners with hearing impairments in the selected special schools in Kilifi County negatively influenced learning and consequently achievement as shown by school academic records and reports of various learners in the selected special schools. In relation to these findings, McEvoy and Welker (2012) also revealed that highly defiant learners are perceived as less academically successful, more behaviourally disruptive and less motivated in class. Also, according to Lopez et al. (2006) learners with defiant behaviours demonstrate academic difficulties at early years of learning. The above findings are further echoed by those of Bru (2009) which indicated that the disruptive learners tend to have lower academic results than the other learners in the class.

To establish whether there was a relationship between level of defiant behaviour and academic performance of learners with learning impairment in special schools, the means of Likert scale responses for each of the learning factors were compared using the level of defiant behaviours (low=0-6 range, moderate=7-13 and high=14-20) as the factor variables. The results are summarized in Table 5.

Table 5: One-Way ANOVA on Level of Deviant behaviour and Learning Behaviour

Learning Factor		Sum of Squares	Df	Mean Square	F	Sig.
Participation in classroom	Between Groups	1707.794	7	243.971	1.979	.001
	Within Groups	18742.450	152	123.306		
	Total	20450.244	159			
Class attendance	Between Groups	2822.400	7	403.200	2.262	.002
	Within Groups	27091.200	152	178.232		
	Total	29913.600	159			
Completion of assignment	Between Groups	2478.244	7	354.035	2.159	.001
	Within Groups	24920.450	152	163.950		
	Total	27398.694	159			
Academic performance	Between Groups	3707.400	7	529.629	3.412	.000
	Within Groups	23593.000	152	155.217		
	Total	27300.400	159			

Reading skills	Between Groups	2201.500	7	314.500	2.307	.002
	Within Groups	20722.400	152	136.332		
	Total	22923.900	159			

The results show that all levels of defiant behaviour were significant across all dimensions of learning which include participation in classroom ($F_{(7,152)} = 1.979, p = 0.001$), class attendance ($F_{(7,152)} = 2.262, p = 0.002$) completion of assignment ($F_{(7,152)} = 2.159, p = 0.001$), academic performance ($F_{(7,152)} = 3.412, p = 0.000$) and reading skills ($F_{(7,152)} = 2.307, p = 0.002$). This connotes that learning in all the dimensions differed with respect to the level of defiant behaviours. The discoveries of the research agree with those of Kaplan, Gheen & Midgley, (2002) which demonstrated a positive correlation with disruptive behaviour and being male (with low mathematics grades) in an investigation including disruptive behaviour and classroom objective structure. Lach, Kohen & Garner (2009) found that the results of learners in Kindergarten could be influenced by the encompassing neighbourhood yet that the school had an increasingly significant job in forming their students' results. Disruptive behaviour may come from emotional as well behavioural problems.

The finding of this research is additionally in accordance with what Bess & Gearhart, (2012) found in their research that students with hearing impairment will in general do better in most scholarly subjects since they score lower on verbal Intelligence Quotient than in measures of performance. This implies hearing loss impose serious deterrents on the scholastic execution of learners with hearing impairment. In a related report, American Speech-Language-Hearing Association (2010) additionally stated that learners with hearing impairment experience verbal based challenges, poor sound-related memory and are effectively occupied. They likewise have an issue focusing in a nearness of acoustic stimuli. The performance of these students in the sampled schools could therefore be attributed to such factors.

One of the major findings of this study was that there is no significant difference in the mean scores of students on the influence of conduct disorder on academic performance of students. Koenig and Volkmar (2006) supported this finding by asserting that children with DBD like oppositional defiant disorder, attention deficit hyperactivity disorders, and conduct disorders experience difficulties in numerous developmental areas, such as social adaptation and academic achievement. In typical classroom situation, students may be frequently off-task and it may adversely affect the learning of some others. Students may have problems working in groups and in forming relationships. Students may also show aggression towards others or refuse to co-operate.

Finally, it was found that there is no significant difference in the mean scores of students on the influence of attention-deficit hyperactivity disorder on academic performance of students. In a study conducted by Coutinho (2006) the

declining academic deficits across the content areas as students increased in age as a result of attention deficit hyperactivity disorder. However, these findings should be interpreted very cautiously given Coutinho drew this conclusion based on increases in grade-level equivalent differences across time. Reviewed standard scores, which allow for such comparisons over time, were not analyzed. Regardless as to whether academic performance remains stable or declines over time, this lack of improvement is concerning.

V. CONCLUSIONS

The study concluded that hearing impaired learners with defiant behavior have below average to poor academic achievement levels. The learners displayed little to no knowledge and retention of academic skills in the various levels of academic they were in. Learning in special schools including participation in classroom, class attendance, completion of assignment, academic performance and reading skills among learners are significantly determined by the score level of defiant behaviours.

VI. RECOMMENDATIONS

- i. It is recommended that the Board of Management, school administration and parents should take part in identification, assessment and management of hearing impaired learners with defiant behaviour.
- ii. There is need for collaboration amongst all stake holders in the education of the HI learner with defiant behaviour so as to improve academic achievement.
- iii. The school administration and teachers to devise effective ways of controlling defiant behaviour among learners with HI in special schools.
- iv. Learners with hearing impairments should be empowered to participate in the teaching and learning processes in an attempt to make more beneficial teacher-learner interactions and improve students' academic performance.

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