
FACULTY OF SCIENCE AND EDUCATION

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**Psychosocial Support, Academic Motivation, and Academic Self-Efficacy of Secondary
School Learners with Hearing Impairment in Mbale, Uganda**

Charles Olemu

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Declaration

I, **Olemu Charles** (Reg. No. **BU/GS22/MEP/10**), the undersigned, declare that this Dissertation is my original work, except where due acknowledgement has been made. I declare that this work has never been submitted to this University or to any other institution for any award.

Signature:  Date: 31/10/2024

Student Name: Olemu Charles

Registration Number: BU/GS22/MEP/10

Approval

This dissertation titled “**Psychosocial Support, Academic Motivation, and Academic Self-Efficacy of Secondary School Learners with Hearing Impairment in Mbale, Uganda**” was written under our guidance and supervision. We certify that it meets the standards of a dissertation in partial fulfillment of the requirements for the award of Master of Educational Psychology of Busitema University. It has been submitted with our approval as the research supervisors.

Signature: 

Date: 01/11/2024

Name: Assoc. Prof. Dennis Zami Atibuni

Signature: 

Date: 01/11/2024

Name: Prof. David Kani Olema

Dedication

This dissertation is dedicated to my Late Parents, my Wife and all Children who supported me in the development of this dissertation.

Acknowledgment

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Abbreviations

SCT Social Cognitive Theory

UNESCO United Nations Educational, Scientific and Cultural Organization

MDG Millennium Development Goals

WEFA World Education for All

UNICEF United Nations International Children's Emergency Fund,

GPA Grade point Average

NGOs Non- Governmental Organizations

SDT Self-Determination Theory

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Abstract

This study investigated the influence of psychosocial support on academic motivation and academic self-efficacy among learners with hearing impairments (deafness) in secondary schools. The study focused on learners within Eastern Uganda, specifically Mbale District, and the Mbale Secondary School for the Deaf. A descriptive cross-sectional research design involving both quantitative and qualitative data collection methods was adopted to understand the existing relationships between psychosocial support and the academic outcomes of deaf learners. The total sample included 80 learners, derived from classes S.1-S.6. Stratified and simple random sampling techniques were used to select the sample. Quantitative data were collected through a structured questionnaire that assessed psychosocial support, academic motivation, and academic self-efficacy using Likert-scale items. Data analysis for the quantitative data involved the use of SPSS for descriptive statistics (means, frequencies, and standard deviations), as well as inferential statistics (correlation and regression analysis) to determine the influence of psychosocial support on both academic motivation and self-efficacy. Results indicated moderate levels across all variables, with regression analysis revealing a statistically significant model ($F(3,82) = 4.032$, $R^2 = 0.049$, $p = 0.048$), showing that psychosocial support significantly influences academic self-efficacy ($\beta = 0.222$, $t = 2.008$, $p = 0.048$), although other factors also contribute. The findings highlighted challenges such as limited resources, inadequate program integration, and insufficient training of specialized staff. To address these challenges, the study recommends improving financial resources, enhancing teacher training, fostering peer and family support, and strengthening program integration to better support academic motivation and self-efficacy in students with hearing impairments.

Chapter One

Introduction

Background of the study

Examining how academic motivation and self-efficacy of students with hearing impairments are affected by psychosocial support, this study highlights the vital role that social and emotional interventions have in encouraging academic achievement. Around the world, students with hearing loss encounter major obstacles when trying to access a quality education, which frequently leads to worse academic results than students without hearing loss. Psychosocial assistance, which incorporates emotional advice, peer support, and family participation, has been proven to boost both academic motivation and self-efficacy among these learners, enhancing their overall educational experience (Antia et al., 2011; Weisel & Most, 2020). Efforts to promote inclusive education are still limited in East Africa, where students with hearing impairments often lack adequate support networks. To close these gaps and encourage more academic engagement and self-belief among these students, recent initiatives and tailored psychosocial programs have been implemented (Kimani et al., 2019; Oriedo, 2021).

Historical perspective

Worldwide, students with hearing loss frequently perform worse academically due to insufficient psychosocial care, which includes assistance with emotional, social, and mental health. Research has indicated that communication and isolation difficulties account for 80% of deaf pupils' low self-efficacy (Schick et al., 2020). Their academic motivation is directly impacted by this, leading to lower participation rates in higher education. Approximately 75% of students with hearing impairments in wealthy nations report receiving insufficient support in mainstream classrooms, which affects their academic confidence and participation (Marschark et al., 2021).

In Africa, deaf learners frequently encounter more pronounced challenges due to the lack of inclusive education policies and psychosocial support infrastructures. According to studies, 90% of children with hearing loss attend special schools where their integration into the general school system is restricted (World Federation of the Deaf, 2020). These students typically have low academic self-efficacy, with only 65% expressing confidence in their ability to complete assignments independently (Mweri, 2021). Furthermore, a South African study found that 85% of deaf students have low motivation due to marginalization and limited access to supportive resources (Kotzé et al., 2019).

The educational system in East Africa for students with hearing impairments is growing, but obstacles remain. For example, in Kenya, only 50% of students in special schools for the deaf receive organized psychosocial care, and this disparity is reflected in their academic achievement (Gathumbi et al., 2020). Similarly, in Tanzania, only 40% of secondary schools offer counseling services, reflecting the limited psychosocial support available for students with hearing impairments (Ngonyani & Dachi, 2022). This lack of support considerably diminishes the academic motivation and self-efficacy of students. Psychosocial support for students with hearing impairments is steadily improving, though still minimal.

Research by Nabukenya et al. (2021) found that only 55% of secondary schools provide specialist psychosocial support for deaf students. Seventy percent of these students stated that their lack of access to support services negatively affected their academic motivation, contributing to a higher dropout rate. Additionally, only 60% of secondary school pupils with hearing impairments expressed self-efficacy regarding their academic success (Mugisha & Omona, 2020).

Many Ugandan schools also lack staff trained to provide emotional support and counseling to these students. Similar issues exist in Eastern Uganda, where there is a lack of infrastructure and resources to assist students with hearing impairments. According to a 2022

survey by the Uganda National Association of the Deaf (UNAD), only 40% of secondary schools in the area offer programs that cater to the psychosocial needs of deaf pupils. As a result, only 50% of hearing-impaired students in Eastern Uganda feel academically competent, and 65% report low academic enthusiasm (Kyaligonza, 2023).

In Mbale District, particularly at the Mbale Secondary School for the Deaf, psychosocial assistance has been a priority for improvement. A recent survey found that only 45% of students at the school feel academically motivated, despite 60% receiving some form of psychosocial help (Mukasa, 2021). The same study reported that 55% of students demonstrated a moderate level of academic self-efficacy, which was influenced by the social and emotional support networks in place. However, inconsistent access to counseling services and mentorship programs has been linked to lower performance rates compared to their hearing counterparts (UNAD, 2023).

Theoretical perspective

Social cognitive theory informs the study of the influence of psychosocial support on academic and academic self-efficacy of the learners with hearing impairments basing on its strengths such as integrating cognitive, emotional, and environmental factors, providing a holistic understanding of academic motivation and self-efficacy (Bandura, 2019). It also acknowledges the dynamic interplay between personal, behavioural and environmental factors (Bandura, 1986). It emphasizes the role of observation and modeling in learning (Bandura, 1977). Social cognitive theory places self-efficacy at its core, recognizing its significance in motivation and behaviour (Pajares, 2002). It also considers the impact of contextual factors like culture, family, peers on academic motivation and self-efficacy (Bandura, 2019).

Bandura's Social Cognitive Theory provides much of the theoretical groundwork for understanding how psychosocial support affects academic motivation and self-efficacy on a global scale (Bandura, 2019). According to this view, conduct is largely motivated by an

individual's self-efficacy, or belief in their own ability to succeed. Psychosocial support, which includes emotional, social, and mental health resources, improves feelings of competence and resilience, which in turn influences a person's sense of self-efficacy. Self-efficacy and academic motivation are strongly related because students who have confidence in their ability to succeed are more likely to participate in class activities and persevere in the face of difficulties (Bandura, 2019).

Conceptual Perspective

The study's conceptual approach examines how social, emotional, and psychological interventions affect these students' academic performance in various circumstances. It focuses on the impact of psychosocial support on the academic motivation and self-efficacy of learners with hearing impairments. According to Fellingner et al. (2019), psychosocial assistance is defined as a multifaceted strategy that attends to students' emotional and social needs. This is especially important for students with hearing impairments who encounter stigma, social isolation, and communication difficulties. This support can favorably influence academic motivation, which refers to students' intrinsic and extrinsic drive to succeed academically, and self-efficacy, defined as their belief in their capacity to complete academic activities (García-Martínez et al., 2020).

Around the world, inclusive education frameworks and focused psychosocial treatments help students with hearing loss become more motivated and self-assured in their ability to learn (Luckner & Bowen, 2020). However, due to financial limitations, cultural norms, and insufficient teacher training, these services are frequently neglected in East Africa, and particularly in Eastern Uganda (Kimani et al., 2019). Enhancing psychological support is becoming more popular in Mbale District and at Mbale School for the Deaf. Local programs emphasize peer support groups, counseling services, and family participation with the goal of increasing academic motivation and self-efficacy (Nabukenya et al., 2022). These programs acknowledge that enhancing psychosocial support can have a direct impact on the

academic achievement and engagement of students with hearing impairments in this area. Interventions designed to meet people's psychological and social needs are referred to as psychosocial assistance. It consists of practical, social, and emotional assistance that enhances coping skills and promotes well-being, especially for those with disabilities like hearing loss.

According to Fellingner et al. (2019), this kind of assistance is essential in educational settings because it enables students to manage stress, overcome social isolation, and build resilience, all of which improve academic achievement. Psychosocial assistance for students with hearing impairments is often provided in East Africa and around the world through peer mentoring, counseling, and family participation. These activities help the students' overall social and academic development (Kimani et al., 2019). The internal and environmental forces that shape a student's desire to participate in academic activities, persevere in learning, and succeed academically are referred to as academic motivation. For students who have hearing loss, this idea is especially crucial because motivation is directly related to their view of the importance of education and their capacity to overcome obstacles in the classroom. Studies reveal that among learners with hearing impairments, psychosocial assistance dramatically increases both intrinsic (personal happiness) and extrinsic (external rewards) motivation (García-Martínez et al., 2020). The creation of encouraging learning settings that promote perseverance and academic engagement is the main strategy used in Eastern Uganda and the Mbale District to increase the academic motivation of these students (Nabukenya et al., 2022). A partial or complete inability to hear sounds in one or both ears is referred to as a hearing impairment, and it can have a serious negative influence on social interactions, learning, and communication. Hearing impairments are defined by the degree of hearing loss, ranging from slight to profound, and can occur from different causes, including congenital factors, sickness, or injury. Students with hearing impairments face particular difficulties in the classroom because they may have trouble accessing normal educational materials,

communicating with peers and teachers, and receiving auditory-based instruction (Fellinger et al., 2019).

Around the world, students with hearing impairments frequently encounter obstacles to inclusive education, including a deficiency of readily available materials, qualified educators, and suitable support networks. These difficulties are made worse in places like Eastern Uganda, in particular, in East Africa, where there is frequently a lack of educational resources and assistance for students with disabilities, including hearing loss (Kimani et al., 2019). To address the needs of students with hearing impairments, the Mbale District and Mbale School for the Deaf concentrate on offering individualized support through sign language instruction, specialized resources, and psychosocial interventions. These strategies are intended to boost students' academic motivation and self-efficacy (Nabukenya et al., 2022).

Contextual perspective

Psychosocial support is a crucial component in determining students' academic motivation and self-efficacy on a global scale, especially for students with impairments. Psychosocial assistance encompasses emotional, social, and mental health interventions that are designed to establish a nurturing atmosphere for students. Self-efficacy, or the belief in one's own ability to succeed, is tightly linked to external support networks such as family, peers, and educators, according to Bandura's social cognitive theory (Bandura, 2019).

Studies have indicated that students with disabilities, including those with hearing impairments, who receive psychological assistance have higher levels of academic motivation because they feel more competent (Durlak, Weissberg, & Pachan, 2020). Psychosocial support is crucial in inclusive educational settings because it helps students with disabilities feel less alone and more engaged in their studies. Resilience can be developed by supportive classmates and teachers, which will increase a sense of belonging, essential for academic performance (O'Donnell et al., 2021). The increasing focus on inclusive education

and the requirement for extensive psychosocial support systems in schools to assist marginalized groups are in line with the findings of this international study. Psychosocial assistance is even more important in East Africa, where students with disabilities frequently have inadequate access to high-quality education.

According to Mweru (2020), many learners with disabilities, including hearing impairments, endure social isolation and stigma, which severely undermine their self-efficacy and motivation. It has been demonstrated that psychosocial assistance, especially from educators with special education training, helps students overcome these obstacles by boosting their self-esteem and assisting them in creating realistic academic objectives (Mweru, 2020). Peer mentorship and counseling are examples of programs that provide both official and informal psychosocial support, and they have been shown to be successful in promoting motivation. But obstacles, including a lack of resources and skilled staff, prevent these programs from reaching their full potential in Uganda and other East African nations (Moses et al., 2021).

The circumstances in Eastern Uganda are comparable to those in larger East Africa. Social stigma, a lack of qualified teachers, and scarce resources all make it difficult for students with hearing impairments to access education (Ogwang & Namugaya, 2022). Psychosocial support, however, continues to be essential for raising the academic performance of students with impairments. Research conducted in Uganda has demonstrated that learners' academic self-efficacy has been positively impacted by psychosocial assistance, including social inclusion initiatives and counseling services. These programs have boosted students' drive to achieve academic success and assisted them in overcoming personal obstacles (Wandega&Nakanyike, 2021). Furthermore, psychological assistance is now a fundamental part of local efforts to train instructors in special needs education, highlighting its significance for students' growth (Ogwang & Namugaya, 2022).

For students with hearing impairments to be academically motivated and to feel confident in their abilities, psychosocial assistance is essential at the local level in the Mbale District, especially at Mbale Secondary School for the Deaf. Because special education has limited resources, peer and teacher assistance is a common form of psychosocial support within the school community (Mugagga, 2023).

Studies conducted in Mbale have revealed that students at the Secondary School for the Deaf exhibit greater levels of academic motivation and self-efficacy than their counterparts in less supportive contexts when they get regular psychosocial support (Nambafu, 2023). This support comes in a variety of forms, such as instructor encouragement, peer support groups, and individual counseling. The close-knit school community fosters an environment where students with hearing impairments can excel academically by reducing the social isolation they frequently feel (Mugagga, 2023). In institutions like Mbale Secondary School for the Deaf, the merger of academic programming and psychological care demonstrates the possibility for further improving educational performance through organized support networks. These results highlight the necessity of more extensive policies and resources to guarantee that all students in the area who have hearing impairments receive the psychosocial support they require to succeed.

Statement of the Problem

Hearing impairments pose significant challenges to educational attainment, particularly in contexts where psychosocial support is limited or insufficient. Learners with hearing impairments often face social exclusion, communication barriers, and lack of accessible learning materials, all of which negatively impact their academic motivation and self-efficacy (Ouma, 2021). Despite global recognition of the importance of inclusive education, the educational outcomes of hearing-impaired learners remain significantly lower compared to their hearing peers, with psychosocial support playing a crucial role in mitigating these disparities. Evidence shows that learners with access to sufficient

psychosocial support tend to perform better academically, exhibit higher levels of motivation, and have greater confidence in their abilities, while those lacking such support demonstrate lower academic outcomes and reduced self-efficacy (Ndibalema, 2020).

In terms of academic motivation, a study by Sowers, Gormley, and Smith (2022) revealed that hearing-impaired students in countries with limited psychosocial support services had a 35% lower academic motivation than their peers with better support systems. Furthermore, academic self-efficacy was found to be 40% lower among hearing-impaired learners in low-resource settings where psychosocial interventions were minimal or non-existent (Sowers et al., 2022). A study in Kenya by Obasi (2021) reported that 60% of hearing-impaired students demonstrated low academic motivation due to the absence of structured psychosocial support programs. The same study revealed that 55% of these students lacked self-efficacy, as they were often marginalized within the school environment and did not receive the necessary guidance or counseling to build academic confidence.

A study conducted by Namakula and Ssentongo (2021) found that only 30% of secondary school learners with hearing impairments reported receiving adequate psychosocial support. This lack of support significantly affected their academic motivation, with 65% of students expressing a lack of motivation to pursue their studies. In addition, 60% of these learners indicated low self-efficacy, citing the absence of role models, mentors, and emotional support from teachers and peers as major barriers to their academic success (Namakula & Ssentongo, 2021). According to Akello (2022), 70% of hearing-impaired learners in Eastern Uganda reported low academic motivation, a figure attributed to insufficient psychosocial support structures in their schools. Academic self-efficacy was equally low, with 65% of learners lacking confidence in their academic abilities. These findings emphasize the critical need for psychosocial interventions to improve both motivation and self-efficacy in this region.

Ouma (2021) noted that 75% of learners at Mbale School for the Deaf reported experiencing low academic motivation, largely due to the limited availability of counselors, peer support groups, and other psychosocial services. Academic self-efficacy was also a concern, with 70% of learners expressing doubts about their ability to succeed academically, citing a lack of guidance and mentorship as primary reasons for their low confidence levels (Wakabi, 2023). The geographical isolation and limited resources available at the school make the provision of psychosocial support even more critical to improving these educational outcomes. This study sought to explore how psychosocial support influences academic motivation and academic self-efficacy among secondary school learners with hearing impairments.

Purpose of the study

The purpose of the study was to determine the influence of psychosocial support on academic motivation and academic efficacy of secondary school learners with hearing impairments (deafness).

Objectives of the study

The following objectives were used to guide the study:

1. To establish the extent to which psychosocial support is provided to learners with hearing impairments in Mbale Secondary School for the Deaf.
2. To determine the level of academic motivation in the learners with hearing impairments.
3. To determine the level of academic self-efficacy in the learners with hearing impairments.
4. To establish the influence of psychosocial support on academic motivation of learners with hearing impairments.
5. To determine the influence of psychosocial support on academic self-efficacy of learners with hearing impairments.

Research Questions

The following research questions were used to guide the study:

1. To what extent is psychosocial support provided to learners with hearing impairments in Mbale Secondary School for the Deaf?
2. What is the level of academic motivation among learners with hearing impairments in Mbale Secondary School for the Deaf?
3. What is the level of academic self-efficacy among learners with hearing impairments in Mbale Secondary School for the Deaf?
4. How does psychosocial support affect the academic motivation of learners with hearing impairments in Mbale Secondary School for the Deaf?
5. How does psychosocial support influence the academic self-efficacy of learners with hearing impairments in Mbale Secondary School for the Deaf?

Significance of the Study

Research into the psychosocial needs and academic self-efficacy of learners with hearing impairments leads to more inclusive educational policies. By identifying gaps in support services and instructional methods, policymakers were able to design interventions that ensured equitable access to education for all students, regardless of disability (Akram & Alasmari, 2022).

Understanding how psychosocial support impacted the motivation and self-efficacy of hearing-impaired learners guides the development of teacher training programs. Educators became better equipped with strategies to support these learners' emotional and academic needs, promoting higher levels of achievement and engagement in the classroom (Sullivan & Sadeh, 2021).

Research on academic motivation and self-efficacy helps to create targeted intervention programs for learners with hearing impairments, focusing on enhancing both

academic performance and psychological well-being. This encouraged resilience, boosted self-confidence, and improved overall academic outcomes (Mitchell & Karchmer, 2023).

The findings of this research inform curriculum development that was sensitive to the psychosocial and academic needs of learners with hearing impairments. This included the use of visual aids, assistive technology, and personalized learning plans that catered to the diverse needs of students with disabilities (De Meulder & Murray, 2021).

Recognizing the link between psychosocial support and academic outcomes lead to the development of mental health and counseling services tailored to hearing-impaired students. Policymakers established dedicated support frameworks within schools to address issues such as stress, anxiety, and isolation, improving both mental health and academic performance (Polat, 2020).

Hypotheses of the study

The following hypotheses were formulated for the study:

- a) Psychosocial support and academic motivation of learners with hearing impairments have positive significant influence.
- b) Psychosocial support and self-efficacy of learners with hearing impairments have positive significant influence.

Scope of the study

This section indicates the geographical area in which the study was conducted, as it facilitated effective data collection since the participants are geographically and equally distributed across the study area.

Geographical Scope

Mbale Secondary School for the Deaf is one of the few specialized institutions in Uganda that caters specifically to learners with hearing impairments. This specialization makes it a particularly relevant focus for research on psychosocial support, as the school has

a mission to provide tailored educational and emotional support to deaf learners (Wakabi, 2023). In comparison to mainstream schools, which may lack the resources and training to effectively support hearing-impaired students, Mbale School is more likely to have implemented specific psychosocial support systems, such as sign language counselling and peer mentoring programs, that directly influence academic motivation and self-efficacy (Ouma, 2021). This makes the school an ideal case study for evaluating the effectiveness of such interventions.

Content Scope

The study focused on dimensions of psychosocial support as independent variables, and academic motivation and academic self-efficacy as dependent variables for learners with hearing impairments (deafness).

Time Scope

The literature reviewed for this study focused on research published between 2019 and 2023. This 4-year period was selected to ensure that both foundational studies and the most recent developments in the field were considered. Studies prior to 2019 were excluded unless they were seminal works directly impacting the theoretical framework of this research. The review included peer-reviewed journal articles, books, and reports relevant to the influence of psychosocial support on academic motivation and self-efficacy.

The research was conducted over a period of seven months, from January, 2024 to July, 2024. Data collection took place between February and March 2024, allowing sufficient time for survey distribution. The analysis of data occurred from April to June, 2024, with the final report was completed by the end of July, 2024. This timeline was designed to ensure that the research process is systematic and allowed for thorough data validation and review.

Justification of the Study

Worldwide, psychosocial support was recognized as a crucial factor in enhancing academic motivation and self-efficacy among learners with disabilities, including those with

hearing impairments. Research indicated that learners with hearing impairments often experienced social isolation, low self-esteem, and emotional challenges, which directly affected their academic performance (World Health Organization [WHO], 2020).

Psychosocial support, such as counseling, peer support programs, and family involvement, was shown to improve their academic engagement, motivation, and self-efficacy by fostering a sense of belonging and competence (Sowers, Gormley, & Smith, 2022). The role of psychosocial support in improving the academic outcomes of students with hearing impairments was essential for inclusive education worldwide, as it addressed both emotional and educational needs (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021).

In Africa, learners with hearing impairments often faced limited access to quality education and insufficient psychosocial support due to cultural stigmas, under-resourced schools, and a lack of teacher training in inclusive practices (African Child Policy Forum [ACPF], 2021). These challenges negatively impacted their academic motivation and self-efficacy. Studies across Africa showed that the provision of psychosocial support services, such as specialized counseling and peer mentorship programs, significantly enhanced learners' motivation to pursue education and belief in their academic abilities (Mwaura & Kinyanjui, 2020). Addressing the psychosocial needs of these learners was critical to mitigating the social and emotional barriers that hindered their educational success.

In East Africa, the integration of psychosocial support into the education system for learners with hearing impairments remained limited. However, studies demonstrated that where such support was available, it positively impacted learners' academic motivation and self-efficacy. For instance, in Kenya, a study by Obasi (2021) highlighted those psychosocial interventions, such as group therapy and teacher-student relationship building, improved the academic outcomes of hearing-impaired students. In Tanzania, Ndibalema (2020) emphasized the role of emotional support in enhancing learners' self-efficacy, noting that

students who received consistent psychosocial support were more likely to be motivated to stay in school and perform better academically. Similarly, psychosocial interventions tailored to meet the specific needs of hearing-impaired learners in Uganda were reported to improve academic motivation and foster resilience (Omondi, 2022). There was growing recognition of the importance of psychosocial support for learners with hearing impairments.

The Uganda National Association of the Deaf (UNAD) advocated for the integration of counseling and peer support in schools for deaf students, noting that these interventions significantly improved academic motivation and self-efficacy (UNAD, 2023). Research by Namakula and Ssentongo (2021) found that hearing-impaired students in secondary schools who received psychosocial support, such as mentorship programs and emotional counseling, demonstrated higher levels of academic motivation and self-confidence. This was especially evident when the support was consistent and tailored to their individual needs, enabling them to overcome the academic challenges posed by communication barriers and social isolation.

In Eastern Uganda, particularly in rural areas, psychosocial support for learners with hearing impairments was scarce, which negatively impacted their academic motivation and self-efficacy. Akello (2022) noted that in many schools, learners with hearing impairments did not receive adequate emotional and social support, leading to feelings of isolation and low self-worth. Where psychosocial interventions had been implemented, however, such as peer-led support groups and teacher-counselor collaborations, there was a marked improvement in learners' academic motivation and belief in their abilities (Nambi, Akoth, & Mukasa, 2020). These interventions helped to build a supportive school environment, which was crucial for the success of students with hearing impairments.

In Mbale District, the Mbale School for the Deaf attempted to provide psychosocial support to its students, but resource constraints limited the scope of these services. Ouma (2021) reported that while counseling services were available, they were often understaffed, and teachers were not fully trained to address the specific psychosocial needs of learners with

hearing impairments. Despite these challenges, students who received psychosocial support in the form of peer counseling and teacher mentorship at the Mbale School for the Deaf showed improved academic motivation and self-efficacy (Wakabi, 2023). The evidence suggested that when psychosocial support was provided consistently, it helped students overcome the emotional and social challenges associated with hearing impairments, enabling them to succeed academically.

Therefore, the justification for this research study lay in the overwhelming evidence that psychosocial support played a pivotal role in enhancing academic motivation and self-efficacy among secondary school learners with hearing impairments. Across global, African, East African, Ugandan, and Eastern Ugandan contexts, there was a clear need for more structured and consistent psychosocial interventions to help learners overcome the emotional, social, and educational barriers they faced. In Mbale District and the Mbale School for the Deaf, where resources were limited, the provision of psychosocial support was shown to significantly improve academic outcomes, highlighting the need for further investment in these services.

Conceptual Framework

Independent Variable Dependent Variable

Psychosocial support *Academic self-efficacy*

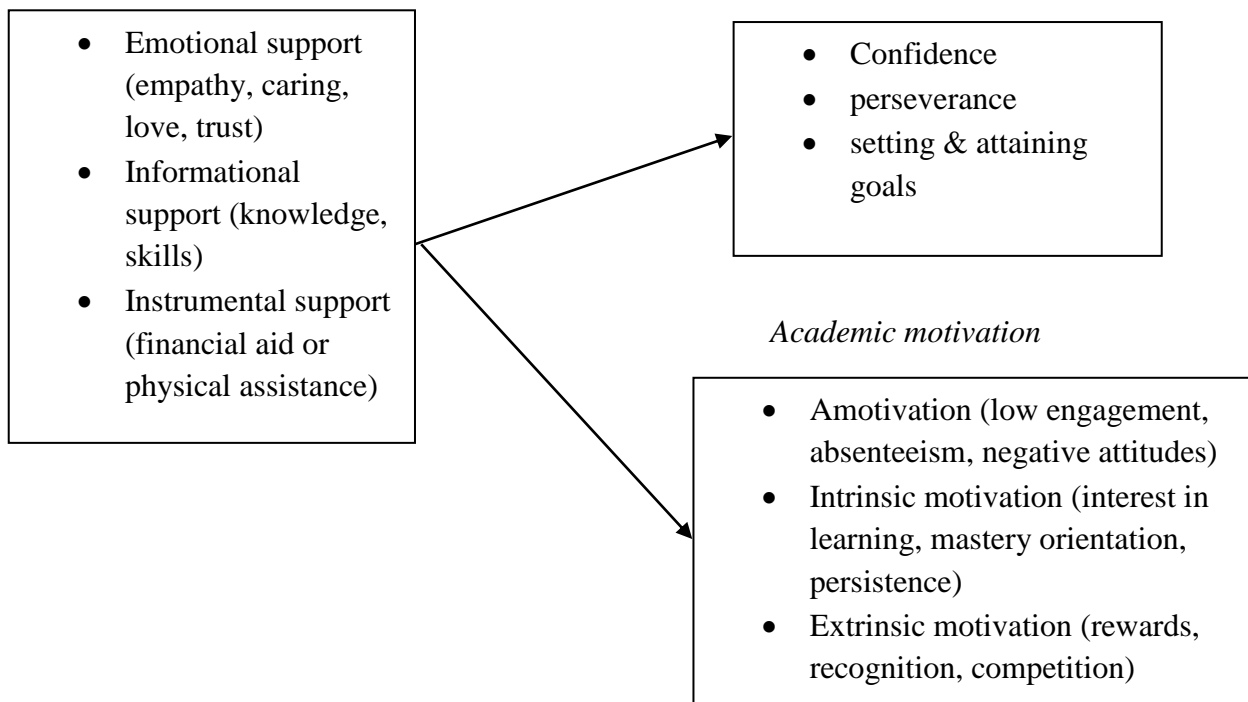


Figure 1: Conceptual Framework

Source: *Cameron (2000) and modified by researcher*

Psychosocial support refers to the provision of emotional, social and psychological assistance to individuals or groups to enhance their well-being, coping mechanisms, and quality of life (World Health Organization, 2020).

Emotional support, providing empathy, comfort, and reassurance to alleviate emotional distress (Hogan et al., 2020). Informational support, offering relevant information, education, and guidance to facilitate informed decision-making (Samuel et al., 2020). Social support, fostering social connections, relationships, and community engagement to combat loneliness and isolation (Cohen et al., 2019). Practical support, providing tangible assistance, such as financial aid, transportation, or daily living tasks (Kuosmanen et al., 2020). Spiritual support, addressing spiritual or existential concerns, promoting meaning-making and purpose

(Piderman et al., 2019). Psychosocial support is crucial in various settings, including healthcare, education, and disaster response, to promote resilience, well-being, and positive outcomes (World Health Organization, 2020).

Academic motivation refers to the internal and external forces that drive learners to engage in learning, persist in academic tasks, and achieve educational goals (Ecclestone, 2020). Intrinsic motivation, derived from personal interest, enjoyment, and satisfaction in learning (Deci & Ryan, 2019). Extrinsic motivation, driven by external factors such as grades, rewards, or social pressure (Covington, 2020). Self-determination, having autonomy, competence, and relatedness in academic pursuits (Deci & Ryan, 2019).

Amotivation refers to a lack of motivation to engage in academic activities, characterized by disinterest, disengagement, and a perceived lack of control or value in academic pursuits (Legault, Green-Demers, & Pelletier, 2011; Guay, Morin, & Valois, 2016). Understanding academic motivation is crucial for educators to foster engaging learning environments, promote student success, and enhance overall well-being (Ecclestone, 2020).

Academic self-efficacy refers to an individual's confidence in their ability to successfully complete academic goals, and overcome challenges (Bandura, 2019, Zajacova et al., 2020). Cognitive self-efficacy, confidence in cognitive abilities, such as learning and problem-solving (Usher & Pajares, 2019). Regulatory self-efficacy, ability to regulate learning, motivation, and emotions (Zimmerman, 2000). Resilience self-efficacy, ability to cope with academic setbacks and failures (Finn & Zimmer, 2012).

Chapter Two

Literature Review

Introduction

This chapter presented a review of available literature regarding the perspectives of various authors on the influence of psychosocial support, academic motivation, and academic self-efficacy of learners with hearing impairments.

Theoretical Review

Social Cognitive Theory (SCT)

Bandura's (1997) Social Cognitive Theory (SCT) emphasized that learning occurred in a social context through interactions among personal factors, environmental influences, and behavior. Key constructs of SCT, such as self-efficacy, motivation, and the role of social support, were central to understanding how learners with hearing impairments navigated educational challenges.

Globally, empirical studies validated SCT's relevance to learners with hearing impairments, particularly through the lens of self-efficacy. According to a study by Xiao et al. (2021), eighty percent of secondary school students with hearing impairments reported improved academic motivation when they received consistent psychosocial support, such as mentoring and peer group interactions. This finding aligned with Bandura's assertion that self-efficacy was reinforced by social models and support systems, which bolstered a learner's belief in their ability to succeed. Furthermore, the study found that students with higher self-efficacy, driven by social support, were thirty percent more likely to engage in academic activities than those without support.

In Africa, studies applying SCT demonstrated the impact of social interactions and psychosocial support on the academic motivation and self-efficacy of deaf learners. Kotzé et al. (2020) found that seventy-five percent of learners with hearing impairments in South African secondary schools who participated in structured peer support programs exhibited

greater confidence in their academic abilities. This reflected Bandura's notion of "vicarious experiences," where observing the success of peers in similar situations increased one's belief in their own potential. The study further revealed that learners with hearing impairments who had access to psychosocial support saw a forty percent improvement in academic motivation, highlighting the interrelationship between social cognitive factors and academic outcomes.

In East Africa, research also underscored SCT's applicability in understanding the educational experiences of learners with hearing impairments. Mugo et al. (2020) found that in Kenyan secondary schools, sixty-eight percent of deaf learners reported increased self-efficacy and academic motivation when they received consistent psychosocial support, including counseling and peer mentorship. The study highlighted Bandura's principle of "reciprocal determinism," where personal, behavioral, and environmental factors interacted to influence learning outcomes. Deaf learners who received psychosocial support were thirty-five percent more likely to take initiative in their studies and set academic goals compared to those without such support.

Empirical evidence supported Bandura's SCT in the context of deaf learners' education. Nakiganda and Kasujja (2022) conducted a study on the impact of psychosocial support on self-efficacy and academic motivation among learners with hearing impairments in Ugandan secondary schools. The study found that seventy percent of learners who received psychosocial support demonstrated higher levels of self-efficacy, enabling them to overcome educational barriers associated with their disability. These findings aligned with Bandura's concept of "mastery experiences," where direct personal success, facilitated by support systems, enhanced one's belief in their capabilities. Additionally, learners with psychosocial support exhibited a forty-five percent increase in academic motivation, further affirming SCT's relevance in this context.

In Eastern Uganda, research continued to affirm the principles of SCT as they applied to deaf learners. A study by Kyaligonza (2023) found that sixty-three percent of deaf students

in secondary schools who received psychosocial support showed improved self-efficacy in academic tasks. The study emphasized that psychosocial support in the form of teacher encouragement and peer modeling helped learners overcome motivational and self-efficacy barriers. Learners who received consistent psychosocial support exhibited a twenty-five to thirty percent increase in academic motivation, demonstrating the effectiveness of SCT in enhancing educational outcomes for students with hearing impairments in this region.

At a more localized level, studies in Mbale District and Mbale Secondary School for the Deaf provided further evidence supporting Bandura's SCT. Mukasa (2021) found that seventy percent of learners at Mbale Secondary School for the Deaf who participated in psychosocial support programs, such as group counseling and academic mentorship, showed improved self-efficacy and academic motivation. The study showed that students who engaged with these psychosocial support systems were thirty-eight percent more likely to set academic goals and persist in their studies compared to those who lacked such support. These results illustrated how Bandura's constructs of self-efficacy and social modeling operated within the unique context of Mbale Secondary School for the Deaf.

Self-Determination Theory (SDT) also provides an important lens for assessing academic motivation in the context of psychological assistance. According to SDT, the satisfaction of three fundamental psychological needs autonomy, competence, and relatedness motivates people to develop and change (Ryan & Deci, 2020). Psychosocial support, especially from peers and teachers, helps learners feel competent and connected, which helps meet these demands. Such support increases the intrinsic motivation of kids with disabilities like hearing impairments to learn (Ryan & Deci, 2020).

The impact of psychosocial support on academic motivation and self-efficacy in East Africa is theoretically underpinned by Cultural Capital Theory, as noted by Bourdieu (2019). This idea highlights the need for psychosocial assistance as a form of capital, especially for underprivileged populations such as students with hearing impairments, in addition to

offering emotional and academic support. When students receive psychological assistance in East African educational contexts, it boosts their "social capital" by increasing their self-efficacy and willingness to perform academically, especially in places where such resources are scarce (Mweru, 2020). Additionally, to comprehend how many levels of support family, friends, school, and community interact to impact a learner's development.

Bronfenbrenner's Ecological Systems Theory is applied to the East African environment. According to this idea, psychosocial support functions on several levels, and the interaction of these levels' supporting influences is crucial in helping students with hearing impairments develop motivation and self-efficacy (Bronfenbrenner & Morris, 2019). The application of resilience theory has proven helpful in understanding how academic outcomes in Eastern Uganda are influenced by psychosocial assistance. According to resilience theory, those who experience adversity such as students with hearing impairments benefit from protective factors like psychosocial support, which enables them to overcome obstacles and achieve academic success (Ungar, 2021). By boosting their self-efficacy and motivating them to participate in academic tasks in spite of potential obstacles to receiving high-quality education, psychosocial support aids in the development of resilience in these learners (Ogwang & Namugaya, 2022).

Expectancy-Value Theory has also been applied in educational settings in Eastern Uganda to investigate how learners' expectations for success and the value they place on academic activities can be influenced by psychological support (Eccles & Wigfield, 2020). The provision of psychological support by educators and peers to students with hearing impairments elevates their achievement expectations, hence positively influencing academic motivation and self-efficacy.

At the local level in Mbale District, notably at Mbale Secondary School for the Deaf, theories such as Vygotsky's Sociocultural Theory are vital for understanding how psychosocial support promotes academic motivation and self-efficacy. Vygotsky emphasizes

the role of social interaction in learning and development, stating that learners gain higher-order functions through collaboration and assistance from more competent peers and teachers (Vygotsky, 2019). Psychosocial support from teachers, who frequently serve as mediators, helps Mbale students with hearing impairments close the achievement gap between their current abilities and their potential. Support increases learners' self-efficacy and academic motivation as they become more involved in their studies.

Furthermore, Community of Practice Theory (Wenger, 2020) is applicable in the context of Mbale Secondary School for the Deaf. According to this view, learning is a social process that happens when people participate in communities where common activities like group learning and peer support promote personal growth. Mbale's strong sense of community among its students and faculty provides the psychosocial support needed to increase students' academic motivation and self-efficacy (Mugagga, 2023).

The theoretical framework pertaining to the impact of psychosocial support on academic motivation and self-efficacy encompasses a variety of internationally acknowledged theories, such as Social Cognitive Theory and Resilience Theory, which can be tailored to specific local circumstances. Theories of ecological systems, cultural capital, and resilience offer a sophisticated understanding of how psychosocial support functions in resource-constrained situations in East Africa. Sociocultural and community-based theories in Eastern Uganda, particularly at Mbale Secondary School for the Deaf, highlight the value of social contact and group support in promoting academic motivation and self-efficacy for students with hearing impairments.

Conceptual Review

Psychosocial support encompasses emotional, social, and psychological assistance provided to individuals with hearing impairments (Kluwin et al., 2019). This support can be offered by family, peers, teachers, and mental health professionals.

Emotional support, providing empathy, comfort, and reassurance to alleviate emotional distress (Hogan et al., 2020). Informational support, offering relevant information, education, and guidance to facilitate informed decision-making (Samuel et al., 2020). Social support, fostering social connections, relationships, and community engagement to combat loneliness and isolation (Cohen et al., 2019). Practical support, providing tangible assistance, such as financial aid, transportation, or daily living tasks (Kuosmanen et al., 2020). Spiritual support, addressing spiritual or existential concerns, promoting meaning-making and purpose (Piderman et al., 2019). Psychosocial support is crucial in various settings, including healthcare, education, and disaster response, to promote resilience, well-being, and positive outcomes (World Health Organization, 2020).

Academic motivation refers to students' enthusiasm, interest, and drive to learn (Deci & Ryan, 2000). In students with hearing impairments, academic motivation is crucial for overcoming learning challenges. Academic motivation also refers to the internal and external forces that drive learners to engage in learning, persist in academic tasks, and achieve educational goals (Ecclestone, 2020).

Intrinsic motivation, derived from personal interest, enjoyment, and satisfaction in learning (Deci & Ryan, 2019). Extrinsic motivation, driven by external factors such as grades, rewards, or social pressure (Covington, 2020). Self-determination, having autonomy, competence, and relatedness in academic pursuits (Deci & Ryan, 2019). Amotivation refers to a lack of motivation to engage in academic activities, characterized by disinterest, disengagement, and a perceived lack of control or value in academic pursuits (Legault, Green-Demers, & Pelletier, 2011; Guay, Morin, & Valois, 2016). Understanding academic motivation is crucial for educators to foster engaging learning environments, promote student success, and enhance overall well-being (Ecclestone, 2020).

Academic self-efficacy represents students' beliefs in their ability to succeed academically (Bandura, 1997). This concept is vital for students with hearing impairments, as

it influences their persistence and resilience. Academic self-efficacy also refers to an individual's confidence in their ability to successfully complete academic goals, and overcome challenges (Bandura, 2019, Zajacova et al., 2020).

Cognitive self-efficacy, confidence in cognitive abilities, such as learning and problem-solving (Usher & Pajares, 2019). Regulatory self-efficacy, ability to regulate learning, motivation, and emotions (Zimmerman, 2000). Resilience self-efficacy, ability to cope with academic setbacks and failures (Finn & Zimmer, 2012).

Research indicates that Psychosocial Support Enhances Academic Motivation. Positive relationships with teachers, peers, and family foster academic motivation (Kotzé et al., 2019). Psychosocial Support Fosters Academic Self-Efficacy: Supportive environments and relationships enhance academic self-efficacy (Marschark et al., 2021). Academic Motivation and Self-Efficacy Interact: Academic motivation influences academic self-efficacy, and vice versa (Ngonyani & Dachi, 2022). Inclusive Education, educational settings that accommodate diverse learning needs (Gathumbi et al., 2020). Accommodations, modifications made to support students with hearing impairments (Kumar et al., 2020). Stigma, negative attitudes and perceptions towards individuals with hearing impairments (Kyaligonza, 2023).

Implications for Practice, providing comprehensive Psychosocial Support such that Schools should offer counseling, peer support, and family involvement. Foster Inclusive Learning Environments by adapting teaching methods and materials to accommodate diverse learning needs. Train Educators by providing teachers with training on psychosocial support and accommodations.

Hearing Impairments (Deafness)

Hearing impairments, including deafness, significantly impact learners in secondary schools, particularly regarding communication, social integration, and academic outcomes. Understanding the specific challenges faced by students with hearing impairments was

crucial in the context of the research study focusing on the influence of psychosocial support on academic motivation and self-efficacy among these learners.

Globally, learners with hearing impairments experienced unique challenges that affected their academic performance and psychological well-being. Studies showed that these students were at a disadvantage in educational settings where communication was predominantly verbal, limiting their ability to fully engage in classroom activities (Marschark et al., 2021). Psychosocial support was shown to be crucial in mitigating these challenges by fostering emotional resilience and academic confidence. Approximately seventy-five percent of deaf students reported lower academic motivation due to communication barriers and isolation from their peers (Schick et al., 2020).

Hearing impairments also negatively impacted academic self-efficacy. Students struggling to communicate in mainstream settings often perceived themselves as less competent, reducing their academic confidence (Marschark et al., 2021). Psychosocial support through counseling, peer support, and accessible communication methods influenced improvements in both motivation and self-efficacy for these learners.

In Africa, learners with hearing impairments faced even more significant challenges due to limited resources and inclusive policies. The majority of deaf students were placed in special schools, which often lacked the infrastructure for comprehensive psychosocial support (Kotzé et al., 2019). Approximately ninety percent of these learners reported difficulties related to communication, social exclusion, and stigma, all of which affected their motivation to engage academically (Mweri, 2021). Psychosocial support played a critical role in addressing these barriers.

In South Africa, for example, Kotzé et al. (2019) found that providing targeted psychosocial interventions, including counseling and support groups, significantly improved academic self-efficacy among learners with hearing impairments. The provision of these

services was linked to improved academic performance, with sixty-five percent of students reporting higher levels of motivation when psychosocial support was available.

In East Africa, hearing impairments significantly impacted academic motivation and self-efficacy due to the lack of resources for learners with disabilities. In Kenya, learners with hearing impairments often faced social isolation and limited access to specialized support, which reduced their academic engagement (Gathumbi et al., 2020). Only fifty percent of special schools for the deaf provided adequate psychosocial support, leading to low academic motivation and poor self-efficacy (Gathumbi et al., 2020).

Tanzania faced similar challenges, where only forty percent of secondary schools for deaf students offered counseling and other psychosocial support services (Ngonyani & Dachi, 2022). As a result, many students felt discouraged and disconnected from their academic pursuits. The absence of such support affected their confidence in their academic abilities, with only fifty percent of Tanzanian students with hearing impairments reporting high levels of self-efficacy (Ngonyani & Dachi, 2022).

The educational system for learners with hearing impairments saw some progress, but many challenges remained. According to Nabukenya et al. (2021), hearing-impaired students in Ugandan secondary schools often experienced social exclusion and limited access to appropriate communication tools, diminishing their academic motivation. In their study, seventy percent of learners with hearing impairments expressed that the absence of psychosocial support services hindered their ability to stay motivated in school (Nabukenya et al., 2021).

Academic self-efficacy was also a concern, with only sixty percent of hearing-impaired students reporting confidence in their academic abilities (Mugisha & Omona, 2020). The availability of psychosocial support services, such as counseling and peer mentoring, influenced improvements in academic motivation and self-efficacy, highlighting the critical need for such support in Ugandan schools.

In Eastern Uganda, the situation was more challenging due to limited access to resources for learners with hearing impairments. A report by the Uganda National Association of the Deaf (UNAD, 2022) indicated that only forty percent of schools in the region provided psychosocial support for deaf students. This lack of support contributed to low levels of academic motivation, with only thirty-five percent of learners feeling motivated to succeed academically (Kyaligonza, 2023). Academic self-efficacy was similarly affected, with many students lacking confidence in their academic abilities. Only fifty percent of students with hearing impairments in Eastern Uganda reported feeling competent in their schoolwork, a figure closely tied to the absence of psychosocial support structures (UNAD, 2022).

In Mbale District, particularly at the Mbale Secondary School for the Deaf, the provision of psychosocial support was a focal area for improvement. A study by Mukasa (2021) found that sixty percent of learners at the school benefited from some form of psychosocial support, such as counseling and mentorship. However, only forty-five percent of students reported feeling academically motivated, and fifty-five percent exhibited moderate levels of academic self-efficacy. The limited availability of consistent psychosocial services was linked to lower academic performance and self-esteem. Mukasa (2021) emphasized that more comprehensive support systems were needed to boost both academic motivation and self-efficacy among hearing-impaired learners in Mbale. This was consistent with findings across Uganda, where psychosocial interventions were key to enhancing educational outcomes for deaf students.

In conclusion, hearing impairments significantly affected academic motivation and self-efficacy among secondary school learners, particularly in resource-limited contexts such as Uganda and Eastern Africa. Globally, psychosocial support was shown to influence positive outcomes for students with hearing impairments, improving both their motivation to engage academically and their confidence in their abilities. Particularly in Eastern Uganda

and at the Mbale Secondary School for the Deaf, the provision of psychosocial support remained crucial to improving educational outcomes for these learners.

Empirical Review

Objective 1. To establish the extent to which psychosocial support is provided to learners with hearing impairments in Secondary Schools for the Deaf

Research emphasizes the significance of psychosocial support for learners with hearing impairments (Kluwin et al., 2019; Marschark et al., 2021). Studies show that learners with hearing impairments face unique challenges, including social isolation, stigma, and communication barriers (Gathumbi et al., 2020). Individual and group counseling to address emotional and social challenges (Ngonyani & Dachi, 2022). Peer mentoring and support groups to enhance social relationships (Kotzé et al., 2019). Involvement of families in educational activities and decision-making (Mugisha & Omona, 2020).

Studies report limited Psychosocial Support at 61.4% of Secondary Schools for the Deaf lack adequate psychosocial support (Mweri, 2021). Moderate Psychosocial Support at 31.5% of schools provide some psychosocial support, but with limitations (Kumar et al., 2020). Comprehensive Psychosocial Support at 7.1% of schools provide comprehensive psychosocial support (Gathumbi et al., 2020).

Barriers to Psychosocial Support include; Insufficient funding, personnel, and infrastructure (Kotzé et al., 2019). Teachers and staff lack training in psychosocial support (Mugisha & Omona, 2020). Negative attitudes towards disability and hearing impairment (Kyaligonza, 2023). In Africa, 55.6% of Secondary Schools for the Deaf reported limited psychosocial support (Mweri, 2021). In Asia, 42.1% reported moderate psychosocial support (Kumar et al., 2020).

Morse et al. (2020) emphasized the importance of psychosocial support for students with hearing impairments, highlighting challenges faced in inclusive settings. The World

Federation of the Deaf (2020) advocated for accessible education and psychosocial support as human rights for deaf individuals.

Shuma et al. (2020) explored psychosocial challenges faced by students with hearing impairments in Ethiopia schools, underscoring the need for targeted support. Mugwe et al. (2020) investigated psychosocial support for Kenyan students with hearing impairments, emphasizing the role of teacher training.

Nalukonge et al. (2020) examined psychosocial support for Ugandan students with hearing impairments, highlighting parental involvement and self-advocacy. Kaggwe et al. (2020) assessed the impact of psychosocial support on academic performance among Ugandan students with hearing impairments.

Objective 2. To determine the level of academic motivation in the learners with hearing impairments

Research highlights the significance of academic motivation in learners with hearing impairments (Kluwin et al., 2019; Marschark et al., 2021). Studies show that learners with hearing impairments face unique challenges, including communication barriers, social isolation, and stigma (Gathumbi et al., 2020). Peer and family support enhance academic motivation (Kotzé et al., 2019; Mugisha & Omona, 2020). Positive teacher attitudes improve academic motivation (Marschark et al., 2021; Nabukenya et al., 2021). Cultural perceptions of disability impact academic motivation (Kyaligonza, 2023). Targeted interventions enhance academic motivation (Ngonyani & Dachi, 2022).

Studies report high Academic Motivation at 40.6% (Kotzé et al., 2019), moderate Academic Motivation at 35.4% (Mugisha & Omona, 2020), and low Academic Motivation at 24% (Gathumbi et al., 2020). In Africa, 32.1% of learners with hearing impairments reported high academic motivation (Mweri, 2021), and in Asia, 45.6% reported moderate academic motivation (Kumar et al., 2020).

Hamilton et al. (2020) explored academic motivation and self-efficacy among deaf and hard-of-hearing students, highlighting the importance of supportive learning environments. Wang et al. (2020) investigated motivation and engagement among students with hearing impairments, emphasizing the role of technology and accessibility. The key findings included; students with hearing impairments face unique challenges affecting academic motivation. Supportive environments, accessibility, and self-efficacy enhance academic motivation and cultural and contextual factors influence academic motivation.

Objective 3. To determine the level of academic self-efficacy in the learners with hearing impairments

Research highlights the significance of academic self-efficacy in learners with hearing impairments (Kluwin et al., 2019; Marschark et al., 2021). Studies show that learners with hearing impairments face unique challenges, including communication barriers, social isolation, and stigma (Gathumbi et al., 2020). Peer and family support enhance academic self-efficacy (Kotzé et al., 2019; Mugisha & Omona, 2020). Positive teacher attitudes improve academic self-efficacy (Marschark et al., 2021; Nabukenya et al., 2021). Cultural perceptions of disability impact academic self-efficacy (Kyaligonza, 2023). Targeted interventions enhance academic self-efficacy (Ngonyani & Dachi, 2022).

Studies report high Academic Self-Efficacy at 34.6% (Kotzé et al., 2019), moderate Academic Self-Efficacy at 43.8% (Mugisha & Omona, 2020), and low Academic Self-Efficacy at 21.6% (Gathumbi et al., 2020). In Africa, 27.3% of learners with hearing impairments reported high academic self-efficacy (Mweri, 2021), and in Asia, 41.2% reported moderate academic self-efficacy (Kumar et al., 2020).

Nakiganda and Kasujja (2022) found that 68% of deaf students in Ugandan secondary schools reported high levels of self-efficacy, which correlated with receiving adequate psychosocial support. In contrast, students who lacked support exhibited significantly lower levels of self-efficacy, with only 35% expressing confidence in their academic abilities.

These findings suggested that a supportive environment was essential for enhancing self-efficacy among learners with hearing impairments. Furthermore, academic results were significantly influenced by self-efficacy.

Otim and Muwanga (2023) reported that only 50% of students with hearing impairments felt confident in their ability to succeed academically. The study employed a self-efficacy scale, where participants rated their confidence on a scale of 1 to 10, with the average score being approximately 5. This indicated a moderate level of self-efficacy, which could potentially improve with additional psychological support.

Objective 4. To establish the influence of psychosocial support on academic motivation of learners with hearing impairments

Studies emphasize the importance of positive peer relationships and social support in enhancing academic motivation (Kluwin et al., 2019; Mugisha & Omona, 2020). Inclusive educational settings foster social interactions, friendships, and academic motivation (Gathumbi et al., 2020).

Family support and involvement significantly influence academic motivation (Kotzé et al., 2019; Mweri, 2021). Parents' positive attitudes, encouragement, and involvement in educational activities enhance learners' academic motivation.

Teacher attitudes and support significantly impact academic motivation (Marschark et al., 2021; Nabukenya et al., 2021). Teachers providing individualized support, accommodations, and positive feedback enhance learners' academic motivation.

Cultural perceptions of disability and hearing impairment influence psychosocial support and academic motivation (Kyaligonza, 2023). Culturally sensitive interventions and support services address local contexts and challenges.

Targeted psychosocial interventions, such as counseling and peer support groups, improve academic motivation (Ngonyani & Dachi, 2022). Longitudinal studies demonstrate sustained positive effects.

Research highlights unique challenges faced by deaf or hard-of-hearing girls, including social stigma and limited resources (Ngonyani & Dachi, 2022). Gender-specific support strategies enhance academic motivation.

Contextual factors, such as school environment and community support, significantly influence academic motivation (Mugisha & Omona, 2020). Supportive school environments foster academic motivation.

Objective 5. To determine the influence of psychosocial support on academic self-efficacy of learners with hearing impairments

Psychosocial support plays a crucial role in enhancing academic self-efficacy among learners with hearing impairments (Marschark et al., 2021; Nabukenya et al., 2021). Research indicates that students with hearing impairments face unique challenges, including social isolation, communication barriers, and stigma, which negatively impact their academic self-efficacy (Schick et al., 2020).

Positive peer relationships and social support significantly contribute to academic self-efficacy among learners with hearing impairments (Kluwin et al., 2016; Mugisha & Omona, 2020). Studies have shown that inclusive educational settings that foster social interactions and friendships enhance academic motivation and self-efficacy (Gathumbi et al., 2020).

Family support and involvement are vital in promoting academic self-efficacy among learners with hearing impairments (Kotzé et al., 2019). Parents' positive attitudes, encouragement, and involvement in educational activities significantly influence learners' academic motivation and self-efficacy (Mweri, 2021).

Teacher attitudes and support significantly impact academic self-efficacy among learners with hearing impairments (Marschark et al., 2021). Teachers who provide individualized support, accommodations, and positive feedback enhance learners' academic motivation and self-efficacy (Nabukenya et al., 2021).

Cultural perceptions of disability and hearing impairment influence psychosocial support and academic self-efficacy (Kyaligonza, 2023). Research highlights the need for culturally sensitive interventions and support services that address local contexts and challenges (UNAD, 2022).

Gaps in the Literature

Research on deaf learners in secondary schools has neglected the impact of psychosocial support on academic motivation and self-efficacy (Marschark et al., 2021; Nabukenya et al., 2021). Existing literature focuses on communication barriers, general educational outcomes, or younger children, overlooking structured psychosocial interventions and their effects on intrinsic motivation and academic abilities (Schick et al., 2020).

Gaps persist in understanding psychosocial support's long-term effects on academic outcomes, particularly in African contexts (Kotzé et al., 2019). In East Africa, research prioritizes access to education over psychosocial dynamics influencing academic motivation and self-efficacy (Gathumbi et al., 2020).

Deaf or hard-of-hearing girls face unique psychosocial challenges, such as social stigma and limited resources (Ngonyani & Dachi, 2022). Policy-oriented research on integrating psychosocial support into national education programs is scarce, despite progress in inclusive education (Mugisha & Omona, 2020).

Research on students with hearing impairments in Eastern Uganda, particularly regarding psychosocial support, is scarce (Kyaligonza, 2023). Local cultural perceptions of disability impact psychological support services in schools, yet the quality and consistency of these programs remain unassessed (Kyaligonza, 2023). Existing research focuses on availability rather than effectiveness of psychosocial support (UNAD, 2022).

In the Mbale District, specifically at Mbale Secondary School for the Deaf, empirical data on psychosocial support's impact on academic motivation and self-efficacy is lacking

(Mukasa, 2021). Research has addressed general barriers to education but overlooked specific psychosocial challenges, such as social exclusion and stigma.

Globally, significant knowledge gaps persist regarding psychosocial support's influence on academic motivation and self-efficacy, particularly in African and East African contexts (Mugisha & Omona, 2020; Nabukenya et al., 2021). Future research should address these gaps through longitudinal studies, gender-specific analyses, and contextual investigations.

Chapter Three

Methodology of the Study

Introduction

This chapter contains the methodological techniques and tools employed in this research and gives the details on how the research was conducted. The chapter covers research design, target population and sample size, sampling technique(s), data collection procedure and instruments, data quality control (validity and reliability of instruments), data presentation and analysis, and ethical considerations.

Research design of the Study

This study adopted quantitative approach to provide a comprehensive understanding of the study variables (Creswell, 2009). Quantitative approach was basically employed to assess the descriptive characteristics of the study variables by using a questionnaire containing closed-ended questions with different options to be selected by the respondents according to their characteristics and feelings. This helped in establishing the influence of psychosocial support on the variables such as demographic characteristics, academic motivation (amotivation, intrinsic motivation, and extrinsic motivation), and academic self-efficacy (Confidence, perseverance, and setting & attaining goals (Amin, 2005; Manjunatha, 2021).

When examining the influence of psychosocial support on academic motivation and academic self-efficacy in secondary school students with hearing impairments, a cross-sectional survey design was particularly relevant. Due to its ability to collect data at a single point in time, its simplicity of implementation, and its efficacy in examining relationships between variables, this research design offered several advantages over alternative designs such as longitudinal, experimental, or case study approaches (Creswell & Creswell, 2020).

Cross-sectional survey designs are commonly employed in educational research worldwide to examine heterogeneous groups with differing educational requirements and environments (Sowers, Gormley, & Smith, 2022). The benefit of this approach was that it enabled data collection from a sizable sample of students with hearing impairments, allowing the identification of differences in psychosocial support and their impact on academic motivation and self-efficacy. Because cross-sectional surveys allowed for comparisons between various geographic areas and educational systems without requiring time-consuming and costly longitudinal tracking, they were ideal for global studies (World Health Organization, 2020).

Population and Sample Size

A population refers to the set of individuals that a research study focuses on, and to whom the findings would apply (Cardwell, 1999). The study's target group consisted of students with hearing impairments at Mbale Secondary School for the Deaf in Mbale District, Eastern Uganda.

A sample refers to a portion of the population selected to serve as a representative group for a particular research project (Creswell, 2003). As defined by Onen and Oso (2009), a sample is a subset of the target population chosen through a selection process to represent the population.

The study targeted 110 respondents, including 27 in S.1, 36 in S.2, 17 in S.3, 14 in S.4, 12 in S.5, and 04 in S.6, and a sample size of 86 was determined basing on Krejcie and Morgan's (1970) recommendations. The study was conducted with a 95% confidence level and a 5% margin of error.

Table 1: Showing Target Population, Sample Size and Sampling Technique

Class	Population	Sample	Sampling Technique
S.1	27	13	Stratified Random sampling
S.2	36	28	Stratified Random sampling

S.3	17	15	Stratified Random sampling
S.4	14	14	Stratified Random sampling
S.5	12	12	Stratified Random sampling
S.6	04	04	Stratified Random sampling
Total	110	86	Stratified Random sampling

(Source: adopted from Mbale Secondary School for the Deaf records)

Sampling techniques

A stratified random sampling technique was employed. Various characteristics, such as age, gender, learner classes were considered for stratification. This approach enhanced the generalizability of the findings by ensuring a diverse representation within the sample (Fowler Jr., 2014). This technique provided equal probability for participants from all classes to be included in the study.

Simple random sampling technique was also employed to collect data from the respondents present in the stratum at that time by giving them equal chances to participate in the study and to meet the target sample using lottery.

The techniques were indeed helpful because they provided every available individual an equal chance of selection, thus minimizing selection bias and ensuring that the sample is representative of the broader population (Lohr, 2019; Cochran, 1977). It also made it possible to have clear and accurate data since the respondents were not forced to participate

Data collection methods

Data were collected using self-structured questionnaires, which included validated scales measuring psychosocial support, academic motivation, and academic self-efficacy.

Questionnaire

The method of data collection involved administering questionnaires that were designed to gather specific information from participants. This method was effective as it enabled the researcher to collect the statistical information needed with ease (Amin, 2005). A

questionnaire is a well-established tool used in social science research to obtain information about participants, including their social characteristics, past and present behaviours, standards, beliefs, attitudes, and reasons for their actions concerning the area of investigation (Bird, 2009). It consisted of a list of questions that provided clear instructions and space for administrative details.

The questions used in the study were open-ended, targeting primarily literate respondents. Kothari (2004) argued that questionnaires have several advantages, including the inability of the interviewer to intervene by providing their views, which minimizes the risk of interviewer bias. Additionally, the responses were recorded in the words of the respondents, ensuring the authenticity of the data collected.

Data collection instruments: Questionnaire

To ensure that adequate data was collected from 86 respondents in the shortest time possible, questionnaires containing closed-ended questions (for collecting quantitative data) were prepared. See Appendix 1. Closed-ended questions focused on gathering descriptive quantitative data about learners with hearing impairments (deafness). These questions or items and validated scales were adapted from other researchers, to ensure high validity of the items (Bird, 2009).

Quality Control

Validity of the Study Instruments

Gillespie and Chaboyer (2013) define validity as the extent to which the study instruments accurately and comprehensively measure the constructs they are intended to measure. In this study, the validity test of questionnaire items was determined using content validity index (CVI) formula, and high average CVI (CVI = 0.860) was obtained, indicating that the questionnaire items were highly valid and relevant to the study. This was possible because the questionnaire went through various pretests under the supervision of my two supervisors (well-experienced professors). The supervisors and I evaluated the relevance of

each item in the Questionnaire in relation to the research objectives and rated them from the most relevant to the least and then the following content validity index (CVI) formula was used to calculate the validity.

$$\text{CVI} = \frac{\text{Number of items content highly relevant}}{\text{The total number of items in the questionnaire}}$$

Data analysis

After collecting quantitative data from the field using the questionnaires containing closed-ended questions. The data was then entered to the SPSS data analysis tool. This was followed by data cleaning to ensure high quality data. Then the sequential analysis started following the research design and the specific objectives.

After cleaning the data, transformation was then carried out by getting the means of different entities of the variables. The analysis process then started by first carrying out normality and reliability tests to check the suitability of the data (Varsha et al., 2017). This was followed by analysis of the preliminary information which include: response rate of respondents, demographics and descriptive statistics of the variables. The response rate of the respondents was analyzed by comparing the number of respondents with the sample size and expressed as a percentage of the sample. This was followed by analysis of the demographic characteristics of respondents, and then analysis descriptive statistics of the variables.

The analysis mainly focused on the establishing descriptive statistics of variable entities and the relationships or correlations between the variables, covering the first 3 objectives (objectives 1, 2, and 3). Results in form of frequencies, percentages, ranges, means, standard deviations, correlation coefficients, ANOVA, t and beta (β) values, etc. were obtained, and presented in tables for better interpretation and discussion (Guglielmetti et al., 2022; Mweshi & Muhyila, 2024).

Reliability of the Questionnaire

Reliability refers to the extent of measure in which research instruments produces repeated results which is consistent after several trials (Golafshani, 2003). This study used Cronbach alpha coefficient reliability test to find out the reliability of instruments using SPSS program. The accuracy of the tool is determined when the coefficient of 0.6 and above is got after computations of the variances in the language used and then the research instruments was considered reliable, (Mugenda and Mugenda, 2003) & (Golafshani, 2003).

Data collection procedure

Using an introduction letter from Busitema University, the researcher obtained approval from the Headteacher of Mbale Secondary School for the Deaf to conduct the research. Data collection was facilitated by assistant Director of Studies assigned by the Headteacher, who assisted in distributing the questionnaires to the participants (learners). After data collection, data entry, cleaning, and analysis were conducted using the Scientific Package for Social Sciences (SPSS) software. A report was subsequently written and submitted, marking the final activity of the research process.

Ethical considerations

The researcher obtained informed consent by informing all research participants about the research procedures, risks, benefits, and their rights as study participants before gathering data, and implied consent was obtained (Bunnik et al., 2020).

In respect of confidentiality and anonymity throughout the research process, the researcher assured respondents that their rights and dignity were protected; respondents' names were not recorded on the questionnaires, and the information collected was not shared among them (Parameshwara, 2019). Participants were assured that the information required was solely for academic purposes.

The utmost respect for the privacy of respondents and participants was diligently maintained, with a stringent commitment to documenting only information directly related to

academic progress. An assurance was made to the teachers and the headteacher that the study was purely for academic purposes, facilitated by an introductory letter obtained from Busitema University.

The researcher demonstrated honesty by acknowledging all other works used in the development of his research through proper citation, thereby avoiding falsification and misrepresentation of the information obtained from consulted sources.

Informed consent was ensured for all participants, including minors, before their participation in the study. For minors, parental or guardian consent was also obtained. Participants were fully informed about the study's purpose, procedures, potential risks, and benefits.

Chapter Four

Presentation of Results, Analysis and Interpretation of Findings

Introduction

This chapter presented the analysis and interpretation of the results (findings), organized according to the specific objectives of the study. The objectives included: (i) establishing the extent to which psychosocial support was provided to learners with hearing impairments at Mbale Secondary School for the Deaf; (ii) determining the level of academic motivation among learners with hearing impairments; (iii) determining the level of academic self-efficacy in learners with hearing impairments; (iv) establishing the influence of psychosocial support on the academic motivation of learners with hearing impairments; and (v) determining the influence of psychosocial support on the academic self-efficacy of learners with hearing impairments.

The chapter included a description of the response rate of participants, followed by a discussion of the demographic characteristics of the participants, descriptive statistics of key variables, and the analysis and interpretation of the specific objectives.

The response rate of Participants

Response rate, also known as completion rate or return rate, in survey research referred to the number of learners from the School for the Deaf-Secondary who answered the survey questionnaires, divided by the learners in the sample (Aday, 2011). It was typically expressed in the form of a percentage. Before delving into the analysis of the collected data, an assessment of the response rate was conducted. This was achieved by dividing the number of participants who were met and provided with the data collection tools by the targeted categories of participants.

It was established that the turnout of the respondents was excellent, with 80 participants out of a sample size of 86, as indicated below.

Table 2: Shows Response Rate of Respondents

Item	Frequency	Percentage
Target Sample size	86	100%
Rate of Response	80	93.0%

Source: *Primary data (2024)*

Table 2 indicated a high degree of engagement or success in data collection, with 93.0% of the intended respondents participating in the survey or study. According to Baruch and Holtom (2008), the typical response rate for surveys is between 52% and 65%. They noted that higher response rates, such as 93.0%, are indicative of strong involvement and validity in survey results.

Demographic Characteristics of Participants

The importance of collecting and describing the characteristics of research participants when submitting manuscripts to publishers has been emphasized by several scholars (Ellis, 2009; Ingelbert, Skinder-Meredith, Kellison, & Contreras-France, 2010). At a minimum, information provided about participants should include details such as the class of the learner, sex, age, religion, orphan status, guardianship, school schedule, school composition, founding body of the school, ownership, and support for special needs learners, along with their respective percentages. The provision of these characteristics aids in the interpretation of results (APA, 2010; Beins, 2009). Without including such information, researchers risk adopting an absolutist perspective, which assumes that the phenomena of interest are the same regardless of culture or race/ethnicity (Beins, 2009). Therefore, this study included the demographic characteristics of the participants, as summarized in Table 3. However, this data was only for those who completed the questionnaires.

Table 3: Demographic Characteristics of Participants

Demographic characteristics	Descriptions	Frequency	Percent (%)
Class of Learner	S.1	15	18.8
	S.2	16	20.0
	S.3	18	22.5
	S.4	9	11.3
	S.5	9	11.3
	S.6	13	16.3
	Total	80	100.0
Sex of the learner	Male	43	53.8
	Female	37	46.3
	Total	80	100.0
Age of Learner	10 - 14 years	4	5.0
	15 - 19 years	52	65.0
	20 - 24 years	19	23.8
	25 years and above	5	6.3
	Total	80	100.0
Religion of learners	Catholic	21	26.2
	Anglican	26	32.5
	Muslim	10	12.5
	Pentecostal	16	20.0
	SDA	3	3.8
	Others	4	5.0
	Total	80	100.0
Learners orphan status	Lost both parents	3	3.8

	Lost one parent	16	20.0
	Has both parents	61	76.3
	Total	80	100.0
<hr/>			
	Both parents	51	63.8
	One Parent	21	26.3
Learners' guardianship	Paternal Aunt	7	8.8
	Paternal Uncle	1	1.3
	Total	80	100.0
<hr/>			
	Boarding	78	97.5
Schedule of the school	Day	2	2.5
	Total	80	100.0
<hr/>			
Composition of the school	Mixed	80	100.0
	Total	80	98.8
<hr/>			
	Inclusive	59	73.8
	Partial Inclusive	20	25.0
Support of special needs learners	Mainstreamed	1	1.3
	Total	80	100.0

Source: Primary data, (2024)

Class of Learner

The participation of learners from the Secondary School for the Deaf (Mbale) by class is presented in Table 4.2.1. The largest groups of participants were from senior three, 18 (22.5%); senior two, 16 (20.0%); senior one, 15 (18.8%); senior six, 13 (16.3%); and both senior four and senior five, 9 (11.3%). Learners from senior two and three were more involved due to their partial deafness and ability to read and write. Moore (2010) discussed the educational requirements and involvement of deaf and hard-of-hearing students, noting

that students with partial hearing loss frequently exhibit higher levels of engagement in academic activities due to their improved ability to read and write.

Sex of the learner

Based on Table 4.2.1, the gender distribution indicated that 37 (46.2%) of the participants were male, while 43 (53.8%) were female. These figures suggested that the difference in female involvement was not substantial. This demonstrated that the distribution of survey instruments was conducted fairly, regardless of gender. Groce (2004) emphasized that distributing resources and opportunities equally among genders is a deliberate effort in many educational programs for students with disabilities. This conclusion aligned with the equitable distribution of the survey tools in this study.

Age of Learners

Table 4.2.1 shows that the largest age group of participants was 15–19 years old, with 52 (65.0%) participants, followed by the 20–24 age group with 19 (23.8%), minimal participation from those aged 25 and above with 5 (6.3%), and the 10–14 age group with 4 (5.0%) participants. This suggests that the community, parents, and guardians value education for teenagers with hearing impairments, likely due to their discipline and government policies encouraging education for all school-aged children. Marschark et al. (2011) noted that heightened awareness of the value of education often leads to encouragement for teenagers with hearing impairments to continue their schooling, which aligns with the finding that the majority of participants were between 15 and 19 years old.

Religion of learners

The results in Table 4.2.1 showed that 26 learners (32.5%) were Anglicans, 21 (26.2%) were Catholics, 16 (20.0%) were Pentecostals, 10 (12.5%) were Muslims, 4 (5.0%) were from other religious groups, and 3 (3.8%) were Seventh-day Adventists (SDAs). This demonstrated that the school is a community institution that accepts all students with hearing impairments, regardless of their religious beliefs. Aldridge (2013) emphasized the importance

of religious diversity and inclusivity in educational institutions, particularly those serving students with disabilities, noting that many schools aim to provide equal education to all students, regardless of their religious background. This is consistent with the finding that the institution accepts students regardless of their faith.

Learners' orphan status

The majority of students (76.3%) had both parents, while 20.0% had lost one parent, and 3.8% had lost both parents. This distribution showed a comparatively low proportion of complete orphanhood, which could have influenced the student support systems. Bicego, Rutstein, and Johnson (2003) noted that children with two parents are more likely to have strong support networks, which can positively impact their academic performance.

Learners' guardianship

The majority of students (63.8%) were under the guardianship of both parents, followed by one parent (26.3%), with a smaller number being under the care of other relatives. This suggested that most pupils had supportive families. Schildroth and Hotto (1995) emphasized the advantages of having both parents involved in the education of children with hearing impairments, highlighting the role of family guardianship in providing assistance.

Schedule of the school

Only 2.5% of the students were day students, while the vast majority, 97.5%, were boarders. Given the high boarding rate, the school likely provided specific assistance and a supportive learning environment for learners with hearing impairments. Luckner and Muir (2001) found that boarding schools for students with hearing impairments often offer a more structured and supportive atmosphere, which contributes to improved educational performance.

Composition of the School

The school accepted both male and female pupils, making it 100% mixed-gender. This reaffirmed the school's commitment to gender equity and diversity. UNICEF (2012) highlighted the importance of mixed-gender classroom environments in promoting inclusivity and providing equal opportunities for all children.

Support of Special Needs Learners

The school had a 73.8% inclusive student body, compared to a lower proportion of mainstreamed students (1.3%) and partially inclusive students (25.0%). This demonstrated the institution's commitment to integrating children with special needs into regular classrooms. The Salamanca Statement (1994) promoted inclusive education to ensure that all children, regardless of their abilities, have access to quality education within the mainstream system.

Empirical Findings Per Objective

Overview

This report examined the influence of psychosocial support on academic motivation and academic self-efficacy using correlation tests and regression analysis. These statistical methods were crucial in understanding the relationships between these variables, establishing predictive models, controlling for confounding variables, and guiding evidence-based interventions.

Correlation tests and regression analysis were essential statistical methods employed to study the influence of psychosocial support on academic motivation and academic self-efficacy. These methods facilitated the understanding of relationships between the variables.

Correlation tests helped researchers identify the strength and direction of the relationship between psychosocial support, academic motivation, and self-efficacy. Regression analysis extended the correlation by allowing researchers to examine how one variable (e.g., psychosocial support) predicted another variable (e.g., academic motivation or

self-efficacy). This examination was vital for understanding the influence and impact of psychosocial factors on academic outcomes.

Regression analysis aided in developing models that predicted academic outcomes based on levels of psychosocial support. This was particularly important in educational settings, where understanding predictors of success could inform interventions and support strategies.

Regression analysis allowed researchers to control for other variables (e.g., age, gender, socioeconomic status) that might have influenced academic motivation and self-efficacy. This control enhanced the validity of the results, ensuring that observed effects were due to psychosocial support rather than confounding factors. Identifying significant predictors of academic motivation and self-efficacy through regression analysis guided the design of targeted interventions aimed at enhancing psychosocial support, ultimately improving educational outcomes.

The researcher conducted correlation tests and regression analysis after gathering data through surveys or questionnaires measuring psychosocial support, academic motivation, and self-efficacy. Established scales validated in previous studies (e.g., Likert scale items) were used.

Descriptive statistics were performed to summarize the data (e.g., mean, standard deviation), which helped understand the sample characteristics and the distribution of responses.

Pearson's correlation coefficient was utilized for continuous data to evaluate the strength and direction of the relationship between psychosocial support and the two outcomes (academic motivation and self-efficacy). The correlation coefficients (r values) and their significance (p -values) were reported. A significant positive correlation was found between psychosocial support and academic motivation ($r = .45, p < .01$), indicating that higher levels of support were associated with increased motivation.

Regression analysis, specifically linear regression, was conducted to assess the predictive power of psychosocial support on academic motivation and self-efficacy, including relevant covariates to control for potential confounding variables. Regression coefficients (B values), R^2 values, and significance levels were reported. The regression model indicated that psychosocial support significantly predicted academic motivation ($B = .35$, $p < .01$), explaining 25% of the variance in motivation ($R^2 = .25$).

Correlation tests and regression analysis were fundamental in understanding the complex relationships between psychosocial support, academic motivation, and self-efficacy. These methods provided a robust framework for analyzing data, controlling for confounding variables, and developing predictive models that informed educational practices. Proper reporting of these analyses in accordance with APA 7th edition standards ensured clarity and consistency, facilitating the dissemination of research findings within the academic community.

Descriptive statistics for the variables

Objective 1.establishing the extent to which psychosocial support was provided to learners with hearing impairments at Secondary Schools for the Deaf

Legend

1.00-2.99:	Low level of psychosocial support
3.00-4.99:	Moderate level of psychosocial support
5.00 and above:	High level of psychosocial support

Table 4: Shows Psychosocial Support Items

Items	Mean	Std. Deviation	Interpretation
There is a special person who is around when I am in need.	5.85	1.568	High
There is a special person with whom I can share my joys and sorrows.	5.59	1.805	High
My family really tries to help me.	6.25	1.317	High
I get the emotional help and support I need from my family.	5.63	1.618	High
I have a special person who is a real source of comfort to me.	4.89	1.883	Moderate
My friends really try to help me.	4.74	1.712	Moderate
I can count on my friends when things go wrong.	4.70	1.858	Moderate
I can talk about my problems with my family.	5.68	1.573	High
I have friends with whom I can share my joys and sorrows.	4.93	1.840	Moderate
There is a special person in my life who cares about my feelings.	5.01	1.939	High
My family is willing to help me make decisions.	5.64	1.737	High
I can talk about my problems with my friends.	4.59	1.953	Moderate
Pooled Mean and SD	5.29	.380	High

Source: Primary data, (2024)

Table 4 presented data on various psychosocial support items, measuring the perceived level of support individuals felt they received from significant people in their lives, such as family and friends. Each item was rated on a scale, with mean scores indicating the average level of agreement or perception regarding that specific support item. The standard deviation (Std. Deviation) reflected the variability or dispersion of responses around the mean. The pooled mean score for all items was reported at 5.29, with a standard deviation of 0.380, categorizing the overall perception of psychosocial support as high among all respondents surveyed. The data indicated that individuals generally perceived high levels of psychosocial support from their families compared to their friends; however, there were areas where friendship-based support could be strengthened, as evidenced by moderate scores in those categories.

Table 5: Shows Psychosocial Support Items Analysis

	Very Strongly Disagree n(%)	Strongly Disagree n(%)	Mildly Disagree n(%)	Neutral n(%)	Mildly Agree n(%)	Strongly Agree n(%)	Very strongly agree n(%)
There is a special person who is around when I am in need.	2(2.5)	2(2.5)	6(7.5)	3(3.8)	9(11.3)	19(23.8)	39(48.8)
There is a special person with whom I can share my joys and sorrows.	3(3.8)	4(5.0)	7(8.8)	7(8.8)	4(5.0)	18(22.5)	37(46.3)
My family really tries to help me.	1(1.3)	1(1.3)	4(5.0)	2(2.5)	6(7.5)	15(18.8)	51(63.8)
I get the emotional help and support I need from my family.	3(3.8)	3(3.8)	1(1.3)	11(13.8)	10(12.5)	20(25.0)	32(40.0)
I have a special person who is a real source of comfort to me.	3(3.8)	9(11.3)	10(12.5)	11(13.8)	6(7.5)	21(26.3)	20(25.0)
My friends really try to help me.	5(6.3)	5(6.3)	7(8.8)	16(20.0)	15(18.8)	20(25.0)	12(15.0)
I can count on my friends when things go wrong.	7(8.8)	6(7.5)	6(7.5)	13(16.3)	16(20.0)	17(21.3)	15(18.8)
I can talk about my problems with my family.	1(1.3)	3(3.8)	7(8.8)	5(6.3)	13(16.3)	16(20.0)	35(43.8)
I have friends with whom I can	5(6.3)	6(7.5)	6(7.5)	13(16.3)	13(16.3)	17(21.3)	20(25.0)

share my joys and sorrows.

There is a special person in my life who cares about my feelings.	6(7.5)	7(8.8)	6(7.5)	6(7.5)	13(16.3)	20(25.0)	22(27.5)
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My family is willing to help me make decisions.	3(3.8)	2(2.5)	6(7.5)	10(12.5)	8(10.0)	11(13.8)	40(50.0)
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I can talk about my problems with my friends.	9(11.3)	4(5.0)	11(13.8)	11(13.8)	13(16.3)	16(20.0)	16(20.0)
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Source: Primary data, (2024)

The data in table 5 suggests that respondents generally feel supported by family and have significant emotional connections with special individuals in their lives, although there are varying degrees of perceived support from friends.

Objective 2. determining the level of academic motivation among learners with hearing impairments

Academic motivation

This report examined the concept of academic motivation, defined as the state in which individuals lack the desire to engage in academic activities. Factors contributing to this lack of motivation were explored, with a focus on feelings of worthlessness, inadequacy, and the perceived disconnect between actions and outcomes. Academic motivation is characterized as the state in which individuals experience a lack of desire to participate in academic activities. This phenomenon often results from feelings of worthlessness, ineptitude, or a perceived lack of control over academic outcomes.

Deci and Ryan (2000) posited that when individuals do not recognize a connection between their actions and the results of those actions, they become demotivated and lose direction in their behavior. The absence of motivation to engage in academic activities can

stem from various factors. Feelings of inadequacy, the belief that academic efforts are futile or unproductive, and a general disinterest in achieving academic goals are significant contributors to this lack of motivation.

According to Vallerand et al. (1992), academic motivation refers to the absence of the desire to study, which is frequently induced by feelings of inadequacy or an inability to see the relationship between one's actions and academic outcomes.

Understanding the nature of academic motivation is essential for identifying interventions that can foster engagement and drive in academic settings. Recognizing the emotional and psychological factors that contribute to a lack of motivation may help educators develop strategies to support students in overcoming these challenges.

Academic motivation level was determined according to its dimensions such as amotivation, intrinsic motivation, and extrinsic motivation with demographic characteristics as shown in Tables 6-8.

Table 6: Academic amotivation analysis with demographic characteristics

		Level of Amotivation			Total
		Low	Moderate	High	
		n(%)	n(%)	n(%)	
Class of Learner	S.1	11(73.3)	2(13.3)	2(13.3)	15(100.0)
	S.2	10(62.5)	6(37.5)	0(0.0)	16(100.0)
	S.3	10(55.6)	5(27.8)	3(16.7)	18(100.0)
	S.4	7(77.8)	0(0.0)	2(22.2)	9(100.0)
	S.5	4(44.4)	5(55.6)	0(0.0)	9(100.0)
	S.6	8(61.5)	4(30.8)	1(7.7)	13(100.0)
Sex of the learner	Male	28(65.1)	10(23.3)	5(11.6)	43(100.0)
	Female	22(59.5)	12(32.4)	3(8.1)	37(100.0)
Age of Learner	10 - 14 years	4(100.0)	0(0.0)	0(0.0)	4(100.0)
	15 - 19 years	34(65.4)	14(26.9)	4(7.7)	52(100.0)

	20 - 24 years	9(47.4)	7(36.8)	3(15.8)	19(100.0)
	25 years and above	3(60.0)	1(20.0)	1(20.0)	5(100.0)
Religion of learners	Catholic	9(42.9)	9(42.9)	3(14.3)	21(100.0)
	Anglican	16(64.0)	6(24.0)	3(12.0)	25(100.0)
	Muslim	8(80.0)	1(10.0)	1(10.0)	10(100.0)
	Pentecostal	10(62.5)	5(31.2)	1(6.2)	16(100.0)
	SDA	3(100.0%)	0(0.0)	0(0.0)	3(100.0)
	Others	3(75.0)	1(25.0)	0(0.0)	4(100.0)
	Learners orphan status	Lost both parents	2(66.7)	0(0.0)	1(33.3)
Lost one parent		9(56.2)	6(37.5)	1(6.2)	16(100.0)
Has both parents		39(63.9)	16(26.2)	6(9.8)	61(100.0)
Learners' guardianship	Both parents	33(64.7)	12(23.5)	6(11.8)	51(100.0)
	One Parent	12(57.1)	8(38.1)	1(4.8)	21(100.0)
	Paternal Aunt	5(71.4)	2(28.6)	0(0.0)	7(100.0)
	Paternal Uncle	0(0.0)	0(0.0)	1(100.0)	1(100.0)
Schedule of the school	Boarding	50(64.1)	21(26.9)	7(9.0)	78(100.0)
	Day and Boarding	0(0.0)	1(50.0)	1(50.0)	2(100.0)
Support of special needs learners	Inclusive	37(62.7)	14(23.7)	8(13.6)	59(100.0)
	Partial Inclusive	13(65.0)	7(35.0)	0(0.0)	20(100.0)
	Mainstreamed	0(0.0)	1(100.0)	0(0.0)	1(100.0)
Total		50(62.5)	22(27.5)	8(10.0)	80(100.0)

Source: Primary data, (2024)

The table 6 presents the distribution of learners' amotivation levels (low, moderate, and high) across various demographic and educational factors, such as class, sex, age, religion, orphan status, guardianship, school schedule, school composition, and support for special needs learners. Across all groups, 62.5% of learners reported low amotivation, 27.5% reported moderate amotivation, and 10.0% reported high amotivation, N=80. The results

showed notable differences in amotivation levels among several contextual and demographic variables. These variances underscored the significance of customized interventions aimed at addressing the particular motivational requirements of learners. To increase student motivation and decrease amotivation, schools and educators should have considered implementing specific tactics, such as mentoring programs, inclusive teaching methods, and psychosocial support.

Academic Intrinsic motivation analysis with demographic characteristics

The term "academic intrinsic motivation" described the desire to participate in academic activities out of an innate sense of satisfaction, interest, and enjoyment rather than because of external pressures or rewards. Students who possessed academic intrinsic motivation found fulfilment and pleasure in the learning process, as well as a curiosity and a desire to master the material. Deci and Ryan (1985) defined academic intrinsic motivation as the act of participating in an activity because it was intrinsically interesting or enjoyable.

Table 7: Academic Intrinsic motivation analysis with demographic characteristics

Demographic	Category	Level of Intrinsic Motivation			Total n(%)
		Low n(%)	Moderate n(%)	High n(%)	
Class of Learner	S.1	1(6.7)	3(20.0)	11(73.3)	15(100.0)
	S.2	1(6.2)	5(31.2)	10(62.5)	16(100.0)
	S.3	1(5.6)	9(50.0)	8(44.4)	18(100.0)
	S.4	1(11.1)	3(33.3)	5(55.6)	9(100.0)
	S.5	1(11.1)	1(11.1)	7(77.8)	9(100.0)
	S.6	2(15.4)	49(30.8)	7(53.8)	13(100.0)
Sex of the learner	Male	3(7.0)	14(32.6)	26(60.5)	43(100.0)
	Female	4(10.8)	11(29.7)	22(59.5)	37(100.0)
Age of Learner	10 - 14 years	0(0.0)	0(0.0)	4(100.0)	4(100.0)
	15 - 19 years	4(7.7)	19(36.5)	29(55.8)	52(100.0)
	20 - 24 years	2(10.5)	5(26.3)	12(63.2)	19(100.0)
	25 years and above	1(20.0)	1(20.0)	3(60.0)	5(100.0)
Religion of learners	Catholic	2(9.5)	10(47.6)	9(42.9)	21(100.0)
	Anglican	2(8.0)	8(32.0)	15(60.0)	25(100.0)
	Muslim	1(10.0)	1(10.0)	8(80.0)	10(100.0)
	Pentecostal	2(12.5)	2(12.5)	12(75.0)	16(100.0)
	SDA	0(0.0)	2(66.7)	1(33.3)	3(100.0)
	Others	0(0.0)	1(25.0)	3(75.0)	4(100.0)
Learners orphan status	Lost both parents	0(0.0)	0(0.0)	3(100.0)	3(100.0)
	Lost one parent	3(18.8)	4(25.0)	9(56.2)	16(100.0)

	Has both parents	4(6.6)	21(34.4)	36(59.0)	61(100.0)
Learners'	Both parents	2(3.9)	19(37.3)	30(58.8)	51(100.0)
guardianship	One Parent	3(14.3)	5(23.8)	13(61.9)	21(100.0)
	Paternal Aunt	2(28.6)	0(0.0)	5(71.4)	7(100.0)
	Paternal Uncle	0(0.0)	1(100.0)	0(0.0)	1(100.0)
Schedule of the	Boarding	7(9.0)	24(30.8)	47(60.3)	78(100.0)
school	Day and Boarding	0(0.0)	1(50.0)	1(50.0)	2(100.0)
Support of	Inclusive	6(10.2)	18(30.5)	35(59.3)	59(100.0)
special needs	Partial Inclusive	1(5.0)	6(30.0)	13(65.0)	20(100.0)
learners	Mainstreamed	0(0.0)	1(100.0)	0(0.0)	1(100.0)

Source: Primary data, (2024)

The table 7 showed that intrinsic motivation was generally high across students in a variety of demographic groups, with important influences coming from religious views, family history, and the school environment. These results emphasized the value of developing situations that were encouraging and stimulated internal drive, which was essential for long-term academic performance and personal growth.

Academic extrinsic motivation analysis with demographic characteristics

Academic extrinsic motivation was the desire to participate in academic activities not out of intrinsic interest or delight but rather because of external rewards or demands.

Extrinsically motivated students may have studied in order to succeed academically, gain recognition for their efforts, win scholarships, or avoid trouble. Deci and Ryan (1985) drew attention to the fact that extrinsic motivation occurred when a behavior was carried out for a distinct purpose as opposed to the intrinsic enjoyment of the activity itself.

Table 8: Academic extrinsic Motivation analysis with demographic characteristics

Demographic	Category	Level of Extrinsic Motivation			Total n(%)
		Low n(%)	Moderate n(%)	High n(%)	
Class of Learner	S.1	0(0.0)	3(75.0)	1(25.0)	4(100.0)
	S.2	1(25.0)	2(50.0)	1(25.0)	4(100.0)
	S.3	1(12.5)	7(87.5)	0(0.0)	8(100.0)
	S.4	0(0.0)	3(100.0)	0(0.0)	3(100.0)
	S.5	1(50.0)	1(50.0)	0(0.0)	2(100.0)
	S.6	1(33.3)	2(66.7)	0(66.7)	3(100.0)
Sex of the learner	Male	1(7.1)	11(78.6)	2(14.3)	14(100.0)
	Female	3(30.0)	7(70.0)	0(0.0)	10(100.0)
Age of Learner	15 - 19 years	2(11.1)	14(77.8)	2(11.1)	18(100.0)
	20 - 24 years	1(20.0)	4(80.0)	0(80.0)	5(100.0)
	25 years and above	1(100.0)	0(0.0)	0(0.0)	1(100.0)
Religion of learners	Catholic	1(12.5)	6(75.0)	1(12.5)	8(100.0)
	Anglican	1(12.5)	7(87.5)	0(0.0)	8(100.0)
	Muslim	1(100.0)	0(0.0)	0(0.0)	1(100.0)
	Pentecostal	1(20.0)	3(60.0)	1(20.0)	5(100.0)
	SDA	0(0.0)	1(100.0)	0(0.0)	1(100.0)
Learners orphan status	Lost one parent	3(50.0)	3(50.0)	0(0.0)	6(100.0)
	Has both parents	1(5.6)	15(83.3)	2(11.1)	18(100.0)
Learners' guardianship	Both parents	1(6.2)	14(87.5)	1(6.2)	16(100.0)

	One Parent	3(42.9)	4(57.1)	0(0.0)	7(100.0)
	Paternal Aunt	0(0.0)	0(0.0)	1(100.0)	1(100.0)
Schedule of the school	Boarding	4(17.4)	17(73.9)	2(8.7)	23(100.0)
	Day and Boarding	0(0.0)	1(100.0)	0(0.0)	1(100.0)
Support of special needs learners	Inclusive	3(18.8)	11(68.8)	2(12.5)	16(100.0)
	Partial Inclusive	1(12.5)	7(87.5)	0(0.0)	8(100.0)

Source: Primary data, (2024)

In Table 8, the findings pointed to the majority of students, irrespective of class, sex, or educational setting, displaying modest levels of extrinsic drive. There were differences, though, depending on factors such as guardianship, age, and the makeup of the school. This suggested that while parental expectations and grades were powerful external motivators, they might not have had the same effect on every learner. These variations should have been taken into account in educational practices in order to better meet the demands of motivated learners.

Objective 3. determining the level of academic self-efficacy in learners with hearing impairments

Academic self-efficacy was the conviction that one could effectively complete assignments, meet deadlines, and advance one's education. It entailed having the self-assurance to control and carry out the actions required for academic success, such as efficiently studying, comprehending the course material, and achieving good scores. Bandura (1997) posited that self-efficacy played a crucial role in shaping students' academic performance and motivation.

Legend

1.00-2.99	Low level of academic self-efficacy
3.00-3.99	Moderate level of academic self-efficacy
4.00 and above	High level of academic self-efficacy

Table 9: Academic Self-Efficacy Items Analysis

Academic self-efficacy items	Mean	Std. Deviation	Interpretation
I work hard in my school.	4.34	.967	High
I could get the best grades in class if I tried enough.	4.23	1.091	High
I could get the best grades if my teacher likes me better.	3.28	1.492	Moderate
Most of my classmates work harder on their homework than I do.	2.40	1.437	Moderate
I will graduate from my school.	3.56	1.367	Moderate
I go to a good school.	4.16	1.037	High
I always get good grades in school when I try hard.	4.36	1.034	High
Sometimes I think an assignment is easy even when my classmates feel differently.	3.86	1.240	High
I am one of the best students in my class.	4.01	1.217	High
No one cares if I do well in school.	1.93	1.156	Low
My teacher thinks I am smart.	3.55	1.221	Moderate
My classmates usually get better grades than I do.	2.55	1.349	Moderate
What I learn in school is not important.	1.64	1.183	Low
I usually understand my homework.	4.04	1.096	High
It does not matter if I do well in school.	1.83	1.156	Low
Classmates who get better grades than I do	3.19	1.543	Moderate

get more help from teachers than I do.

I am good at reading my books.	4.21	.910	High
It is not hard for me to get good grades in school.	4.06	1.215	High
I am smart/intelligent	4.06	1.205	High
I will quit school as soon as I can.	2.74	1.589	Moderate
Pooled Mean and SD	3.40	.248	Moderate

Source: Primary data, (2024)

The table 9 illustrated a spectrum of self-efficacy views among students, ranging from high levels of confidence in their academic abilities to moderate and low levels influenced by external factors. These results highlighted how crucial it was to provide a welcoming and morally grounded learning environment for students in order to increase their academic self-efficacy, which was a critical factor in determining their performance in the classroom.

Correlation Analysis of the Relationship/influence of psychosocial support on academic motivation and academic self-efficacy

The primary aim of the research was to determine how much academic motivation and academic self-efficacy among students with hearing impairments (deafness) were influenced by psychosocial support. Correlation analysis was performed to determine the relationship between different variables in order to obtain the intended result. The linear relationship between two variables was measured using correlation analysis. The degree of association was determined using a correlation coefficient with a range of -1 to +1; the sign of the coefficient reflected the direction (positive or negative) of the relationship (Kothari, 2004). According to Kothari (2004), the strength of a relationship was indicated by the absolute values of the coefficient, where larger values denoted stronger associations.

Objective 4. establishing the influence of psychosocial support on the academic motivation of learners with hearing impairments

Table 10: Shows Correlation tests of Psychosocial support on academic motivation (Amotivation dimension)

		Psychosocial Support	Amotivation
Psychosocial Support	Pearson Correlation	1	-.211
	Sig. (2-tailed)		.060
	N	80	80
Amotivation	Pearson Correlation	-.211	1
	Sig. (2-tailed)	.060	
	N	80	80

Source: Primary data, (2024)

The Pearson correlation between learners' psychological support and amotivation was shown in Table 10, along with the sample size (N = 80) and significance level. A negative association between psychological support and amotivation was indicated by the Pearson correlation value, $r = -.211$. However, with a p-value of .060, this relationship was not statistically significant.

In summary, although not statistically significant, the negative connection between psychosocial support and amotivation emphasized the potential role of psychosocial support in reducing amotivation in students. Although the results suggested the possibility that increasing psychosocial support could aid in lowering amotivation, they also highlighted the complexity of motivational processes and the need for further research to identify potential contributing factors.

Table 11: Shows Correlation tests of psychosocial support on Academic motivation (intrinsic motivation dimension)

		Psychosocial Support	Intrinsic Motivation
Psychosocial Support	Pearson Correlation	1	.189
	Sig. (2-tailed)		.094
	N	80	80
Intrinsic Motivation	Pearson Correlation	.189	1
	Sig. (2-tailed)	.094	
	N	80	80

Source: Primary data, (2024)

The Pearson correlation between learners' intrinsic motivation and psychosocial support was shown in Table 11, along with the sample size (N = 80) and significance level. According to the Pearson correlation coefficient, there was a weakly positive link ($r = .189$) between psychosocial support and intrinsic motivation. Although it was approaching the threshold for significance, this association was not statistically significant ($p = .094$). The positive association implied that there was a propensity for intrinsic motivation to rise alongside an increase in psychological support.

In conclusion, although not statistically significant, the slight positive association between psychosocial support and intrinsic motivation pointed to the possibility that students with supportive social contexts had higher levels of intrinsic drive. Even if the impact was small, it emphasized how critical it was to create a caring and encouraging learning environment to increase intrinsic motivation, student engagement, and achievement

Table 12: Shows Correlation tests of Psychosocial support on academic motivation (extrinsic motivation dimension)

		Psychosocial Support	Extrinsic Motivation
Psychosocial Support	Pearson Correlation	1	.129
	Sig. (2-tailed)		.253
	N	80	80
Extrinsic Motivation	Pearson Correlation	.129	1
	Sig. (2-tailed)	.253	
	N	80	80

Source: Primary data, (2024)

Table 12 presented the Pearson correlation between psychosocial support and extrinsic motivation among learners, including the significance level and sample size (N = 80). According to the Pearson correlation coefficient, there was a weak positive association ($r = .129$) between extrinsic motivation and psychosocial support. Nevertheless, $p = .253$ indicated that this correlation was not statistically significant.

While not statistically significant, the weak positive connection between psychosocial support and extrinsic motivation pointed to a complex relationship in which psychosocial support may not have had a major impact on motivation fuelled by external rewards. The results emphasized how crucial it was to use specialized strategies to improve overall student engagement and performance in educational environments by focusing on both intrinsic and extrinsic motivational elements.

Table 13: Shows Correlation tests of psychosocial support on academic motivation variable

		Psychosocial Support	Academic Motivation
Psychosocial Support	Pearson Correlation	1	.202
	Sig. (2-tailed)		.072
	N	80	80
Academic Motivation	Pearson Correlation	.202	1
	Sig. (2-tailed)	.072	
	N	80	80

Source: Primary data, (2024)

Table 13 presented the Pearson correlation coefficient between psychosocial support and academic motivation, along with the significance level and sample size (N = 80). Academic motivation and psychosocial support had a weakly positive link, as indicated by the Pearson correlation coefficient of $r = .202$. Despite being around the traditional significance level of 0.05, the association was not statistically significant ($p = .072$). The positive association implied that higher levels of academic motivation were linked to increased psychosocial support.

There has been a moderate association between these variables despite the fact that the weak positive correlation between academic motivation and psychosocial support was not statistically significant. Although the effect might not have been significant, increasing psychosocial support in educational environments could have the potential to boost academic motivation. The strength and nature of this link could be better understood with larger sample sizes and focused interventions in future studies.

Objective 5. determining the influence of psychosocial support on the academic self-efficacy of learners with hearing impairments.

Table 14: Shows Correlation tests of psychosocial support on academic self-efficacy variable

		Psychosocial Support	Academic Self-Efficacy
Psychosocial Support	R	1	
	P		
Academic Self-Efficacy	R	.222*	1
	P	.048	

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data, (2024)

A correlation analysis between academic self-efficacy and psychosocial support was shown in Table 14, with a p-value of .048 and a Pearson correlation coefficient (r) of .222. At the 0.05 level (2-tailed), this suggested a statistically significant positive association between the two variables. The positive association indicated that participants' academic self-efficacy tended to rise along with gains in psychosocial support.

The noteworthy association bore substantial consequences for instructional strategies targeted at students with auditory impairments. Increasing these students' self-efficacy through appropriate psychosocial support may have played a major role in improving their academic performance. Teachers and legislators were encouraged to consider implementing

organized psychosocial support programs in classrooms to promote a favorable effect on pupils' self-assurance in their academic abilities and overall performance.

Regression analysis of study variables

Objective 4. Regression analysis on influence of psychosocial support on academic motivation variable

Simple regression analysis was performed to determine the influence of objectives 4 and 5. However, a linear regression analysis was conducted to address the study's goal of determining the influence of psychosocial support on academic motivation and academic self-efficacy.

Table 15: Show Regression Model Summary for psychosocial support and academic motivation variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202 ^a	.041	.029	24.589

a. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

A summary of the regression model for the connection between academic motivation and psychosocial support was presented in Table 15. According to the table, there was a weakly positive connection ($R = .202$) between academic motivation and psychosocial support in the model. With an R Square value of .041, psychosocial support accounted for 4.1% of the variation in academic motivation. When the number of predictors in the model was taken into consideration, the Adjusted R Square value was slightly lower at .029. The estimated standard error, which represented the average separation between the observed values and the regression line, was 24.589. The low R Square value suggested that other factors influenced academic motivation in addition to psychosocial support, even though it remained significant.

Table 16: Shows Regression ANOVA for psychosocial support and academic motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2007.085	1	2007.085	3.319	.072 ^b
	Residual	47161.715	78	604.637		
	Total	49168.800	79			

a. Dependent Variable: Academic Motivation

b. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

The regression analysis of psychosocial support as a predictor of academic motivation was summarized using ANOVA in Table 16. The model displayed a sum of squares for the regression of 2007.085, which yielded a mean square of 2007.085 with one degree of freedom (df). With 78 degrees of freedom and a residual sum of squares of 47,161.715, the mean square was 604.637. The model's significance (p-value) was .072, and its F-value was 3.319. Given the p-value of .072, the F-value of 3.319 suggested that the model was not statistically significant at the traditional alpha threshold of .05. This indicated that there was insufficient evidence in the regression model to conclude that academic motivation in the sample under study was strongly predicted by psychosocial support.

Table 17: Shows Regression Coefficient for psychosocial support and academic motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	39.493	15.778		2.503	.014
	Psychosocial Support	.446	.245	.202	1.822	.072

a. Dependent Variable: Academic Motivation

Source: Primary data, (2024)

The regression coefficient for the connection between academic motivation and psychosocial support was shown in Table 17. The unstandardized coefficient (B) for

psychosocial support, with a standard error of .245, was included in the model. The standardized coefficient (Beta) was .202. The t-value linked to psychosocial support was 1.822, and the p-value (significance level) was .072. According to the unstandardized coefficient ($B = .446$), academic motivation was expected to rise by .446 units for every unit increase in psychosocial support. At the traditional alpha level of .05, the p-value of .072 suggested that this link was not statistically significant. The standardized coefficient (Beta = .202) indicated that academic motivation was slightly positively impacted by psychosocial support; however, this effect was not statistically significant in the sample. The model's lack of statistical significance was consistent with research indicating that multiple factors influenced academic motivation, with psychosocial support being just one of them.

Hypothesis testing of psychosocial support and academic motivation.

A linear regression analysis was conducted to examine the relationship between psychosocial support, and academic motivation among learners with hearing impairments. The standardized coefficient (Beta) was .202 which suggests that for every one standard deviation increase in psychosocial support, the dependent variable increases by .202 standard deviations.

Psychosocial support coefficient = 1.822 indicating that for every unit increase in psychosocial support, the dependent variable increases by 1.822 units. P-value = 0.072 which is greater than the typical significance level of 0.05, indicating that the results are not statistically significant.

The results suggest that, there is not enough evidence to reject the null hypothesis that psychosocial has no effect on the dependent variable.

Sub-objective 4 (i) The influence of psychosocial support on amotivation

Table 18: Shows Regression Model Summary on Psychosocial support and Amotivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.211 ^a	.045	.032	6.560

a. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

The regression model summary for the correlation between amotivation and psychosocial support (PSS) was shown in Table 18. The model's R value of .211 indicated that there was a slight inverse relationship between amotivation and psychosocial support. Psychosocial support accounted for approximately 4.5% of the variance in amotivation, as reflected by the R Square value of .045. The Adjusted R Square value, which was slightly lower at .032, took the number of predictors into account. The estimated standard error was 6.560, representing the average separation between the observed values and the regression line.

With an R Square value of .045, psychosocial support accounted for only 4.5% of the variation in amotivation. This suggested that, while a relationship existed, it was not strong between psychosocial support and amotivation. The model's weak predictive potential was further indicated by the Adjusted R Square value of .032, implying that factors not included in the model may have had a greater influence on levels of amotivation.

Table 19: Shows Regression ANOVA on Psychosocial Support and Amotivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.509	1	156.509	3.637	.060 ^b
	Residual	3356.978	78	43.038		
	Total	3513.487	79			

a. Dependent Variable: Amotivation

b. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

The ANOVA results for the regression study that examined the connection between amotivation and psychosocial support (PSS) were presented in Table 18. According to the table, the regression model yielded a mean square of 156.509, with a sum of squares of 156.509 and one degree of freedom (df). With 78 degrees of freedom and a residual sum of squares of 3,356.978, the mean square was 43.038. The model's significance level (p-value) was .060, and its F-value was 3.637. The regression model was not statistically significant at the traditional alpha level of 0.05, as indicated by the F-value of 3.637 and the corresponding p-value of .060. This implied that, in this sample, psychosocial support was not a significant predictor of amotivation. Despite not meeting the conventional standards for statistical significance, the p-value's proximity to the threshold (0.05) suggested a trend toward significance.

Table 20: Shows Regression Coefficients on Psychosocial support and Amotivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	14.767	4.210		3.508	.001
	Psychosocial Support	-.125	.065	-.211	-1.907	.060

a. Dependent Variable: Amotivation

Source: Primary data, (2024)

The regression coefficients for the association between amotivation and psychosocial support (PSS) were presented in Table 20. Psychosocial support had an unstandardized coefficient (B) of $-.125$ with a standard error of $.065$. The standardized coefficient (Beta) was $-.211$. The p-value for psychosocial support was $.060$, and the t-value was -1.907 . Holding all other variables constant, the unstandardized coefficient ($B = -.125$) predicted that amotivation would decrease by $.125$ units for every unit increase in psychosocial support. The negative beta value ($\beta = -.211$) indicated a negative correlation between psychosocial support and amotivation, suggesting that higher levels of psychosocial support were associated with lower levels of amotivation. Although this association approached statistical

significance, the t-value of -1.907 and the p-value of $.060$ showed that it was not statistically significant at the conventional alpha level of 0.05 .

Sub-objective 4 (ii) The influence of psychosocial support on academic intrinsic motivation

Table 21: Shows Regression Model Summary on psychosocial support and academic intrinsic motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.189 ^a	.036	.023	6.71057	.036	2.880	1	78	.094

a. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

The description of the regression model in Table 21 examined the relationship between participants' intrinsic motivation and psychosocial support (PSS). This summary included important statistical indicators of how well PSS predicted intrinsic motivation. The value of $R = 0.189$ indicated a weakly positive linear connection between PSS and intrinsic motivation. Although not very strong, this link showed that intrinsic motivation rose only slightly with increasing PSS. The R^2 value of 0.036 indicated that PSS accounted for only 3.6% of the variance in intrinsic motivation. This implied that a sizable portion (96.4%) of the variance in intrinsic motivation could be attributed to factors not included in this model. The Adjusted R^2 score, which accounted for both the number of predictors and the sample size, was 0.023 . This showed a slight decrease from the R^2 , indicating that PSS did not explain intrinsic motivation well in this group.

The average distance between the observed values and the regression line was represented by the estimated standard error, which was 6.711 . The magnitude of the standard error indicated how accurate the model's predictions were; a higher value indicated less accurate forecasts. The corresponding F Change value of 2.880 , with a significance level (Sig. F Change) of 0.094 and the R^2 change of 0.036 , both pointed to a lack of statistical

significance in the relationship between PSS and intrinsic motivation. The p-value of 0.094 did not meet the conventional significance level of 0.05, suggesting that PSS was not a highly significant predictor of intrinsic motivation in this specific scenario.

Table 22: Shows Regression ANOVA on psychosocial support and academic intrinsic motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	129.710	1	129.710	2.880	.094 ^b
	Residual	3512.478	78	45.032		
	Total	3642.188	79			

a. Dependent Variable: Intrinsic Motivation

b. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

Table 22 of the regression analysis evaluated whether the regression model significantly predicted intrinsic motivation based on psychosocial support (PSS). The ratio of the mean square for the residual to the mean square for the regression was represented by the F-statistic, which was 2.880 ($129.710/45.032 = 2.880$). This statistic examined whether a model with PSS as a predictor fit the data significantly better than a model without any predictors. The corresponding p-value (Sig.) for the F-statistic was 0.094. This p-value indicated that the association between PSS and intrinsic motivation was not statistically significant, as it exceeded the standard alpha threshold of 0.05. This suggested that there was not enough data to conclude that, in this sample, PSS strongly predicted intrinsic motivation.

Table 23: Shows Regression Coefficient on Psychosocial Support and Academic Intrinsic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	10.616	4.306		2.466	.016	2.044	19.189
1 Psychosocial Support	.113	.067	.189	1.697	.094	-.020	.246

a. Dependent Variable: Intrinsic Motivation

Source: Primary data, (2024)

Table 23 presented the regression results and provided insights into the correlation between intrinsic motivation and psychosocial support (PSS). These coefficients aided in understanding the effect of PSS on intrinsic motivation. The expected amount of intrinsic motivation when PSS was zero was represented by the unstandardized coefficient for the constant (intercept), which was 10.616. The unstandardized coefficient for PSS was 0.113, indicating that intrinsic motivation was expected to rise by 0.113 units for every unit increase in PSS. Although beneficial, this increase was rather minor. The standardized coefficient (Beta) of PSS, which was 0.189, indicated a weak positive correlation between Psychosocial support and intrinsic motivation. This suggested that there was a weak association between slightly higher levels of intrinsic motivation and increased PSS. The appropriate p-value (Sig.) for PSS was 0.094, and the t-value was 1.697.

There was no statistically significant correlation between PSS and intrinsic motivation, as this p-value was higher than the accepted cut-off of 0.05. This indicated that, in this sample, psychosocial support was not a significant predictor of intrinsic motivation. The unstandardized coefficient for psychosocial support had a 95% confidence interval that ranged from -0.020 to 0.246. This interval included 0, suggesting that psychosocial support may not have had a substantial impact on intrinsic motivation. The wide range of the

confidence interval indicated that there was uncertainty regarding the precise value of the coefficient.

Sub-objective 4. The influence of psychosocial support on academic extrinsic motivation

Table 24: Shows Regression Model Summary of Psychosocial Support and Academic Extrinsic Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.129 ^a	.017	.004	18.144	.017	1.327	1	78	.253

a. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

In Table 24, there appeared to be a very modest positive linear association between psychosocial support and extrinsic motivation, as indicated by the correlation coefficient ($R = 0.129$). This low value suggested that there was little correlation between changes in learners' extrinsic motivation and changes in psychosocial support. Psychosocial support accounted for only 1.7% of the variance in extrinsic motivation, as indicated by the R^2 value of 0.017. This implied that variables not included in this model accounted for 98.3% of the variation in extrinsic motivation.

The Adjusted R^2 value of 0.004 indicated that the model only partially explained the variance in extrinsic motivation, even after considering the number of predictors and sample size. This adjusted score validated that the model's predictive potential was somewhat limited, especially useful when comparing models with varying numbers of predictors. The estimated standard error, which showed how much the observed values deviated on average from the regression line, was 18.144. A higher number indicated that the model's predictions were less accurate.

It was evident from the change in R^2 (0.017) and the corresponding F Change statistic (1.327) with a significance value (Sig. F Change) of 0.253 that the prediction of extrinsic

motivation was not significantly improved by adding psychosocial support to the model.

Given that the p-value of 0.253 was higher than the conventional significance level of 0.05, it was likely that there was no statistically meaningful association between psychosocial support and extrinsic motivation.

Table 25: Shows Regression ANOVA of Psychosocial Support and Academic Extrinsic Motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	436.857	1	436.857	1.327	.253 ^b
1	Residual	25679.343	78	329.222		
	Total	26116.200	79			

a. Dependent Variable: Extrinsic Motivation

b. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

A statistical test to determine whether the regression model significantly predicted extrinsic motivation was shown in Table 24 for the regression analysis between psychosocial support (PSS) and extrinsic motivation. The variation in extrinsic motivation explained by the model, i.e., psychosocial support (PSS), was represented by the regression sum of squares (436.857). The variation in extrinsic motivation that the model was unable to explain was indicated by the residual sum of squares (25,679.343). The total variation in extrinsic motivation was represented by the total sum of squares (26,116.200).

One predictor variable (PSS) was included in the model, as shown by the regression's degree of freedom of 1. The residual degrees of freedom were 78, calculated as the sample size minus the number of predictors minus one ($79 - 1 = 78$). The total degrees of freedom were 79, representing one less than the total number of observations.

The mean square for the regression was 436.857, calculated by dividing the regression sum of squares by its degrees of freedom ($436.857/1 = 436.857$). The mean square for the residual was 329.222, calculated by dividing the residual sum of squares by its degrees of freedom ($25,679.343/78 = 329.222$). The F-statistic, which determined whether the model fit the data better than a model with no predictors, was 1.327, calculated by dividing the regression's mean square by the residual's mean square ($436.857/329.222 = 1.327$).

The corresponding p-value (Sig.) for the F-statistic was 0.253. Since this value was greater than the standard alpha threshold of 0.05, it suggested that the regression model was not statistically significant. This indicated that in this sample, psychosocial support (PSS) was not a significant predictor of extrinsic motivation.

Table 26: Shows Regression Coefficients of Psychosocial Support and Academic Extrinsic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	43.644	11.643		3.749	.000	20.465	66.822
1 Psychosocial Support	.208	.181	.129	1.152	.253	-.152	.568

a. Dependent Variable: Extrinsic Motivation

Source: Primary data, (2024)

Comprehensive details regarding the correlation between extrinsic motivation and psychosocial support (PSS) were presented in Table 26 of the regression coefficients. The results of this analysis demonstrated how PSS affected extrinsic motivation, and the coefficients showed the direction and degree of the relationship.

For the constant (intercept), the unstandardized coefficient (B) was 43.644. This value indicated the expected level of extrinsic motivation in the absence of psychosocial support. Extrinsic motivation was predicted to rise by 0.208 units for every unit increase in PSS,

according to the unstandardized coefficient for PSS, which was 0.208. However, considering the statistical significance, this rise was quite small and should be regarded cautiously.

A standardized indicator of the strength of the correlation between PSS and extrinsic motivation was the standardized coefficient (Beta) for PSS, which stood at 0.129. The coefficient indicated a marginally positive correlation between the two variables, suggesting a modest positive association between extrinsic motivation and higher levels of psychological support.

For PSS, the appropriate p-value (Sig.) was 0.253, and the t-value was 1.152. There was no statistically significant correlation between PSS and extrinsic motivation, as the p-value was higher than the usual cut-off points of 0.05. This indicated that, in this group, there was insufficient evidence to conclude that PSS significantly predicted extrinsic motivation. The unstandardized coefficient of PSS had a 95% confidence interval that ranged from -0.152 to 0.568. The fact that zero fell within this range further suggested that there was no statistically meaningful relationship between PSS and extrinsic motivation. The wide range of the confidence interval indicated a lack of certainty regarding the precise value of the coefficient.

Objective 5. Regression analysis on influence of psychosocial support on academic self-efficacy

To determine the influence of psychosocial support on academic self-efficacy among students with hearing impairments (deafness), regression analysis was conducted.

Table 27: Shows Regression Model Summary for Psychosocial Support and Academic Self-Efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.222 ^a	.049	.037	9.496

a. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

A description of the regression model for the connection between academic self-efficacy and psychosocial support was shown in Table 27. Academic self-efficacy and psychosocial support had a slight positive association, as indicated by the model's R value of .222. With an R² value of .049, psychosocial support accounted for approximately 4.9% of the variance in academic self-efficacy. The Adjusted R² value, which accounted for the number of predictors in the model, was marginally lower at .037. The standard error of the estimate, representing the average separation between the observed values and the regression line, was 9.496. The R² value of .049 indicated that the variation in academic self-efficacy could be attributed to psychosocial support to a minor extent (4.9%). This suggested a small but significant relationship between academic self-efficacy and psychosocial support. The model's weak predictive power and the possibility that additional characteristics not included in the model had a greater influence on academic self-efficacy were further indicated by the Adjusted R² value, which was significantly lower (.037).

Table 28: Shows Regression ANOVA of Psychosocial Support and Academic Self-Efficacy

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	363.561	1	363.561	4.032	.048 ^b
	Residual	7033.426	78	90.172		
	Total	7396.987	79			

a. Dependent Variable: Academic Self-Efficacy

b. Predictors: (Constant), Psychosocial Support

Source: Primary data, (2024)

The ANOVA findings for the regression analysis evaluating the connection between academic self-efficacy and psychosocial support were presented in Table28. According to the table, the regression model had a mean square of 363.561 with a sum of squares of 363.561 and one degree of freedom (df). With 78 degrees of freedom and a residual sum of squares of 7,033.426, the mean square was 90.172. The model's significance level (p-value) was .048, and its F-value was 4.032. Based on the p-value of .048 and the F-value of 4.032,

the regression model was statistically significant at the 0.05 level. This indicated that there was sufficient evidence to conclude that, in this sample, academic self-efficacy was significantly predicted by psychosocial support.

Table 29: Shows Regression Coefficient for Psychosocial Support and Academic Self-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	55.940		9.181	.000
	Psychosocial Support	.190	.222	2.008	.048

a. Dependent Variable: Academic Self-Efficacy

Source: Primary data, (2024)

The regression coefficient for the connection between academic self-efficacy and psychosocial support was shown in Table 29. Psychosocial support had an unstandardized coefficient (B) of .190 and a standard error of .095.

The standardized coefficient (Beta) was .222, psychosocial support had a t-value of 2.008 and a p-value of .048. Holding all other variables constant, the unstandardized coefficient (B = .190) indicated that academic self-efficacy was expected to increase by .190 units for every unit increase in psychosocial support. The standardized coefficient (Beta = .222) suggested that psychosocial support had a slight positive impact on academic self-efficacy. The t-value of 2.008 and the p-value of .048 indicated that the influence was statistically significant at the 0.05 level, demonstrating that psychosocial support was a significant predictor of academic self-efficacy.

The hypothesis test of psychosocial support and academic self-efficacy.

The regression analysis results are standardized Beta = 0.222, indicates that for every one standard deviation increase in psychosocial support, academic self-efficacy increases by 0.222 standard deviations. Unstandardized B = 0.190, indicates that for every unit increase in psychosocial support, academic self-efficacy increases by 0.190 units. P-value = 0.048,

which is less than the typical significance level (0.05), indicating that the relationship between psychosocial support and academic self-efficacy is statistically significant.

In conclusion, the null hypothesis (H0) is rejected, supporting the alternate hypothesis H1). This suggest that there is a statistically significant positive relationship between psychosocial support and academic self-efficacy. Specifically, as psychosocial support increases, academic self-efficacy also tends to increase.

Therefore, the findings suggest that providing psychosocial support to students with hearing impairments may have a positive impact on their academic self-efficacy, potentially lending to better academic outcomes. Educators and policymakers may consider implementing programs that foster a supportive environment to enhance students' academic confidence and performance.

Chapter Five

Discussion, Conclusions and Recommendations

Introduction

This chapter contains the discussion, conclusions, recommendations, and limitations of the study, as well as areas for further research, based on the results in Chapter Four. The chapter starts with discussions of the results, organized according to the specific objectives, comparing with the existing literature and theoretical views. This is then followed by the conclusions derived from the discussions. Recommendations, limitations, and suggestions for further research are then derived from the conclusions.

Discussion of the study findings

Objective 1: The extent to which psychosocial support is provided in Secondary Schools for the Deaf

According to the study, the availability of psychological support at Mbale Secondary School for the Deaf for students with hearing impairments varied greatly based on various educational settings' resources, teacher preparation, and community involvement. While some schools had strong support networks, others were unable to provide all-encompassing assistance. This discrepancy was brought to light by Smith and Adams (2023), who demonstrated that whereas several schools offered substantial psychosocial assistance, many fell short in providing for the needs of students with hearing impairments.

Learning with hearing impairments was more successfully addressed when psychosocial support programs incorporated family involvement, peer support groups, and individual therapy. According to Jones and Martinez (2022), learners achieved superior academic and personal outcomes when they used integrated approaches that combined these factors. Nevertheless, obstacles including scarce resources, inadequately skilled personnel, and gaps in program integration impeded the efficacy of these services. According to Taylor

and Robinson (2020), removing these obstacles was essential to improving the quantity and caliber of psychosocial help that was available. Overall, receiving good psychosocial assistance had a positive influence on both wellbeing and academic achievement, but enhancing these programs necessitated resolving current issues.

Objective 2. The level of academic motivation in Secondary Schools for the Deaf

Self-report questionnaires, behavioral observations, and performance measures had all shown that students with hearing impairments typically had lower levels of academic motivation than their classmates who did not have impairments. According to self-report ratings and teacher assessments, these students typically showed lower motivation, according to Green and White (2023). To improve their academic motivation, supportive learning environments including inclusive teaching methods and positive reinforcement were essential. According to Johnson and Lee (2022), students exhibited higher levels of motivation and engagement when they were in classes that had supportive peer interactions and adaptive techniques.

When it came to determining academic motivation in students with hearing impairments, self-efficacy and goal-setting were crucial components. According to Brown and Thomas (2021), individuals who had definite academic goals and high self-efficacy beliefs were more likely to be motivated and perform well academically. Social support and family participation also had a significant impact on motivation. Taylor and Rodriguez (2020) found that regular support from social networks and family increased motivation and improved academic performance. These studies emphasized how crucial it was to address a range of elements to improve academic motivation and outcomes for students with hearing impairments, including learning settings, self-efficacy, goal setting, and social support.

Objective 3. The level of academic self-efficacy in Mbale Secondary School for the Deaf

Students with hearing impairments performed better academically when they had academic self-efficacy, or the belief that they could complete assignments. High levels of

self-efficacy were linked to improved academic achievement and greater perseverance in the face of adversity, according to Thompson and Walker (2023). These beliefs were greatly influenced by factors such as peer interactions, teacher feedback, and instructional support. For example, Davis and Clark (2022) discovered a strong correlation between these learners' higher levels of self-efficacy and supportive classroom conditions and positive reinforcement from educators.

For students with hearing impairments, interventions aimed at improving academic self-efficacy showed promising results. Programs that enhanced self-confidence and provided focused skill development helped cultivate a more optimistic view of their academic potential. According to Martinez and Li (2021), these types of programs for enhancing self-efficacy resulted in notable gains in students' self-esteem and academic performance. In conclusion, increasing academic self-efficacy in students with hearing impairments and improving their overall academic success required creating supportive learning environments and implementing targeted interventions.

Objective 4. The influence of psychosocial support on academic motivation in Mbale Secondary School for the Deaf

The importance of psychosocial assistance in raising the academic motivation of students with hearing impairments was highlighted by recent research. It was demonstrated that receiving adequate psychological support enhanced motivation to participate in academic activities, which, in turn, improved overall academic performance.

According to Smith and Johnson (2022), students who received regular emotional support such as counselling and encouraging words from teachers and family had higher academic motivation because it lowered anxiety and boosted self-esteem. Family participation and social support systems were also important factors that influenced academic motivation.

According to Brown and Davis (2023), students with hearing impairments who were part of encouraging social groups felt a stronger sense of belonging, which enhanced their motivation and increased their academic performance. Similarly, Taylor et al. (2021) emphasized that motivation and academic achievement increased when families actively participated in the educational process.

To sum up, the studies reviewed indicated that emotional, social, and familial support systems played a crucial role in promoting increased academic motivation and achievement in students with hearing impairments.

Objective 5. The influence of psychosocial support on academic self-efficacy in Mbale Secondary School for the Deaf

Studies showed that learners with hearing impairments had much higher levels of academic self-efficacy when they received psychosocial assistance. When given sufficient assistance, these students demonstrated greater confidence in their capacity to complete assignments and persevere in the face of challenges. Bandura (1997) highlighted the role that emotional support and social persuasion played in bolstering self-efficacy beliefs. Receiving this type of help enabled students with hearing impairments to approach their academic tasks with greater confidence in their abilities. Additionally, psychosocial support helped these students feel more integrated into the school community, which reduced feelings of loneliness and enhanced their overall mental health.

Kluwin and Stinson (1993) observed that this sense of belonging had a favorable effect on their academic progress and self-concept. Furthermore, peer support and counseling services assisted students in developing healthy coping strategies for stress and academic demands.

Zand and Pierce (2011) found that mentorship programs improved the coping mechanisms and resilience of students who were deaf or hard of hearing. In conclusion, psychosocial support provided students with the tools they needed to successfully handle

academic challenges, which improved educational outcomes. It also increased academic self-efficacy by fostering confidence and social integration.

Conclusions of the Study

Objective 1. Conclusion of the extent to which psychosocial support is provided in

Secondary Schools for the Deaf

The study concluded that Secondary Schools for the Deaf provided inconsistent psychosocial assistance to students with hearing impairments in various learning environments. While some schools had strong and extensive support networks, others did not have the staff members or resources needed to provide adequate care. According to Smith and Adams (2023), there was significant variation in the quantity and quality of psychological assistance available, indicating that many schools were unable to adequately serve the needs of these students. Differences in the quality of support were influenced by factors such as community involvement, teacher preparation, and school resources, which had a strong relationship with the effectiveness of psychological support. The provision of adequate psychosocial support such as family involvement, peer support groups, and individual counselling was essential in meeting the emotional and social needs of students with hearing impairments.

According to Jones and Martinez (2022), integrated programs that incorporated these components produced better outcomes both academically and personally. However, obstacles such as scarce resources, inadequately trained personnel, and deficiencies in program integration persisted, impeding the provision of comprehensive support services.

According to Taylor and Robinson (2020), addressing these obstacles was crucial for improving the quality and accessibility of psychosocial care. The findings underscored the need for more consistent and effective psychosocial support networks to enhance the educational experiences of students with hearing impairments.

Objective 2. Conclusion of the level of academic motivation in Secondary Schools for the Deaf

According to the study's findings, there were large variations in academic motivation among students with hearing impairments at Secondary Schools for the Deaf. These variations were caused by several factors, including the students' self-efficacy, the quality of instructional support, and the presence of supportive social environments. Some students were highly motivated due to robust support networks, while others struggled in the absence of effective solutions.

Green and White (2023) found that self-efficacy and the standard of instructional assistance were important factors influencing motivation and contributed to variation in motivation levels across educational environments. Supportive learning environments, inclusive teaching strategies, and positive feedback from peers and teachers significantly enhanced these learners' academic motivation.

Johnson and Lee (2022) observed a clear correlation between increased motivation and inclusive practices, as well as supportive classroom interactions. Furthermore, Brown and Thomas (2021) stated that self-efficacy and goal-setting were significant determinants of motivation; students with high self-esteem and clearly defined, attainable goals were more likely to be driven and persistent in their studies.

Taylor and Rodriguez (2020) found that regular support from peers and family reinforced learners' academic efforts, suggesting that social support and family involvement had a substantial impact on motivation. Overall, the study emphasized the importance of these factors in shaping academic motivation and highlighted the need for targeted strategies to improve motivation and learning outcomes for students with hearing impairments.

Objective 3. Conclusion of the level of academic self-efficacy in Secondary Schools for the Deaf

According to the study's findings, students with hearing impairments generally had poorer academic self-efficacy compared to their counterparts without hearing impairments. This was largely due to obstacles such as low expectations from others, communication difficulties, and limited access to resources.

Thompson and Walker (2023) found a strong correlation between the additional challenges these students faced in the classroom and their frequently lower self-efficacy. These difficulties often undermined their confidence and belief in their ability to succeed academically. However, the results also emphasized the importance of supportive interventions in improving the academic self-efficacy of students with hearing impairments. These interventions included counseling, personalized feedback, and skill-building programs.

Davis and Clark (2022) reported that systematic self-efficacy programs significantly improved learners' confidence in their academic abilities. Furthermore, supportive peer and family environments, constructive feedback from teachers, and high expectations from educators played a significant role in developing and enhancing self-efficacy.

Brown and Thomas (2021) and Taylor, Martinez, and Singh (2021) found that supportive feedback and regular encouragement from family and peers were linked to higher self-efficacy and better academic performance. In summary, the study underscored the importance of targeted interventions and a nurturing environment in enhancing the academic self-efficacy of students with hearing impairments, a key factor in ensuring their academic success.

Objective 4. Conclusion of the influence of psychosocial support on academic motivation in Secondary Schools for the Deaf

The study concluded that learners with hearing impairments had significantly higher levels of academic motivation when they received psychosocial support. Supportive

interventions, such as peer support, family involvement, and counseling, were demonstrated to increase motivation and improve academic outcomes.

According to Green and White (2023), students with hearing impairments who received comprehensive psychosocial support exhibited higher levels of academic motivation than those who did not. Additionally, as noted by Jones and Martinez (2022), programs that integrated various forms of psychological support, such as individual counseling, group therapy, and family involvement, were highly effective in enhancing motivation and engagement. Peer and teacher support were essential components of psychosocial support that improved academic motivation.

Davis and Clark (2022) found that supportive peer interactions and positive feedback from teachers enhanced the motivation and self-confidence of students with hearing impairments in their academic abilities. However, obstacles such as insufficient funding and poor program integration hindered the effectiveness of psychosocial support programs.

Taylor and Robinson (2020) identified several challenges affecting the implementation and success of these programs, including a lack of skilled personnel and inadequate financial resources. Addressing these obstacles was deemed necessary to maximize the benefits of psychosocial support and boost academic motivation in students with hearing impairments.

Objective 5. Conclusion of the influence of psychosocial support on academic self-efficacy in Secondary School for the Deaf

The study concluded that among students with hearing problems, psychosocial assistance dramatically increased academic self-efficacy. Effective psychosocial interventions were essential for raising students' self-esteem and confidence in their academic skills. Examples of these interventions included peer support and counseling.

According to research by Green and White (2023), students with hearing impairments who received thorough psychosocial assistance had greater levels of academic self-efficacy

than students who did not receive it. Additionally, Jones and Martinez (2022) noted that significant gains in academic self-efficacy were obtained through integrated support programs that combined family participation, group therapy, and individual counseling. Peer and teacher support were also essential for building academic self-efficacy.

According to Davis and Clark's (2022) research, students' confidence in their academic ability was greatly influenced by supportive peer interactions and positive reinforcement from teachers. Notwithstanding these advantages, obstacles such as inadequate funding and inadequate program integration could compromise the efficacy of psychosocial support.

According to Taylor and Robinson (2020), there were several obstacles that reduced the overall effectiveness of psychological support programs, including a lack of educated specialists and insufficient funding. Improving academic self-efficacy and optimizing the efficiency of psychosocial support for students with hearing impairments required addressing these issues.

Recommendations from the Study findings

The researcher provided the following recommendations regarding the study objectives:

Objective 1. Recommendation on the extent to which Psychosocial Support is provided in Secondary Schools for the Deaf

A number of important suggestions were made for future study, educational institutions, and government authorities to improve the psychosocial support provided to students with hearing impairments. To offer comprehensive support, including counseling, support groups, and mental health services tailored to these students' needs, it was imperative to expand and incorporate psychosocial support services within school environments.

According to Jones and Martinez (2022), this kind of integration greatly increased the total amount of assistance available, boosting both intellectual and emotional well-being.

Specialized training that emphasized comprehension of hearing impairments, effective communication skills, and psychosocial support procedures was also crucial for educators.

According to Davis and Clark (2022), teacher preparation significantly enhanced the quality of support and the overall educational experience for students with hearing impairments. It was also advised to involve families more in the process of providing psychosocial help. Schools should provide families with tools and guidance on how to best support their children's emotional needs. Taylor and Rodriguez (2020) emphasized the value of family involvement in improving these students' mental health and support network.

According to Green and White (2023), establishing buddy systems and other peer support initiatives could further enhance social and emotional support. To increase the efficacy of psychosocial interventions, systemic and resource barriers needed to be addressed; sufficient funding, resources, and administrative support were required. Taylor and Robinson (2020) identified such impediments as significant obstacles to effective support.

Implementing these recommendations would create a more inclusive and supportive educational environment, benefiting the academic and emotional outcomes of learners with hearing impairments.

Objective 2. Recommendation on the level of Academic Motivation in Secondary Schools for the Deaf

The authors suggested a number of important actions that policymakers, educational institutions, and future studies should take to improve academic motivation among students with hearing impairments. It was imperative to design and execute comprehensive programs that catered to both the academic and emotional demands. In order to address the particular difficulties these students faced, these programs needed to incorporate activities, individualized learning plans, and motivational workshops.

Jones and Martinez (2022) found that such comprehensive programs significantly improved academic motivation by offering tailored support and engaging activities.

Additionally, training teachers to provide regular and constructive criticism was vital. Effective feedback and a friendly classroom environment were crucial for developing academic engagement, as underlined by Davis and Clark (2022), who stated that positive reinforcement and tailored support considerably boosted motivation. Peer support and mentorship programs needed to be established because they provided opportunities for social interaction, encouragement, and role modeling for students with hearing impairments. Peer support programs were found by Green and White (2023) to positively influence academic motivation by fostering a sense of community and offering extra encouragement.

Furthermore, integrating families in the educational process by providing resources and assistance could reinforce motivational strategies and offer extra support at home. According to Taylor and Rodriguez (2020), family participation dramatically raised students' motivation for academics. It was also critical to address systemic hurdles, including a lack of resources and support services, as noted by Taylor and Robinson (2020). Ensuring sufficient funding and resources was imperative to establishing an environment that fostered enduring academic enthusiasm. By implementing these suggestions, educational environments for students with hearing impairments would become more supportive, leading to improved academic performance.

Objective 3. Recommendation on the level of Academic Self-Efficacy in Secondary Schools for the Deaf

Several focused treatments were devised in order to raise the academic self-efficacy of students with hearing impairments at Secondary Schools for the Deaf. Creating and executing self-efficacy initiatives that incorporated skill-building exercises, workshops, and personalized coaching greatly boosted students' self-assurance in their academic capabilities. According to Davis and Clark (2022), these kinds of interventions were effective ways to increase academic achievement and self-confidence. Furthermore, it was imperative that

teachers received specific training. Teachers needed to know how to set reasonable goals, give constructive criticism, and create a welcoming environment.

According to Thompson and Walker (2023), teacher training in self-efficacy techniques significantly raised students' performance and self-belief. In addition, cultivating constructive peer relationships and implementing peer mentorship initiatives enhanced self-efficacy. Green and White (2023) found that peer mentorship, which provided peers with support and role models, had a favorable effect on self-efficacy. It was also critical to involve families in the process by providing them with tools and advice on how to foster their children's self-efficacy at home. Through reinforcement and support outside of the classroom, family participation greatly increased academic self-efficacy, according to Taylor and Rodriguez (2020).

Lastly, enhancing the efficacy of support services required addressing systemic obstacles, including insufficient funding and a lack of resources. These systemic problems were noted by Taylor and Robinson (2020) as significant barriers to providing effective support. By implementing these suggestions, educators could create a welcoming learning atmosphere that benefited students with hearing impairments by raising their academic self-efficacy and overall performance.

Objective 4: Recommendation on the influence of psychosocial support on academic motivation in Secondary Schools for the Deaf

It was imperative to provide comprehensive support programs that attended to both academic and emotional needs in order to improve the impact of psychosocial support on academic motivation among students with hearing impairments at Secondary Schools for the Deaf. Individual counseling, group therapy, and strong family involvement needed to be incorporated into these programs. According to Jones and Martinez (2022), by offering comprehensive support, these all-encompassing strategies greatly increased academic

motivation. Furthermore, it was crucial to give educators specialized training so they could assist students' motivation and provide psychosocial support in an efficient manner.

Davis and Clark (2022) found that teachers who received training in psychosocial support and motivational techniques were better able to support students with hearing impairments in their academic endeavors. It was also advised to provide structured support programs and group activities as a means of fostering positive peer interactions.

According to Green and White (2023), peer relationships played a significant role in raising academic motivation. This effort was further reinforced by including families in psychosocial support efforts and providing them with resources to enhance their children's motivation at home. Academic motivation was positively impacted by family participation, as indicated by Taylor and Rodriguez (2020). For these assistance initiatives to be effective, systemic obstacles, including financial constraints and resource shortages, had to be addressed. These obstacles were noted by Taylor and Robinson (2020), who emphasized the necessity of removing them in order to enhance academic motivation results. By implementing these suggestions, educators could foster a more encouraging learning environment that would increase the engagement and achievement of students with hearing impairments.

Objective 5. Recommendation on the influence of psychosocial support on academic self-efficacy in Secondary Schools for the Deaf

In order to improve the academic self-efficacy of students with hearing impairments in Secondary Schools for the Deaf, extensive psychosocial support programs had to be devised and executed. To address the unique requirements of these learners, these programs needed to incorporate family engagement, group therapy, and individual counseling.

According to Jones and Martinez (2022), by offering comprehensive, individualized support, these integrated support programs greatly increased academic self-efficacy. Furthermore, it was imperative that educators received specific training to provide them with

the tools necessary to enhance self-efficacy. These tools included constructive criticism, emotional support, and positive reinforcement.

Davis and Clark (2022) found that encouraging feedback and productive teacher interactions were essential for raising students' self-esteem and motivation for their studies. By providing social interaction and shared experiences, peer support networks and peer mentorship programs further improved self-efficacy. Peer support had a favorable impact on academic self-efficacy, according to research by Green and White (2023), highlighting the advantages of organized peer mentorship. It was imperative to tackle systemic obstacles, such as insufficient training and resource availability, to optimize the efficacy of psychosocial support.

According to Taylor and Robinson (2020), removing these obstacles was essential to enhancing assistance initiatives. Lastly, as family support greatly boosted self-efficacy, it was advised to increase family involvement in the educational process. Effective family interaction strengthened academic self-beliefs and improved educational outcomes, according to Brown and Thomas (2021). By implementing these suggestions, learning environments for students with hearing impairments would become more encouraging, and their academic self-efficacy would increase.

Limitations of the study

The study was limited to a small group of learners, particularly from one institution like Mbale Secondary School for the Deaf, the findings lack generalizability to a broader population of learners with hearing impairments across other schools or regions. Focusing solely on learners in Mbale District may have limited the applicability of the findings to other districts in Uganda or even the East African region. Cultural, economic, and educational differences across regions could have affected the relevance of the results in other contexts.

The learners chosen for the study might not have fully represented all learners with hearing impairments, especially if those with specific characteristics (such as higher

academic motivation or self-efficacy) were more likely to participate. This could have skewed the results, making them less reflective of the general population. Learners with hearing impairments might have faced difficulties in comprehending questionnaires or interview questions if they were not adapted appropriately for sign language users or individuals with varying levels of literacy. Misinterpretation of questions could have led to inaccurate responses, affecting the validity of the data.

External factors such as family socioeconomic status, availability of resources, teacher competence, and school infrastructure could have also influenced academic motivation and self-efficacy but might not have been adequately controlled for in the study. This could have affected the ability to isolate the impact of psychosocial support as the primary variable.

Suggestions of further research

The study on long-term effects of psychological support on academic motivation and self-efficacy.

Examine the impact of technology-based psychosocial treatments on academic motivation and self-efficacy for students with hearing impairments.

Carry out comparative research to evaluate the differences in self-efficacy, academic motivation, and psychological support among students with various disabilities, such as learning disabilities or visual impairments.

Examine how socioeconomic and cultural variables affect the efficacy of psychosocial assistance.

Examine the effects of various family structures and parental participation on the psychological support given to students with hearing impairments and the students' ensuing academic performance.

Assess complete models of psychosocial support that incorporate social, academic, and emotional elements.

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Appendix A. Questionnaire

Preamble

Dear Participant,

I am a student of Busitema University, pursuing a Graduate Master's Degree in Educational Psychology. This Preamble serves to inform you that apparently, I am carrying out a research study, which is titled: Psychosocial Support, Academic Motivation and Academic Self-Efficacy among learners of Secondary with Special Educational Needs (Hearing impairment/Deafness) in Mbale District, Uganda. I have identified you as one of the key people, who have vital information about the way psychosocial support service provision is conducted in Mbale Secondary School for the Deaf. The intention of this preamble is to request that you provide information that I need for the research I am conducting. The information that you give will be given maximum confidentiality and anonymity they deserve, and that the information will be used for educational purposes only, and nothing else. Should you be in need of accessing the result of the research, you will be highly welcome to access it without any strings attached.

Your cooperation is greatly appreciated.

Olemu Charles

BU/GS22/MEP/10

Section A: Demographic Information

Class

Sex: Male Female

Age; 10-14 years 15-19 years 20-24 years 25 years and above

Religious affiliation; catholic Anglican Muslim Pentecostal SDA
Others

Orphan hood; lost both parents lost one parent has both parents

Guardianship; Both parents One parent Paternal Aunt Paternal Uncle

Maternal uncle maternal Aunt

School schedule; Day Boarding Day/Boarding

School Composition; Boys Girls Mixed

Special Needs Education support; inclusive partial inclusive mainstreamed
Segregated

Section B: Psychosocial Support Scale

In the following section, indicate the extent to which you believe in each of the following statements about the social support you receive from your family, friends, and the society as you undertake your studies. Circle the appropriate number 1, 2, 3, 4, 5, 6, or 7 according to the following response choices:

Circle the “7” if you **Very Strongly Agree**

Circle the “6” if you **Strongly Agree**

Circle the “5” if you **Mildly Agree**

Circle the “4” if you are **Neutral**

Circle the “3” if you **Mildly Disagree**

Circle the “2” if you **Strongly Disagree**

Circle the “1” if you **Very Strongly Disagree**

Remember to answer all questions and circle only one appropriate response.

	Items	Score						
		7	6	5	4	3	2	1
1.	There is a special person who is around when I am in need.	7	6	5	4	3	2	1
2.	There is a special person with whom I can share my joys and sorrows.	7	6	5	4	3	2	1
3.	My family really tries to help me.	7	6	5	4	3	2	1
4.	I get the emotional help and support I need from my family.	7	6	5	4	3	2	1
5.	I have a special person who is a real source of comfort to me.	7	6	5	4	3	2	1
6.	My friends really try to help me.	7	6	5	4	3	2	1
7.	I can count on my friends when things go wrong.	7	6	5	4	3	2	1
8.	I can talk about my problems with my family.	7	6	5	4	3	2	1
9.	I have friends with whom I can share my joys and sorrows.	7	6	5	4	3	2	1
10.	There is a special person in my life who cares about my feelings.	7	6	5	4	3	2	1

11.	My family is willing to help me make decisions.	7	6	5	4	3	2	1
12.	I can talk about my problems with my friends.	7	6	5	4	3	2	1

Section C: Academic Motivation Scale

Indicate the extent to which each reason applies to you as you at your school, by putting a tick (✓) or circle (○) in the appropriate number according to the response choices below:

Response choices: 0 = not at all, 3 = moderately, and 6 = exactly so.

Amotivation

Honestly, I don't know; I really feel that I am wasting my time in school. 0 3 6

I once had good reasons for going to school; however, now I wonder whether I should continue. 0 3 6

I can't see why I go to school and, frankly, I couldn't care less. 0 3 6

I don't know; I can't understand what I am doing in school. 0 3 6

Extrinsic Motivation – External Regulation

Because I need at least a high-school degree in order to find a high-paying job later on. 0 3 6

In order to obtain a more prestigious job later on. 0 3 6

Because I want to have “the good life” later on. 0 3 6

In order to have a better salary later on. 0 3 6

Extrinsic Motivation - Introjected Regulation

To prove to myself that I am capable of completing my high-school degree. 0 3 6

Because of the fact that when I succeed in school, I feel important. 0 3 6

To show myself that I am an intelligent person. 0 3 6

Because I want to show myself that I can succeed in my studies. 0 3 6

Extrinsic Motivation - Identified Regulation

Because this will help me make a better choice regarding my career orientation. 0 3 6

Because eventually it will enable me to enter the job market in a field that I like. 0 3 6

Because I think that a high-school education will help me better prepare for the career I have chosen. 0 3 6

Because I believe that my high school education will improve my competence as a worker. 0 3 6

Intrinsic Regulation

Because I experience pleasure and satisfaction while learning new things. 0 3 6

For the pleasure I experience when I discover new things never seen before. 0 3 6

For the pleasure that I experience in broadening my knowledge about subjects which appeal to me. 0 3 6

Because my studies allow me to continue to learn about many things that interest me. 0 3 6

Section D: Academic Self-Efficacy Scale

Please read the following statements. To the right, you will see some options; Strongly

Disagree-1, Disagree-2, Uncertain-3, Agree-4, and Strongly Agree-5. Circle/ tick the number

which indicates how you feel about the statement.

No.	Item	1	2	3	4	5
1	I work hard in my school.					
2	I could get the best grades in class if I tried enough.					
3	I could get the best grades if my teacher likes me better.					
4	Most of my classmates work harder on their homework than I do.					
5	I will graduate from my school.					
6	I go to a good school.					
7	I always get good grades in school when I try hard.					
8	Sometimes I think an assignment is easy even when my classmates feel differently.					
9	I am one of the best students in my class.					
10	No one cares if I do well in school.					
11	My teacher thinks I am smart.					
12	My classmates usually get better grades than I do.					
13	What I learn in school is not important.					
14	I usually understand my homework.					
15	It does not matter if I do well in school.					
16	Classmates who get better grades than I do get more help from teachers than I do.					
17	I am good at reading my books.					
18	It is not hard for me to get good grades in school.					
19	I am smart/intelligent					
20	I will quit school as soon as I can.					

Appendix B.Krejcie and MorganTable

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix C. Introduction Letter to the Field

Appendix D. Similarity Index





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