

**PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH HEARING
IMPAIRMENT IN INCLUSIVE SCHOOLS IN KAYUNGA DISTRICT**

BY

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**A RESEARCH THESIS SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS
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DECEMBER, 2018

DECLARATION

I, Nasazi Christine declare that this thesis is my original piece of work and has never been presented for any award in any other University.

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APPROVAL


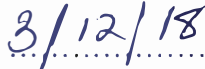
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DEDICATION

I dedicate this thesis to the Almighty God for his everlasting love, wisdom and care and to my husband Anthony and children for what you mean to me. To my husband, thank you for the strong belief in the legacy of educating and encouraging your wife to study, this work is a product of your inspiration.

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LIST OF ACRONYMS

DEO	District Education Officer
Dr	Doctor
HI	Hearing Impairment
MDD	Music Dance and Drama
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Center
PTA	Parents Teachers Association
SMC	School Management Committee
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational Scientific and Culture
UNSCT	Uganda National Council of Science and Technology
UPE	Universal Primary Education

ABSTRACT

The study investigated parental involvement in the education of children with hearing impairment in inclusive schools in Kayunga district. It sought to explore ways parents are involved in the education of children with hearing impairment in inclusive schools, to find out the factors that influence the way parents relate with teachers in education of the children and to outline strategies for improved parental involvement in the education of children with hearing impairment in inclusive schools. The qualitative approach was utilized using interview guides and document analysis. A sample of 31 participants comprising teachers and parents was selected purposively from a population of teachers and parents. To ensure validity and reliability, a pilot study was done and where necessary, questions were adjusted before doing the final research. The findings show that there is significant parental involvement in the education of children with hearing impairment through school programs such as PTA, SMC meetings, class days, taking children to school, praying with them, providing scholastic materials, seeking advice and supporting the child with hearing impairment. Findings further reveal that parents also create good working relationship with teachers. They are involved in co-curricular activities such as music dance and drama, games and sports and other activities during school days. The major challenges parents experience relate to education and inadequate time. Some strategies identified to improve parental involvement in the education of children include;- recruitment of sign language teachers, carrying out guidance and counseling, sensitization of all stake holders, creation of rules and regulations regarding the education of children with hearing impairment. The study recommends the need for local councils to set up by laws to govern and guide parents to strictly carryout their roles, increase of awareness among stakeholders on the role of parents need for seminars by the ministry of education and sports to sensitize parents and other stakeholders on their responsibilities.

CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, motivation for the study, statement of the problem, the purpose, objectives, research questions, scope, significance, theoretical perspective and the conceptual framework.

Background of the Study

All children's education begins in the home where the first language is introduced and continues in school (Kaiser, 2006). This means that parents are the first educators of their children especially teaching them basic moral behaviours when they are young. Parents can serve as effective teachers for their children whether with or without disabilities because they understand them better right from birth.

In Uganda, parental involvement refers to the different ways parents engage in their children's development including academic progress. Children are usually brought up by their parents who are involved in all matters of child rearing and growth. Parents are therefore the custodians of their children (before they go to school) providing them with care, emotional, security and cognitive development in terms of interaction and encouragement (Zientin, 2013). Besides that, parents provide children with basic necessities like food, shelter, safety, clothes, healthcare and school requirements (Education Act, MoES, 1997). Parental involvement is crucial in educational programs, as it contributes to the success and support of inclusive education over a longer period of time. According to Nsereko, et al, (2009) the home can influence the learning of a child positively, by providing time to study at home and parents buying materials to supplement those provided by the school. For children with special needs, continuous support by their parents contributes a lot to meaningful learning. It is evident that all children's learning

depends highly on the child's family. If the family is positive, it will automatically be supportive in guiding and counseling the child.

Historically, in many cultures around the world, children with disabilities including those with hearing impairment, were totally discriminated in the society (Otieno, 2009). Switzer, (2003) argues that children with disabilities were regarded as invalid, inferior and in need of special protection thus not able to benefit from education. In response to this prejudice UNESCO (1994) advocated that all governments and organizations should support the education of children with disabilities in inclusive schools where their needs should be addressed through child centered methods. The government of Uganda adopted inclusive education through UPE as advocated by UNESCO (1994). Inclusive education is a form of education that addresses and responds to the diverse needs of all learners through increased participation on the education system (Okwaput, 2013). The fundamental principle of inclusive education is to enable all children learn together, whenever possible, regardless of any difficulties or differences through the use of appropriate curricular, organizational arrangements, teaching methods and resources (UNESCO 1994).

To this end, parental involvement is crucial. However, it is unfortunate that many parents in inclusive schools in Uganda do not give the necessary support to children with hearing impairment, leaving the responsibility to teachers. Ministry of education and sports (2008) reflects this view when it emphasizes parents' contribution in nurturing and supporting development of the child in all spheres.

In my own experience as a teacher for eighteen years, I have realized that parents of children with hearing impairment need to be fully involved in the education of their children more especially in inclusive schools. The emphasis is intended to identify how and to encourage

parents to get more involved in the education of their children. With this support, I believe learners can benefit from their education.

The benefit of parental contribution to the education of children with hearing impairment is paramount. Through parental involvement the child acquires the first language through gestures used at home as a means of learning to use sign language. It is from the language that a child is able to acquire functional knowledge. For this reason, Ministry of Education and Sports (2014) encourage parents to visit schools regularly and to play an appropriate part in checking on teaching and learning in their children's schools. Children with hearing impairment in inclusive schools, like any other siblings, require academic visitation in order to get encouragement and motivation in their learning. Switzer (2003) also suggests that parents or guardians should support child learning at school and home by monitoring the child's attendance and performance. Parental involvement should be considered as a key factor in the education of children with special needs in inclusive schools. Without parents input, academic achievement of learners with hearing impairment remains questionable.

Statement of the Problem

The government has implemented inclusive education as a means of improving the education of children with hearing impairment. To this end, parents are supposed to be fully involved in their children's education (MoES, 2014). According to De Gamo et al (1999), parental involvement, in all round development of their children is crucial to their academic achievement. In spite of the introduction of Universal Primary Education, many parents, however have continued to ignore their roles, leaving care and education of children to teachers and government. The Government is providing text and non-textbook materials, infrastructures, providing furniture and paying tuition fees (Bategeka, 2005) but parents are expected to get involved in all the

relevant school activities. The relationship between parents and teachers can impact on academic and social participation of the child. Whitehead (2009) contends that lack of parental involvement affects the performance of learners. Whereas it is a fact that some parents are involved in the education of their children with hearing impairment, the nature of this involvement is not clear. Factors that influence the nature and extent of parents-teacher corporation are not yet established through empirical research, at least for the case of Kayunga district. The aim of this study was to find out ways of enhancing parents' involvement in the education of children with hearing impairment.

Purpose of the Study

The study investigated the role of parental involvement in education of children with hearing impairment.

Objectives of the Study

The following objectives guided the study;

- i. To explore ways parents are involved in the education of their children with hearing impairment in inclusive schools.
- ii. To find out the factors that influence the way parents relate with teachers in the education of children with hearing impairment in inclusive schools.
- iii. To outline strategies for improved parental involvement in the education of children with hearing impairment in inclusive schools.

Research Questions

The research was guided by questions which included;

- i. What ways are parents involved in the education of children with hearing impairment in inclusive schools?
- ii. What factors influence the way parents relate with teachers in the education of children with hearing impairment in inclusive schools?
- iii. What strategies are put in schools to improve the parental involvement in the education of children with hearing impairment in inclusive schools?

Scope of the Study

The scope of the study was on parental involvement in education. The main item in the study was hearing impairment. Parental involvement explores issues of nutrition, safety, parent child interaction, home condition to support study and information to help school know the child. The scope was also on how parents relate with teachers through avenues like membership of Parents Teachers Association (PTA). The study also explored communication levels basing on school-home and home-school communication.

This study was carried out in Kayunga district. It covered inclusive primary schools. The focus was on Kayunga Town Council and one Sub County. While Kayunga has one Town Council and eight sub counties, only the Town Council and one Sub County were covered in the study.

The study took an account basing on the Salamanca statement and Frame work for action on Special needs Education from 1994 to March 2018. This instrument emphasizes the right of all children to attend school in their home communities in inclusive classes. However the study was done during both school terms and holidays. During school time pupils and teachers were

available at Schools and during school holidays the pupils and parents were available at their homes. Therefore the researcher visited schools and homes to collect data.

Significance of the Study

The findings from the study are expected to be useful in the following ways;

Reveal both strengths and weaknesses pertaining parental involvement in the education of children with Hearing Impairment in inclusive schools to inform of policy and practice.

Inform parents' ways to relate with teachers in the education of children with HI in inclusive schools in order to increase performance. Identify strategies that the education system need for quality parental involvement in the education of children with HI in inclusive schools so as to achieve quality education and act as a platform towards academic work so that other scholars utilize these publications in the field of inclusive education as literature.

Theoretical Perspective Underpinning The Study

The theoretical perspective that underpinned the study is the Ecology of Human Development advanced by Bronfenbrenner's (1979). The ecological systems theory advances the general impact of Parental involvement as a means that supports pupils' achievement. Parental involvement especially in the form of parental values and inspirations modeled in the home is a major force shaping pupils' achievement and adjustment. The community involves a culture where parents are more participative thus leading to a supportive environment in children to learn better, the norms and cultural values in that particular society. The family does not live in isolation but it is part of a wide community. This study therefore used Bronfenbrenners theory of Ecology of human development.

Since its publication in 1979, Bronfenbrenner's major statement of this theory, the Ecology of Human Development has had widespread influence on the way psychologists and other scholars

approach the study of human beings and their environments. As a result of his groundbreaking work in "human ecology", these environments from the family to economic and political structures have come to be viewed as part of the life course from childhood through adulthood. The diagrammatic framework of the theory is as below;

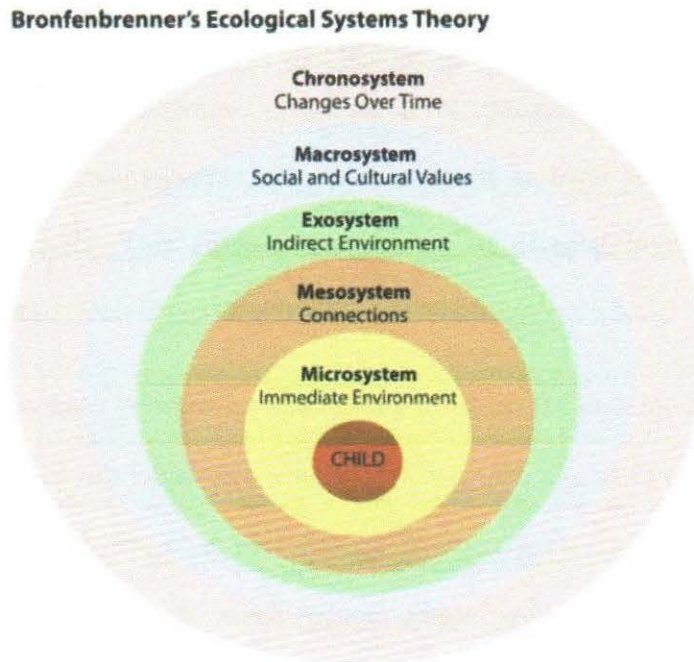


Figure 1: Theoretical perspective on parental involvement in the education of children with hearing impairment in inclusive schools

A child is part of a broader system that influences parental involvement. The first environment that surrounds the child is the microsystem which refers to the institutions and groups that are most immediate or directly impact the child's development. These include the family, neighborhood, and peers. The implication is that the child interacts within family, school, religion and peers which have direct impact on the child's development. This is concerned with how the family members get involved in the children's activities at home and beyond. This answers the issues of parental involvement in the child's education. Microsystem may include

among others; school, religious and peers. In this context the address is on family with parental concern to the child's education.

Interconnections between the microsystems, interactions between the family and teachers, relationship between the child's peers and the family is considered a mesosystem. This is when family members extend their interactions to school with their teachers leading to practical involvement in the child's education at school level. Mesosystem as it addresses the interconnections between microsystems; the main concern at hand is the interconnections between family and school. This answers the concern of parental involvement in child's education at school level.

The exosystem involves links between a social setting in which the individual does not have an active role and the individual's immediate context. For example, a parent's or child's experience at home may be influenced by the other parent's experiences at work. The parent might receive a promotion that requires more travel, which reduces contact with the other parent and change patterns of interaction with the child. In this case parental involvement maybe affected in one way or the other in terms of frequency of contact between parent – child, parent – teachers hence loosing inter-parental child – teacher relationship in terms of involvement.

In the macrosystem, the culture in which individuals live is described. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity. A child, his or her parent, his or her school, and his or her parent's workplace are all part of a large cultural context. Members of a cultural group share a common identity, heritage, and values. The macro system evolves over time, because each successful generation may change the macro system, leading to their development in a unique macrosystem. In this case, if the culture consists

of parents who get more involved in children’s education then the macrosystem will be supportive in parental involvement in children’s education.

A Conceptual Frame Work of the Study

The conceptual frame work of the study featuring the relationship between parental involvement, children’s learning outcomes is presented diagrammatically below.

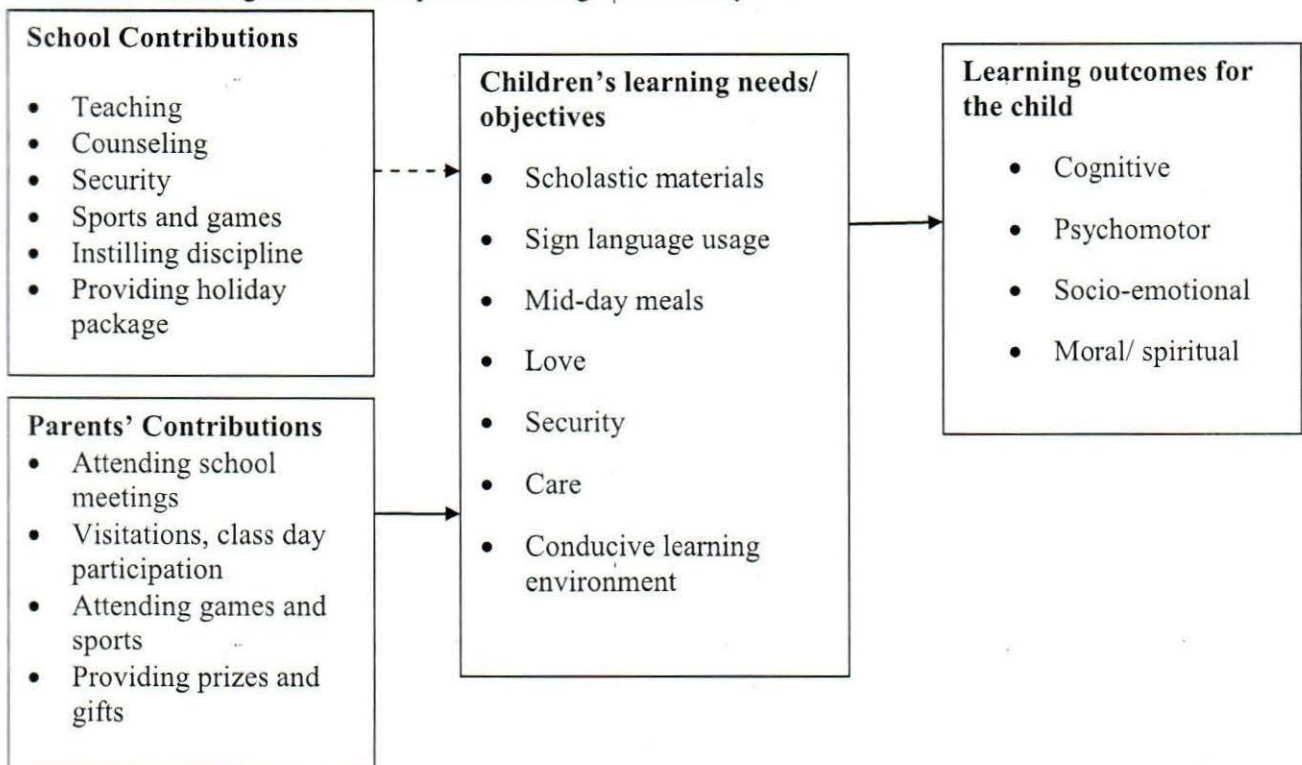


Figure 2: Conceptual framework on parental involvement in the education of their children.

The conceptual framework of the study reveals that the school contributes to learning through teaching, counseling, security, sports and games, instilling discipline and providing holiday package. On the other hand, parents contribute through attending school meetings, visitations, class day participation and attending games and sports. Children with learning needs have objectives like scholastic materials, sign language usage, love, mid-day meals, security, care and a conducive learning environment which if attended to produce outcomes like cognitive, psychomotor, socio-emotional, moral or spiritual development.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The review of the literature was done according to the objectives of the study which are; to explore ways parents are involved in the education of children with hearing impairment in inclusive schools, to find out the factors that influence the ways parents relate with teachers in the education of children with hearing impairment in inclusive schools and to describe measures the education system has put in place to improve the parental involvement in the education of children with hearing impairment in inclusive schools.

Ways Parents are Involved in the Education of Children With Hearing Impairment

A study by Sacker, et al; (2002) outlines the various ways parents are involved in the education of children with Hearing Impairment. They identified parenting factors such as providing housing, health, nutrition and safety needs. Other parenting skills according to Desforge, (2003) are parent-child interactions; home conditions to support study as well as; information to help schools know the child. Epstein's (2002) conceptual frame work for family – school – community involvement (adapted from Kreider, 2000), identifies talking with both parents, limitations on TV time, limitation on going out, discussion on school programmes and school contacts with parents as ways of parental involvement in learning. Okpala, et al; (2001) investigated the relationship between involvement in terms of hours volunteered in-school and found that help by parents were related to pupils' achievement. Similar results were found by Zellman and Waterman (1998) in a study of 193 2nd and 5th grade children.

According to Berg (2011) class days are meant for interaction between the parents and the pupils about the school work of the child like homework and unsatisfactory performance at school. The class visitation days are special days at school where the school administration invites the parents to go and see the performance of the learners in their respective classes. Parents are usually invited to monitor the performance of their children by coming into the classroom and discussing with the teachers. Murungi, et al; (2014) contains that these kind of regular visits have many positive benefits including better attendance, more successful transitions, improved performance and achievement.

Others found that in-school manifestations of parental involvement were related to pupil achievement (Berg, 2011). There are many possible reasons for having parents working with teachers as it has the potential to help schools link better with the community. It could contribute to the openness and accountability of the school. These potential benefits have yet to show themselves as making a silent contribution to children's attainment. De Gamo et al (1999) studied maternal occupation, income and maternal education as factors that could facilitate involvement. His study found that higher quality parenting was strongly associated with maternal level of education but not income. The impact of mothers' education was largely worked through the way they provided opportunities for intellectual skill building in the home for example by the cognitive quality of the parental-child intersections in problem solving and replicates the conclusions drawn by Melhuism, et al; (2001) regarding the significant impact of the home learning environment. In Uganda, a study conducted by National Curriculum Development Centre (NCDC) , Ministry of Education and Sports (MoES) (2013) points out supporting child learning at school and home is by monitoring the child's attendance and performance, developing a relationship with the performance, developing a relationship with the teachers that

focus on pupil performance, participating in sports days, science fairs, music, concerts and other child performance events and participating in the activities of the Parents Teachers Association (PTAs). As soon as a child is born it is a member of the most fundamental group of all: the family, immediately the mother starts to teach the child how to behave as a member of the family group (Ozigi and Canham (1979). Guidelines on policy, planning, roles and responsibilities of stakeholders in the implementation of Universal Primary Education (UPE) for Districts and Urban Councils MoES (2008) identifies parents are expected to use several methods of disciplining children avoiding making threats and beatings. Parents are supposed to provide exemplary model for their children, monitor their children's behavior at home and in school, show interest in their children's work, interact with teachers and show concern for their children's welfare. According Hall et al, (2003) "shared reading plays a key role in family literacy (pp 89)". Shared book reading has been discovered to be the most important because it helps the children to discuss with their peers, parents, and siblings to get guidance on proper reading. In the views of Paul and Rowsell, (2012) it was suggested that another way parents support their children's education is through parent child book sharing which is considered an important family process variable related to education development. I strongly support that most parents be involved in all aspects of their children's lives and that they should be keen to share their views and knowledge with their children. Parents provide long term care and love which often carries on well past the age of eighteen years. Similarly, parents need to visit the school regularly. This level of involvement helps in encouraging development of communication skills for the child with hearing impairment. Candiru, et al; (2007) encourage parents to know their children in different ways and may have much to contribute. This statement confirms the need of education of children with Hearing Impairment too, which has been neglected in some inclusive schools. Effective home talk provided children with definitions that assisted learning these

means that parents across all social economic classes are very active in their role as first educators of their young children. (Whitehead, 2009) posits by saying several cultures have demonstrated that parents speak to their children in a stimulating and challenging way depending on specific social conditions. Herdson and Berta (1994) identify the most accurate predictor of a student's family as being able to create home environment that encourages learning. This follows a belief which says a home environment is the first teacher of his or her child.

It has been advocated that parents or guardians to support child learning at school and home by monitoring the child's attendance and performance. With such advocacy, learners with HI can achieve their education in an inclusive school. A study conducted in Canada by Marchant et al (2001) indicate the significance of parental values as perceived by students as a mechanism for both manifesting and explaining the impact of parental involvement which has been validated in a number of students. Fan (2001) also established the significant impact of parental aspirations on the general academic achievement of US adolescents. In a similar way Fan (2001) showed a strong impact of parental expectation on achievement in advanced mathematics. Carr and Hussey (1999) showed parents were the most influential social agents on children's task orientations-intrinsic motivation and physical competence. In the study of English adolescent's competence and commitment to Physical Education, Hynch (2002) showed mothers' beliefs in their ability to help their children (age range 8-9 years) learn to read. This had a positive effect on their children's beliefs as learner readers. Garg et al (2002) showed the impact of factors had their influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school, homework and students' perceptions of their parents' educational aspirations. According to Garg, et al; (2002) further considered this to be an important part of the students' educational self-schema and showed that parental involvement

factor was found to be of greater importance as a predictor of adolescent educational self-schema. The schema as such is a powerful predictor of achievement. Another way of involving the parents in school activities is by inviting them to attend the MDD days, and the games and sports days. Such co-curricular activities are organized outside the classroom but they enhance the education of children with hearing impairment because learners acquire the skills and knowledge. MDD involves singing, dancing and drama while games and sports involve athletics, and field events. These activities offer children the chance to play with their friends and discover their talents hence enrich the attainment of education. Murungi, et al; (2014) suggests that the school administration should lay down policies on parental participation in school activities that help children to acquire the education and this can be through co-curricular activities and open days where parents can get chance to consult the teachers.

Factors That Influence Parents-Teacher Relationship in the Education of Children with Hearing Impairment

Parent –Teacher relationship is another factor that influence the teaching and learning of children with hearing impairment. Both parents and teachers should apply positive and supportive forms of discipline to encourage pupils feel comfortable in the classroom (USAID 2016). USAID (2016) further recommends that schools and community should work together to support children’s learning and protect them from all forms of violence they may encounter during school or when traveling to and from school. Similarly, UNEB (2015) encourages teachers and parents to work hand in hand to have effective teaching and learning by providing lunch and safe drinking water, availing clean latrines and school compound, having pedagogical support and being friendly. In other words, it is the duty to both parents and teachers to provide a safe and welcoming environment for learners to have better academic achievement. According to Izzo et al (1999) teachers identified four forms of involvement; frequency of parent – teacher contact;

quality of parent – teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined as having relationship with school achievement. According to Izzo, et al; (1999) all forms of parental involvement declined with the child's age and that involvement in the home predicted the widest range of performance variance. In another longitudinal study, Dubois et al (1994) showed family support and the quality of parent – child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10-12) followed in a two year longitudinal study. At home parental involvement clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of involvement.

Parental behaviors which manifest parental involvement change across the age range. According to Merchant, et al; (2001) direct help with school relevant skills are appropriate and foundational for children's learning. In as much as Williams, et al; (2002) reports large differences between parents in their level of involvement in their children's education. Levels of involvement are positively related to social class and to maternal levels of education. They are often not able to attend school meetings or to help in school readily since they have to work in order to provide the family with food. Poverty is an impediment for parental contribution in schools (Aronson, 1996 and Pena, 2000). Parental involvement decreases as the child gets older. Single parent status and problems with maternal psycho – social health especially depression have a negative impact on involvement. Material poverty also has a powerful negative impact. Williams et al (2002), however notes that parents of children aged 5 – 16 attending schools in England established their degree of parental involvement in their children's education.

A telephone survey was used to contact 2019 households in order to conduct interviews to establish parental levels of practical help in schools, their relationship with their child's teacher(s) and parents' involvement with homework. 29% of parents felt very involved, more so in primary than in secondary schools. Mothers felt more involved than fathers. 35% strongly agreed that they wanted to be more involved. 94% found school welcoming and 84 reported that the school was willing to involve them. 16% felt they could be seen as trouble makers if they talked too much. USAID (2007) urges parents and teachers to interact on issues related to the learners' academic performance, discipline, absenteeism, punctuality and dropping out of school. As teachers interact with the parents of children with hearing impairment, they may respond in different ways depending on the situation. MoES (2004) adds that parents' contribution is crucial in the provision of basic child survival requirements such as feeding, hygiene, medical care, shelter and clothing. In a similar way, Nechyba, et al, (1999) agreed that schools should accept involvement of both parents and teachers in the education of children. Britt (1998) studied the differential parental involvement in a US home based pre – school education program. He distinguished between “low” and “high” risk families. The latter had a low socio – economic status compounded by problems associated with drugs, alcohol, overcrowding and debt. He found out that low risk families on the other hand, would be highly involved only if the programmers were able to provide additional support for the problems of living with which they were coping.

In exploring these differences, Kohlet, et al; (2000) reported a study of family factors which potentially put parental involvement at risk. They studied the effect of parental education level, maternal depression and single parent status on general involvement. It was argued; parent's view of their role as a teacher and their degree of comfort in communicating with teachers might

be a reflection on their own education experience. A poor or limited personal education might leave the parent lacking in vision or confidence or competence in supporting their own child. This is in agreement with (Clinton, 2000) who reported that parents care a great deal about their children and sincerely want them to be successful however they lack skills, knowledge, training and encouragement to become more involved in their children's education. In relation to Kayunga, most parents found had no or limited education level. Parents in most cases had the will to help their children but are constrained because they are convinced that they are incapacitated by their limited school education to help their children with learning. Single parent status might place limits, especially in respect of time available, to support the child educationally. Kohlet (2002) further explains that maternal depression is explored as a risk factor because depression is associated with a general lack of motivation, energy and confidence and depressed people elicit negative responses from others. In consequence they assessed the degree of parent – teacher contact, the extent of parental involvement at home and the parents' endorsement of the school

In Uganda, the study on parental involvement by Hartley and Okune (2008) indicate that the children with special needs continue to be among the most marginalized and excluded in the communities. However, Ojuri (2002) argues that any child including those with disability are to fully benefit from resources available. There is need for greater involvement and partnership between parents and teachers.

According to Candiru and Okwaput (2007), parents know their children in different ways and may have much to contribute. It is therefore, the role of the teachers to encourage parents to share their experiences, to have co-operation. If both teachers and parents can develop a feeling

of respect, partnership and allocation of time for regular and varied parents – teacher interactions, learners with hearing impairment can benefit a lot in their education.

Measures the Education System has Put in Place for Improved Parental Involvement in the Education of Children With Hearing Impairment

Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organizations. MoES (2004) argues that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and democratization of school governance through statutory advisory and decision-making bodies, evaluation of their schools, voluntary associations, voluntary involvement in school activities, voluntary involvement in classroom activities, and communications with the school. This can be enhanced by parents attending school meetings to contribute ideas, making learning better for their children. The state of Uganda population report (2005) shows UPE program has seen an increase in enrolment, especially, for poor households. The increase in enrolment was facilitated by significant construction of classrooms and in some cases new schools. The report further indicates the Ugandan Government also recruited new teachers and provided schools with textbooks and learning materials.

The Local Government Act (1997) and the Education Act (2008) empower communities and parents to oversee management and planning for schools (inclusive primary schools) and also represent the parents and local community interest in the school. These are mandated to take part in goal setting and planning for the schools and also establishing linkages with the parents and community at large. This encourages parents to take an interest and be key players in the education of their children with HI, through social auditing which promotes transparency and accountability. Some of the key engagements of the community in enhancing quality education

are; making contributions for constructions of various infrastructure, hygiene and sanitary facilities in schools, donating land, setting up by-laws, providing food to learners, supporting teachers financially, materially and morally and ensuring that learners go to school, reach school and complete the full training cycle. MC Kenna and Williams (1998) published an extensive review of “what work in Canada” in regard to home-school.

The Salamanca statement: UNESCO (1994) puts across education systems to be designed and educational programs be implemented to meet these diversities among children more especially those with hearing impairment. Salamanca (1994) further notices that every child has a fundamental right to education. In line with UNESCO (2008) defines inclusion as a process of addressing and responding to diversity of all learners through increasing participation in learning and reducing exclusion within and from the education system. Inclusion is perceived to be a strategy for ensuring education for all and the need to provide equitable access to quality as a human right.

Every child has unique characteristics, interests, abilities and learning needs. The best interest of children must be the primary concern in making decisions for their well-being. All parents have an obligation to do what is best for a child. When adults make a decision, they should think about how their decisions will affect children. This particularly applies to family decisions, school policies, public or private social protection, institutions, courts, and government including the local government’s plan and budgets (MoES 2015).

At the National level, the Ministry of Education, science, technology and sports (MoESTS 2015) has taken important steps to reduce violence against children in schools, including the launch of the National strategy and action plan on violence against children in schools. The training program is designed to equip head teachers and teachers to serve as school change agents to

ignite the commitment of all staff and all pupils in schools, but little has taken off in most of the primary inclusive schools. People still have a fixed mind of employing corporal punishments to learners.

The Constitution of Uganda (1995) recognizes children's fundamental right to obtain quality education in a conducive and safe learning environment that is free from violence. However, research reveals that children experience a wide range of gendered violence in schools and while at home, such as heading the families taking up parents roles like working for money to buy scholastic materials (Ozigi, 1997).

The Uganda Directorate of Education Standards (DES) (2013) monitored learning achievement in primary schools. Recommended mother tongue usage in primary schools to make sure that an individual should have the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening and speaking, reading and writing), and to interact linguistically in an appropriate and creative way as a full range of societal and cultural contexts such as in education and training at work, home and leisure.

The World Declaration on Education for All (The Jomtiem Declaration) (1990) Article 1 states that every person – child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools such as literacy, oral expression, numeracy, problem solving and the basic learning content such as knowledge, skills, values and attitudes required by human beings to be able to survive to develop their full capacities. In Uganda some inclusive primary schools still discriminate learners with hearing impairment and do not involve them in most of the learning activities.

The Dakar frame work for action (2000) affirms the commitment to achieving education for all by year 2015, and went on to identify six key measurable educational goals with the aim to meet the learning needs of all children by the year 2015. These include; expanding early childhood care and education, providing free and compulsory education for all, promoting learning and life skills for young people and adults and improving the quality of education. The frame work further emphasized the need for well trained teachers and active learning techniques, adequate facilities and learning materials; and a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners.

Murungi et al (2014) suggests that school administrators should lay down policies on parental participation on co-curricular activities. Berge (2011) comments that parents are very much interested in the games and sports days and MDD because whenever parents are invited they come willingly to watch, cheer and morale boost their children.

Hornby (2000) and Berge (2011) assert such activities as one way of communicating to the parents. Communication is changing over time, this means communication be expanded through letters, posters, church announcements, and through MDD and games and sports. Schools then get the opportunity of communicating to the parents on such occasions. Carnie (2011) agrees communication must be customized to make discussion become well known to both sides (teachers and parents).

Summary

The views presented above describes the ways parents are involved in education of learners with hearing impairment, factors that influence the ways parents relate with teachers and strategies for improved parental involvement. Scholars like Sacker et al (2002), Epstein's (2002), Desforge (2003) and Berg (2011) highlighted various ways through which parents are involved in the education of learners with hearing impairment. They identified parenting factors such as providing housing, health, nutrition and safety needs. However, they did not mention issues like provision of scholastic materials like hearing aids which greatly boost the education of learners with hearing impairment. USAID (2016) and UNEB (2015) encourages teachers and parents to work hand in hand to have effective teaching and learning by providing lunch and safe drinking water, availing clean latrines and school compound, having pedagogical support and being friendly. However, the case was different in Kayunga whereby parents do not easily cooperate with the schools in the provision of feeding to the learners. MoES (2004), UNESCO (1994) and Salamanca (1994) advanced some strategies to improve parental involvement. However, most of the suggestions can not easily be applied in Kayunga as there are appropriate for developed economies.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the research design, participants, sampling procedures, techniques, data collection methods, instruments, data collection procedures, data analysis and ethical considerations.

Research Design

According to Crewsell (2009) a research design is a plan or a proposal to conduct research which involves the intersection of philosophy, strategies of inquiry and specific methods. In this study, I used a descriptive research design. The use of descriptive research is supported by Odiya (2009), who states that, the design is used to get information on the current status of phenomena by describing what is in existence in respect to conditions or variables that are found in a given situation.

The research design helped me to get a detailed explanation on parental involvement at home and school through the use of narrative methods like interviews and document analysis.

Research Approach

I used the qualitative approach because I wanted to investigate parental involvement in the education of children with hearing impairment in inclusive schools and get the nature of parental involvement. According to Trochin and Donnelly, (2007) qualitative research comes from a lengthy custom of ground research formerly from anthropology down to psychology as well as

other social sciences which has been rendered as largely on expressive events that utilize, interviews and document analysis.

The research questions I was investigating can be best investigated using a qualitative approach as it aims on gaining an in depth perspective on parental involvement. Cohen, Manion & Morrison (2011) observe that qualitative research rapidly amasses huge amounts of data and early analysis can reduce the problem of data overload by selecting out significant features for future focus. (Crewsell, 2009) accepts to the flexibility personality nature of qualitative approach, which gave me an opportunity to understand the ideal situation on the practices.

Qualitative approach has been defined as any research that relies primarily on descriptive measures which include interviews and document analysis, the approach helped me to use numerous information sources for insight into parental involvement at school and home.

In this particular study, the qualitative research approach provided an in depth understanding of the research questions attempting to explore ways parents are involved in the education of their children with hearing impairment in inclusive schools which will then lead to discovering factors that influence the way parents relate with teachers. By using qualitative research, the different strategies for improved parental involvement will be generated as well as thorough facts about the research problem which can only be got and can be understood well enough.

Study Site

This study was carried out in Kayunga Sub-County and Kayunga town council, Kayunga District. The two Sub-Counties are bordered by three Sub-Counties of Kayunga District namely Kitimbwa Sub-County in the North, Busaana Sub-County in the East, and Nazigo Sub-County in the South. In the West it is bordered by Kasawo Sub-County of Mukono District. Kayunga

District as a whole is bordered by the following districts; Buikwe in the South, Mukono in the West, Kamuli in the East, Nakasongola in the North.

The District has a total of 167 primary schools which are Government aided and over 300 schools which are privately owned. Kayunga Sub-County and Kayunga Town Council were purposively chosen for this study because they are among the sub counties in the District which have children with disabilities with inadequate parental involvement in their education.

Specifically schools A,B in Kayunga Town Council and C,D in Kayunga Sub County having children with hearing impairment were involved.

Population and Sample

The population for this study comprised of 30 classroom teachers and 20 parents of children with Hearing Impairment in Kayunga District. This population was selected 7 to 8 teachers from each school to participate in the study because they had information on how learners with hearing impairment learn both at school and home.

Sampling Techniques

In this study, purposive sampling technique was used to sample respondents. Purposive sampling technique was chosen because the participants selected like parents of children with Hearing Impairment and teachers were the immediate supervisors and managers working with in the education of children with Hearing Impairment in inclusive schools.

Purposive sampling was used whereby the respondents were expected to give the information about the phenomenon based on their knowledge and experience. Amin (2005) supports the use of purposive sampling stating that it enables the researcher to get reliable information from key respondents. Teachers and parents were expected to give information on all the three objectives.

Four (4) inclusive schools were purposively selected because they had a required number of learners with H.I, two schools were from the Sub County and two from Town Council. Table 1 presents the summary of the sample and the techniques used for selection.

Table 1: Summary of the sample and the techniques used for selection (N=31)

Population	Target size	Sample	Techniques for selection
Class teachers	30	19	Purposive sampling
Parents	20	12	Purposive sampling
Total	50	31	

Data Collection Methods and Instruments

According to Bell (2005), methods of data collection should be aligned to the objectives of the study in order to generate information required. I used two instruments for data collection which are interviews and document analysis.

Document Analysis

Documentary analysis as an instrument of data collection involves a critical assessment and summary of the range of past and contemporary literature in a given area of knowledge. Trochin and Donnelly, (2007) agree with (Yin, 2009) that documents usually help in confirming data from other sources. Bell (2005) posits that analyzing educational documents helps in acquiring valid data. I read the schemes of work, lesson plans, attendance sheets for meetings, minutes and timetables, monthly and termly reports for a period of one year.

In this analysis, i read the documents immediately the process of data collection started just because I wanted to find out what had happened previously and be aware of the schools events for the term. From the schemes of work and lesson plans, I wanted to find out the various

activities and learning materials that teachers prepare and are used to promote the education of children with hearing impairment during their lessons, also to see if the methods used are appropriate to promote their education. The attendance sheets were meant to show the researcher the number of parents with children with hearing impairment who attend meetings. The minutes were meant to find out whether in the meetings parents really discussed about the education of children with hearing impairment in inclusive schools. The time tables were necessary because I wanted to see how many lessons and time for co-curricular activities are allocated.

However, in as much as I wanted more of the documents which I wanted to analyze, some of the documents were not available in some schools. Examples are; the class progress sheets, report cards and SMC/ PTA minutes and attendance sheet yet those documents would have given me a better understanding of how the parents relate with teachers, parents get involved in the education of their children and strategies put in schools towards improving parental involvement in the education of children with hearing impairment in inclusive primary schools.

Interviews

Kaawah, (2008) states that, an interview is the process of communication or interaction in which the subject or interviewee gives the needed information. An interview is a dialogue with a purpose. Cohen, Manion and Morrison, (2000) advocate for the use of interview method for data collection because of its flexibility in gathering much data on the phenomenon. In this study; I used interview method of data collection to probe the respondents' views on the phenomenon. Interview method also gives an opportunity for me to modify the questions that may not be clear to the respondents (Gall et al, 2007). Furthermore, my choice to use interviews was based on the fact that interviews require simple instruments for data collection (Creswell, 2007). Interviews give an opportunity for the participants to understand a situation very well (Yin, 2009). An

interview was the key method for collecting information from classroom teachers and parents on parental involvement in the education of children with Hearing Impairment in inclusive schools. They provided the researcher with the chance of reading the verbal and non-verbal communication of participants which was not easy to control from the participants because the participants had enough time to really express themselves and showed their experiences in terms of supporting the children with hearing impairment in their education both at home and school.

In order to obtain data through interview method, I developed an unstructured interview guide. The use of unstructured interview guide is recommended by Rule and John (2011) for its flexibility in generating more data for the researcher. In this study, unstructured interview guide was used to help in generating more information. The interview guide was translated into the local language (Luganda) to cater for parents who were not conversant with English. During the data collection process.

Procedure for Data Collection

After approval of the research proposal by the supervisor, a letter from the University introducing me to participants; that is the parents of children with hearing impairment and their teachers was received. I then prepared a personal letter to the respective authorized participants requesting them for their participation.

In relation to visiting the field, making appropriate arrangements and establishing rapport with participants, a pilot study was made. A pilot study established the validity of research based upon the expert knowledge of other researchers in the discipline, therefore preventing falsified work from being accepted within an area of study. It also provided valuable feedback that enabled me to revise and improve on my data collection tools before carrying out the actual study.

I made appointments with various parents and teachers so as to be able to get information at their convenience. Some respondents (teachers) were interviewed at school and others from their homes since the study covered a period during holidays and class days. Parents were interviewed from their homes and this took me a period of one week to interview all the parents targeted. During interview sessions, I was jotting down important information that was vital during my analysis. English was the language I mostly used during interviews with teachers and some parents. However, I also used the local language especially when interviewing some parents who did not have enough command of English.

Ethical Considerations

Ethical considerations in research are a set of values that professionally guide researchers when conducting investigations (Norton, 2009). According to Norton (2009) though ethical issues vary from profession to profession, the common ones are honesty, objectivity and confidentiality. In order to ensure the research was successful, I considered the ethical issues (Creswel 2007). First and foremost I had to seek clearance from Kyambogo University, I then went to Kayunga District to submit the permit and requested for a letter from the District Education Officer (DEO) introducing me to the schools I had chosen. When I went to schools I presented the letter to the school headteachers and introduced myself. I briefly talked about the research topic. I went ahead and explained to the headteachers the participants I was interested to work with. I had to seek consent from the participants and further requested the schools to help me identify the parents and teachers that I could interview. I guarded against any unethical practices that could arise during and after the study by ensuring the following processes:-

- a) Privacy and confidentiality. I reassured the participants that the information given was strictly private and confidential by not publishing the given data.

- b) Voluntary participation by participants and consent. I got consent from the participants to get information, take and use photographs in the study.
- c) Personal conflict as a teacher in the area. To avoid this, I gave proper identification of myself and what I am doing assuring the participants that it's for study purposes only.

Challenges Experienced

Interview with the primary two teacher in some school was rescheduled three times due to her sickness. Besides that, it was not easy to get some parents in time as programmed due to the long distances between some schools and homes. I had to reschedule two to three times in order to meet most of the participants.

Data Analysis

Data was analyzed qualitatively. According to Kaahwa (2008), qualitative data analysis is the range of processes and procedures whereby data collected is in the form of explanation, understanding or interpretation of the people, event, phenomena and situations being investigated. The collected information was sorted, arranged, sorted so as to check for completeness and do away with ambiguous questions. Content analysis was used to analyze the data which was gathered from the interviews. According to Moore & McCabe (2005), content analysis is the type of research whereby data gathered is categorized in themes and sub-themes, so as to be able to be comparable. A main advantage of content analysis is that it helps in data collected being reduced and simplified, while at the same time producing results that were measured using qualitative techniques. Moreover, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the findings of the study and discussion of results. The study sought to explore parental involvement in the education of children with hearing impairment in inclusive primary schools. The study examined ways parents are involved in the education of children with hearing impairment, factors that influence parents, teacher relationship in the education of children with hearing impairment and explored strategies put in place for improved parental involvement in the education of children with hearing impairment in primary inclusive schools.

Presentation of Respondents' Demographic Information and Age of Respondents

This section presents the general information of respondents in the study, this include information on gender and age. Results from the respondents revealed out of the thirty one respondents that participated, twenty were male while eleven were female. Those findings indicate that there were more male respondents that participated in the study compared to their female counterparts. The findings further showed that that six of the respondents are aged 18-28 years while fourteen were aged 29-39 years, five were aged 40-50 years and above 50 years were six. These findings indicate that majority of the respondents were aged 29-39 years and a few respondents were aged 40-50 years. It was thus revealed that more parents were above fifty years and most teachers were within the age group of 29-39 years.

Ways Parents Are Involved

a) Supporting the child

Findings indicate that parents are involved in learning of the their children through taking the child to school, praying with him/her, creating good relationship with teachers, proper placement in an inclusive education, provision of scholastic materials, seeking advice about people with special needs.

Regarding supporting the child, teachers generally reported that taking the child with hearing impairment to school was very important in order for the child to learn how to socialize with his or her peers. In her own words, a teacher said,

“Any parent who has a blessing of a child with hearing impairment should never hesitate to take such children to school. It is through school that such children learn to interact with their peers and appreciate their individual differences”.

Another teacher from school B stated that,

“In this time and era, I don’t know why some parents can be hesitant to take their children to school regardless of their conditions. A child is a child, whether with a hearing impairment or not and they need equal treatment in all aspects.”

A parent who was interviewed said,

“Praying together with a child makes him or her feel good and later learns good morals and grows into a God fearing person thus leading a happier life in the community”

Another parent who was interviewed said,

“The other way of supporting the learners with hearing impairment is by providing scholastic materials to enable this child learn effectively and not only being enrolled to stay in school.

b) Expectations from School

Data from parents and teachers proposes sensitization of all stakeholders about basic needs of children with hearing impairment including provision of books, conducive environment, involving the child in school activities like games and sports, proper placement, provision of materials for learning, required attention by teachers, providing trained personnel /teachers for hearing impairment, skills for self-reliance and use of appropriate methods.

In her own words, a parent who was interviewed said,

“As a parent, I expect the school to provide a conducive environment so that my child can learn and be able to understand what is being taught. This can only be achieved when the environment is free from noise and other distractions to learning.”

A teacher said that much as the school has roles to play, parents too need to be reminded on their obligations. She said,

“Parents should be reminded of duties of providing materials like books, pens, sets, counters among others to their children. This creates a bonding between the children who later on appreciate learning”.

Another parent said that she expects learners to be fully involved in almost all school activities such as co-curricular activities like games and sports, music, dance and drama. She asserts that,

“It is the role of teachers to ensure that our children actively engage these cocurricular activities like games, sports, music, dance and drama among others. We can come in to provide assistance where we can but teachers have to initiate this since they spent most of the active time with children.”

One teacher was said,

“A positive learning environment is very necessary for the child’s learning. For example; clean and tidy schools, a positive and welcoming staff, free and far from noisy places to enable a child with hearing impairment learn without any disruption”.

Parents also expect that children with hearing impairment should be properly or appropriately placed in convenient places in a classroom for communication. In his own words, a parent stated that,

“As a parent, I expect the school to provide appropriate learning materials to promote easy understanding of concepts. I also expect the school to use appropriate teaching/learning methods that are child centered to motivate and arouse interests of children with hearing impairment during teaching and learning processes”.

One parent noted,

“The school is expected to recruit teachers who trained to teach children with hearing impairment so as to provide the required attention and skills to these learners in inclusive schools which in most cases are not done”.

c) How parents can be involved

Generally, parents were of the view that they are involved in learning of their children with hearing impairment in various ways. A parent stated that,

“I am involved in my child’s learning through keeping the child encouraged, giving direction and hearing aids, helping the child associate with others, providing necessary materials, empowering the child in communication, love and care, promoting confidence in the child.”

Another parent said,

“We act as role models to our children, provide necessary information to them, being positive, learning sign language for communication, being close to the teacher, having Parents –Teachers talks, having a growth mind set to wards children with hearing impairment, designing activities to enhance self-reliance.”

Regarding reasons as to why parents should be involved, a parent reported that keeping the child engaged was an important issue so that he or she is not left idle and dis-orderly. Other parents generally said that these children with hearing impairment too need to be given direction just like any other person so as to live happily with other peers.

A parent suggested that,

“We need to be involved in the education of our children in order to promote skills like communication, turn taking, leadership and sign language as a culture of the deaf people.”

Another parent indicated that it is a role of a parent to love, care and protect the child at all times in order for the child to develop confidence in his or her studies. In her own words, she said,

“As a parent, it is my duty and obligation to love, protect and care for my child because I know this can build her confidence in learning and thus making her a better and resourceful person in future.”

It is evident from one parent who said,

“It is our role as parents to have a growth mindset towards children with hearing impairment by designing appropriate activities to enhance self-reliance in their daily life and being role models in almost all activities performed by us.”

Concerning how parental involvement can be organized, parents suggested that;

“Class day discussions be organized in schools so that each parent checks and discusses the performance of his/her child together with the class teachers in order to create a good parent-teacher-pupil relationship”.

Another parent also said that,

“Open school days should be organized so that parents visit the school to encourage children with hearing impairment to fully participate in almost all school activities.”

Similarly, one of the parents said;

“Parent-teacher talk and parent-child talk is seriously organized in schools as this serves as a session of sensitization, guidance and counseling to the learners with hearing impairment at large.”

On issues concerning mini training at schools, sports day meetings and community meetings, a parent said that they need them often in order to maximize full participation of children with hearing impairment more especially being involved together with their peers in various activities. This creates acceptance, love, care, self-confidence, co-operation and recognition.

d) How parental Involvement can be organized

Findings indicate that class day discussion, open school day, teacher-parental talk, parent-pupil talk, mini trainings at school, sensitization meetings, sports day meetings and community meetings.

A teacher was of the view that parental involved can be organized in such a way that there is an open school day. In her own words, she said,

“Open school days whereby teachers, parents are children freely interact are very important in the learning of children with hearing impairment. The parents are able to track the progress of their children with the help of teachers.”

Another parent said,

“Seeking advice about people with special needs is said to be another way parents are involved in supporting a child with hearing impairment”.

This is was supported by another parent who said that,

“I got advice of how to develop sign language from a person with similar special needs and took up the advice and now i can communicate with my child easily”.

One of the parents noted,

“Creating good relationship with teachers is' very essential. As a parent creates this good working relationship between the teacher and a child, then, the child will feel secure and motivated to learn and stay at school”.

One of the parents mentioned that proper placement of a child with hearing impairment also serves as a way parents are involved in supporting the child. From the findings, it can be noted that much as parents are involved in the education of learners with hearing impairment, parents' perception about ways parents are involved varies a lot. This means that some ways are appropriate to the needs of children with hearing impairment while others are not due to lack of commitment and positive attitude by some stake holders. Parents, therefore, may be hindered from supporting learners with hearing impairment.

Factors Influencing Parental Involvement and How to Improve the Relationship

a) Level of Parental Involvement

Data from the respondents indicates that there was low level of parental involvement in the education of the children with hearing impairment in inclusive primary schools to enhance their learning. According to the responses, only five participants out of thirty one were highly involved while eight participants out of thirty one were moderately involved and eighteen

participants out of thirty one were less involved. The findings thus reveal that there was generally a low level of parental involvement as backed by the statistics above.

b) Positive Factors That Influence Parental Involvement

Table 2: Positive Factors That Influence Parental Involvement (N=31)

Item	Parents' and teachers' view	Supporting data
Improved performance of children with hearing impairment	When parents work hand in hand with teachers, the learner's progress is easily monitored thus creating competitive skills among learners which enhances performance.	I usually spare time to share with teachers to discuss the progress of my child's learning.
Success of children with hearing impairment	With regular attendance, learners easily grasp the content. Participation in Cocurricular activities such as games and sports	I personally drop my child to school every day. We encourage learners to participate in games and sports.
Provision of materials	Materials like hearing aids and visual aids are used in the learning of children with hearing impairment	I provided hearing aids to my child to encourage her learn better.
Proper communication	Use of total communication like sign language, writing, pointing, gestures among others	I have been encouraged to learn sign language so as to effectively communicate with the child
Effective teaching	Use of appropriate teaching methods such as child centred approach.	I take time to identify the learners' interests and needs and this helps me to teach effectively

c) Negative Factors That Influence Parental Involvement

Table 3: Negative Factors That Influence Parental Involvement (N=31)

Item	Parents' and teachers' view	Supporting data
Low performance of pupils	Irregular attendance of both teachers and pupils.	Whenever pupils miss classes, they end up performing poorly in exams and tests
Neglect of pupils	Negative attitudes of teachers and parents towards children with hearing impairment	Some parents and teachers have negative attitudes towards children with hearing impairment
Inadequate instructional materials	Some parents ignore /do not provide scholastic materials to children with hearing impairment.	Some parents and teachers ignore providing and using instructional materials like hearing aids to their children with hearing impairment
Limited networking	Some parents do not attend school meetings when called upon to do so	Some parents say they lack time to attend to school activities

d) Expectation from the Relationship

Table 4: Expectation from the Relationship (N=31)

Item	Parents and teacher's views	Supporting data
Effective communication	Effective communication between parents and teachers helps in identifying and providing appropriate interventions.	Parents and teachers usually meet and interact during school meetings, speech days.
Provision of instructional materials	Parents and teachers provide and use appropriate scholastic materials for children with hearing impairment which enhances their learning and enjoyment	It is upon us as parents to provide scholastic materials to support the learning of our children with hearing impairment

Friendly school environment	Both parents and teachers should create a friendly and secure learning environment so as for the children to learn freely.	Parents and teachers generally agreed that it is entirely their role to provide a friendly and conducive school environment to enable learners achieve success in education
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Parent- teacher relationship highly depends on the learning environment around the child both at home and school. The findings indicate that there are positive and negative factors that influence the parent teacher relation in the education of children with hearing impairment. Positive factors include care, respect to each other which play a role in generally education of the child. The findings are in line with USAID (2016) who recommend that schools and community should work together to support children’s learning and protect them from all forms of violence they encounter during school or when traveling to and from school. However there are some cases where one partner may not care and give respect thus hindering the learning process. Others respondents pointed out that the social economic status of the parent may either support or limit the parental- teacher relations. Those parents with high economic status are most likely to give support where necessary whereas those with low economic status may get challenge in keeping the good parent-teacher relationship.

It is also evident that some respondents identified some factors that may influence the way parents relate with teachers as being lack of skills, limited information, communication, level of education and cultural beliefs as being major interfering factors. If parents are ignorant about skills of handling learners with hearing impairment, then the relationship with their teachers will remain negative. However, if parents are sensitized and are trained in sign language then positive

parent-teacher relationship will be realized. Cultural beliefs are also an influencing factors whereby some parents still think that children with hearing impairment are a burden and useless.

The findings are in agreement with Bronfenbrenner's ecological systems theory, in the macrosystem, the culture in which individuals live is described. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity. A child, his or her parent, his or her school, and his or her parent's workplace are all part of a large cultural context. Members of a cultural group share a common identity, heritage, and values. The macro system evolves over time, because each successful generation may change the macro system, leading to their development in a unique macrosystem.

But those with positive attitude and belief have made parent-teacher relationship as a success. Other respondents pointed out that the health status of the parent, teacher and pupil is also a factor that influence the way parents relate with teachers positively. If each stake holder gets concerned about one another then there will be positive relation, but if one is not bothered about the other then there will be a difficult in the way each of those relate to one another. My view is that each stake holder needs to understand one another in order to realize good parent-teacher relationship thus effective teaching/ learning in inclusive primary schools.

Strategies Put in Place to Improve Parental Involvement

The third objective sought to assess the strategies put in place to improve the parental involvement in the education of children with hearing impairment in inclusive primary schools.

Findings on what the school has put in place indicate that parental contributions, open days, class days, parent-teacher discussions, facilities needed for hearing, sensitizations, trained teachers for sign language, use of proper methods of teaching, curriculum design to meet learners with

hearing impairment, advocate for quality education, improving on staffing and homes visits can improve the parental involvement.

A teacher stressed that open days have improved parental involvement in the learning of children with hearing impairment. In her own words, she said,

“Open days provide an atmosphere where parents freely interact with teachers and learners. Through this interaction, progress of the learners is monitored and parents get feedback from the teachers in as far as education of their children is concerned.”

Another teacher said,

“The school can not provide all the materials necessary for teaching learners with hearing impairment. Parents too need to collaborate with the school so that enough materials are procured for the effective learning of these learners with hearing impairment.”

Another teacher said,

“The government has very much involved parents to contribute towards school developments and this has been done materially, physically, morally and spiritually.”

Generally, parents and teachers reported that,

“Schools have organized open days, speech days and visitation days. Thus involving parents to be together with teachers and the pupils to discuss, motivate and encourage one another in the education of children with hearing impairment in inclusive schools.”

Similarly, a teacher stated,

“Trained teachers for sign language have been posted in these schools to cater for individualized differences and use of proper methods of teaching, curriculum design, advocacy for quality education, home visits ,individualized educational programs which have reinforced the inclusive primary schools to maximize full participation of learners with hearing impairment wherever, they are placed”

In relation to what can be done, data indicated that

Parents and teachers suggested that,

“There is need to encourage parents to love and care for their children, feeding children, provision of appropriate instructional materials, carrying out guidance and counseling, training in sign language for teachers and learners, carrying out community mobilization, use of resource personnel, putting parents’ by-laws, involving parents in children’s education, curriculum design which is modified to suit the varying needs, good support, encourage parents to visit classes of their learners.”

Parents and teachers generally stated that,

“Encouraging parents to love and care for their children, feeding them, providing appropriate instructional materials, carrying out guidance and counseling, training of sign language to all stake holders, carrying out community mobilization, use of resource personnel, putting up by - laws, involving parents in children’s education, curriculum design, which is modified to suit the varying needs, good support and allowing parents to visit the classes where their children are learning from”

A parent also was of the view that,

“ Training more teachers in special needs education, having continuous meetings such as PTA and SMC, providing learners with aids to cater for individualized needs of these pupils, carrying out continuous research concerning the same, more frequent seminars be organized and encouraging or sensitizing parents to have love and care for their children despite of hearing difficult”

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This study was designed to explore parental involvement in the education of children with hearing impairment in inclusive primary schools. Three objectives guided the study:

- i. To explore ways parents are involved in the education of their children with hearing impairment in inclusive schools.
- ii. To find out the factors that influence the way parents relate with teachers in the education of children with hearing impairment in inclusive schools.
- iii. Outline strategies for improved parental involvement in the education of children with hearing impairment in inclusive schools.

Data was collected through interviews with parents of children with hearing impairment and teachers teaching in inclusive schools with children with hearing impairment. The chapter presents discussion of findings, conclusion and recommendations. It also gives areas for further research.

Discussion

Ways parents are involved in the education of their children with hearing impairment in inclusive schools

The findings indicate that an attempt is made to enable parents be involved in the education of their children with hearing impairment. It was revealed that parents are involved through taking the children to school, praying with him/ her, provision of scholastic materials and seeking advice about people with special needs. The findings support the statement of Kloosterman, (2003), Ewy (2009) and Crozier (2005) that a parent is a first teacher, and the home is the first

classroom for the child. Although there are several ways parents are involved in the education of their children in inclusive schools, the findings reveal that there is still a gap. Those involved in this study argue that some parents take these children to schools and do not provide the necessary scholastic materials such as uniforms, books and mid-day meals.

Findings also indicate that some of the parents have high expectations from schools. They expect to be sensitized as stakeholders about the basic needs of children with hearing impairment and provision of a conducive learning environment. Learners with hearing impairment may not learn successfully just because of what parents expect from schools is not applied. As aligned by the ecological systems theory which stresses that parental involvement especially in the form of parental values and inspirations modeled in the home is a major force shaping pupils' achievement and adjustment. This implies that there is need from the government to have a follow-up of all possible ways parents expect their children to be helped to learn effectively.

A number of factors were identified that support parents involvement in almost all school activities. The argument is that parental participation promotes meaningful learning of children with hearing impairment. This means that if parents are discriminated from the learning of their children then learning process becomes a challenge. It is evident from the respondent that the major reason as to why parents should be involved is to have meaningful performance of the learners so as to have self-reliant life in future, since they stay with their children most of the time. Definitely this situation alone shows that the parents are the caretakers of their children in all situations and are involved in the child's welfare and education (Collison, 2004). Home learned activities are usually not done for fun but are taught because they aid social and intellectual development. The social interaction helps children to have better self-esteem, stay self-disciplined and show higher aspirations and motivation towards school.

The findings indicate that parental involvement can be organized by having teacher-parent talk and parent-pupil talk. This is in line with Paul and Rowsell (2012) who suggested that parents support their children's education through parent child book sharing which is considered an important family process variable related to education development. Much as it was found out that these are some of the ways parental involvement can be organized on days such as visitation, class, open school, speech and sports days, some parents keep dodging as they claim to be very busy looking for funds to up keep their families.

The factors that influence the way parents relate with teachers in the education of children with hearing impairment in inclusive schools

The finding also indicate how factors influence the way parents relate with teachers. The positive factors include improved performance of children with hearing impairment, success provision of materials, proper communication, improved and effective teaching. With the above positive factors, I believe that parental-teacher relationship will increase the self-reliance among learners with hearing impairment in inclusive primary schools.

Limiting factors identified in relation to parental-teacher relationship include neglect of pupils, limited provision of educational materials, limited networking, negative attitude and discrimination. The findings are in line with Williams et al (2012) who report larger differences between parents in their level of involvement in their children's education. Levels of involvement are positively related to social class and to maternal levels of education. They are often not able to attend school meetings or to help in school readily since they have to work in order to provide the family with food. If the child is not provided with the necessary needs, no team work and discriminated in most of the school activities the end results will automatically yield poor parent-teacher relationship. However, when teachers, adapt good practices based on

the needs of all their learners, tasks to be accomplished and involving the parents step by step, the relationship yields good results of learners with hearing impairment in inclusive primary schools.

Expectation of parents on relationship is another factor. Parents expect effective communication, building self-esteem, funding, provision of material, united learners and a positive learning environment. All in all parents and teachers are key players in establishing a friendly teaching and learning environment. My view is that parents expect a lot from the school side forgetting that the schools highly depend on the parents' contribution in many ways such as materially, spiritually, culturally, physically, economically and ensuring total security of the entire school. Epstein, (2000) presumes that parental involvement has to take place in various ways.

Strategies for improved parental involvement in the education of children with hearing impairment in inclusive schools.

When asked for any other information that could improve parental involvement, findings indicated that training more teachers in special needs education, Continuous meetings such as Parents Teachers Association and School Management Committees, government to provide equipment for special needs, research to be done more frequently, District officials to organize seminars and encouraging parents to love their children.

Schools ability to support parental involvement in the education of children with hearing impairment in inclusive primary settings is partly dependent on the strategies put in place to improve parent-teacher relationship. The school reported the organization of class visitation days where parents were able to interact with the teachers and see what their children had done in the class. Through class visitation days, the school created a good report between teachers and the parents.

The findings in this study indicate that parents' contributions, open days, class days and parent-teacher discussions are the common strategies used for improving the parental involvement. Much as it was found out that these strategies may improve the parental involvement in the education of learners with hearing impairment, they are not sufficient as noted in chapter four. These strategies do not enable all parents get involved in education of their children simply because some parents still have negative attitude towards children with hearing impairment. Others have low income status that they may be unable to provide all the necessary scholastic materials and thus keep dodging when invited to the school days.

Strategies like lobbying for funding and sponsorship may be some of the solutions, carrying out the continuous assessment to make the community more aware of their roles and encouraging praying together as a way of re-uniting and restoring hope among the people in the whole community.

The findings further indicate that trained teachers for sign language be distributed equally to all inclusive primary schools to support the needful, home visits by the school staff to create good parent-teacher relation and motivating the learners together with the parents to get involved in almost all the school activities. Curriculum design to meet the varying needs of learners with hearing impairment, use of proper methods such as Individualized Educational Programs (IEP) such that individual learners and parents are assisted at a time. This may motivate all stakeholders to get involved in the education of children with hearing impairment.

The findings also indicated other strategies that could be done in order to improve parental-involvement. Encouraging parents to love and care for their children and feeding them. This creates good parent-teacher-pupil relationship. However, many parents do not show love and care to their children by providing mid-day meals at school. Carrying out guidance and

counseling as another finding can be another way of improving parental-teacher relationship. Many parents are not yet aware of their responsibilities and others tend to ignore what they already know. Guidance and counseling if done very frequently, more parents may change the way of doing things and start paying attention to their children's needs.

Other findings include carrying out community mobilization, use of resource personnel and putting by laws in schools to encourage parents be involved in the education of their children more especially those with hearing impairment in inclusive schools. In so doing all these parents together with the school should work as a team in planning and implementing the strategies for success.

Other information regarding strategies put in place to improve parental involvement include continuous meetings such as School Management Committee (SMC) and Parents Teachers Association (PTA) meetings. The PTA meetings are very essential even if few parents attend. Carnie (2011) asserts that meetings enable parents and teachers to exchange a few words and get clarification from one another. On top of that, the meetings have made it easy for the teachers to know whatever is happening at the children's homes through interacting with the parents. In these meetings parents' views are also valued. District officials to organize seminars, encouraging parents to love and care for their children, and research to be done more frequently in order to identify more solutions to challenges in the education of children with hearing impairment. If different stakeholders come together and discuss serious issues concerning education then more issues will be solved easily.

Conclusion

The study explored parental involvement in the education of children with hearing impairment in inclusive primary schools. In spite of the limitations experienced in the study, the main conclusion drawn from the finding is that there is an attempt made to promote parental involvement in the education of children with hearing impairment in inclusive primary schools. However, it is also evident that parental involvement is not adequately supported. This is reflected in the findings presented almost for each of the objectives of the study as shown below.

First findings indicate that the different ways parents are involved in the education of children with hearing impairment are not adequately applied because a few parents are fully involved and others are left out causing imbalances in parental involvement. In addition schools still have some gaps because some parents have not practically involved themselves like failing to provide meals, scholastic materials , love, care to their children with hearing impairment. Instead, they have high expectation from the schools. This is evident when the parents take children to schools expecting the school to do everything in fulfilling the needs of their children which causes more learning difficulties.

Secondly there are several factors influencing parent-teacher relationship in the education of children with hearing impairment in inclusive schools and they include, care, love respect to each other, high economic status and limited information or communication skills. However, the findings show that some of the factors like social economic status, limited information or communication may not promote parental involvement in the education of children with hearing impairment in inclusive schools. This is because the parents may not be able to provide all the necessary needs or requirements to the learners and lacking skills to interact and share ideas due to limited communication or information regarding hearing impairment.

Thirdly, there are many strategies put in place to improve the parental involvement in inclusive schools. Among them are parents' contributions, class days, class meetings, open days and parent-teacher discussions. However, the findings show that some parents do not fully participate and this creates a gap and a setback in promoting parental involvement in the entire education of children with hearing impairment. The findings generally point out the need to put in place some recommendations that may promote parental involvement in the education of children with hearing impairment in inclusive schools.

Recommendations

From the study findings, many factors have been identified that hinder parental involvement in the education of children with hearing impairment. However, it may not be possible to address all these factors within a short period of time. I therefore, wish to put forward the following recommendations that may be adopted in order to promote parental involvement in the education of children with hearing impairment in inclusive schools.

- 1) There is a need for an established and strong collaboration between parents and teachers so as to strengthen the moral and spiritual development.
- 2) There is need for local council to set up by-laws to govern and guide parents to strictly carry out their roles.
- 3) There is a need to increase awareness among all stakeholders and enabling parents to be fully get involved in the education of the children with hearing impairment as they provide meals, love, care and security right from the community to school. Failure to do so, the law takes its action.

4) The primary school teachers need also to organize internal refresher seminars in their schools by inviting resource personnel to talk more about the values of parental involvement in the education of children with hearing impairment. This bridges a gap between all stake holders to accept and advance more opportunities for children with hearing impairment. To some extent this may motivate parents and teachers to support children with hearing impairment to become self-reliant and active members in the communities.

5) District education department should promote assessment and identification of learners with hearing impairment and distribute evenly the teachers trained in special needs education to easily carry out guidance and counseling to all stakeholders including the parents and teachers.

6) There is also a need for the Ministry of Education and Sports to organize seminars for the parents and other stakeholders to realize their responsibilities and be able to work together with the school authority via the education of the child with hearing impairment. This may not only make them aware of the benefits of parental involvement but also equip them with the skills and competences for supporting children with hearing impairment.

Areas for further Research

Based on the findings of this study there is need for researchers to conduct further research on the following areas:-

1. Parental involvement in the education of children with hearing impairment in secondary schools.
2. Integrating stakeholders in the education of children with hearing impairment in inclusive schools.
3. Parental initiatives towards education of adult children with hearing impairment in post primary schools.

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APPENDICES



KYAMBOGO UNIVERSITY

P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464
DEPARTMENT OF SPECIAL NEEDS STUDIES

15th January, 2018

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

.....

.....

Dear Sir/Madam,

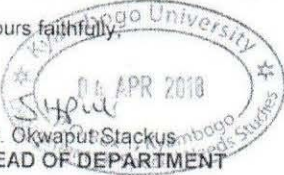
RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms. NASAZI CHRISTINE
Reg.No: 15/U/15961/GMSN/PE..... who is a bonafide student of Kyambogo
University in the Faculty of Special Needs and Rehabilitation, Department of Special
Needs Studies. As partial fulfillment of the requirement for the award of the
Diploma/Degree, he/she is required to undertake a research on the approved area of
study.

The purpose of this letter is to request you to allow him/her have access to information
from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,


Dr. Okwaput Stackus
HEAD OF DEPARTMENT

OS/aj

INTRODUCTION LETTER FROM KAYUNGA DISTRICT EDUCATION OFFICE

28th February, 2018

KYAMBOGO UNIVERSITY,
P.O. BOX 1,
KYAMBOGO.

The District Education Officer,
Kayunga District,
P.O. Box 18000,
Kayunga.

Dear Madam,

*Forwarded and
permission given to
carry out research in
Kayunga District as
indicated by 28/2/2018*



**RE: PERMISSION TO CARRY OUT RESEARCH IN KAYUNGA SUB COUNTY AND KAYUNGA TOWN
COUNCIL PRIMARY SCHOOLS.**

I humbly request for the above reference from your office as a student at Kyambogo University Pursuing a Master's Degree in "Parental involvement in the education of children with hearing impairment in inclusive primary schools". I am expected to carry out field research in partial fulfillment of the requirements for the award of this degree.

The overall objective of the research is to assess parental involvement in the Education of children with hearing impairment in inclusive schools so as to suggest ways of improving it.

The information provided shall be kept confidential and used for educational purpose only.

Attached is the introduction letter for the University.

Thank you.

Yours faithfully,

Nasazi Christine

NASAZI CHRISTINE
REG. NO. GT/2006/1419, V/99/024 & III/92/477

LETTER OF CONSENT TO THE RESPONDENT

Dear Sir/Madam.

I am Nasazi Christine a student of Kyambogo University pursuing a Master’s Degree in Special Needs Education, currently I am carrying out research on the topic “Parental involvement in the education of children with hearing impairment in inclusive schools in Kayunga District Primary Schools”. This is as one of the requirements for the award of this Degree. The data is intended to contribute to the improvement of learning of pupils with hearing impairment in inclusive primary schools. I would like to request you to give me some of your precious time and answer a few questions I have prepared.

The information that you are going to give will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting

.....
NASAZI CHRISTINE

INTERVIEW GUIDE FOR PARENTS:

DEAR RESPONDENT,

I am NASAZI CHRISTINE from Kyambogo University pursuing a Master's Degree in special Needs Education. As one of the requirements, I am carrying out research on "parental involvement in the Education of children with hearing impairment in inclusive schools"

You are kindly requested to participate in this study by providing honest answers to the questions below. Your responses will be kept confidential and used for academic purposes only.

A: INTRODUCTION:

Date of interview.....

B DEMOGRAPHIC INFORMATION;

1. Gender of respondent -----
2. Age of respondent-----
3. How many children do you have? -----
4. How many are at school? -----
5. How many have completed school? -----
6. How many have not yet started at school? -----

C. WAYS PARENTS ARE INVOLVED IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT.

1. What do you do to support the education of a child with Hearing impairment for his or her education?

.....

2. What do you expect the school to provide to the child with Hearing Impairment for his or her education?

.....

3. Why should you as parent be involved in the education of your child with Hearing Impairment?

.....

4. How best should parents be involved in the education of children with Hearing impairment?

.....

5. How can parental involvement in the education of children with Hearing impairment be organized?

a. Class day discussions

b. Open school day

c. Teacher parents talk

e. Suggest any other

6. What is your view on the level of parental involvement in the education of children with Hearing impairment? (Tick)

a. High level

b. Moderate level

c. Low level

e. None

D FACTORS THAT INFLUENCE PARENT – TEACHER RELATIONSHIP IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE SCHOOLS.

7. What factors do you think influence the way parents relate with teachers in the education of children with Hearing impairment?

.....

8. How do the factors mentioned above influence the way parents relate with teachers?

a. Positive influencing factors

b. Limiting factors

c. Parents expectation on how relationship could be influenced.....

E. STRATEGIES PUT IN PLACE TO IMPROVE THE PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE SCHOOLS.

9. a. In your own view what has the school put in place to improve the level of parental involvement in the education of children with Hearing impairment in inclusive schools?

.....

.....

9. b. What else could be done?

.....

10. What other information would you like to share with me?

.....

.....

THANK YOU.

INTERVIEW GUIDE FOR PARENTS (LUGANDA VERSION)

OKUBUZIBWA OKULAMBIKIDWA OKWA BAZADDE

Eri owomukwano addamu,

Nze Nasazi Christine okuva kutendekeo lya Kyambogo nkola Master's Degree mu byenjwulo ebyetagisibwa mumkusoma. Ekimu kubyetagisa nkola okunonyereza ku bazadde abenyigila mukusoma kwa baana abalina ekizibu ky'okuwulira mu masomero agawamu.

Mu bwetowaze osabibwa okwenyigira mukusomesa kuno nga owa ebiddibwa ebyamazima eri ebibuuzo ebibuuziddwa wa manga.

ENJYANULA

Ennaku z'omwezi ezokubuzibwa.....

OBUBAKA OBULABWAKO

Ekikula ky'addamu.....

Emyaka gy'addamu.....

Abaana bameka b'olina?.....

Abaana bameka abamala okusoma?.....

Abaana bameka abamala okusoma.....

Abanna bameka abatanatandiika kusoma?.....

**ENGERI ABAZADDE GYE BENYIGIDDE MU BYENJIGIRIZA BY BAANA ABALINA
OBUZIBU MUKUWULIRA**

Ki ki kyoyinza kwogera ku nsoma y'omwana alina ekizibu ky'okuwulira?

.....
.....

Ki ki ky'osubira esemero okuwa omwana alina ekizibu ekyo mu byensoma bye?

.....
.....

Lwaki gwe nga omuzadde wenyigira mu byensoma y'omwana oyo alina obuzibu bw'okuwulira?

.....
.....

Kirungi ki ekiri ku muzadde okwenyigira mu kusomakwoyo omwana alina ekizibu ky'okuwulira

.....
.....
.....

Okwenyigira kw'omuzadde mu kusoma kw'omwana oyo kuyinza kutegekebwa kutya?

- a) Olunaku olwokubaganyaako ebiwoozo mu kibiina
- b) Esomero weigulawo
- c) Abasomesa wegoerako n'abazzadde
- d) N'ebirala eby'ogerwako

.....
.....
Endowooza y'abazadde kungeri enkologana bewenaaba.

.....
.....
**EBINTU EBITEEKEDWAWO OKWONGERA OKWETANIRA KW'ABAZADDE MU
MU SOMA KW'ABBANA ABALINA OBUKLEMU MU KUWULIRA MU MASOMERO
MWEBALI**

Kundowooza yo esomero ki kyeritaddewo okutumbula kumutendera kwabazadde okwenyigira
mu kusoma kwabaana abalina obulemu bw'okuwulira mumasomero gyebali?

.....
.....
Ki ki ekirala ekiyinza okolebwa?

.....
.....
Ndowooza ki endala gyoyinza okugabana ko nange?

Webale nnyo

INTERVIEW GUIDE FOR TEACHERS:

DEAR RESPONDENT,

I am NASAZI CHRISTINE from Kyambogo University pursuing a Master's Degree in special Needs Education. As one of the requirements, I am carrying out research on "parental involvement in the Education of children with hearing impairment in inclusive schools"

You are kindly requested to participate in this study by providing honest answers to the question below. Your responses will be kept confidential and used for academic purposes only.

INSTRUCTIONS:

Put a tick in the box or write your answer in the blank space provided.

A: DEMOGRAPHIC INFORMATION;

(i) Gender of the respondent;

a) Male

b) Female

(ii) Age of the respondents;

a) 18-28 years

b) 29-39 years

c) 40-50 years

d) Above 50 years

B. WAYS PARENTS ARE INVOLVED IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT.

1. What do parents do to support the education of a child with Hearing impairment for his or her education?

.....

2. What does the school provide to the child with Hearing Impairment for his or her education?

.....

3. Why should a parent be involved in the education of your child with Hearing Impairment?

.....

4. How can parental involvement in the education of children with Hearing impairment be organized?

a. Class day discussions

b. Open school day

c. Teacher parents talk

e. Suggest any other

5. What is your view on the level of parental involvement in the education of children with Hearing impairment? (Tick)

a. High level

b. Moderate level

c. Low level

e. None

C. FACTORS THAT INFLUENCE PARENT – TEACHER RELATIONSHIP IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE SCHOOLS.

6. What factors do you think influence the way parents relate with teachers in the education of children with Hearing impairment?

.....

7. How do the factors mentioned above influence the way parents relate with teachers?

a. Positive influencing factors

b. Limiting factors

c. Parents expectation on how relationship could be influenced.....

D. STRATEGIES PUT IN PLACE TO IMPROVE THE PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE SCHOOLS.

8. a. In your own view what has the school put in place to improve the level of parental involvement in the education of children with Hearing impairment in inclusive schools?

.....

8. b. What else could be done?

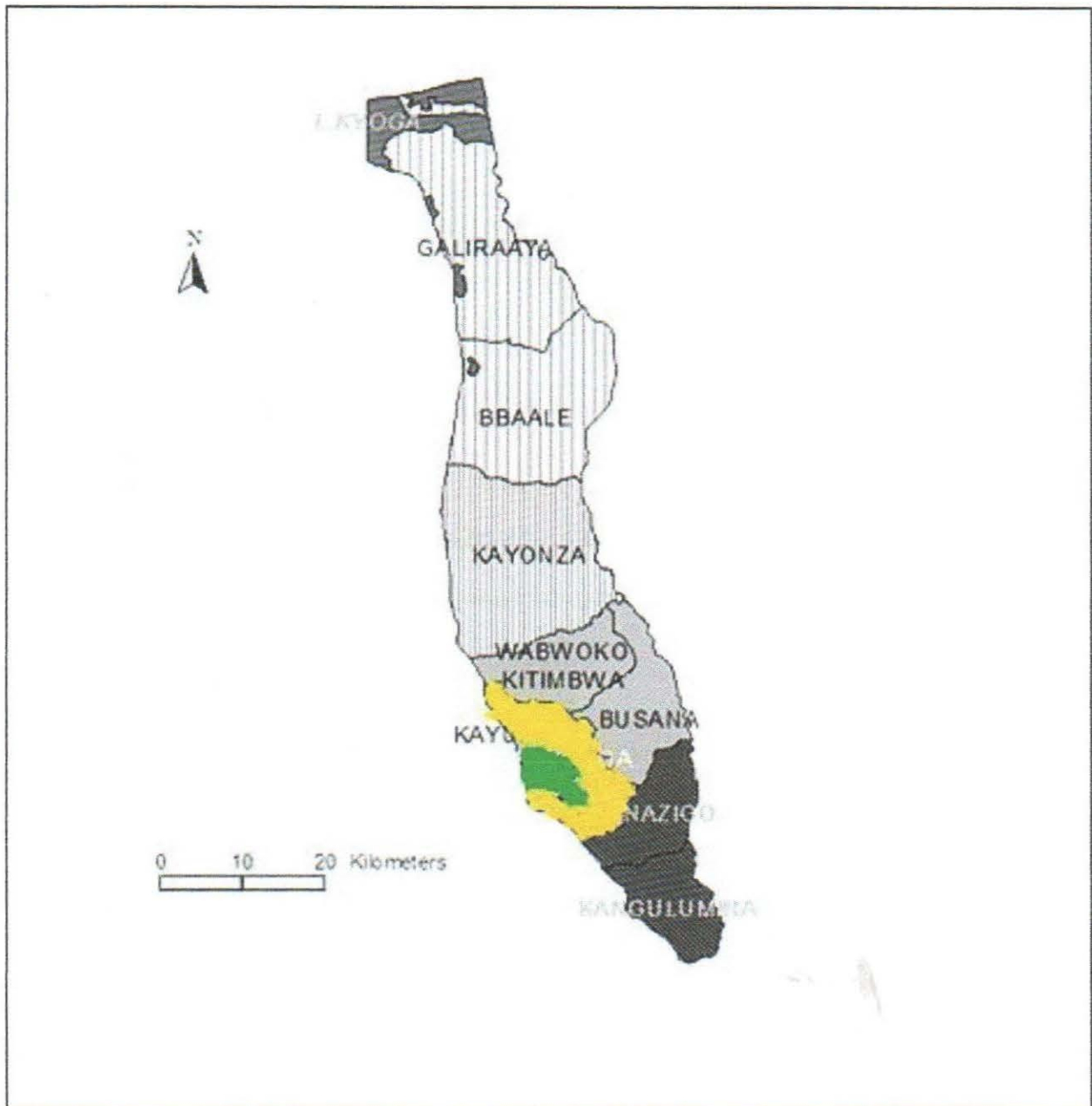
9. What other information would you like to share with me?.....

THANK YOU.



SAMPLE DOCUMENT ANALYSIS FRAMEWORK.

NAME OF DOCUMENT	DATA REQUIRED	COMMENTS
Parents Teachers' Association minutes	To check the parents' response their children's learning.	
Sign up lists for the meetings attended at school	To see the turn up of parents who attend meetings.	
Records of implementation strategies.	To see implemented strategies.	

MAP OF KAYUNGA DISTRICT SHOWING AREA OF STUDY



KEY

-  - KAYUNGA SUBCOUNTY
-  - KAYUNGA TOWN COUNCIL

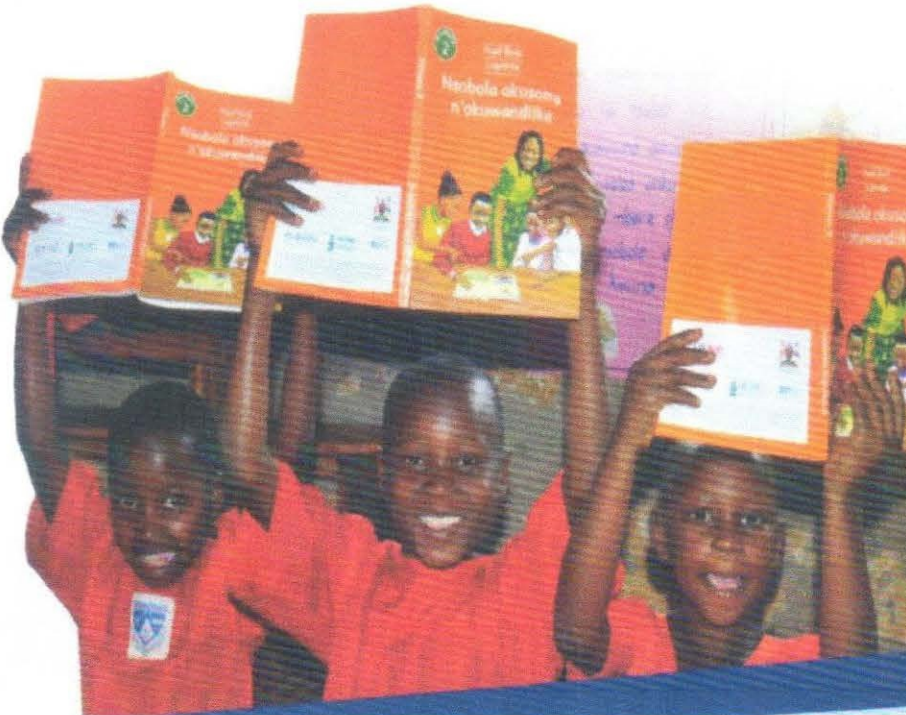


Image I: Children displaying some of the instructional materials



Image II and III: Children participating in athletics

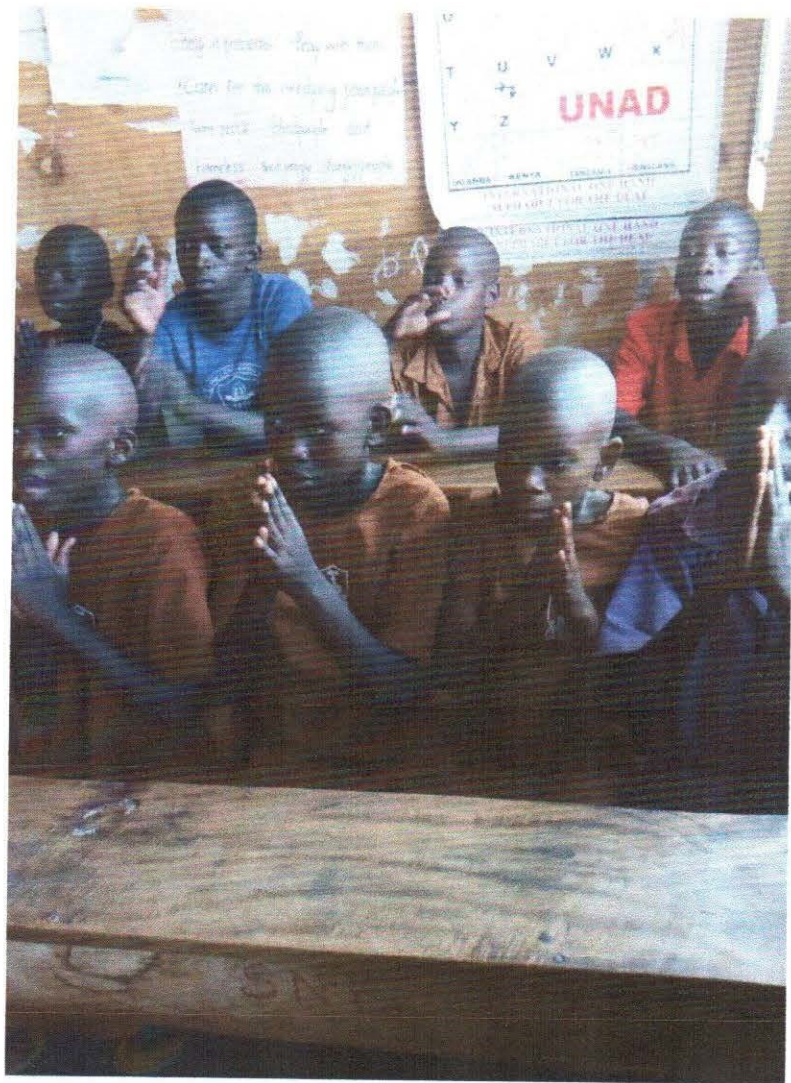


Image IV: Children signing

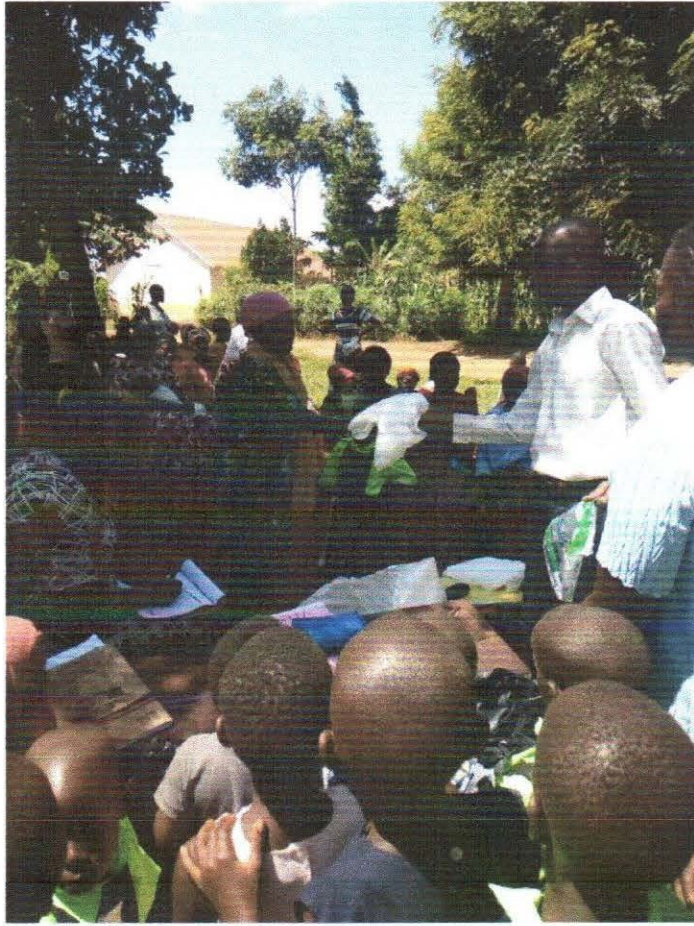


Image V: Teachers providing mosquito nets to children in presence of their parents

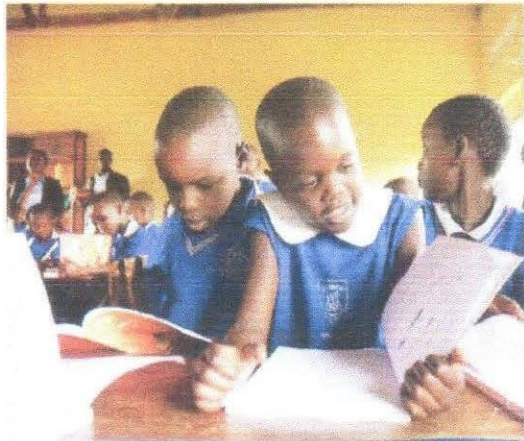


Image VI: Pupils reading textbooks