

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECNOLOGY**

**COLLEGE OF HEALTH SCIENCE**

**SCHOOL OF MEDICAL SCIENCE**

**DEPARTMENT OF COMMUNITY HEALTH**



**PARENTS' PERCEPTION ON THE EDUCATION OF THE DEAF – THE  
PERSPECTIVE OF PARENTS OF CHILDREN WITH DEAFNESS AT  
ASHANTI SCHOOL FOR THE DEAF, JAMASI, GHANA.**

**BY**

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**(MSC. DISABILITY, REHABILITATION AND DEVELOPMENT)**

**NOVEMBER 2016**

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children with deafness at Ashanti school for the deaf**

Thesis submitted to the Department of Community Health, School of Medical  
Sciences, Kwame Nkrumah University of Science and Technology, in the partial  
fulfillment of the requirements for the degree of Master of Science Disability,  
Rehabilitation and Development.

**BY**

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**MSC. DISABILITY, REHABILITATION AND DEVELOPMENT**

**NOVEMBER 2016**

## DECLARATION

### STUDENT'S DECLARATION

I hereby declare that this Thesis is written by me and that no part has been plagiarized.

Florence Boadi	(PG 9911913)
Student name	index number
Signature	Date
.....	.....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines laid down by the Kwame Nkrumah University of Science and Technology, Kumasi.

Supervisor :	Dr Wisdom Kwadwo Mprah
Signature	Date
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Head of Department:	Dr; Yeetey Enuameh
Signature	Date
.....	.....

## **DEDICATION**

This project work is dedicated to all my children for their cooperation and support.

## **ABSTRACT**

This study assessed the perception of parents of deaf children on deaf education at Ashanti School for the Deaf, Jamasi. The target population was 500 and consisted of all parents of deaf children in Ashanti School for Deaf, Jamasi. A quantitative descriptive design using questionnaire to collect data from the respondents. Data were coded and entered into a computer using SPSS. Descriptive statistics including frequencies and percentages were generated and used to explain and interpret the data. It was found that although parents thought educating deaf children is as important as educating hearing children, majority did not think deaf children can perform academically as hearing. It was also found that negative perception on the part of society and parents have affected the education of deaf children negatively. To change the perception on deaf education, quality education in accessible form should be made available to improve their chances of gaining employment thereby increasing their standard of living and quality of life. It is also recommended that the government should make it a point to provide adequate facilities and other services in the deaf schools to improve on teaching and learning. Furthermore, parents should make it a point to take full responsibility of their deaf children's education.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Education could be explained as a systematic, organized means, designed to bring about learning formally or informally. Education aims at socializing the child to acquire the culturally desirable appropriate behaviors, goals, motives and skills for his or her future role in society (Bernard, 1999).

Education is no longer taken as primarily, imparting knowledge but also as the awakening of curiosity, development of proper interests, attitudes and values, and building up of such essential skills as independent living and the capacity to think and judge (Hama,2003). Education is thus considered as an essential factor for economic and social growth because it is education that produces the skilled human resource needed for the development of the nation. The development of formal education has therefore been the priority of nations. For example, Mensah (2002) states that with the right type of quality and quantity human resources, states would achieve socio-economic advancement even if the natural resource are limited.

Studies have shown a strong connection between disability and poverty, and there are efforts by governments to reduce poverty among persons with disabilities through education (United Nations International Children Emergency Fund, [UNICEF], 2007) If children with disabilities are educated, they get empowered, stand a chance of getting employed, participating in the national development, and thus making them useful citizens in society (Berg, 2008).

Ensuring that children with disabilities have access to quality education as the members of society, is therefore essential and a fundamental human right which must be respected and protected (UNICEF, 2007).,

Educating deaf children is an important issue which should be addressed in all educational policies and programmes. Deaf persons, as part of the community of persons with disabilities, experience the same negative perceptions as other persons with disabilities. These perceptions have been formed as a result of superstitious beliefs, creating stigma and, consequently, affecting their access to socio-economic activities such as education.

The care for persons with disabilities in Ghana is still generally based on the charity model of disability, whereby persons with disabilities are seen as objects of pity, who need to be catered for by others. There is little recognition of both the rights and their capabilities (Silker, 2009). Consequently, deaf persons are pitied and seen as a burden on their families. Lacking the ability to be independent. This perception impedes access to education.

As, described earlier, the main aim of education is to assist individuals to acquire the necessary knowledge and skills to make them self-reliant, self-confident, and to enable to them contribute meaningfully to society. However, deaf persons are often denied access to education because they are seen as people who are cursed, have low intelligent and do not have the capability to contribute to society (Agbengyega,2003)

Parents of deaf children do not therefore want to support the education of their deaf children because they are unwilling to spend their resources in educating children who are considered worthless; parents would rather prefer investing in their hearing children Most deaf children are thus not enrolled in school (Iftikhar and Yasmeen 2009). Some

of the few parents who enrolled their children in school use the school as a dumping place. They never visited their children in the schools nor do they provide them with their basic needs (Harrold and O'Donnell, 2008; Madani (2007).

Parental perception and attitude towards deaf education has serious consequences on the performance of deaf children. Studies have found that positive parental perception and expectations is positively correlated with children's grade. It means the if parents of deaf children have positive attitude towards their deaf children's education, the ,academic performance of deaf education would likely increase (Reynold, 2010). Parents of deaf children should therefore change their attitude towards the education of their deaf children and treat them equally as they would treat their hearing children.

## **1.2 Legal framework**

Since independence, governments in Ghana have tried to increase access to education for all children. Some of the efforts being made include implementing laws and policies aimed,that focused on making education accessible and equitable to all children including children with disabilities. A typical example is provisions Universal Declaration of Human Rights, which was formulated by the United Nations. Article 26 of the declaration states that everyone has the right to education and that education shall be free, at least, at the elementary and fundamental stages for all children. It also states that education shall be directed towards the full development of human personality, and the strengthening of respect for human rights and fundamental freedoms (United Nations Treaty, 2015).

The 1992 Republican Constitution of Ghana also has provisions aimed at making increasing access to education. For example, Article 25 (clause 11) of the Constitution states that "Article 25 (1) states that all persons shall have the right to equal educational

opportunities and facilities with a view of achieving the full realization of that right: basic education shall be free, compulsory and available to all.” (Constitution of Ghana, 1992. pp 11,12). The persons referred to by the constitution include deaf children. The Free Compulsory Universal Basic Education (FCUBE) programme started in 1996, was aimed achieving this constitutional provision.

In the same vein,, the Persons with Disability Act 715 (2006) of Ghana has provisions which are aimed at increasing access to persons with disabilities. One of the provisions states that “ a parent, guardian or custodian of a child with disability of school going age shall enroll the child in a school” (Persons with Disability Act, 2006. P. 6). A parent, guardian or custodian who contravenes this provision commits an offence and is liable on summary conviction or a fine.

### **1.3 Statement of the Problem**

Education is vital for the overall development of individuals and the nation. Providing education to children is the responsibility of parents, and this responsibility hinges largely on their perception. The perception and expectation of parents thereof shape their attitude towards their children’s education, which in turn affect the performance of the children. Favorable parental educational expectation has shown to have positive correlation with children’s academic achievement and vice versa (Dearing, *et al* 2006).

Effective, meaningful, and successful education can therefore be achieved when professionals, parents, community members and the school show positive attitude and work together (Dearing, *et al* 2006).\_\_However, it has been found that, parents, especially those with children with disabilities in some countries, have negative perceptions towards the education of their children. This negative parental reaction, coupled with unfavorable societal attitude, is detrimental to the effective education of

learners with disabilities (Miller, 2003). One major reason for the negative perception of parents towards the education of their children with disabilities is doubts about their capabilities. Parents, including parents of deaf children, have the perception that children with disabilities cannot do anything for themselves and their communities and this has resulted in lack of interest in the education of their deaf children (Obi, 2004). Positive parental attitudes towards deaf education can help deaf children to be well educated and function socially, emotionally and economically in life.

Deaf children in Ghana have low educational attainment. Many deaf children are not enrolled in school. The few who are enrolled are unable to further their education beyond the basic level. Deaf children's educational achievement is thus lower than their hearing peers. Many factors are responsible for this situation; negative attitude of parents is one of the major causes of the low educational attainment of deaf persons. However, there is paucity of data regarding the perception of parents of deaf children on education. This information is vital for advocacy and policy making. The need for this data has therefore necessitated this research.

#### **1.4 Research Questions**

1. What is the perception of parents of deaf children on deaf education?
2. What is the level of parental involvement in the education of their deaf children?
3. What can be done to encourage parents of deaf children to give equal attention to their deaf children?

#### **1.5 General Objective**

To examine the perception of parents of deaf children attending Ashanti School for the Deaf, towards the education of their deaf children



## **1.6 Specific Objectives**

1. To assess the perception of parents of deaf children at Ashanti School for the Deaf on educating deaf children
2. To determine the level of parental involvement in the education of deaf children at Ashanti School for the Deaf.
3. To determine ways to encourage parents of deaf children at Ashanti School for the Deaf to give equal attention to their children.

## **1.7 Significance of Study**

There have been few studies with regard to the attitude of parents of deaf children towards the education of their deaf children. This study will add to the existing literature on disability and education. The research will therefore fill the knowledge gap and add to the existing information on the parental perception and involvement in the education of deaf children.

Findings of the study can be used by advocates, governments and other stakeholders to make education a priority for children with disabilities, especially deaf children. The findings will also serve as a source of reference for future researchers who want to conduct further studies on the topic.

## **1.8 Delimitation of the study**

It would have been worthwhile to have gathered information from parents of deaf children in other school for the deaf in Ghana. However, this study was restricted to only parents of deaf children attending Ashanti School for the Deaf at Jamasi, Ghana. This is due to financial, time and other constraints.

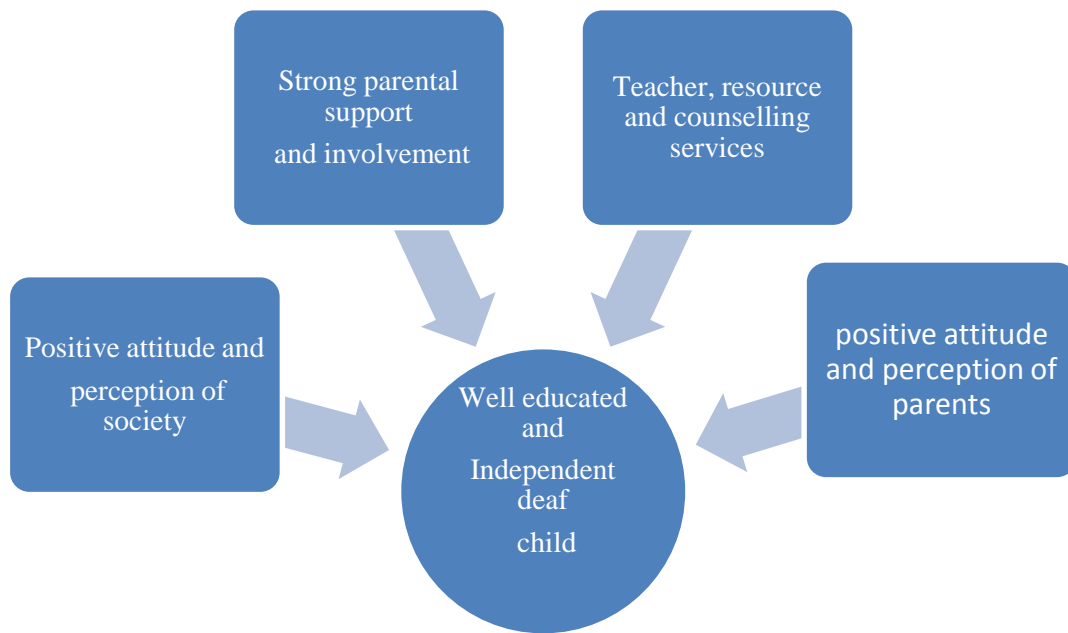
### **1.9 Limitations of the study**

Despite the usefulness of the findings of the study, it has several limitations. First, the findings of this study depend on the honesty of the respondents. It is known that when collecting data with questionnaires, some individuals would agree more on socially desirable answers and disagree with socially undesirable answers rather than truly expressing their feeling and opinions (Adrian, 1986). Moreover, the small sample size, coupled with the non-probability method of sampling technique used in the study, limited the reliability and the generalization of the study. Also, there was lack of adequate finance to carry out the study in all deaf schools in the country and so the researcher limited herself to one school, which also limited the ability to generalize the findings. Finally, the researcher could have used qualitative method instead of quantitative. Qualitative methods would have helped to get parents one on one through interview to solicit in-depth information.

### **1.10 Conceptual Framework**

The education of children with special needs is a shared responsibility of parents and professionals. This framework explains the interrelated factors that influence the education of deaf children, laying emphasis on parents. The framework shows that positive attitude on the part of parents favors school and social integration of children with special needs (United Nation, Education and Scientific Culture [UNESCO](1994). It further shows that strong parental support, for example, can help a deaf child to become a well-educated person, who will not dependent on the family. Additionally, it suggests that, like any child, deaf children can be independent with the necessary support, resources, and access to quality education. That is, if deaf children have well trained and qualified teachers, who can communicate effectively in sign language with them., their academic performance will improve. Finally, is that deaf children can be

productive if counseling services are given to the parents, and members in the community to change their attitude towards deaf education.



**Figure .1 Conceptual framework for the study**

### **1.11 Organization of work**

Chapter one, which is the introduction, deals with the background to the study, statement of the problem, research questions, general and specific objectives, significance of the study, and the conceptual framework. Chapter two, deals with the review of related literature and Chapter three presents various techniques and methods that were used in collecting data for study. Chapter four presents the results, Chapter five deals with the discussions of findings whiles Chapter six presents conclusion and recommendations

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature was reviewed on the following issues: attitudes formation, parental attitude towards disability in general attitudes towards persons with disabilities in Ghana, societal attitude towards education of children with disabilities, parental attitude towards education of their children with disabilities, parental involvement in the education of children with disability perception towards deaf persons, Education of deaf children, non-discrimination, the right to education.

#### **2.2 Attitude Formation**

Attitude has been conceptualized and defined variously by different authors. Cherry (2016) defined attitude as a tri - component of thoughts, feelings and actions towards an idea, object or people. Schulman (1995), however, has a different opinion on the tri - component approach to attitudes and defined it as a positive or negative assessment of an object. He posited that an appraisal of the attitude towards an object hinges on the importance of the object to the person and not on its association to age - old ideals or beliefs. For instance, parents' attitude towards the education of deaf children is based on the importance a parent attaches to deaf persons.

Whereas Jason (2010) asserted that genetic predisposition influences people's attitude to an object or idea, Cherry (2016) linked attitude formation to learned behaviours rather than genetic. Zimbardo's positions is supported by Bandura (1989) who also argued that attitude is acquired through the socialization process and it is learned from important actors in society such as parents, friends, teachers and celebrities.

Attitudes are mostly formed by direct experience with the object and the attitude formed influences an individual's behavior. Attitudes are thus under certain circumstances correlate with behavior, consequently, people may behave in a particular way because of the meaning they ascribe to their environment and happenings and objects within the environment (Franzoi, 2003).

There are two major theories that explain the formation of attitudes. These are as follows:

- a) The mere effect: This theory suggests that people usually develop more positive feelings when they are repeatedly exposed to an object or behaviour. Frequently exposing a specific object to people will make them develop an attitude towards that object(Franzoi,2003).
- b) . The mere exposure effect postulates that human beings develop a positive liking for those things that are presented to them often. For instance, exposing parents of deaf children to educational opportunities and prospects will eventually influence their attitude towards their deaf children's education. Explaining to parents that deaf children who have access to quality education with full support from their parents will become independent and enjoy good living in life will likely change their attitude. Also, exposing parents to educational opportunities and deaf individuals who have succeeded in achieving academic excellence can go a long way to change attitude of parents towards deaf education.
- c) The classical conditioning: This theory suggests that an attitude can be formed when a previously neutral attitude object is paired with some other object. This phenomenon is referred to as learning by association (Franzoi, 1999). An emotional response termed attitude is produced when a conditioned or neutral

stimulus is paired with unconditioned stimulus. For instance, when parents of deaf students are exposed to a neutral stimulus such as educational opportunities and prospects, an unconditional stimulus will be created which will further produce an emotional response. By classical conditional, the parents of deaf students will then form a positive or negative attitude.

#### **2.4. Parental attitude towards disability**

Discovering disability in a child at birth is a great blow to the parents and the relationship between the child with disability and the parents may not be as close as the one between parents and a child without disability (Obi,2004). These author further emphasized that nothing can prepare a new parent for the devastating reality of giving birth to a child who is not considered “normal”. Ocloo (1996) mentioned that many parents become confused and display various forms of negative reactions such as hiding the child, overprotecting or reject the child, and some even go to the extent of killing the child or committing suicide (Croot *et al*,,2008) of getting confused when a child is born with disability at birth.

Another reaction of parents is what Aduma (1989) called shopping behaviours. Shopping behaviour is described as the frequent trips parents make to professionals, diagnosticians and witchdoctors. Parents’ enthusiasm to get a cure for their children with disabilities is triggered by a number of factors. Parents are sometimes not told the truth about diagnosis and so they tend to be suspicious. Parents are pressurized in the communities they live into thinking that they are not doing enough for the child. They therefore make several visits to professionals and spiritualists in order to get their children’s condition remedied (Avoke 1998).

Sommers (1994) cited in Obi (2004) mentioned that some parents openly reject their children with disabilities and treat them without any affection; they neglect their interest and belittle their achievements. Although most of these parents are aware of their negative attitude towards the children, they build up defenses to justify their action Reynolds (2010) said that the birth of a disabled infant can challenge an individual basic system of values and beliefs, trust as well as his or her sense of control over his or her own life.

Furthermore, some parents do not place much interest in educating their children with disabilities and seem not bothered about their children's poor academic performance and general development because they have low expectations of the children generally. Sometimes they appear to have given up on the children and make no effort to help them overcome barriers in society (Obi, 2004). Consequently, children with disabilities, including deaf children, have difficulty taking initiative and always depend on their parents and others for help.

### **2.3 Attitudes towards disability in Ghana**

In Ghana, as in many parts of Africa cultures, social status, culture and religion have interacted to influence people's perception and attitude towards disability. As a result, there are various conceptions, perceptions, and labeling of disability among the different ethnic groups. Many ethnic groups associate disability with curses or punishments for sins committed either by the persons with disability (PWDs), parents of the PWDs, or one of his or her ancestors (United Nations Development Program, 2007). In most Ghanaian communities, people believe in reincarnation and as a result, there is a high tendency among people to believe that some families broke some laws or customs for which they should be punished by the gods of the land or

ancestral spirits. For example, in the Kassena Nankana district in northern Ghana, children who are born with any form of disability are believed to have been sent by spirits to bring harm to the family.

Among some cultures, disability is perceived as a result of witchcraft, sorcery, juju and magic. Due to these beliefs, assets in some traditional communities are viewed with mixed feelings. Consequently, a rich family with a person with disability could be accused of acquiring “sikaduro” (juju money among the Akans) with the family member with disability. Also, the Akans believe that persons with Down Syndrome are given by the river gods, and so they are called “nsuoba”, which means children from water. Deaf persons are referred to as “emumu” or asosie” among the Akna, the Ewes call them “tokuku” and the Gas called them “manor”. Persons who have mentally illness are the greatest victims of negative labeling in Ghana. Most ethnic groups in Ghana see them as idiot and fools. All these labels are offensive, dehumanized and discrimination (Agbenyega, 2003). They are negative and are the reasons why people see persons with disabilities as social misfits and outcasts, and treated with less dignity (Avoke, 2002).

The labels are also the main cause of infanticide and child abandonment (Afrikidsnd). Avoke (2002) noted that even expectant mothers collaborated with traditional birth attendants to kill children with deformities silently at birth. Lewis (1981) observed that it is the parents who set the tone for the public encounter and clearly establish how they expected children with disabilities to be treated by others. It is therefore necessary for parents to show positive concern for their children with disabilities at home and in public places. Following this religious - cultural thinking about disability, persons with



disabilities in Ghana face several barriers and forms of social exclusion and discrimination.

Traditionally, more focus has been placed on finding out and obviating the causes of disability and less on improving the living conditions of persons with disabilities. This has led to the marginalization of persons with disabilities and their exclusion from enjoying equal opportunities in all spheres of life. Furthermore, persons with disabilities lack recognition and status in society and have limited opportunities for training and employment. Persons with disabilities are often excluded from holding any traditional political office or occupying any leadership position in the community (United Nation Development Programme,2007). Superstition and the cultural belief system thus continue to be obstacles to the inclusion of persons with disabilities in the society, because within such a belief system, it is difficult for any interaction to occur between the persons without disabilities and (Agbenyega, 2003).

Based on the perception about the causes of disability and doubts about the capabilities of persons with disabilities, treatment of persons with disabilities is still mostly based on the charity model of disability, which portray persons with disabilities as objects of pity who need to be catered for. There is therefore little recognition of both the rights and capabilities of persons with disabilities (Silker, 2009). Furthermore, many persons with disabilities are told since childhood that they have nothing good to offer society. This has affected their personal development and involvement in socio-economic activities. This treatment of persons with disabilities has evidently influenced their behavior and attitudes towards themselves because many of them have internalized these negative perceptions about themselves. For example, some persons with disabilities lack self-confidence and self-esteem, and look down upon themselves.

Consequently, involving persons with disabilities in mainstream activities and building their self-confidence will change their attitude towards themselves (Silker,2009).

#### **2.4 Societal attitudes towards the education of children with disabilities**

As described previously, cultural beliefs play an important role in how the family and society at large perceive and treats children with disabilities. A study conducted by Silker in Ghana, (2009) revealed that society, that is, family members and parents have negative attitudes towards their children with disabilities. Similarly Dearing *et al* (2006) mentioned that some children with disabilities in African families are perceived as a bad omen .and are thus have been excluded from mainstream society. If children with disabilities are enrolled school but their parents hold unfavorable or negative perception about their education, it would have serious implications for their educational attainment. This is because parents may not be involved and provide their children with their educational needs to enable them to participate in education on equal basis as their counterparts without disabilities. Some parents may be compelled to hide their children with disabilities and deprive them of education (McFerrin, 2005).

It has been found that some parents and family members view children with disabilities as an economic burden and punishment (Miles and Hossain, 1999). For example, a study conducted in Pakistan by Iftikhar and Yasmeen (2009) on the stress of parents of deaf children revealed that 74% of the respondents saw their deaf children as an economic stressor and 66% were of the opinion that their deaf children were a burden to society as a whole. Respondents further suggested that they have been constrained socially by the negative perception of society towards their deaf children, with 84% intimating that their worries have been aggravated by this phenomenon. Furthermore, the respondents revealed that the negative perception of society about the capability of

their deaf children did not encourage them to enroll the children in school (Iftikhar and Yasmeen, 2009).

## **2.5 Parental attitude towards education of their children with disabilities**

Studies have revealed that parents of children with disabilities have negative attitudes towards the education of their children with disabilities. This negative attitude is formed through the usual parental reaction towards having a child with disability. These include denial, grief, guilt, feeling of pessimism, withdrawal, and rejection (Obi,2004)

Negative perceptions towards their children's education may cause parents to make decisions that are likely to negatively affect the children's educational attainment. For example, some parents hide their children with disabilities at home due to the stigma associated with having a child with disability, thus depriving the children access to education (Miller, 2003)..

In recent times, however, the negative attitude of parents towards educating their children with disabilities is changing. This is could be attributed to the awareness that social inclusion of children with disabilities makes them more useful to society, and so some parents now accept their children with disabilities as they are. These parents have developed positive attitudes towards the education of their children with disabilities and are supporting them to achieve their full educational potentials (Maingi, 20004).

Such positive parental perception on education has strong impact on the academic achievement of children. (Seigner, 1983) emphasized that favorable perception and expectation of parents has a positive correlation with the children's grades in school. Success in academic performance is also influenced by children's perception about their parents' perception and expectation in their education. Eccles *et al* (2002) observed that children are usually able to discern whether parents have a favorable or unfavorable

attitude towards their education. Doren *et al.* (2012) also asserted that children's affinity to a particular subject area is influenced by the perception and expectation of parents, which subsequently impacts on what children perceive about various carriers. Thus parental involvement, perception, and attitude towards education influence the career choice of their children.

Several factors, apart from disability, concurrently affect the educational perception and attitude of parents towards the education of their children with disabilities. The educational experience of parents is one of the major factors because it affects the way they see education. It is assumed that parents internalize positive educational values during schooling, which in many ways, affect their attitude towards their children's education. Lack of parental education may, however, limit their capacity to judge the prospects of their children's education (Davis, 2005). This viewpoint is contradicted by a study conducted by Kasari *et al* (1999) which found that disability was the main predictor of parents' attitudes toward inclusion.

## **2.6 Parental involvement in the education of children with disabilities**

Parental involvement in the education of children with disabilities includes attitude of the parents towards their children at home and in the school setting. It involves frequently indulging in school functions and activities and also frequent engagement with teachers. Such activities may include attending Parent Teacher Association (PTA) meetings, visiting their children in school to see how they are faring with academic work, and monitoring their children's home work (Machen *et al*, 2004; Dearing *et al*, 2006).

There is a positive correlation between parental involvement in the education of their children and their children's achievement in school. It has been found that more parents

are involved in their children's education, the more they are likely to excel in academic activities (Yamamoto *et al* 2010). Zhan, (2005) concurred with this opinion and asserted that parental involvement is an important component of the school system and works to produce positive academic outcomes for children.

However, many parents pay less attention to the education of their children with disabilities than they do for their children without disabilities. Akram and Parveen (2009) conducted a study with fifty parents of deaf children and found that most of the parents pay more for the education of their hearing children than they do for their deaf children, which tended to negatively affect the academic performance of their deaf children. Some studies have found that parents of children with intellectual disabilities were more likely to be involved in the welfare of their children than the parents of deaf children (Croot et al 2005). The authors further observed that most parents of deaf children did not attend PTA meetings nor did they adhere to the guidance and recommendations of teachers during such meetings. The authors also attributed the non-active involvement of parents in their children's education to the fact that parents do not have the required education and training in order to understand and appreciate their children's special needs.

## **2.7 The education of the deaf**

The education of deaf people has a long history. Deaf education began in ancient Egypt at a time when deaf people were highly respected. Deaf people were educated through the use of hieroglyphs and gestures (Eriksson, 1993). In contrast to ancient Egypt, the Greeks perceived deaf people as a burden to society. Greek philosophers at that time, particularly, Aristotle thought that deaf people could not learn. Historical accounts by Eriksson (1993) points to St. John of Bervely as the first person to educate deaf persons.

The first school for the deaf was the Institute National de Jeunes Sourds de Paris (INJS) founded by Charles – Michel de L’Epee in 1760 (Ganon, 1981). The only schools for the deaf in Africa before 1956 were located in Egypt and South Africa, and were established by Andrews Foster. In 1957, through the initiative of Foster, a school was started in Osu. Between 1965 and 1988, eleven schools for the deaf were established in Ghana. The primary aim of these institutions for the deaf is to train all deaf children to be equipped with academic and vocational skills. Like all other regular schools, deaf pupils take the same subjects as their hearing counterparts except French and the local languages (Oppong ,2004)

Since independence deaf children in Ghana have been educated in segregated schools for the deaf. This segregated system of education separated deaf children from their hearing peers. This physical segregation has restricted all possibilities of social interaction and networking and therefore extricates deaf children from the day-to-day educational and social experiences of hearing children. In recent times however, there is a move towards a more inclusive education for deaf children.

## **2. 8. Non-Discrimination**

There are provisions in various international and national conventions and laws that deal with non-discrimination and exploitation of persons with disabilities. In Ghana, Section 4 of the Persons with Disability talks about non-exploitation of and discrimination against persons with disabilities; the Section prohibits discrimination and unfair treatment of persons with disabilities. For example, the law prohibits the use of children with disabilities for begging on the street for money instead of sending them school. . Also, one must not treat a person with disability differently from others because of the person’s disability. Again, an employer cannot pay a person with disability less than someone without disability for the same job, unless the disability

has to do with or is affected by a particular work. Finally, if parents refuse to enroll their children with disabilities in schools, they commit an offence and is liable on summary conviction to a fine not exceeding ten penalty units, or to a term of imprisonment not exceeding fourteen days (Persons with Disability Act, 2006).

The Children's Act (1998) of Ghana requires that children should be treated with dignity, and respect, and provided equal opportunities to access health care, education and shelter from their parents. The Act also provides that all children should be given equal access to education, immunization, adequate diet, clothing, shelter, medication attention or any other thing required for his development. Children should not be discriminated against on the basis of "gender, race, age, religion, disability, health status, custom, ethnic origin, rural or urban background, birth or other status, socio economic status or because the child is a refugee" (pp 9)

The Convention on the Right of the Child, which was adopted by state parties requires all signatory countries to ensure that mentally or physically disabled persons enjoy a full and decent life, in conditions which promotes self-reliant and facilitates the child's participation in the community. In terms of education, the convention states that we should respect the evolving capacities of children with disabilities to preserve their identities and also respect their inherent dignity, individual autonomy including the freedom to make one's own choice.

## **2.9 CONCLUSION**

Attitude on the part of society, family and parents has affected deaf education negatively, so if parents, family members and society as a whole, develop positive attitude towards deaf education, deaf individuals can excel and perform well in education. They can become self-reliant, independent and less burden on society. In

the advanced countries such as the USA, where persons with disabilities are accepted as equal members of society, their educational achievements equal that of persons without disabilities. It is therefore important to accept deaf persons as their hearing counterparts to increase their educational achievement.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the various methods that were used in collecting data for the study. It describes the study area, the research design, the population for the study, sample and sampling techniques, instruments, procedure for data collection, data analysis, pilot study, validity and reliability.

#### **3.1 Area of study**

Geographically, the study was conducted in the Ashanti School for the deaf, Jamasi in the Ashanti Region of Ghana. Jamasi located in the Eastern part of the region and about 35kilometers away from Kumasi, the regional capital. The school was established about 40years ago. Formerly, the school was housed in a community centre of the town but in 1977, it was moved from the community centre to its present site. At the time of the study, the school had a staffing (teaching and non-teaching) population of 136 and 500 pupils.

#### **3.2 Study Design**

A descriptive cross sectional research design was employed for this research. A cross sectional study involves the analysis of data collected from a population or a representative subset at one specific point in time (Creswell, 2005). This study involves collecting data in a defined time and among specific group of people and thus falls under the category of cross sectional study.

### **3.3 Population and sample**

The target population for this study was 500. It consisted of all parents of Ashanti school for the Deaf, Jamasi in Ghana. That is, all parents whose were enrolled in Ashanti School for the deaf at the time of the study were included in the study. The sample size of the study was eighty parents and made up of thirty males and fifty females.

### **3.4 Sampling Technique**

Convenient sampling technique was adopted to select the respondents for the study. The reason for the adoption of this sampling technique was that the size of the population would not allow every parent to participate in the study. The researcher uses a subjective method to decide what needs to be known and set out to find people who were willing to provide the information by virtue of knowledge and experience. Respondents were selected after a P.T.A meeting.

### **3.5 Data Collection Techniques and Tools**

The study was quantitative using questionnaires divided into two sections to elicit demographic information, parents' general perception on deaf education, their perception about society's attitude towards deaf education and parental involvement in the education of their children.

### **3.6 Data Management and Analysis**

Data were coded and entered into a computer using statistical package for social science. Descriptive statistics including frequencies and percentages were generated and used to explain and interpret the data. Cross tabulations were also computed to examine differences across subgroups.

### **3.7 Pilot Study**

A pilot study was conducted at Bechem School for the Deaf in the Brong Ahafo Region of Ghana to ascertain the reliability of the research instrument and procedures. Bechem School for the Deaf was used for the pilot study because parents from the school had the same characteristics as the parents from Ashanti School for the Deaf.

### **3.8 Reliability and validity of instruments**

Seidu (2006) explained that, the reliability of a research instrument is the consistency with which the instrument produces similar result given the same conditions on different occasions. In other words, reliability is the degree of a research instrument (a test, a questionnaire, an interview schedule or an observation scheme) to measure a subject or a variable at different occasions and consistently give the same or similar results.

Seidu (2006) referred to validity as the result of the test and not the test itself. It is the use to which the result will be put to. As a result, a test or questionnaires can be highly valid for one purpose but not for another. After the instruments were designed they were reviewed critically to determine mistakes.

### **3.9 Ethical consideration**

The researcher collected application for ethical review of research protocol form from the committee on Human Research, Publications and Ethics (CHRPE) office, room 7. Anatomy Block 3, school of medical sciences, Kwame Nkrumah University of science and Technology, Kumasi.

The application form was completed and was returned to CHRPE office. attached following documents to the application of ethical review of research protocol, introductory letter from the department of community health, centre for Rehabilitation

and Disability studies, approval form from Ashanti school for the Deaf Jamasi, consent form, and research proposal.

An introductory letter which was signed by the head of department of community health was given to the research to be given to the institution where the researcher wanted to embark on the research. The Ashanti school for the Deaf, Jamasi.

The researcher went to Ashanti School for the Deaf and gave the letter to the headmaster of the school. The headmaster then requested for the researchers instruments that she would use to collect the data before permission would be granted for the researcher. The researcher agreed and returns to the school in a week time and show the questionnaire to the headmaster. The headmaster collected and told the researcher to go and come in two weeks time. The approval letter was finally given to the researcher which permitted her to embark on the study in the school premises.

In a week time after approval, the headmaster invited the researcher to Executive Parent Teacher Association meeting in the school. The informed the Executive members of the PTA and the researcher also permitted by the PTA members. This one was verbal. They all agreed on the researcher's decision for chosen that institution for the study. During general PTA meeting, the researcher was introduce to the PTA members and was allowed to give detailed information on her research.

After the PTA meeting a consent form were given to those who were willing explained to the respondents that it is Voluntary work on their part to be part of the study. It is not compulsory for any parent. It is for only those who would be willing to take part. Simply put, parents were not under obligation to fill the research questions. So the consent forms were signed by those parents who were interested in taking part of the study. The researcher went on to explain to the respondents that, their confidentiality is assured

because there would not be any name of parents who would be taking part in the research that would be recorded. No name or identifier would be used in any publication or report from the study. And truly no names of the respondents were used in the report or publication.

After the consent form the questionnaire were given to the parents who took part in the study. Questionnaire was answered systematically after each question has been explained by the researcher.

A colleague teacher helped parents to understand question which may be a bit complex to answer

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the results of the study. The chapter begins with a description of the demographic characteristics of the participants, which include their gender, ethnicity, age distribution, religion, level of education, occupation, relation to child and hearing status. The chapter also includes topics describing the perception and attitude of parents towards the education of deaf children.

#### **4.1 Demographic data of respondents**

The demographic data of the parents who participated in the study are discussed in this section, and summarized in Table 4.1 below. From the table, it could be seen that 62.5% of the respondents were females, indicating that female respondents outnumbered their male counterparts. The data further show that majority of the participants were aged 40 – 49 years and none of them were less than 20 years of age. Thus, the participants in the study were largely middle aged.

In terms of educational qualification of the participants, the data show that 45.0% had basic education certificate, 7.5% had obtained tertiary education and 30.0% had no formal education. With regard to the occupation of participating parents, 86.2% were employed in the informal sector and 13.8% in the formal sector. The data also indicated that 32.5% were related to the pupils as fathers, 48.8% as mothers and 18.8% as guardians. Of the total respondents, 3.8% were persons with hearing impairment.

**Table 4.1 Demographic characteristics of respondents**

<b>Demography</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	30	37.5
Female	50	62.5
<b>Age</b>		
20-29	13	16.2
30-39	23	28.8
40-49	36	45.0
50 and above	8	10.0
<b>Ethnicity</b>		
Akan	21	26.2
Ewe	16	20.0
Guan	14	17.5
Ga-Dangbe	6	7.5
Mole dagbani	12	15.0
Other	10	12.5
Foreigner	1	1.7
<b>Religion</b>		
Christian	52	65.0
Muslim	19	23.8
Traditional	7	8.8
Other	2	2.5
<b>Level of education</b>		
Basic	36	45.0
Secondary	14	17.5
Tertiary	6	1.2
No Education	24	30.0
<b>Occupation</b>		
Informal	69	86.2
Formal	11	13.8
<b>Relation to child</b>		
Father	26	32.5
Mother	39	48.8
Other	15	18.8
<b>Hearing status of parents</b>		
Deaf	3	3.8
Hearing	77	96.2

#### 4.2 Demographic data of children whose parents were represented in the survey

The demographic data of the children whose parents participated in the study are described in Table 4.2 below.

**Table 4.2 Demographic characteristics of children whose parents participated in the survey**

<b>Demography</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	32	40
Female	48	60
<b>Age</b>		
1-5	1	1.2
6-10	50	62.5
11-15	22	27.5
16-20	7	8.8
<b>Class of child</b>		
Kindergarten	10	12.5
Lower primary	45	56.2
Upper primary	15	18.8
Junior high school	10	12.5
<b>Child born deaf</b>		
Yes	40	50
No	27	18.8
<b>Unknown age of onset</b>	13	16.2
<b>Age child became deaf</b>		
0	40	50
0-5	22	27.5
6-10	1	1.2
Don't know	17	21.2

Table 4.2 shows that the children whose parents were represented in the survey were mainly in lower primary (56.2%) and upper primary (18.8%). The lower primary represents children in grades 1, 3, and 3 while upper primary includes students in grades



4 and 6. Half of the children (50%) reported that they became deaf since birth; the second largest group was those who became deaf before age five (27.5%).

### 4.3 Perception of respondents on deaf education

Most parents of deaf children in the study had positive perception in terms of the benefits of education for their deaf children, themselves and the nation. Majority (98.8%) of the respondents believed that educating deaf children is as important as educating children hearing children. The majority (68.8%) of respondents, however, thought that the attitude of community members towards education of deaf children is negative.

The perception of respondents towards educating deaf children in terms of benefits is shown in table 4.3 while table 4.5 shows the respondents' perceptions of community attitudes towards education.

**Table 4.3 Perception of parents towards educating deaf children**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Education can be beneficial to your child</b>		
Agree	79	98.8
Disagree	1	1.2
<b>Parents can benefit from educating child</b>		
Agree	79	98.8
Disagree	1	1.2
<b>Nation can benefit from education</b>		
Agree	78	97.5
Disagree	2	2.5
<b>Educating deaf child important as hearing</b>		
Agree	79	98.8
Disagree	1	1.2

As shown in Table 4.3 above, 98.8% of the respondents had the perception that education can be beneficial to their children and themselves, and another majority

(97.5%) thought that educating deaf children will be of benefit to the nation. Only one respondent disagreed with the assertion that educating deaf children is as important as educating hearing children.

**Table 4.4 Perception of community towards deaf education**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Community reacts positively to deaf children		
Agree	25	31.2
Disagree	55	68.8
satisfied with community reaction to education		
Agree	24	30
Disagree	56	70
Some parents have negative attitudes towards education of deaf children		
Agree	74	92.5
Disagree	6	7.5

From table 4.4, it could be seen that 68.8% of the respondents held the view that community member react negatively to the education of deaf children; only 30% of the respondents were satisfied with community attitudes towards educating deaf children. Also, majority of respondents believed that some parents have negative attitudes towards the education of their deaf children.

#### **4.4 Parental involvement in educating their deaf children**

Parental involvement in educating deaf children was examined in terms of the frequency of attending PTA meetings and visits to their children in school. The attitudes of parents towards educating deaf and hearing children is shown in Table 4.5 below.

Table 4.5 shows that 41.2% of the respondents attended PTA meetings of their deaf children regularly while 21.2% attended meeting less often. The data also indicated that 37.6% of respondents' first time of attending PTA meeting was on the day of the data collection. These findings suggest that parents did not often attend PTA meetings. Table 4.5 also shows that 17.5% of parents who had hearing children attended PTA meetings

always while 68.8% did not often attend meetings. Also, majority of respondents did not often visit their deaf (86.2%) and hearing (77.5%) children in school. The data suggest parents did not often visit their hearing and deaf children but it seems they visited hearing children slightly more than deaf children,

**Table 4.5 Respondents involvement in educating deaf children**

Variable	Hearing Children		Deaf children	
	Frequency	Percentage	Frequency	Percentage
<b>Attend PTA meetings</b>				
<b>Always</b>	14	17.5	33	41.2
<b>Sometimes</b>	55	68.5	17	21.2
<b>Visited child in school</b>				
<b>Always</b>	7	7.5	11	13.8
<b>Sometimes</b>	62	77.5	69	86.2

#### **4.5 Perception of academic performance of deaf children**

As shown in Table 4.6, respondents' perception of academic performance of deaf children was not all that positive, which contradicts their earlier somewhat progressive views on deaf education. It can be seen from the responses that majority of the respondents agreed on all the statements, indicating that they thought deaf children's academic performance is lower than their hearing counterparts. For example, 69 percent thought hearing children perform academically better than deaf children and 78 percent thought deaf children should be taught only vocational courses.

**Table 4.7 Perception of academic performance of deaf children**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>
Deaf children need exclusive attention to maximize their potentials in school	92	8
Deaf children can actively participate in classroom as their hearing peers	43	57
More attention should be paid to the education hearing children than deaf children	62	38
Deaf children should be educated only in special schools	61	39
Deaf children should only be taught vocational courses	78	22
Deaf with disabilities are slow learners	59	41
Deaf children cannot perform well academically even if teachers are fluent in the sign language	47	53
Hearing children can perform better than deaf children	69	31

#### **4.6 CONCLUSION**

The results from the study indicated that majority (98.8%) of the respondents believed that educating deaf children are as important as educating hearing children. Also, majority (68.8%) of the respondents perceived that the attitude of community towards deaf education is not encouraging. Only 30% of respondents were satisfied with community reaction towards deaf education. Additionally, majority (92.5%) of the respondents thought that most parents had negative attitude and perception towards deaf education although majority (98.8%) agreed that education is beneficial to deaf individuals and their parents. However, most the respondents thought deaf children's academic performance is lower than hearing children and so more attention should be given to hearing students. The findings point to the need for more awareness among parents to change their perception and attitude towards deaf education.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.0 Introduction**

This chapter presents the key findings of the study and the discussions on the findings. The chapter begins with introduction, followed by a summary of the key findings and then a detail discussion of the findings.

#### **5.1 Key findings**

The findings of the study showed that the general perception of most of the parents towards the education of their deaf children seemed positive. This is because most of the parents thought that deaf education is beneficial to the deaf child, the parents of deaf children and the nation as a whole. This suggested that the parents have accepted the fact that deaf education is as important as hearing children's education. This also suggests that most parents of deaf children are developing interest and commitment in the education of their deaf children.

However, it was revealed that the perception of parents towards the academic performance of deaf children is not all that positive. Most of the parents agreed that deaf children's academic performance is lower than their hearing counterparts and that even if they have teachers who are fluent in the sign language, their performance will still be lower. The study also revealed that most of the parents did not visit their children regularly in school, and did not attend PTA meetings often, which suggest lack of commitment to support their deaf children's education. This perception is a contradiction to their previous positive perception and may have been influenced by the general poor academic performance of deaf children in Ghana.

The findings showed that respondents thought that community reaction towards deaf education was not encouraging at all. Most of the parents were not satisfied with the community reaction towards deaf education. The reaction of community towards deaf education may have been influenced the perception of parents of deaf children towards deaf education.

## **5.2 DISCUSSIONS**

Although most of the parents thought deaf children are not academically good, their general perception towards the education of their deaf children was positive. This positive attitude is inconsistent with previous studies that showed negative parental perception (Obi, 2004), and reflects a changing trend in the perception of parents towards educating their children with disabilities. The finding is, however, in agreement with findings from study conducted by Ombara (2003) and Miangi (2004). These studies suggest that some parents no longer deprive their children with disabilities of education. (Zhan,2005) also reported positive perception and enthusiasm towards the education of children with disabilities among parents. This positive perception towards education of children with disabilities could be attributed to the awareness that social inclusion of children with disabilities makes them useful to society.

It has been found that positive parental perception has strong impact on academic achievements of children. (Yamamoto *et al* 2010) emphasized that favorable parental educational perception and expectation has a positive correlation with children's grade in school. Success in academic performance is also influenced by children perception about their parents' perception and expectation of their education. These include parents attending PTA meetings regularly, supplying their children with their basic needs, educating the general public on the capabilities and potentialities of deaf children

as well as highlighting the educational and job opportunities available for deaf individuals who are well educated.

The finding that parental perception towards the academic performance of deaf children was negative is consistent with other studies. For example (Reynolds,2010) stated that, in general, parents perceive that deaf children have low abilities for academic work. (Silker, 2006) also observed that often parents have a negative perception towards education of their children with disabilities because parents thought children with disabilities do not have the capability for academic success. This negative attitude could be attributed to misconceptions the capabilities of persons with disabilities and stigma.

It has been observed that parents of children with disabilities tend to feel ashamed and unwilling to send them outside the home because of stigma attached to disability, thus denying them education (UNESCO, 1974). This assertion is corroborated by a study in Bhutan (2010) who found that most children with disabilities do not attend school because they are locked up at home (Miller, 2003).

Majority of respondents in the survey hold the view that community members react negatively to the education of deaf children. This could be attributed to the community members' erroneous notion that deaf people have limited capabilities and are cognitively deficient (Roth *et al* 2012) Similarly, communication barriers, resulting in low academic performance are some factors that could explain the community's negative attitude towards the education of deaf children.

Many communities in Africa do not accept disability. As a result some children with disabilities are hidden at home and denied education due to the shame they bring to the community; they are often considered a cursed and a flaw to the reputation of the community. Opong (2005) For example, father in Southwest Kenya was chased

out of the community for having three children with disabilities who were schooling (McFerran, 2005).

Parental involvement in their children's education includes participation in school functions and activities such as PTA meetings (Dearing et al, 2004). There is evidence in literature showing a positive correlation between parental involvement and the academic success of their children (Seigner,1983). Less than half of the respondents in the current study attended meetings of their deaf children regularly. Few parents also visited their children in schools. Similarly most parents did not often attend PTA meetings or visit their hearing children in school. Thus the parental participation in their children's education through PTA meetings and regular school visits was poor for both their hearing children and deaf children; the problem is not peculiar to only deaf children. This finding contrasts a study conducted by the National Centre for Education Statistics (United States of America) that found that 90% of parents of children in elementary school attended PTA meetings regularly (Harrold and O'Donnel, 2008). It is however similar to a study conducted by Aziz and Madani (2007) indicating that most parents of deaf children did not attend PTA meetings of their children.

### **5.3 CONCLUSION**

This chapter summarized and discussed the key findings of the study. Some of the main findings were that most parents were not paying regular visits to their deaf children in school. It was also revealed that the overall perception of the parents towards the education of their deaf children was not very encouraging. The perception of some of the respondents is generally consistent with the view that deaf individuals cannot be educated as hearing children. Findings from the study point to the need to intensify



awareness creation about the capabilities of deaf children to increase their participation in education.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATION**

#### **6.1 CONCLUSIONS**

The purpose of the study was to examine the perceptions of parents of deaf children attending Ashanti School for the Deaf towards the education of deaf children.

The specific objective included assessing parental perception of parents and community attitudes towards deaf education. Furthermore, the parental involvement towards education of deaf children was examined. The findings of the study indicated that majority of the parents had positive perception towards education of their deaf children. This is evident by the positive responses they gave to questions related to the benefits of education to their children, themselves and the nation.

Parents in the study also believe that educating deaf children is as important as educating hearing children. Most parents however thought that the community members' attitude towards the education of deaf children is negative. They thought that community members and some parents reacted negatively to deaf education due to negative perceptions of the capabilities of persons with disabilities. Parental involvement in the education of their deaf children with was not satisfactory. Most parents reported that they seldom attend PTA meetings and visited their children in school.

## **6.2 RECOMMENDATION**

Societal beliefs about disability play an important role in determining the way the family and society at large perceive disability and the kind of attitude they demonstrate towards education of children with disabilities. The findings as reported by the parents in this study suggest unsatisfactory societal attitude towards the education of deaf children. Members of the society must therefore be sensitized about the benefits and essence of educating children with disabilities including those who are deaf. The sensitization drive could take place in churches and mosques, in the form of public symposia, and in the media. There should also be education on the causes of hearing impairments and other disabilities in children and the need to send them to school so that they can develop their potentials and talents.

Another significant factor which could lead to successful outcomes in the education of deaf children is the issue of collaboration among parents and teachers. The findings show the need for more collaboration, thus, parents should endeavor to attend PTA meetings often and regularly visit their children in the school.

Parents of deaf children and their children should be educated and supported by the government by providing them with special support services. These support services could include amplification devices for their children and sign language interpreters to enable the children interact with their teachers. Parents should also learn the sign language to increase interaction with their children to build their confidence and belongingness. Single parents of deaf children, especially the women, should be supported financially by the Government, the district assemblies and other philanthropists so that they can send their children to school.

The school should provide counseling services for parents and children. The school and the social media could give mass education on the capabilities of deaf individuals who are well educated to enable the parents and society to develop positive perception on deaf education.

The public must be educated to desist from discriminating and using derogatory statements against the children with disabilities in their communities. This could be done through the implementation of the Persons with Disability Act, 715.

Local Non-Governmental Organizations and other agencies should be encouraged to provide some facilities to complement the effort of the PTA and the schools to make life a bit easier for the deaf children. Currently, school lack facilities and most of the classes are overcrowded, making teaching and learning difficult.

Since the research finding show that most of the parents did not visit their children in the school, the school authorities should organized programs for parents and families to sensitize them on the importance of visiting their children and attending PTA meetings.

The Ghana Education Service must make sure that teachers who are posted to Ashanti school for the Deaf and other deaf schools are qualified and can communicate in the sign language so that they can teach effectively. Alternatively, sign language interpreters can be posted to the schools for the deaf to support the teachers.

The Government and other private institutions should try to employ some of deaf people who have acquired higher education to encourage other parents whose children are not in school to send their children to school.

Recently, Ghana is implementing Inclusive Education Policy and in the context of Inclusive Education, the education of children of children with all types of disability is given priority. Therefore, members in the society must be sensitized about the essence of educating children with all types of disability in Inclusive setting, so that the society will accept Inclusive education. The sensitization drive could take place in churches and mosques, in the form of public symposia and through media.

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## Participant Information Leaflet and Consent Form

**This leaflet must be given to all prospective participants to enable them know enough about the research before deciding to or not to participate**

**Title of Research:** Parents' perception on the education of the deaf-The perspective of parents of children with deafness at Ashanti school for the deaf

**Name(s) and affiliation(s) of researcher(s):**

This study is being conducted By Florence Boadi in partial fulfilment of the requirement for the Master of Science in Disability Rehabilitation and Development in KNUST.

Background (Please explain simply and briefly what the study is about): Academically deaf students in this country, Ghana lag behind their non-disabled peers. Most of them are not able to compete favourably for opportunities to pursue higher level of education. There are some parent of deaf children who do not place much emphasis on their children's education and seen not to bother about their falling behind in both academic and general development. Therefore the study is being conducted to ascertain perception of parents on deaf education.

**Purpose(s) of research** The principal objective of the study is to assess the perception of parents on deaf education and benefit that can be derived from deaf education in Ashanti school for the deaf.

Specific Objectives

- To assess perception of parent on deaf education
- To outline factors that influence parent attitude toward deaf education
- To outline benefit that can be derived from deaf education

Procedure of the research, what shall be required of each participant and approximate total number of participants that would be involved in the research:

Parents will answer questionnaire systematically after each question has been explained by the researcher. The researcher will help parents to understand questions which may be a bit complex to answer. The total number of participants would be 80

The study population for the study will consist of parents who have children in Ashanti School For The Deaf.

**Risk(s):**

There are no risks in this research except some leisure or few contact hours being used by the parents during the filling in of the questionnaire

**Benefit(s):** Results will be used to educate the parents on the benefits of deaf education and to help formulates new government policies and influence existing policies. Results will be used to provide interventions on deaf education.

**Confidentiality:**

No name of parents who took part in the research will be recorded, no data collected can be linked to any particular parent. No name or identifier will be used in any publication or reports from this study.

**Voluntariness:**

Taking part in this study should be out of the parents own free will. Parents are not under obligation to fill the research questionnaire. Research is entirely voluntary.

**Alternatives to participation:**

(For example: If parents is not willing to participate there will not be any sanction .)

**Withdrawal from the research:**

You can withdraw from the research at any time without explaining. You may also choose not to answer any question you find uncomfortable or private).

**Consequence of Withdrawal:** There will be no consequence, loss of benefit or care to you if you choose to withdraw from the study. Please note however, that some of the information that may have been obtained from you without identifiers (name etc), before you chose to withdraw, may have been modified or used in analysis reports and publications. These cannot be removed anymore. I do promise to make good faith effort to comply with your wishes as much as practicable.)

**Costs/Compensation:** No compensation to parents and no cost will be incurred by participants.

**Contacts:** If you have any question concerning this study, please do not hesitate to contact Florence Boadi (Name of Researcher) on 0201722673.

Further, if you have any concern about the conduct of this study, your welfare or your rights as a research participant, you may contact:

The Office of the Chairman

Committee on Human Research and Publication Ethics

Kumasi

Tel: 03220 63248 or 020 5453785

## CONSENT FORM

### Statement of person obtaining informed consent:

I have fully explained this research to \_\_\_\_\_ and have given sufficient information about the study, including that on procedures, risks and benefits, to enable the prospective participant make an informed decision to or not to participate.

DATE: \_\_\_\_\_ NAME: \_\_\_\_\_

### Statement of person giving consent:

I have read the information on this study/research or have had it translated into a language I understand. I have also talked it over with the interviewer to my satisfaction.

I understand that my participation is voluntary (not compulsory).

I know enough about the purpose, methods, risks and benefits of the research study to decide that I want to take part in it.

I understand that I may freely stop being part of this study at any time without having to explain myself.

I have received a copy of this information leaflet and consent form to keep for myself.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ SIGNATURE/THUMB PRINT: \_\_\_\_\_

**Statement of person witnessing consent (Process for Non-Literate Participants):**

I \_\_\_\_\_ (Name of Witness) certify that information given to

\_\_\_\_\_ (Name of Participant), in the local language, is a true reflection of what I have read from the study Participant Information Leaflet, attached.

WITNESS' SIGNATURE (maintain if participant is non-literate):

\_\_\_\_\_

MOTHER'S SIGNATURE (maintain if participant is under 18 years):

\_\_\_\_\_

MOTHER'S NAME:

\_\_\_\_\_

FATHER'S SIGNATURE (maintain if participant is under 18 years):

\_\_\_\_\_

FATHER'S NAME:

\_\_\_\_\_

**DEPARTMENT OF COMMUNITY HEALTHCENTRE FOR DISABILITY,  
REHABILITATION AND DEVELOPMENT.**

Introduction

My name is Florence Boadi a student at the medical school of sciences, centre for disability, rehabilitation and development studies, KNUST. I am conducting a research Parents' perception on the education of the deaf-The perspective of parents of children with deafness at Ashanti school for the deaf.

Please your responses will be treated with the needed confidentiality.

Read each statement and choose the answers that appeal to you.

1. Gender of the parent.
  01. Male
  02. Female
2. Ethnicity ( tribe)
  01. Akan
  02. Ewe
  03. Guan
  04. Ga-Adangbe
  05. Mole-Dagbani
  06. Other (specify .....)
3. Age of parent / guardian ( please write your age in the box)
4. Religion
  01. Christian
  02. Moslem
  03. Traditional religion
  04. Other (specify .....)
5. Level of education
  01. Basic
  02. Secondary
  03. Tertiary
  04. Other (specify .....)
6. Occupation
  01. Trading
  02. Farming
  03. Teaching

- 04. Driving
- 05. Other (specify.....)
- 7. Relationship to the child
  - 01. Mother
  - 02. Father
  - 03. Other (specify.....)
- 8. Hearing status of parent or guardian
  - 01. Hearing
  - 02. Deaf
- 9. Age of the child ( please indicate the age in the box)
- 10. Gender of the child
  - 01. Male
  - 02. female
- 11. Class of the child ( please write the class of the child in the box)
- 12. Were your child born deaf?
  - 01. Yes
  - 02. No
  - 03. Don't know
- 13. What was the age of the child when he/she became deaf? Please write the age in the box
- 14. Do you have other children who are hearing?
  - 01. Yes
  - 02. No
- 15. Are they in school
  - 01. Yes
  - 02. No
- 16. The community react positively to the education of the deaf children
  - 01. Agree
  - 02. Disagree
- 17. Are you satisfied with the community reaction towards education for the deaf?
  - 01. Satisfied
  - 02. Not satisfied
- 18. Why?
 

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- 19. Some parents have negative attitudes toward deaf education due to societal perception towards disability.
  - 01. Always
  - 02. Sometimes
  - 03. This is my first time



20. How often do you attend PTA meetings of your hearing child?
- 01. Always
  - 02. Sometimes
21. How often do you attend PTA meeting of your deaf child?
- 01. Always
  - 02. sometimes
22. How often do you visit your deaf child in school?
- 01. Always
  - 02. Sometimes
23. How often do you visit your hearing child in school?
- 01. Always
  - 02. Sometimes
24. Education can be beneficial to your child
- 01. Agree
  - 02. Disagree
25. Parents get benefit if their deaf children are well educated
- 01. Agree
  - 02. Disagree
26. The nation can benefit from the education of deaf
- 01. Agree
  - 02. Disagree
27. Parents attending PTA meetings regularly
- 01. Agree
  - 02. Disagree
28. Are you satisfied with some parents who do not attend PTA meetings?
- 01. Satisfied
  - 02. Not satisfied
29. Parents visit their children regularly at school
- 0.1 Agree
  - 0.2 Disagree
30. Educating deaf children is as important as educating hearing children
- 0.1 Agree
  - 0.2 Disagree
31. Deaf children need exclusive attention to maximize their potentials in school.
- 01. Agree

02.Disagree

32.Deaf children can actively participate in classroom as their hearing peers.

01.Agree

02.Disagree

33.More attention should be paid to the education of hearing children than deaf children.

01.Agree

02.Disagree

34. Deaf children should be educated only in special schools.

01.Agree

02.Disagree

35.Deafchildren should only be taught vocational courses.

01. Agree

02. Disagree

36. Deaf with disabilities are slow learners.

01. Agree

02. Disagree

37.Deaf children cannot perform well academic even if teachers are fluent in the sign language.

01.Agree

02.Disagree

38.Hearing children can perform better.

01.Agree

02.Disagree