

**THE ROLE OF DIDACTIC MATERIALS IN DEAF STUDENTS ACADEMIC PERFORMANCE IN CAMEROON**

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**ABSTRACT**

According to the Cameroon General Certificate of Education board results (2011), no deaf school has ever recorded a 20% pass in the GCE O/L official exams. Inaccessibility of print, audiovisual and electronic interactive materials is the main cause. Irregular attendance affects effective participation whereby academic activities are interrupted, curriculum content is not covered and most importantly, there are decreased opportunities to learn. This study was done in Buea School for the Deaf in the Southwest region of Cameroon. This descriptive survey made use of a questionnaire, interview and observation guides. The sample of the study was 8 teachers and 20 form five students. Findings indicate that 5 (25%) out of 20 students barely had didactic materials. 6 (75%) out of 8 teachers used abstract materials during lessons; It was concluded that the importance of instructional materials cannot be overemphasized. Students are bound to fail when these materials are absent.

**Key Words:** Deaf students, instructional materials, school failure, poor performance, irregular attendance.

**1. INTRODUCTION**

Teaching deaf students with inadequate instructional materials is a challenging task for teachers. This is because such learners function with low intelligence quotient (IQ) that is below average, so teachers and students need to have all necessary didactic materials to adapt lessons and teaching methods in response to the special needs of such categories of learners. Deaf students in Cameroon face serious difficulties during instructions that if not looked into and resolved, they can mar their education. The most common of these are inadequate didactic materials. Teachers face problems in teaching many subjects since most of the students do not have textbooks. For any effective teaching-learning process, it requires the use of concrete learning materials. They stimulate self activities and make learning permanent. In this study, the researcher noticed that form five students in Buea School for the Deaf did not have textbooks. It was a cause for concern why students in an examination class did not have textbooks.

Wolfendale (1992) states that to ensure that these students receive the instruction they deserve, highly qualified and specialized teachers as well as instructional materials are needed. It is unfortunate that during our research, Form five students in BSD did not have adequate didactic materials that were necessary during the teaching - learning process, leading to a lot of difficulties in transmitting knowledge as expected. Thus, students performed very poorly in the

GCE O/L examination. With this background problem, the study intends to find out the cause of their poor performances. Investigation shows that teachers are not adequately equipped with concrete instructional materials during lessons. Students do not have necessary didactic materials for effective teaching and learning. The outcome of such a situation includes school failure and underachievement on grounds of academic misfit. It is against this back drop that this study was carried out to understand the areas of weaknesses of the school and the students under study and to make some useful suggestions for improvement in their education services.

In congruence, according to MINEDUB sources 2005, about 85.2% of deaf children in Cameroon face this problem. These difficulties according to this study, are more accentuated in education priority Areas (ZEPs) being the Northwest and Southwest regions and needs to be curbed. Educationists hold the view that children without textbooks face difficulties and are deficient in all aspects of the curriculum. Didactic materials are very important tools in deaf classrooms because it is the only means by which deaf students understand, and interpret information in written form since most information in all subjects are always put down in written form, it is therefore necessary for a child to have them. It is imperative that we take this problem seriously and seek for possible ways of eradicating it as soon as possible. Teachers face problems in teaching most subjects since majority of the pupils lack these didactic materials. This affects their educational, emotional and social growth. Some factors are responsible for this problem:

1. Inaccessibility of print, audiovisual and electronic interactive materials: Lack of school recommended textbooks makes it very difficult for deaf students to learn effectively. Most of the schools still face problems of shortage of relevant, high cost books for use in school and at home. This problem continues to pose challenges in providing quality education to these children. Tambo (2003) affirms that many primary and secondary school students especially those from poor homes do not have the recommended textbooks and that very few schools have access where pupils and students can read other books. This is in congruent to disparities in regional distribution, inadequate supply of pedagogic materials and disparities in conditions of service between public and other schools in conformity with the findings that 30.1% of learners do not possess a school reader (MINEDUB sources 2005).

2. Parents do not pay their children's fees on time hence lots of absences are recorded as the students are sent out of class leading to loss of some lessons. More so, these students lack assistance at home from their parents who are unable to teach them. Majority of these students do not have assistant teachers at home.

3. Insufficient use of teaching aids (Tele-aids) during instructions. As the adage goes, "Variety is the spice of life. The lack of Tele-aids, audiovisual resources and multisensory materials renders teaching difficult. Teachers need to design lessons with variety and lots of teaching media which spice up the teaching/learning process. That is, they are interest arresting and it gives the students the ability to explore, touch, feel, manipulate and so on using their senses and create knowledge as a result of their experience and interaction with the environment. This makes lessons active

instead of passive. Without this in place, deaf students interest in the lesson will not be attained and thus poor teaching.

4. One other problem lies in the educational policies and practices made by the government to meet the needs and challenges of special education learners. Special schools cover a rigid curriculum which is not flexible. The school calendar is not drawn with the learners at the centre considering the realities of their environment. These identified problems led the researcher to embark with the following objectives.

### **1.1 Objective of the study**

The study sought:

- To explore the causes of school failure in the General Certificate of Education Examination in Buea School for the Deaf (BSD)
- To find out if teachers use relevant instructional materials during lessons.
- Come up with possible measures and proposals to curb or ameliorate the problem as well as propose recommendations to educational partners.

The following research questions served as guidelines to the study:

### **1.2 Research Questions**

RQ 1 What are the causes of poor performances in the GCE Ordinary Level results by form five deaf students?

RQ 2 Do teachers use relevant instructional materials in teaching deaf pupils?

RQ 3 What strategies can be taken to curb or ameliorate this problem?

## **2. LITERATURE REVIEW**

Review of related literature examined the conceptual, theoretical and empirical framework. The conceptual frame examined concepts related to the topic. The theoretical frame examined Maslow's theory of hierarchical needs assessments which supports the research in question. The empirical frame looked into previous research studies on similar topics and their shortcomings.

### **2.1 Conceptual Framework**

The conceptual frame examined concepts that are related to the topic such as: Deaf children's education in specialised settings in Cameroon and the limitations of the Cameroonian system of education.

#### **2.1.1 Deaf children's education in specialised settings in Cameroon: challenges and considerations**

Special education is the form of education deaf pupils and students receive in specialised institutions since they are unable to cope with the normal school class organization and methods.

This education in Cameroon has not been considered an important investment since all the schools are purely in the hands of Non Governmental Organizations (NGO), missionaries and individuals. The quality of teachers and educational materials in these schools are poor. Children are often admitted without proper assessment of their educational needs and the resources are not available to provide them with appropriate range of experiences. Textbooks have rarely been distributed to pupils of these schools by the government as it is done in Ghana. There are inadequate supplies of furniture in most special schools visited. Specialized schools in Cameroon are poorly prepared for basic and secondary education. The teachers have not received appropriate training, and deaf pupils/students for a number of reasons have difficulties following the curriculum as their hearing peers. The fact that all the schools are private makes it expensive for most parents who leave their deaf children at home. This has resulted in high deaf illiteracy rates in the country.

### **2.1.2 Limitations of the Cameroonian system of education**

The problems that exist in the Cameroonian education system especially in special schools are multifaceted. The root of the education problem is the high level of poverty. Parents are unable to afford for books for their children and the government is doing little or nothing to provide textbooks to pupils and students. Generally, there is a problem of parental apathy for continuous investment in education. Considering that financial resources are hard earned and the immediate benefits of education are not clear and forthcoming. Most teachers do not have professional qualifications due to lack of training. Poor quality of teaching directly affects learning. Training of staff for child health, social welfare and education will improve the quality of education in schools through qualitative training in inter-vocation skills. Special schools are hardly equipped with libraries, didactic materials and audiovisual aids to enhance effective teaching and learning. Textbooks that are relevant and related to the Cameroon socio-economic political and cultural context are not available. Most of these textbooks are expensive and their contents are not too easy for deaf pupils to understand. This makes teaching and learning cumbersome as well as ineffective. Other factors hindering the education of the deaf in Cameroon are lack of population statistics, inadequate funds, non- implementation of legislation and poor attitude of the society. The education of the handicapped, especially the deaf in Cameroon, is likely to see the ray of light if all the obstacles to their education are erased. Since education is the right of every Cameroonian child deaf pupils and adults need to be educated in pursuance of the National Policy of Education.

### **2.1.3 Discrimination towards the deaf and its effect on integration in the environment**

The Chambers Dictionary (1985:188) defines discrimination as “*To make or see a difference between two people or things, to treat a certain kind of people differently*”. This study understands discrimination to mean treating someone differently by avoiding their participation in the environment in which they find themselves. The environment refers to the school, home and community in which he/she lives. For a deaf child to become integrated in the school milieu, the society and the home, his/her needs have to be fulfilled. Young deaf children in Cameroon are handicapped by circumstances. If normal children need preparation to cope with the strains

and stresses of life, then it stands to reason that those who fall short of this norm deserve even greater attention. Deaf children hardly experience such concern in our society.

A school is considered as a place for teaching, learning or educating people. Children come from different families and tribes with the goal of acquiring knowledge. This environment acts as an important ground for socialisation. When the environment is one that segregates, the children find integration difficult. The fact that there exist specialised and normal schools creates an atmosphere of discrimination. The deaf child becomes aware of the fact that he/she is different from other normal peers. The situation worsens if these children have no support from the government. Deaf children become more frustrated when there are inadequate teaching tools, staff, method and no modification to the curriculum. Where emotional and social problems take the upper hand, frustration would prevent integration unless carefully handled. Parents can do a great deal in providing a secured and stable background for their handicapped children. A child can only develop a respectable personality with the influence of his/her parents. Successful education of children with special needs depends on the full involvement of their parents. Accepting a deaf child first in the family and secondly in the community is an important element of integration. Parents must bear in mind that a deaf child needs as much love, security, care, acceptance and comfort as other normal children. Keeping the deaf child at home for domestic works while other normal children go to school is some sort of discrimination. No matter the extent of his/her limitation, the child needs to be given opportunities that will encourage his/her full development.

In all, if a deaf child's needs are satisfied, he feels physically and emotionally secured, resulting in a balanced personality. When the child is properly handled, he adapts and grows up as a well adjusted being. There is need in laying a solid foundation for the overall development of deaf children that is their physical, mental, psychological and emotional development. Without education and some right guidance, the talents possessed by deaf children would be locked up. These concepts are relevant to this study because they throw light on issues of deaf education.

## **2.2 Maslow's theory of hierarchical needs assessments**

According to Abraham Maslow (1987), human beings are motivated by a hierarchy of needs. Needs are organised in a prepotency in which more basic needs must be met prior to higher needs. The order of needs is not rigid but may be flexible based on external circumstances or individual differences. Most behaviour is multi- motivated that is, determined by more than one basic need. Maslow arranges these needs hierarchically into seven groups. To meet individual needs one must first satisfy the lower needs before seeking satisfaction at the higher levels. Each of these aspects of human needs play a vital role in the development of the human being .Where they are provided in excess or lacking, the human needs to adjust. In a school setting where children from different levels and backgrounds are admitted, it is necessary to help children fit well into the school system using this framework. They are satisfied in the following sequence; physiological needs, safety, love and belongingness, esteem, cognitive, Aesthetic and self actualization. He started from the basic biological needs to the more complex psychological needs that become important only when basic needs are satisfied .When food and safety needs

are difficult to be obtained, the satisfaction of those needs will dominate and the higher needs will be of little significance. They give an individual the ability to do effective work especially when adequately supplied and then seeks for aesthetic and intellectual needs.

The child must be able to satisfy his physiological needs of food and shelter which will give him the opportunity to learn well and take lessons seriously. When he is safe and secured both at home and within the school environment, his lessons will be taken seriously and ideas communicated efficiently. This is because safety needs build courage and drive away fear and other phobias; instilling confidence in learners and enabling them to fulfil other higher needs. Learners who feel they are loved, accepted and admired are more likely to be interested in learning than those who feel rejected, ignored or mistreated.

Learners need to develop a sense of self worth by knowing that others are aware of their competence and value. To gain respect, learners may behave in a way that can gain them recognition and appreciation of others. At the level of cognitive needs, the child will always like to understand certain concepts and tackle those encounters that change lives in the environment in which he finds himself, then he will be looking for opportunities to equate himself with those of this environment and the search for orderliness, an identification of admiration (beauty) and self actualization which is an embodiment of other needs. It is the realization or fulfilment that comes up when other needs are duly gratified.

Maslow theory relates to this work because it attributes a major contribution to education. The theory is significant in that it adopts a holistic approach to teaching and learning by looking at the physical, emotional, social and cognitive qualities of an individual and how they impact on learning. Application of Maslow's theory to this work is therefore obvious. Before a deaf child's cognitive needs are met, their basic physiological needs must first be fulfilled. Children must be shown that they are valued by creating a supportive environment by their parents and teachers. Students with inadequate didactic materials will not progress academically at an optimum rate unless their needs are provided.

### **2.3 Empirical framework**

Previous works from other researchers were used to support and improve on this work.

Kasayiri (1995) carried out a study on the attitude of teachers in Zimbabwe. The results of the research reveal that the attitude of headmasters and teachers in Zimbabwe towards the integration of pupils with a physical disability is more positive than the attitude towards the integration of pupils with hearing impairment.

Jones (1996) comments on the Botswana Community Junior Secondary School (CJSS) teachers concerning pupils who perform badly. When teachers were interviewed, their comments reflect the feelings of their colleagues: "I was trained to teach the 'As' and 'Bs' 'D' grade is a fail and they shouldn't come here, they are hopeless, they are empty vessels. They will get a 'D' in the J. C, and that will affect the school's results".

Enon (1997:23) posits that teachers in Uganda are poorly informed about learning difficulties. Due to their own insufficient knowledge, they base their conception about this type of SEN on the inadequate knowledge in the field.

Engelbrecht and Chris (1998:1) point to the need for relevant teacher training in South Africa. The teacher training curriculum has to revolve around how to cope with differences.

Dudley-Evans (1998:173) emphasises on the didactic materials to be used. They suggest that textbooks could be used and the content could be modified if it did not suit the needs of the learners. Content could be reorganised, added or deleted and also extended. Teachers should employ teaching styles to enable lessons to be understood.

### 3. METHODOLOGY

This research was carried out in the Southwest Region of Cameroon specifically: Buea School for the Deaf (BSD). The school was chosen because they celebrated their 10<sup>th</sup> anniversary in 2011 and their first batch of students wrote the General certificate of Education Ordinary level Examination (GCE O/L). From 2011 to 2014 BSD recorded 0% in the GCE O/L. The population of this study consisted of 6 teachers and 30 deaf students. The research instruments included a questionnaire, an interview and observation guide all constructed by the researcher. This study used the quantitative and qualitative descriptive survey (mixed method design). The study also used the process documentation techniques to record classroom activities as bases of her analysis of the data, reflection, and insights. The Questionnaire and interview guide were semi-structured to obtain both quantitative and qualitative data. The observation checklist was established to naturally witness what was going on practically in the classroom. Data was analyzed using descriptive statistics. The descriptive survey is concerned with conditions that exist, practices that prevail, point of view or attitudes that are held, processes that are on-going, effects that are being felt or trends that are developing.

### 4. FINDINGS

Findings from the data collected reveal that:

1. What is the cause of the poor performance of form five deaf students in BSD in the GCE Ordinary Level Examination?

Students were not adequately equipped with concrete instructional materials during lessons. Students did not have required textbooks for effective teaching and learning. The outcome of this situation included school failure and underachievement on grounds of academic misfit. Out of the 20 deaf students who were in Form Five preparing to sit for the GCE O/L examination, only 5( 25 %) had textbooks. Students whose fees were not paid were always sent out of class hence, they missed out so many lessons as a result of irregularities. The table below summarises total number of students with textbooks.

**Table1: Summary of students with required textbooks during lessons**

Required textbooks	Frequency	Percentage
Students with textbooks	5	25%
Students without textbooks	15	75%
<b>Total</b>	<b>20</b>	<b>100</b>

2. Which didactic materials did the teachers use in teaching deaf pupils during lessons?

Classroom observations showed that almost all teachers relied mostly on abstract materials, their lesson notes and lesson plans. Some teachers used cardboards, pictures and other instructional materials in presenting their lessons. Hence, it could be understood that the use of relevant instructional materials posed difficulties to the teachers. Table 2 indicates this clearly:

**Table 2: Instructional materials used by the teachers during lessons**

Instructional Materials	Frequency	Percent
Abstract materials	6	75%
Concrete materials	2	25%
<b>Total</b>	<b>8</b>	<b>100</b>

Below are some of the different types of didactic materials used by the teachers.

**Table 3: Table identifying some didactic materials used by teachers**

Instructional materials used by teachers	Never	Some times	Often	Very often	Total
Pictures	0	0	4	4	8
	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
Charts, cardboards, Calendar	0	0	3	5	8
	<b>0%</b>	<b>0%</b>	<b>37.5%</b>	<b>62.5%</b>	<b>100%</b>
Television, video, computers	0	0	0	0	0%



	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Chalkboard,	0	0	0	8	8
	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>
Textbook	0	0	4	4	8
	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
Lesson notes/lesson plan	0	0	4	4	8
	<b>0%</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

The above table indicates that 8(100%) teachers used mostly the chalkboard and lesson notes. 4(50%) often use pictures and the other 4(50%) use pictures very often. 3(37.5%) use cardboards often and 5 (62.5%) use charts very often. All the teachers said they never made use of materials such as slides and audiovisual media. Hence, no teacher made mentioned of the use of any tactile materials. This is because the resources were not available. The researcher went ahead to find out how successful these materials were during teaching. Table 4 summarizes the teachers’ opinion on the use of these materials.

**Table 4: Teachers’ opinion on the success of the use of different instructional materials**

Use of instructional materials	Frequency	Percentage
<b>successful</b>	2	25%
<b>Fairly Successful</b>	2	25%
<b>Very successful</b>	4	50%
<b>Not successful</b>	0	<b>0%</b>
<b>Total</b>	<b>8</b>	<b>100.0</b>

The table shows that 2(25%) of the teachers considered the use of the instructional materials as successful, 2(25%) fairly successful, 4(50%) as very successful and no teacher considered it not successful.

3. What strategies can be taken to curb or ameliorate this problem?

Parents should pay their children's fee on time to avoid them being sent out for fees leading to loss of some lessons. They have to provide them with their basic needs especially textbooks which will enable these students to work effectively. They should equally help their children at home or look for an assistant teacher if they are incapable. They should be part of the Parents Teacher Association (PTA) through which they can contribute to school development by raising funds to buy text books, educational technologies, recruit train teachers for refresher courses, and even provide school infrastructure for the smooth and proper functioning of the school system.

Teachers should teach with lots of teaching media and tele-aids which make lessons flexible and productive thereby rendering students enthusiastic. Head teachers should check their staff lesson note books regularly and have staff meeting to discuss and update teaching methods, styles, techniques and instructional strategies.

The government should change educational programs, policies and practices to meet out present needs and challenges in deaf institutions. She can make the schools more flexible by drawing school calendars with the learners at the centre with realities of their environments to be conducive for them. Educational materials should be made available; these will include providing special schools with good infrastructure, educational technological gadgets for the purpose of making the school and classroom an educational environment. This is because with the textbooks in place, pupils will have the zeal to go through them and this will improve their performances.

## **5. DISCUSSION OF FINDINGS**

Discussion of findings deals with the presentation and analysis of data gathered on the field using the materials and method already described above. The details are organized in accordance with the objectives and research questions posed.

### **4.1 Research question 1: To investigate the cause of poor performance in the GCE Ordinary Level results by form five deaf students in BSD**

Out of 20 deaf students who were in Form Five preparing to sit for the GCE O/L examination, only 5( 25 %) had textbooks. Students did not have required textbooks for effective teaching and learning. The outcome of this situation included school failure and underachievement. Students were not adequately equipped with concrete instructional materials during lessons. It was a very striking obstacle to effective instruction. Relevant instructional materials have been shown to be of crucial importance. It is evident from the present study that inadequate resources or lack of teaching and learning materials, especially materials that can help to make learning accessible to learners who experience difficulties to learning, is a major challenge. Providing these resources cannot be left to the discretion of schools and teachers to improvise. The government should identify, extend and develop resources and materials which will support the students and teachers to overcome the challenges in teaching deaf learners. The study suggests that teachers be empowered with skills to make use of the available resources in order to make learning possible and also to improvise by developing various kinds of hand-made learning material in order to improve on the overall quality of deaf education in Cameroon.

Parents did not pay school fees on time which led to students' irregularities and participation during lessons. Failure to address this problem compromises learning whereby academic activities are interrupted, curriculum content is not covered and most importantly, there are decreased opportunities to learn. The government can assist special schools by providing educational materials; these include good infrastructure, educational technological gadgets for the purpose of making the school and classroom an educational environment.

#### **4.2 Research question 2: To explore the different instructional materials used by teachers during lessons**

Classroom observation showed that almost all teachers used very few teaching materials during lessons. 8(100%) teachers made use of mostly the chalkboard and lesson notes. 4(50%) relied on pictures very often. 3(37.5%) used cardboards often and 5 (62.5%) exploited charts very often. All the teachers said they never made use of slides and audiovisual media. Hence, no teacher made mentioned of the use of any tactile materials. This is because the resources were not available. The researcher went ahead to find out how successful these materials were during teaching. Table 4 summarizes the teachers' opinion on the use of these materials. In addition, teachers had some text books which they used during instruction. 15(75 %) students did not have all the required textbooks. This therefore made teaching a tedious task. Learning and teaching materials have to be adequate, effectively organized and utilized for effective instruction. Keel, Dangel and Owens (1999) found that the use of concrete instruction materials in deaf classrooms could be an effective learner-directed tool for acquisition of basic skills. They also claim that computer-assisted instruction provides an alternative to teacher-directed instruction for specific components of instruction.

Many studies indicate that instructional materials have positive impacts on deaf children's learning. Deaf students without didactic materials tend to be neglected hence, they do not benefit from lessons and classroom activities, leading to lack of skills for independent learning. Educating deaf students require the use of concrete instructional materials. Without the use of relevant materials, teachers find it difficult to teach efficiently. A student's learning environment can positively or negatively impact his ability to learn. To succeed in deaf classrooms, students must have access to personal and technological support. The availability of visual aids, textbooks, supplies, games and technological support can improve the learning environment by facilitating learning in some circumstances. Gage and Behner (1998) suggest that, the more teachers can get physical auditing and visual stimuli combined with meaningful presentation of information, the more likely that information will be learned and easily retrieved. Teachers have to be taught to successfully implement instructional materials found to be effective for children with special needs.

#### **4.3 Research question 3: To propose strategies that can be taken to curb this problem**

The researcher hopes that if these strategies proposed below are embraced, deaf students' failure in school could be ameliorated:

Parents should pay their children's fees on time to avoid them being sent out of class leading to loss of some lessons and equally provide them with their basic needs especially textbooks which will enable them work effectively. They should assist their children at home or look for an assistant teacher if they are unable. They should be part of the Parents Teacher Association (PTA) through which they can contribute to school development by raising funds to buy text books, educational technologies, recruit trained teachers for refresher courses, and even provide school infrastructure for the smooth and proper functioning of the school system in order to ameliorate students' performance.

Teachers should take their duties at heart, be updated that is through in-service training, refresher courses and seminars through which their skills and teaching methods are updated. They should teach with lots of teaching media and tele-aids which make lessons flexible and productive thereby rendering learners enthusiastic. Head teachers should check their staffs' lesson note books regularly and have staff meetings to discuss and update their methods, styles, techniques and strategies of teaching.

The government should change educational policies and practices to meet the needs and challenges of special education learners. Special schools should be made more flexible. The school calendar should be drawn with the learners at the centre with realities of their environment which have to be conducive to them. Educational materials should be made available; these will include providing schools with good infrastructure, educational technological gadgets for the purpose of making the school and classroom an educational environment. This is because with the textbooks in place, students will have the zeal to go through them and improve their performances.

## 6. CONCLUSION

From an overview of the present study which was conducted in Buea School for the Deaf in the Southwest Region of Cameroon, summary of findings emerging from data analyzed and presented indicate that:

- Out of 20 deaf students in Form Five preparing to sit for the GCE O/L examination, only 15(75 %) did not have textbooks. Inadequate teaching and learning resources in schools contribute to hindering schools from practicing effective instruction. Students did not have required textbooks for effective teaching and learning. The outcome of this situation included school failure and underachievement. Students were not regular during lessons. It was a very striking obstacle to effective instruction.

-Teachers have insufficient teaching resources to suit the needs of deaf students. Classroom observation showed that almost all teachers used very few teaching materials during lessons. From the 8 teachers only 2(25%) made use of concrete materials during lessons.

The study suggests that teachers be empowered with skills to make use of the available resources in order to facilitate learning and also improvise by developing various kinds of hand-made learning materials in order to improve on the overall quality of deaf education in Cameroon. Educational materials should be made available; these will include providing schools with good

infrastructure, educational technological gadgets for the purpose of making the school and classroom accessible. This is because with the textbooks in place, students will have the zeal to go through them and improve their performances.

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