

**FACTORS INFLUENCING RETENTION OF CHILDREN WITH HEARING
IMPAIRMENT IN PRIMARY SCHOOLS IN GULU MUNICIPALITY,
GULU DISTRICT, UGANDA**

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DECLARATION

I, **ACIRO JENNIFER** declare that this piece of work entitled “Factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District, Uganda” is my original work and has not been presented to any University or any other higher institution of learning.

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APPROVAL

This is to certify that **ACIRO JENNIFER** has carried a research study on “ Factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District.”

The research was carried under our supervision and is now ready for submission to the Board of Examiners for the award of the Degree of Master of Special Needs Education of Kyambogo University with our approval.

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DEDICATION

I dedicate this dissertation to the Almighty God for his abundant love, wisdom and care and to my lovely parents Rev. Mathew Ocaka, mother Mego Margreat Ocaka and all my siblings (Brothers Oling Benson, Acaye Denis, Mwaka Isaac Innocent, Sunday Douglas, Lubangakene Oscar, Omara Moses, Okello Denis and Sisters Aloyo Daina, Ageno-Rwot Fortunate and Okee Rebecca). I also dedicate this work to uncles, aunties and other relatives for what you mean to me. Thank you for the strong belief in the legacy of educating and encouraging me to study, This work is a product of your inspiration.

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LIST OF ACRONYMS

CID- Central Institute for the Deaf

CWD- Children with Disabilities.

CWHI- Children with Hearing Impairment.

DCSF- Department for Children Schools and Families.

DES- Directorate of Education Standard.

DSNE-Diploma in Special Needs Education

GoU-Government of Uganda.

GWPE-Government White Paper on Education.

HI-Hearing Impairment.

MGLSD-Ministry of Gender, Labour and Social Development

MOES-Ministry of Education and Sports.

MoESTS- Ministry of Education, Science, Technology and Sports.

NCDC- National Curriculum Development Centre.

NGOs-Non-Governmental Organizations.

PTAs- Parents Teachers Associations.

PWDS- Persons with Disabilities.

UBOS- Uganda Bureau of Statistics.

UNESCO-United Nations Educational Scientific and Cultural Organizations.

UNEB- Uganda National Examinations Board.

UPE-Universal Primary Education

USAID-United States Agency for International Development

USD-Uganda Society for the Deaf.

USL- Uganda Sign Language.

SNHL-Sensorineural Hearing Loss.

WHO- World Health Organization.

ABSTRACT

This study investigated factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District. Uganda. It sought to assess the provisions at school that influenced retention of children with hearing impairment in primary schools, to find out the parental involvement that influenced the retention of children with hearing impairment in primary schools finally to investigate the school mentorship programs that influenced retention of children with hearing impairment in primary schools.

The study comprised of 16 participants where 6 SNE teachers and 10 children with hearing impairment from two (2) primary schools in Gulu Municipality. These respondents were selected through a purposive sampling technique. The data was collected with the help of interview guide and focus group discussion. Pilot study was conducted to validate the instruments before the final data collection and was used to analyse data by identifying themes, coding data, mapping and interpreting qualitatively. The findings indicated that most of the teachers had some training in special needs education. It also showed that there were different modes of teaching children with hearing impairment. There was much to be done for retention of children with hearing impairment in primary schools through provisions at schools like qualified teachers in the use of sign language, the use of visual instructional materials among others, parental involvement like payment of school fees, providing scholastic materials, attending school meetings /visitation days and school mentorship programs like guidance and counselling, co-curricular activities and training in Uganda Sign Language. There is need to guide and counsel the children with hearing impairment to accept themselves and socialise freely with other children. The teachers should be encouraged to cater for individual differences of all children regardless of their disabilities. The school administrators should provide enough instructional materials and interpreters in the units to support the children with hearing impairment. There is need to increase awareness among parents to be fully involved in the education of children with hearing impairment as they collaborate with the schools, interact with SNE teachers, payment of school fees, providing food stuff, provision of scholastic materials, taking their CWHI to and from school. The school administrators should increase and improve on many mentorship programs.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The aim of the study was to determine factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality. This chapter presented the background of the study, statement of the problem, purpose of the study, objectives, Research questions, significance of the study, scope of the study, and limitations to the study.

1.1 Background to the study

Hearing impairment (HI) is a significant public health issue, particularly in the developing world, Uganda inclusive. It is often referred to as the “silent epidemic”, HI is the most prevalent sensorineural defect and a significant contributor to disease burden globally (Olusanya, Neumann & Saunder,2014). However, inspite the fact that all the above efforts to make Ugandan’s children of primary school going age to learn maximally, many children with hearing impairment were still left behind while those hearing children were taken to schools which deprived them of their rights to education.

In Gulu District, the worst area was within the municipality where it had been noted that so many children with hearing impairment have dropped out of schools (Education Report, 2017). According to the report from the head of Unit which indicated that in 2018,CWHI enrolled at the begining of the year were 55,but by the end of the year they were 48,in 2019, 49 CWHI enrolled,but they were 45 by end of the year and in 2020 ,there were 45 CWHI enrolled,but by the end of the year they were 35.

Hearing impairment if left undiagnosed can have devastating developmental results in children. Hearing is critical to speech development, communication and learning. One of the learning factors is retention. Yet poor academic achievements as a consequence of learning problems

have a significant impact on vocational choices. According to Blackwell et al (2014), the retention rate among children with minimal unilateral sensorineural hearing loss (SNHL) has been estimated at 30% and 37%.

Children with hearing impairment also face difficulties interacting in a spontaneous way. They also tend to be labelled negatively and as a result end up being isolated from their peers and are left depressed. This is in contrast to children with visual impairment who were regarded with pity and understanding. The impacts of HI had been very costly on a country's economy.

Education of children with hearing impairment (CWHI) in Uganda was stated in 1959 when the Uganda society for the deaf (USD) was formed. In the same year, lip reading lessons were started at Aghakhan mosque in old Kampala and Mengo primary school. Through the efforts of the Uganda society for the deaf (USD), a primary school for the deaf was later set up next to Mengo primary school. In 1969 another primary school was set up at Ngora in Kumi district. Today there are several units and special schools for the deaf set up all over the country (UNISE, 2002).

Global emphasis on education can be traced back in 1948 when the United National (UN) declared education as a basic right for all. It was for this reason that Uganda was party to the Salamanca Statement and Framework for Action of 1994 that put emphasis on schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistics or other conditions, thus committed towards inclusive education (UNESCO, 1994). Similarly, recent policy initiatives in Uganda have focused on the attainment of Education for All (EFA) by 2015. This is in line with the government's commitment to international declarations, protocols and conventions as resolved in world conferences on quality Education for All (EFA) held from Thailand in 1990 and from Dakar in 2000.

The provision of education especially to children has been given much emphasis. For the child of primary school age, this right was provided for in the Children Act (GoU, 2016), which asserts that appropriate educational services should be provided to all children regardless of their difference. In Uganda, the government's commitment towards Universal Primary Education (UPE). Also, the Uganda government was fully committed to an education system that guarantees the right of every child to enter, stay and complete the primary cycle which has led to relevant education that contributed and enhanced equality, economic growth and expansion of employment opportunities. This entailed reaching out to children with special needs by ensuring that appropriate educational interventions were put in place.

Hearing Impairment was experienced in all parts of the world, although with varying degree of severity (WHO, 2012) World Health Organization, estimated that, about 360 million people or 5.3% of the world population suffered from hearing disability problem. The report further stated that 91% and 9% of hearing impairment cases have been reported by adults and children respectively. In terms of gender, WHO revealed that more males than females were affected by hearing impairment. Specifically, 56% of the male's experience hearing problems, while 44% of the females have this problem. With regard to regional prevalence in both children and adults, hearing impairment was greatest in South Asia, Asia Pacific and Sub-Saharan Africa respectively. The burden that hearing impairment possessed to countries was said to be twice larger in developing countries. For instance, it was observed that in developing countries, children with hearing impairment rarely receive any schooling.

Retention for Children with Hearing Impairment was concerned with keeping or encouraging them to remain in schools for a maximum period of time. (Kossivi, 2016) and (Mita, 2014) defined retention for CWHI as "technique" adopted by school to maintain an effective learning and at the same time meet learning requirements. (Owiyo, 2013), said that any guidance and

counselling in an educational setting must address the needs of the children if it was to be effective. (Libarente, 2012) said, teacher-pupil relationship was the most powerful element within the learning environment that formed the basis for social contact in which learning takes place.

School retention for children with hearing impairment or failure of it was also determined by cultural influence, According to (Otieno, 2011), In many cultures all over the World children with disabilities (CWD) including children with hearing impairment (CWHI) were discriminated by the society. The discrimination according to Switzer, (2013) was because children with disabilities (CWDs) were regarded as invalid, inferior and in need of special protection and thus unable to benefit from education. For that reason, children with HI may often be at increased risk for physical or emotional abuse, stigmatization and societal integration (Jones et al., 2012). HI may be further disadvantaged by depression, loneliness, restricted job opportunities and thus reduced income. Therefore, HI belongs not only to those affected but is a substantial public health concern (Olusanya, et al, 2014).

In order to ensure equal educational opportunities for all without discrimination or exclusion UNESCO promotes a human rights-based approach to education. UNESCO was advocating for the inclusive dimensions of the right to education, notably through the implementation of the 1960 UNESCO Convention and Recommendation against Discrimination in Education, which provide an international legal framework for the protection of the right to education and prohibit any form of discrimination, including any distinction, exclusion, limitation or preference.

According to constitution the right to education of children with hearing impairment was recognized in National Objective XVI, “state shall recognize the rights of persons with disabilities to respect and human dignity (GoU, 1995)”. This followed government effort

through the White Paper (1992) by making significant policy on education of children with disabilities. The White Paper committed government to take up the responsibility of providing special education for the handicapped and children with disabilities who make up an estimate 10% of the population (Gou, 1992). Government further introduced Universal Primary Education was introduced in 1997 giving first priority to children with disabilities were given first priority in the enrolment among the four children per family. This was because before the introduction of Universal Primary Education in 1997, only 1% of Uganda's population with disability had access to education. This was inspite of the efforts by the Ugandan Society for children and young people with disabilities who sought provision of resources and opportunities for them to achieve their potential and lead fulfilling lives.

In addition, (The Constitution of the Republic of Uganda, 1995), Article 35(1) advocated for the rights of Persons with Disabilities. It stated that, *“Persons with Disabilities have a right to respect and human dignity, and the state and society shall take appropriate measures to ensure that they realize their full mental and physical potential”*. Article 34(4) further advocated for the rights of children to education.

It stated that, *“A child is entitled to basic education which shall be the responsibility of the state and the parents of the child”*. It also stated further in 34(3) that, *“No child shall be deprived by any person of medical treatment, education or any other social or economic benefits by reasons of religious or other beliefs”*. Section 7 of the same Article (34) clearly spells out that, *“The Law shall accord special protection to orphans and other vulnerable children”*.

A number of efforts as regards the education of children with hearing impairment have been made such as ensuring that they attend their neighbouring schools that would be attended if the

child did not have any disability. (UNESCO, 2012), Thereafter organized a major teacher education project in order to make schools move more inclusive.

Education efforts for HI was based on education success which can be measured in many ways. In Uganda, success was measured through entering, retention outcomes, and assessment. School retention has been impacted on by ways of assessment. For children with hearing impairment, assessment is in two forms; functional and summative assessment. The negative impacts of HI in children can be mitigated through early diagnosis and proper management of the HI through prevention and promotion, treatment and rehabilitation. Public health interventions were an ideal less costly approach of prevention of HI. Unfortunately, the real scale of HI in school children in developing countries was not well-known owing to lack of prevalence surveys. As such most of the figures used were estimated from a regional and global perspective.

The Children's Plan published by the Department for Children School and Families (DCSF) highlights the importance of partnership of parents and school to support their children's learning. This publication was supported (Nyamosi, 2013), pointed out that parental involvement took many forms such as leadership, reading to the child at home, teaching songs/nursery rhymes and assisting with homework but not limited to.

In Uganda several efforts to provide education to children with disabilities has been in place since the colonialism. According to (Okech, 2011) before the colonial era children with disabilities (CWDS) who included those with hearing impairment (HI) had limited attention because they were associated with bad omen in families. In addition, Uganda National Examinations Board (UNEB) provided extra time, that was forty-five (45) minutes and the support staff such as sign language interpreters for children with hearing impairment, wheelchair pushers for the physically disabled, and the transcribers. However, this was to

cascaded to lower classes. If the UNEB approach had to be adopted from lower primary then school retention for children with hearing impairment could be well coordinated.

The increase in the number of children in schools especially children with hearing impairment implied an increase in the need for teachers who were conversant in sign language who were not readily available. This in turn led to high pupil to teacher ratio, high school dropout, poor welfare of teachers, insufficient funds for instructional materials, infrastructure, payment of the interpreters and there were poor facilities all contributing to the high levels of poor performance in the UPE schools (Uwezo, 2016).

Education for CWDs was also a matter of concern during the Universal Periodic Review of Uganda in 2011. In a report by the Human Rights Network, A consortium of NGOs working on human rights, to the Human Rights Council's Working Group on the Universal Periodic Review, it was noted that 'While Uganda promoted inclusive education, there were no special needs teachers and limited teaching aids which made it difficult for children with hearing impairment to get quality education. Also, the curriculum did not take into account children with hearing impairment (HURINET 2011).

1.2. Statement of the problem

Education for ALL has been an area of concern to all the stakeholders in the field of education worldwide and Uganda in particular. This required that the learning needs of all children be met in either special schools, units or an inclusive setting. Government through the SNE sub-sector's was advancing for a society in which ALL persons regardless of their disabilities and special needs achieve education to realize their full potential. However, while many children with hearing impairment were enrolled in school, their retention continued to be poor. This could be contributed by challenge to the quality of education children with hearing impairments

received at primary school level. The Government of Uganda introduced Free Primary Education and additional grants to support children with special needs (UPE,1997).

Children with hearing impairments remain constrained such that few of these children graduate to high school and within the expected time period (UNESCO, 2005). According to the report from the head of Unit which indicated that in 2018,CWHI enrolled at the beginning of the year were 55,but by the end of the year they were 48,in 2019, 49 CWHI enrolled,but they were 45 by end of the year and in 2020 ,there were 45 CWHI enrolled,but by the end of the year they were 35. This means that there were other crucial factors that deter their retention which needed to be investigated in the Uganda context. This study contended that such factors could be linked to the provisions at school, the parental involvement and school mentorship programmes. The possibilities of such factors have not been established through systematic research as possible causes to the retention in special schools for children with hearing impairments in Uganda.

1.3. Purpose of the study

The purpose of the study was to determine the factors influencing retention of children with hearing impairment in primary schools in Gulu municipality.

1.4. Objectives of the study

The study was guided by the following research objectives:

1. Assess the provisions at school that influenced retention of children with hearing impairment in primary schools.
2. Find out the parental involvement that influenced retention of children with hearing impairment in primary schools
3. Investigate the school mentorship programs that influenced retention of children with hearing impairment in primary schools.

1.5. Research questions

The research study was driven by the following questions:

1. What were the provisions at school that influenced retention of children with hearing impairment in primary schools?
2. What were parental involvement that influenced retention of children with hearing impairment in primary schools?
3. What were the school mentorship programs that influenced retention of children with hearing impairment in primary schools?

1.6. Scope of the study

This study was carried out in primary schools in Gulu Municipality. Only schools that had units for children with hearing impairment were selected for the study. Schools with other impairments or without children with hearing impairment were not considered. Only factors relating to provisions at school, parental involvement and school mentorship programmes were considered.

The study duration was a period of one year that was from August 2019 to January 2021. It was based on data derived from the period when there was the lowest level of retention for children with hearing impairment in primary schools in the selected schools in Gulu Municipality.

1.7. Significance of the study

It's anticipated that this study was:

1. To be a source of information for other researchers in relation to school retention of children with HI.
2. To help to identify factors that leads to school retention so that they can be used to prevent the dropout among children with hearing impairment in primary schools.

3. To Inform policy makers and stakeholders, employment agencies on retention of children with hearing impairment in primary school so that the hearing-impaired persons are given better treatment as others and they are given support in their special settings.
4. To Contribute information to Ministry of Education and Sports and other ministries on how to plan for and promote retention of children with hearing impairment in primary school education to design an appropriate way of educating children with hearing impairment.

1.8. Limitations

The study was only interested in factors influencing retention of children with hearing impairment. Much attention was not paid to the performance of children with hearing impairment in areas such as PLE. There were many factors influencing retention of children with hearing impairment; however, the study was only limited to a few factors due to limited time available. The study was also limited to two selected special schools in Gulu Municipality.

1.9. Operational Definitions

Retention: Is the action of keeping things rather than losing it or stopping it.

Hearing Impairment: A generic term that is preferred when one has a hearing loss that may be mild, moderate, severe or profound. It is especially used in educational setting where a child who has problem with hearing are supported to learn.

Special Schools-Schools that have individually planned and systematically monitored arrangements of physical settings, special equipment and materials, teaching procedures and other interventions designed to help exceptional children achieve the greatest possible self-sufficiency and academic success.

Factors: Prevailing conditions in school that influence teaching and learning of pupils.

Special Education Needs: Varied needs of children that require special educational attention; for example, special educational needs of children with hearing impairments.

Special Education: A mode of communication in English language where specialized or adapted curriculum, intervention procedures, teaching methods, and special facilities are provided to assist handicapped children to perform to a level similar to that of non-handicapped children.

Sign-language: A non-oral method of communication. It is purely visual, gestural language which has been developed and is used by people who are hearing impaired.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter was devoted to reviewing literature relevant to the problem of school retention. It also looked at the work that had been done by other scholars related to the factors that influenced school retention or on the other hand dropout. The reviewed literature was discussed based on the research questions as summarized below.

2.1 Provisions at schools that influenced retention of children with hearing impairment in primary schools

One way of measuring provisions at school and in classroom that influence school retention was by seeking teachers' perceptions of children achievement and ability to learn expected academic content. Academic progress according to Semmel and Frick (2010) said “the change in academic achievement observed from one year to the following one and can be determined by observing gains on achievement examinations and teachers view of the children's change”. Manson and Manson (2007) considered difficulties establishing independence as affecting social participation of children with hearing impairment, thereafter affecting their academic achievement.

As observed by Gedefaw (2012) teacher factors that influenced the retention, turnover, and attrition among America K-12 children factors presented in the workplace (support and recognition from administrators, parental support, control over classroom instruction), and recognition which had the strongest positive impact on the teachers' career and job satisfaction. Gedefaw (2012) asserted that in educational institutions, children and teachers are most important resources. The impact teachers have on children's' achievement, quality education and educational reforms should be recognized by school administrators, and also

by other teachers. According to Karsli and Iskender (2009), teachers needed the appreciation, approval and respect of school administrators, and of others. (Ndege, 2010) observed that a teacher was the only king-pin in educational innovation and that the curriculum was as good as the teacher. Hence, anxious teacher must always have anxious pupils. For instance, (Mangu'la, 2010) indicated that when girls learn in an environment where they feel valued and respected, they demonstrate an increase in self-confidence and self-esteem. A teacher was therefore a very crucial resource in teaching and learning.

Another factor was the teacher-students relationship. According to (Mangu'la, 2010) teacher-children relationship was quite important in the learning of concepts. A good relationship or interaction encouraged the children to participate actively within the lesson and had approached to the teacher with ease. On the other hand, where the relationship was weak, normally children were on the losing end since many times they presented with fear and rarely do they participate in class discussions? Children who were scared of their teachers rarely approach the teacher for help. Where the relationship was strained, girls tend to give up faster than boys. Teacher-children interaction was a significant factor towards children's learning, Good interaction made children to understand subject matter, interacted with one another and help improved academic performance.

De Grauwe and Varghese (2010) paid attention to textbook as main factor for quality in education. Hallahan and Kauffman (2010) however argued that it was not teacher qualifications only that matter but the literature materials supported teacher competence as the integral factor in learning.

It was on this basic that USAID (2016) recommended that schools and community should work together to support children's learning and protect them forms of violence they may encounter during school or when travelling to and from school. Similarly, (UNEB, 2015) encouraged

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. While UNESCO and UNEB arguments were ideal, (Mutwiri, 2015) noted that, people were concerned with the working environment in which they operate. He argued that they look out for their personal comfort as well as the environment that facilitates efficiency at the place of work. He added that features such as temperature, Humidity, ventilation, lighting, noise and cleanliness of the work place and adequate tools and equipment affect employees' job satisfaction. The environment on which people work has a tremendous effect on their level of pride for themselves and for the work they were doing. Nice and comfortable chairs, desks, pavements, recreation facilities like televisions in the common rooms, internet connectivity, and smart boards can make a whole difference to an individual's psyche.

For children with hearing, clear and understandable communication played a very important role. According to Frymark (2010) children with Hearing Impairment faced difficulties in self-expression which in turn affect their interaction with teachers and fellow children in and out of classroom. Chickering and Gawson (2011) emphasized that active classroom involvement was not just sitting and listening to the teacher talked but by talking about what they learn, write about it, related it to past experience and applied it to their daily lives. This helped them to improved their retention of information and thus improved their academic performance. Children with hearing impairment needed to ask questions, answer questions and contribute to learning during lessons.

Effective teacher-student interactions created emotional support, classroom organization and instructional support. Positive relationships between teachers and children, and among peers' results in emotional support of children. Well managed classrooms engaged children with

learning activities. Instructional Support means interactions that teach children to think, provide ongoing feedback and support, and facilitate language and vocabulary (Chickering and Gawson, 2011).

2.2 Parental involvement that influenced retention of children with hearing impairment in primary schools

Central Institute for the Deaf (December,2012) showed that parents of children with hearing impairment celebrate the improvements in general performance of their children. They however identified problems such as intense and consistent guidance and counselling as lacking in early intervention strategy. It noted that children improve psychologically, socially and academically with early intervention.

The benefit of parental contribution to the education of children with hearing impairment was paramount. Through parental involvement of child acquired the first language through gestures used at home as a means of learning to sign language (UNAD,2014). It was from the language that a child was able to acquire functional knowledge. For this reason, the Ministry of Education and Sport (2014) encouraged parents to visit schools regularly and play an appropriate part in checking on teaching and learning in their children's schools.

According to Zientin (2013), Parents were 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. Powell, Son, File, & San Juan (2010) asserted that it was rather demoralizing and disturbing for a parent who was totally ignorant on deafness and has a child stigmatized as " deaf and dumb". In the first instance the parents will panic, be guilty, blame and despair. They would seek to understand the disabilities and its effects on their lives. According to Kumar &Rao (2008), parents strived to overcome their own psychological disturbances and the attitudes other people have towards them. They argued that parents would

change the responses to their child, and these would change the way they look upon their children. These changes in attitude would subsequently impact adversely on the child. However, regarding the hearing parents, it would be a very painful experience in accepting this normally. If diagnosis of deafness was done and results communicated to them they result to trauma and shock. Most likely parents may develop negative attitudes towards their young ones when diagnosed absent prior to diagnosis. Likewise, there may result change in their behaviour patterns.

There was intervention that help parents to cope with having a child with hearing impairment in school. According to Berg (2011) class days were meant for interaction between the parents and the children about the school work of the child like homework and unsatisfactory performance at school. The parents class visitation days were special days at school administration invited the parents to go and see the performance of their children in their respective classes. Parents were usually invited to monitor the performance of their children by coming into the classroom and discussing with teachers. Murungi, et al; (2014) contained that these kinds of regular visits have many positive benefits including better attendance, more successful transitions, improved performance and achievement.

In the views of Paul and Rowsell, (2012) another way parents supported their children's education was through parent child book sharing which was considered an important family process variable related to education development. Parents should be involved in all aspects of their children's lives and be keen to share their views and knowledge with their children. Parents provided long term care and love which often carries on well past the age of eighteen years. Similarly, parents need to visit the school regularly.

The Children's Plan published by the Department for Children School and Families (DCSF), 2013 highlighted the importance of partnership of parents and school to support their

children's learning. According to Nyamosi, (2013), parental involvement takes many forms such as leadership, reading to the child at home, teaching songs/nursery rhymes and assisting with homework but not limited to. Murungi, et al;(2014) suggested that the school administration should lay down policies on parental participation in school activities that help children to acquire the education and this could be through co-curricular activities and open days where parents could get chance to consult the teachers.

In Uganda, Ministry of Education and Sports (MoES,2013) identified supporting child learning at school and home was by monitoring the child's attendance and performance, developing a relationship with the performance, developing a relationship with the teachers that focus on pupils' 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). 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 would 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).

2.3 School mentorship programs that influenced retention of children with hearing impairment in primary schools

Attempts to enhanced the retention of children with hearing impairment in primary school education had put in place guidance and counselling, co-curricular activities and training in Uganda Sign Language

A study in 2012 in the United States of America, showed that guidance and counselling help children with HI to improve on the use of hearing aids, maintenance of the aids, and adjustment of social and academic status. It added that fear for stigmatization was minimized if not completely eradicated after guidance and counselling. The discomfort was turned into comfort and joy while using hearing aids after counselling, and children were made to understand what it takes to be consistent in using hearing aids and other healthcare services; Non-functional hearing aids were also repaired in time before they were put to use and children appreciate guidance and counselling services in schools because it helped them cope with life challenges, and created good learning environment and interpersonal skills. Some children failed to seek counselling because the counsellor was too old or too young, unpopular or of a gender not preferred by them (Sabina, 2012).

Retention in most study classes was an indicator of liking of public primary schools by children with hearing impairment. According to Owiyo (2013) any guidance and counselling in an educational setting must address the needs of the clientele if it was to be effective. Libarente (2012) added that a study on teacher-pupil relationship found that relationship was the most powerful element within the learning environment that forms the basis for social contact in which learning takes place.

Retention of children with hearing impairment in public schools was important so as to avoid vulnerability of being academic and social misfit in the society. For this to happen with ease, children with hearing impairment need to be equipped with hearing aids and maximize their uses both at school and in social spheres. Guidance and counselling play important role in making children with hearing impairment compliance on use of hearing aids comfortably, confidently and consistently without fear or intimidation. In America, most children with hearing impairment (roughly 80 percent) are placed in mainstream public-school environment

with hearing peers and teachers (Salend, 2010). This was done in public school programs to assess fully the factors influencing first and second language acquisition and literacy development. Many challenges confront educators of children with hearing impairment, including diversity in the student population, critical period of language acquisition, the nature of linguistic exposure, sociolinguistic aspects of language policy or planning in the classroom, and the effect of amplification of sound to children with hearing problems in the classroom.

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 in schools. The training program was 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 fixed mind of employing corporal punishments to children.

A study by Libarente (2012) on teacher-pupil relationship found that relationship was the most powerful elements within the learning environment that forms the basis for social contact in which learning takes place. Guidance and counselling teachers play a crucial role in bridging this relationship between children with hearing impairment and teachers. Reports from Central Institute for the Deaf (CID, 2012) show that, parents of children with hearing impairment celebrate the improvements in general performance of their children as a result of improved use of hearing aids after guidance and counselling. After identification of the problem, intense and consistent guidance and counselling was put in place as an early intervention strategy. Children improve psychologically, socially and academically.

For children with hearing impairment to be retained in primary schools they must have comfort through social interaction with both teachers and peers with and without hearing impairment

through effective communication. (USR,2020). Children with hearing impairment could only communicate effectively through use of hearing aids after guidance and counselling on compliance and on the use of hearing aids. Audiological assessment and counselling form the basis for habitation of children with hearing impairment enabling them to become more productive to the society and live an independent life. Through effective audiological assessment, hearing acuity can be ascertained and early intervention initiated (Muriithi, 2012). Through advice of counsellors, children with hearing impairment get referred for early assessment to establish the extent of the hearing loss. Guidance and counselling services on children's' academic performance supplement, strengthen, add real meaning to educational aspirations and improve self-understanding. It reduces social anxiety which then translates into improved performance. High anxiety was a health issue and can lead to health problems; hence there was need for counsellors to engage in early psychotherapy with children from early childhood periodically to arrest any development of anxiety. The government through Teachers Service Commission should implement the policy by employing trained full-time counsellors in schools, to handle the rising cases of anxiety of learners with hearing impairment that pose a danger to their future life (Owiyo, 2013).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter highlighted methodological details appropriate to the study, research design, target population, sampling techniques and sample size, research instruments, data collection techniques, logistical and ethical considerations.

3.1 Research Design

An attempt to gain a deeper understanding and to present a description of the existing phenomena, Qualitative design was chosen. This design was preferred because it enabled an in-depth investigation of the phenomena in its natural context (Gall et al, 2003). It was flexible and permitted a direct interaction with all the informants involved. Qualitative research design was a set of procedures that described and interpreted the experience of participant in a context-specific setting (Mertens, 2010). Qualitative researches were most appropriate to use where little was known about the study phenomenon and detailed insights were required from individual participants (Chadwick, 2008). It had also been seen as having the potential to inform practitioners in the relevant field by creating better understanding of the phenomenon under inquiry (Killeen, 2002). Qualitative research could be further conducted by non-disabled a person that focused on a social model of disability. It tried to remove the barriers and empower disabled people (Barnes, 2003).

The approach would help understand feelings and first-hand information from informants themselves about the phenomena and its influence on factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality. The approach was flexible and allowed to be use a variety of data collection methods and instruments such as informal

and formal interviews and focus group discussion in order to strengthen and safeguard of the study data.

Qualitative research embodies a personable and humanistic approach to research that requires the researcher to engaged with the experiences of the participants (Morse, 2012). Qualitative research reflects a dynamic social world in which the actions of those influenced by a phenomenon may be studied (Whitehead, 2012). Parents of deaf children have particular experiences that deserve to be illuminated (de Andrade, 2015), however in Gulu Municipality's setting, the experiences of parents of children with hereditary HI was unknown. There was value and importance in showing interest in the circumstances and experiences of people Hesse-Biber and Leavy (2010). Qualitative research was people-centred; and aimed to explore and understand the meaning that a person gives to a particular phenomenon. Therefore, the role of the Qualitative researcher was to illuminate the intricacy of the phenomena that might be poorly understood (Silverman, 2015).

3.2 Target and Sample Population

According to Orodho (2005), target population was a large population from which a sample population was selected. A sample population was a representative case from the large population. The study population was the group of participants in a study.

In this study, the target population was made up of 10 SNE teachers, and 20 children with hearing impairment in two schools. The study population was found in two schools which had children with hearing impairment. The study population was 16 comprising of 06 SNE teachers, 10 children with hearing impairment. SNE teachers were chosen for this study because they were in direct contact with children and it was their responsibility to effectively use instructional materials appropriately and the most suitable modes of communication as they would take into account the needs of each and every child. These study samples served a great

deal in enabling collection of data on the factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality.

Table 3. 1: The target population and Sample size

Category	Target population	Sample size
SNE Teachers	10	06
Children with HI	20	10
Total	30	16

3.3 Sampling Techniques

Sampling refers to the process of selecting and studying the characteristics of a relatively small number of items from a relatively large population (Patton, 2002). The researcher adopted a purposive sampling. Purposive sampling was the process of selecting a sample on the basis of knowledge of a population, its elements and the purpose of study (Babbie, 2011).

In this study, purposive sampling technique was used to obtain sample of 06 teachers trained in special needs education and 10 children with hearing impairment. Children with hearing impairment were included in the sample due to the fact that they were core giving their views and experience on the factors influencing their retention in primary schools. On the other hand, teachers of SNE were chosen due to their experience in teaching children with hearing impairment. The study expected of them to share the problems faced by children with hearing impairment in primary schools which impact on their retention or cause drop out.

3.4 Data Collection Methods and Tools

The researcher used two methods of data collection that included focus group discussion and interview.

Interview

According to Gary 2011 “Interview is a selection procedure designed to predict future job performance on the basis of applicants’ oral responses to oral inquiries.”

The semi-structured interview comprising of open-ended questions was used with teachers, probing questions helped to follow-up on interest information, interviews lasted for 45 minutes and all interviews were administered at school and with each teacher.

Interviews helped to get first-hand information from all informants on the phenomena under investigation (Gall et-al. 2003). Similarly, in an interview, there was no doubt of going to capture verbal and non-verbal cues, but this method also affords the capture of non-verbal cues including body language, which could indicate a level of discomfort with the questions.

The semi structured interview was used as tool to collect data from SNE teachers who were the respondents in the study. A semi structured interview refers to a series of questions that were in the general form of an interview schedule but the researcher was able to vary the sequence of the question (Bryman, 2008). The choice for the semi-structured interview guide for the study was based on it’s being flexible systematic and ability to save time (Gill 2008). Semi structured interview was chosen based on the fact that respondents were more likely to be committed to providing meaningful information in an interview than they would otherwise do with questionnaires (Abawi; 2013).

The interview tool was not only providing varying information and participant’s interpretation on the issue but also reduces my personal bias. The semi-structured interview comprising of open - ended questions which allow the participant express their views freely. Probing question was built into the guide to help follow-up on interesting information. This method helped the researcher identify the factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality.

Focus Group Discussion

Focus group discussion is a category of interviews whereby several subjects are interviewed at the same time and also Focus Group Discussion is a qualitative method in the social sciences, with a particular emphasis and application in the developmental program evaluation sphere (atlan 2017).

There were two focus group discussions held with children with hearing impairment, each group had five (5) children with hearing impairment, the discussions took about one hour for each group and an interpreter was used so as to concentrate on information which were given.

Its advantage was that participants responded not only to the researcher but also to other participants and their responses. The interaction between participants usually revealed more about the subjects' point of view than would be the case with the researcher-dominated interview (Ary *et al.*, 2010). For the case of this study, there were two focused group discussions where by each group included 5 children with hearing impairment. The discussions took about one hour for each group.

Focus group discussion was widely used in conservation research unlike some of the other relatively lesser known techniques such as Nominal Group Technique (Hugé & Mukherjee, in prep) and Q methodology (Zabala & Mukherjee, 2017).

3.5 Data Collection Procedure

The researcher got an introductory letter from Head of Department Special Needs and Rehabilitation, Kyambogo University that introduced her as a student from the University carrying out the research. The researcher presented an introductory letter to the District Education Officer who authorised and introduced her to the Headteachers. The introductory letter was presented to the Headteacher and explained to clarify the purpose of the study. The

headteacher provided the list of teachers trained in special needs education from whom a sample was made for interview.

The researcher first interviewed the teachers taking 25 minutes each. Interview were done individually with the teachers of SNE who were teaching classes having children with hearing impairment. Each teacher was interviewed in selected places considered convenient for the teachers. While others were interviewed in the classroom, one preferred to have the interview under a tree considering the heat during the afternoon.

There were two Focus Group Discussions with the children with hearing impairment taking 40 minutes for each. The focus group discussion with children having hearing impairment were done with the help of sign language interpreter. Questions to the children focused on provisions at school that made them have interest to study, what their parental do to promote their retention and school mentorship programs that motivated them to stay at school.

3.6 Data Analysis

This being a qualitative study, the researcher dealt with the process of data editing and carried out the entry and initial analysis. The data were sorted out, classified and categorized according to the sub themes that emerged. These questions were carefully organized, coded numerically and analysed qualitatively Items were arranged according to individual research questions and data analysed.

Data analysis involved making inferences from SNE teachers' responses from the open-ended questions using thematic approach. Further data analysis was done on the views given by HI children on factors influencing retention of childrens with hearing impairments. The provisions at school in the special primary school and unit, the role parents played and school mentorship programs in education of the children who have hearing impairment. All the information

relevant to a particular theme was placed together and further analysed to interactively yield answers to research questions raised in the study.

3.7 Ethical Considerations

According to Yin 2014, “specific ethical considerations arise for all research involving human subjects”. As research in social sciences, particularly in education, always relates to humans, ethical considerations become vital. By emphasizing and addressing ethical concerns, educational researcher showed respect for research participants, protected them from possible harm and honours their contribution (Gall, 2007).

Permission to conduct this study was taken from different legal authorities. Besides an official clearance from the University, an agreement from the field authorities was important to ensure that the study was ethically planned. The researcher sought permission from the District Education Officer to authorise access to schools. A consent letter was prepared to get consent from the teachers of special needs education on behalf of the children and their own behalf. Teachers consented for the children as the children sleep at school and their parents were far so the responsibility of the children were entrusted to the teachers.

The researcher made an effort to ensure that the information about the study was fully clear for the participants. Even after receiving preliminary agreements of participation and before conducting the interviews, the researcher provided an additional explanation about the study. The participants were informed that their participation was voluntary and that they had the right to withdraw from the research at any stage. Before signing the consent letters, the participants had an opportunity to check the interview guide.

As in a qualitative interview, the researcher was personally involved and had “body-contact” (Maxwell, 2013) with the participants, the process loses its anonymity. However, the researcher can reimburse it via protecting the participants’ confidentiality. Each participant was given a

number that corresponded with the pseudonym to ensure anonymity. To honouring participants contributions, the interviews were conducted at the most convenient time and place for the participants. The input made was appreciated verbally after the interviews.

The language of the reporting was based on Creswell (2012) that “an equally important aspect of ethical research practice resides in the writing and report phrase of inquiry”. Therefore, the researcher tried not to use unethical statement while reporting the study statements.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, data presentation and analysis were presented. For systematic presentation, the chapter was subdivided into the following four sections. Data Analysis, Provisions at school, Parental involvement and School mentorship programs. Each analysis was followed by an interpretation.

4.1 Demographic information

This section presented the respondents based on their numbers specifically degraded in gender and qualification of teachers of children with hearing impairment.

Table 4. 1a: Gender of Teachers and children with Hearing Impairment

Category	No. of teachers	No. of children	Total Respondents
Male	01	04	05
Female	05	06	11
Total	06	10	16

Gender had increasingly become an important consideration in the education sector, with special education sub-sector being no exception. According to Table 4.1.a above sixteen (16) respondents that participated in the study. Five (N=5) of the participants were male while eleven (N=11) were female. The Table indicated that out of a sample of 06 teachers of children with hearing impairment 05 were female while 01 was male. The table also showed that there were 04 male children and 06 female children with hearing impairment who participated in the study. This showed that there was a gender disparity in favour of female in the general composition of teachers. This might be due to the fact that teaching of children with hearing

impairment was presumed to be a feminine career as it entails motherly care and training in daily living skills.

Table 4. 1b:Qualification of Teachers of Children with Hearing Impairment

Qualification	No. of teachers
Bachelor of Education, Special Needs	00
Diploma in Special Needs Education	04
Certificate in Special Needs Education	02
Total	06

Table 4.1b Indicated that majority of teachers of Special Needs Education (N=4) in the schools completed Diploma in Special Needs Education and some few teachers (N= 02) attended training in Special Needs Education where they were issued with a certificate. These qualifications have enabled them to teach children with hearing impairment This implies that most teachers working with children with special needs in the school studies have basic required qualifications to teach in special needs education.

4.2 Provisions at school that influenced retention of children with hearing impairment in primary schools

The first objective sought to find out provisions at schools that influence retention of children with hearing impairment at school. Findings indicated that communication modes used by teachers and children with Hearing impairment during teaching/learning process, provision of teaching and learning materials, involvement of parents and modification of school were factoring that motivated children with hearing impairment to be retained at school.

Positive provisions at school that influenced retention of children with hearing impairment in primary schools

a) Modes of Communication that influenced provisions at school

Findings from teachers interviewed and children with hearing impairment during focus group discussion on the mode of communication used in class to facilitate teaching and learning process provided various responses. As stated by teacher (T2)

“I use sign language since I’m also deaf and always use the real objects which makes my teaching real and meaningful to the children”

Another teacher said,

“I use total communication that helps me to communicate effectively to these children since it involved the use of gestures, facial expression, sign language among others where children can use the mode that is easy to understand.”

Teacher (T5) noted that ;

“While teaching children with hearing impairment I rely on other teachers, interpreter and children to assist signing most phrases as I use verbal communication. I have not yet mastered sign language which should help me to teach children who are deaf”

While another teacher (T4) said,

“What I mostly use is gestures, writing and verbalizing as I try to sign. Due to my vast experience in teaching children with hearing impairment I become use to using gesture”

While the other teacher (T6) said,

“I came to realize that finger spelling is the easiest way of communicating with children with hearing impairment. I use it a lot and its working well with my class”

Some of the teacher’s responses were corroborated by the pupils during the focus group discussions. Children with hearing impairment in one (CWHI 1) group said,

“Our teachers who are not conversant in sign language always use interpreter when teaching. It makes it difficult as it’s a long way watching the teacher and the interpreter”

The other (CWHI 2) group noted

“We always lip-read our teachers when they are teaching using total communication. Many teachers write work on the blackboard and guide us to read and they explain. Some teachers only fingerspell words and write them on the board”

b).Other provisions at school that influenced retention in primary schools

Positive provisions at school that influenced retention in primary schools

Findings from the study revealed that there were positive provisions at school that influence retention of children with hearing impairment in primary schools which varied greatly.

According to one of the teachers (T4);

“We are modifying and improving the teaching materials to suit the ways we can use with children having hearing impairment. Where we lack the materials, we ask the school to provide these teaching aids and resources since the way of supporting the child with hearing impairment is using adequate teaching aids and resources.”

Teacher (T1) reported that;

“For Some of the teachers who are not trained and they don’t know sign language, we help to interpret for them so that children can understand. We advise and encourage our colleagues to provide the required attention and skills to these children who are at schools so that they love the school and do not drop out”

Another teacher (T3) noted,

“For ease support of the HI children the school administrators have assigned experienced teachers in sign language to serve as interpreters in the school to support the learning of these children with impairment. We also interact with fellow teachers and hearing children to train them sign language to communicate easily with children with deafness”

According to teacher (T2)

“The school open days are organised occasionally so that parents have the opportunity to visit the school to encourage children with hearing impairment to fully participate in all school activities. This open day has helped to motivate parents to contribute to ensure that their children do not drop out from school. It is also when the school administrators lobby for assistive devices like hearing aids which are used by the HI children to ease their learning and socialization with other children who are hearing and teachers at school”

Similarly, teachers (T6) said,

“The school has managed to modify the classrooms and structures to help children with hearing impairment learn well. The chairs are easily movable and light in the class is enough to make it easy for them follow the interpreter/teacher during the teaching/learning processes”

In order to maximise full participation of children with hearing impairment in the teaching/learning process, responses from the focus group discussions were also analysed. Data indicated that one focus group discussion of CWHI said,

“Our school provides adequate teaching aids and displays materials which makes it interesting to stay at school. The school always call our parents to visit school and they bring us things that we are missing”

Another group (CWHI 2) also reported that,

“More trained teachers are learning sign language. They are talking to us in sign language and catering for our needs and differences.”

The study findings indicated that the teachers were using varying communication modes. These included sign language, total communication, interpreter and other children who are conversant in sign language, gesture, finger spelling and speech and writing when teaching children. Other provisions indicated that schools provided adequate teaching aids and resources, teachers knowledgeable in sign language, interpreters, and having school open days where parents visited us.

Negative provisions at school that influenced retention in primary schools

However, there were some negative provisions at school that influence retention of children with hearing impairment in primary schools as was given by the teachers during the interview and children with hearing impairment during the focus group discussions.

These were the responses from teachers (T4, T3 and T1) who said;

“Many of these children with hearing impairment are ever missing school hence leading to their poor performance in classwork, tests, exams and dropout of school”

Some teachers (T2 and T5) reported that;

“Most children with hearing impairment stay in insolation in that they don’t socialised with their peers who are hearing hence they feel they are ignored”

Another teacher (T6) said that;

“Negative attitude of other teachers who are hearing who claim they can’t teach these children with hearing impairment has led to few teachers in the unit where there are only six(6) teachers leading to much work load for these teachers from P1-P7 classes”

One of the focus group discussion (CWHI 1) reported that;

“There are inadequate instructional materials like text books, hearing aids, charts among others which make our learning in class difficult and not interested”

While another group (CWHI 2) also said;

“Some of our teachers are not conversant in sign language which makes them to use the interpreter but there is only one interpreter in the unit of which if the interpreter is interpreting in other class the other classes would be waiting for him”

The study indicated there were some factors that influenced retention of children with hearing impairment negatively according to the responses from the teachers and children with hearing impairment, where there were irregular attendance of school activities by children with hearing

impairment, children with hearing impairment staying in isolation, negative attitude of other teachers, inadequate instructional materials, inadequate interpreters among others which influenced retention of children with hearing impairment in primary schools.

4.3 Parental involvement that influenced retention of children with hearing impairment in primary schools

Objective two of the study sought to explore parental involvement that influence retention of children with hearing impairment in primary school. Results were sought from both teachers and children through individual interviews and focus group discussions respectively. The first part of the results presented findings of responses from teachers of SNE and children with hearing impairment on the positive parental involvement and the second part presented findings from SNE teachers and children with hearing impairment on negative parental involvement that influenced retention of children with hearing impairment in primary schools.

a). Positive parental involvement that influenced retention in primary schools

According to one of the teachers (T5)

“The parents are not helping their children, they don't know how what to do with their children. However, parents are trying their best to take the child with hearing impairment and encourages the child to stay at school since it is through school that such child learn to interact with their peers and appreciate their individual differences”

Another teacher said that much as the school has roles to play, parents too need to be remained on their obligations and those that have been told have done their best.

Teacher (T3) said,

“Parents have always provided scholastic materials like books, pens, sets, counter among others for their children and through this it has a good bonding between the children and their parents and motivated them in learning”

On good relationship with the children with hearing impairment, one of the teachers (T2) noted,

“Parents have created good relationship with teachers since it is very essential in that good working relationship between teacher and a parent enables the parent to easily assess the child progress at school”

A teacher was of the view that parental involvement can be organized in such a way that there is an open/parents school days, in her own words, she (T6) said,

“Parent’s/open school days have helped teachers, parents and children can freely interact and has been very important in the learning of children with hearing impairment. Parents are able to check the performance of their children and encourage the children with the help of their teachers”

Another teacher said,

“Parents always acts as role models to their children and these ,provides 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 towards children with hearing impairment, designing activities to enhance self-reliance”

Teachers 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 teacher suggested said,

“Parents are always involved in the education of their children in order to promote skills like communication, turn-taking, leadership and sign language as a culture of the deaf people”

Some teachers’ responses were supported by the children with hearing impairment during the focus group discussions. This was what they said,

“Our parents are always collaborating with the school so that enough materials are procured for our effective learning” CWHI 1 while,

Another focus group discussion CWHI 2 also said,

“Our parents are encouraging us by loving and caring for us ,feeding us, carrying out guidance and counselling, training of sign language to all stakeholders, carrying out community mobilization, use of resource personnel, putting up by-laws”

The findings of the study on positive parental involvement indicated various ways parents can support the retention of their children with hearing impairment. Where T5 said parents takes HI children to and from school, T1 suggested parents are always providing scholastic materials, T3 said parents are creating good relationship with teachers, T6 emphasised that parent’s/open school days are organised occasionally, T2 elaborated that parents are acting as role models to their children , T4 stated that parents are always promoting skills like communication, turn-taking, leadership and sign language as a culture of the deaf people, While supported their teachers’ response where CWHI 1 responded that their parents are collaborating with the school and CWHI 2 reported parents are always encouraged to love and care for us ,feeding us, carrying out guidance and counselling, training of sign language to all stakeholders, carrying out community mobilization, use of resource personnel, putting up by-laws.

b).Negative parental involvement that influenced retention in primary schools

However there were some negative parental involvement that influenced retention of children with hearing impairment;

One the teacher (T3) said;

“Some parents are not paying their children with hearing impairment’s school fees in time saying they first wants to pay other children who are hearing”

Another teacher (T5) reported that;

“Some parents are not willing to provide scholastic materials like books,pens among others for their children with hearing impairment claiming they don’t have money for them”

Other teachers(T2 and T4) said;

“Most parents of children with hearing impairment rarely attend school days like school meetings, open days, class days among others making them not know what they want from them”

While teachers (T1 and T6) urged that;

“Majority of parents of children with hearing impairment always don’t bring enough food stuff for their children in boarding section which makes their children to be taken back home and begin moving from home daily”

CWHI 1 noted that;

“Our parents always first take other children who are not having hearing impairment to school before they take us, most of the time we stay home and report to late since they would say they had spent all the money on our siblings”

While another group CWHI 2 reported that;

“Some of our parents can’t afford to buy the assistive devices like hearing aids hence it affects our communication and learning”

The study findings indicated that there were inadequate provision of food stuff, low attendance of school activities, low payment of school fees, inadequate provision of scholastic materials, late reporting to school, poverty among others negatively influenced retention of children with hearing impairment in primary schools.

4.3. School mentorship programs that influenced retention of children with hearing impairment in primary schools

Data from teachers and Children with hearing impairment on the school mentorship programs including guidance and counselling, training in Uganda Sign Language, co-curricular activities, learning environment, designing appropriate activities and organizing school meetings/visitation days.

a).Positive school mentorship programs that influenced retention in primary schools

A teacher(T5) who was interviewed said,

“The school has always guided and counselled parents to love and care for their children with hearing impairment, feeding them, providing appreciate instructional materials, carry out community mobilization, putting parents’ by-laws and attending class days of their children. This has helped a lot in making parents close to their children and children motivated to learn”

While another teacher (T3) said,

“More trained teachers for sign language are posted in these schools of children with hearing impairment who are catering for individual differences and they are always using proper methods of teaching, curriculum design, advocacy for quality education, home visits, individualized educational programs which have reinforced primary schools to maximize full participation of children with hearing impairment wherever they are placed”

Another teacher (T2) said,

“The School has ensured that children with hearing impairment are actively participating in the co-curricular activities like games and sports, music dance and drama among others, parents can come in to provide assistance where they can but teachers have to initiate these activities since they spend most of the time with these children”

One teacher (T1) also said,

“School has positive learning environment which 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 HI learn without any disruption”

Another teacher (T4) said,

“ the school has program that have a growth mindset towards the children with hearing impairment which includes designing appropriate activities to enhance self-reliance in their daily life, for example art work, digging around the school, etc”

While teacher(T6) noted that,

“the school has organized school meetings/visitation days that has enhance parent-teacher talk and parent-child talk as this serves as a session of sensitization, guidance and counselling to the children with hearing impairment at large”

Children with hearing impairment responded to the school mentorship programs during the focus group discussions. This was what they said,

CWHI 1 responded that;

“The school administrators are always carrying out guidance and counselling which makes us to easily use our hearing aids comfortably, confidently and consistently without fear”

While,

CWHI 2 said,

“School has mentored us HI children by providing children with assistive devices like hearing aids to cater for individualized needs ,more frequent seminars have been organized which has sensitized our parents to have love and care for us children despite our hearing difficult”

The study findings from teachers and CWH I indicated that teacher T3 said guidance and counselling to parents helped them to love and care for their children with hearing impairment, T6 stated more teachers were trained in sign language and posted in schools of children with hearing impairment, T1 suggested encouragement in active participation of children with hearing impairment in the co-curricular activities, T2 said, there is good school positive learning environment , T4 reported designing appropriate activities always enhance self-reliance in their daily life, T5 also said organizing school meetings/visitation days enhance parent-teacher talk and parent-child talk , CWHI 1 reported carrying out guidance and counselling, training in sign language for teachers and children, use of resource personnel, putting parents' by-laws, involving parents in children's education, good support, encourage parents to visit classes of their children and CWHI 2 responded that School can mentor HI children by providing children with aids to cater for individualized needs ,more frequent

seminars be organized and sensitizing parents to have love and care for their children despite their hearing difficult.

b).Negative school mentorship programs that influenced retention in primary schools

However the findings from the SNE teachers and children with hearing impairment on negative school mentorship programs influenced retention of children with hearing impairment in primary schools;

One of the teachers(T5) noted that;

“In this school there are few co-curricula activities eg net ball,volley ball among others since the company is small for other activities”

Another teacher(T3) said;

“Most of the teachers are less interested and have little knowledge in the guidance and counselling exercise in that they say it is a time consuming and waste of time”

Some teachers(T2 and T6) complained that;

“Some of the words are very complicated to sign and the signs are very many that mean the same thing especially during the teaching/learning process hence many teachers gives wrong signs to the children with hearing impairment making them not to get the content correctly”

Other teachers also said;

“Most teachers who are not conversant in sign language lack interest in learning sign language that it makes people look ugly”

The first group of CWHI responed that;

“We are always not given enough guidance and counselling in that most teachers take their time to guid and counsel only children who are hearing”

CWHI 2 explained that;

“Our school is surrounded by a very roads which makes our lives at risk in that if we are going out we may be knocked by the speeding vehicles and boda bodas”

The study findings on negative factors on school mentorship programs that influenced retention of children with hearing impairment in primary schools were few co-curricular activities,lack of enough knowledge and little interest in guidance and counselling,complicated signs/words,lack of interest in learning sign language,inadequate guidance and counselling,unfriendly environment among others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presented summary of the research findings, conclusions made in accordance with research results and recommendations for future implementations and suggestions for further research in this aspect of education.

5.1 Summary of the Research Findings

The study intended to determine factors influencing retention of children with hearing impairments in primary schools. The study was carried out in two (2) selected primary schools in Gulu Municipality and two sets of the instruments were used. The research questions that guided the study included;

1. What were the provisions at school that influenced retention of children with hearing impairment in primary schools?
2. What were parental involvement that influenced retention of children with hearing impairment in primary schools?
3. What were the school mentorship programmes that influenced retention of children with hearing impairment in primary schools?

5.1.1 Provisions at school that influenced retention in primary schools

The study assessed the provisions at school that would influenced the retention of children with hearing impairment to enable them stay and complete schooling; one of the findings indicated that the used of text books during the teaching/learning process motivates children. The text-books were the most commonly used resources by the teachers in the teaching and learning process. The textbooks were used by children to do some exercises in class while the teacher moved around the classroom marking their work. However, the text-books available

were few in some of the lessons observed and the children had to share. This encouraged cheating in class work and therefore the teacher could not easily recognize those who had difficulties in doing the class work . The argument paid attention to textbook as main factor for improving quality in education and not teacher qualifications but as we will find out some literature materials still exalts teacher competence as the integral factor (Hallahan and Kauffman, 2010).

Findings also indicated that generally, there were very few teaching aids being used by teachers in the teaching and learning process during the lessons. The few charts and models that were present in some classes were not fully utilized. Some charts were very old and hanging on the walls. The failure to incorporate such teaching aid did not motivate children with hearing impairments that had an auditory deficit and one of their active senses was the eye. Furthermore, some of these children's attention span was relatively short and therefore the need to arouse their interest in a bid to sustain it and boost their retention in primary schools which was supported by Chickering and Gawson, (2011) who urged that for effective teacher-children interactions create emotional support, classroom organization and instructional support. Positive relationships between teachers and children, and among peers' results in emotional support of children. Well managed classrooms engage children with learning activities. Instructional Support means interactions that teach children to think, provide ongoing feedback and support, and facilitate language and vocabulary.

It must be highlighted that, the teaching and learning process of children with hearing impairment must include the use of different classroom communication simultaneously. For instance, the teacher may use facial expressions, signs, verbal and body language at the same time. All languages have expressive and receptive features for communication. Teachers were

therefore encouraged to use different communication modes to teach children with hearing impairment.

Findings also indicated that active classroom involvement is not just sitting and listening to the teacher talk but by talking about what they learned, write about it, relate it to past experience and apply it to their daily lives. This helped them to improve their retention of information and thus improved their academic performance. Teacher-pupil interaction was a significant factor towards children's learning. Good interaction made children understand subject matter, interact with one another and help improve academic performance.

A number of factors were identified that support the provisions that in educational institutions, children and teachers were most important resources. The impact teachers had on children's achievement, quality education and educational reforms should be recognized by school administrators, and also by other teachers. Karsli and Iskender (2009:2253), as quoted by Gedefaw (2012) affirmed that teachers need the appreciation, approval and respect of school administrators, and of others. The argument paid attention to textbook as a main factor for improving quality in education and not teacher qualifications but as we would find out some literature materials still exalted teacher competence as the integral factor (Hallahan and Kauffman, 2010). Which was against the study conducted by National Curriculum Development Centre (NCDC), Ministry of Education and Sports (MoES) (2013) that pointed out that supporting child's learning at school and home was by monitoring the child's attendance and performance, developing a relationship with performance, teachers that focused on children's performance, participating in sports days, science fairs, music, concert and other child performance events and participating in the activities of the Parents Teachers Associations (PTAs).

In support by (Knoors and Hermans, 2010) Insufficient knowledge of the particular subject by interpreters may cause alterations of content and negatively influence the accuracy and completeness of the information a deaf child receives.

Powell, Hyde and Punch (2013), based on their mixed study reported that sign language use makes children's frustration caused by interpreters' lack of experience or qualification to transfer lectures' content effectively.

Despite promising developments in the education of children with hearing impairment, their retention continues to lag behind their hearing peers', and many do not acquire the knowledge and skills to reach their full potential (Qi and Mitchell, 2012).

Many children with hearing impairment enter school lacking fluency in either a signed or a spoken language, and service providers frequently struggle to adequately structure the language environments and to provide access and opportunities for children with hearing impairment to learn (Knoors and Marschark, 2014).

Dye, Hauser, and Bavelier, (2008), Marschark and Knoors, (2012) quoted that there were shortages of qualified teachers of the deaf and of research-based teaching methods and instructional materials for children with hearing impairment. It had revealed cognitive differences between CWHI and hearing children that indicated the need for some different pedagogical techniques and instructional materials.

Knoors and Marschark(2012), agreed that whatever the educational setting, the primary challenge in educating HI child was meeting their communication needs. More than 95% of HI children have speaking and hearing parents, but because of their hearing losses, HI children's access to spoken language was limited. Thus, most HI children arrive at school with significant delays in language development relative to hearing peers.

The morbidity and burden of hearing impairment on the children and their parents was enormous Umadevi and Venkatramaiah(2013) said. As a result, affected children experience developmental delays in many facilities ranging from speech, cognition, behaviour amongst other aspects of psychological advancement.

Lastly, Marschark and Knoors(2012), supported that a possible explanation was that HI children do not have full access to the language and environmental diversity of their hearing peers. This situation impacts not only language development, but also cognitive development, knowledge of the world, and social functioning, all of which influence each other cumulatively over time.

5.1.2 Parental involvement that influenced retention of children with hearing impairment in primary schools

The findings also indicated how the parental involvement influence the retention of children with hearing impairment. The positive factors included taking the child with hearing impairment to and from schools, providing scholastic materials, training their children with skills, attending school meeting/visitation days and being a role models. With the above positive factors, the researcher believed that the retention of children with hearing impairment in primary schools would be effective.

Some parents were involved through taking the children to school and from school since parents were 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) supported and as aligned by the Ministry of Education and Sport (2014) that encouraged parents to visit schools regularly and played an appropriate part in checking on teaching and learning in their children's schools. The benefited of parental contribution to the education of children with hearing impairment was paramount.

Through parental involvement of child acquired the first language through gestures used at home as a means of learning to sign language. It was from the language that a child was able to acquire functional knowledge.

The school cannot provide all the materials necessary for teaching children with hearing impairment. Therefore, majority of the parents need to collaborate with the school since the government has also very much involved parents to contribute towards school developments and this has been done materially, physically, morally and spiritually hence procured for the effective learning of these children with hearing impairment.

It was 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 were ignorant about skills of handling children with hearing impairment, then the relationship with their teachers would remain negative. However, if parents were sensitized and were trained in sign language then positive parent-teacher relationship would be realized. Cultural beliefs were also an influencing factors whereby some parents still think that children with hearing impairment were a burden and useless.

According to Umadevi and Venkatramaiah (2013), mothers have refused to accept that the offspring were hearing impaired or to permit paediatricians to diagnose them mainly due to a sense of shame and other times because of being ignorant of the possibilities awaiting their children with HI until very late in life when essential time have been lost. This definitely denies the child his/her rights. What the mother ought to do was to pity him and be ambitious in helping him to overcome his disability as soon as possible. Should the mother fail to face the facts and rectifying the situation with an aim of enhancing the remaining facilities would at final and vest shame and remorse on the side of the parents.

Some few parents attended school meetings/visitation days that encouraged parents to visit schools regularly and play an appropriate part in checking on teaching and learning in their children's schools. The benefit of parental contribution to the education of children with hearing impairment is paramount. Through parental involvement of child acquires the first language through gestures used at home as a means of learning to sign language. It is from the language that a child is able to acquire functional knowledge.

Few parents act as role model to their Hearing-Impaired children in that parents can support their children's education through parent child book sharing which is considered an important family process variable related to education development since most parents can be involved in all aspects of their children's lived and that they should be keen to share their views and knowledge with their children. Parents provided long term care and love which often carries on well past the age of eighteen years.

Findings also indicated that some of the parents have high expectations from schools. They expect to be sensitized as stakeholders about the basic needs of the children with hearing impairment and provisions at school for the retention of children with hearing impairment. Children with hearing impairment may not learn successfully just because of what parents expect from schools is not applied.

According to Central Institute for the Deaf (CID) 2012 number of factors were identified that support the parent's involvement in almost all school activities. The argument was 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. The evident from the respondent that the major reason as to why parents should be involved is to have meaningful performance of the children so as to

have self-reliance life in future, since they stay with their children most of the time. Definitely this situation alone showed that parents of children with hearing impairment celebrate the improvements in general performance of their children. After identification of the problem, intense and consistent guidance and counselling is put in place as early intervention strategy. Children improved psychologically, socially and academically.

Lastly, parental involvement can be organized by having teachers-parents talk and parent-pupils talk. This is in line with 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.

The study findings strongly supported that most parents should 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 provided 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.

5.1.3 School mentorship programs that influenced retention of children with hearing impairment in primary schools

This findings indicated that an attempt was to be made to involve the school mentorship programmes in the retention of children with hearing impairment. It was revealed that school mentorship programmes included guidance and counselling, co-curricular activities, training in Uganda Sign Language, organizing school meeting/visitation days, creating conducive environment and designing appropriate activities.

Children appreciated guidance and counselling services in schools because it helps them cope with life challenges, and create good learning environment and interpersonal skills. However,

some children failed to seek counselling because the counsellor was too old or too young, unpopular or of a gender not preferred by them. Guidance and counselling help teachers play a crucial role in bridging this relationship between children with hearing impairment and teachers. As supported by Sabina,2012.

And Owiyo, 2013 reported that Guidance and counselling services on children's' academic performance supplement, strengthen, add real meaning to educational aspirations and improved self-understanding, hence reducing social anxiety which then translates into improved performance. High anxiety was a health issue and can lead to health problems; hence there is need for counsellors to engage in early psychotherapy with children from early childhood periodically to arrest any development of anxiety. The government through Teachers Service Commission should implement the policy by employing trained full-time counsellors in schools, to handle the rising cases of anxiety of children with hearing impairment that pose a danger to their future life.

Organising co-curricular in that the school administration should lay down policies on school activities that help children to acquire the education and this can be done through co-curricular activities and open days where parents can get chance to consult the teachers. (Murungi,et al, 2014) suggested that the school administration should lay down policies on school activities that help children to acquire the education and this can be done through co-curricular activities and open days where parents can get chance to consult the teachers.

Teaching of sign language to the hearing children, teachers and parents. Many children with hearing impairment entered school lacking fluency in either a signed or a spoken language, and service providers frequently struggle to adequately structure the language environments and to provided access and opportunities for DHH children to learn. Salend, 2010 supported that in Uganda, most children with hearing impairment (roughly 80 percent) are placed in a

mainstream public-school environment with hearing peers and teachers. This was done in public school programs to assess fully the factors influencing first and second language acquisition and literacy development. Many challenges confront educators of children with hearing impairment, including diversity in the student population, critical period of language acquisition, the nature of linguistic exposure, sociolinguistic aspects of language policy or planning in the classroom, and the effect of amplification of sound to children with hearing problems in the classroom.

Organising school meeting/visitation days helped in supporting child learning at school and home by monitoring the child's attendance and performance, developing a relationship with the performance, developing a relationship with the teachers that focused on children's' performance, participating in sports days, science fares, music, concerts and other child performance events and participating in the activities of the Parents Teachers Association (PTAs).As quoted by Murungi,et al (2014) who said, that these kind of visits have many positive benefits including better attendance, more successful transitions, improved performance and achievement. And also, in Uganda, a study conducted by National Curriculum Development Centre (NCDC), Ministry of Education and Sports (MoES,2013) pointed out that supporting child learning at school and home was by monitoring the child's attendance and performance, developing a relationship with the performance, developing a relationship with the teachers that focus on children's' performance, participating in sports days, science fares, music, concerts and other child performance events and participating in the activities of the Parents Teachers Association (PTAs).

Creating conducive environment where school should provide a positive learning environment which was 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. as quoted in a study by Libarente (2012) on teacher-children relationship found that relationship is the most powerful elements within the learning environment that forms the basis for social contact in which learning takes place.

Lastly, designing appropriate activities where the training program was designed to equip head teachers and teachers to serve as school change agents to ignite the commitment of all staff and all children in schools, but little has taken off in most of the primary inclusive schools including special and units. People still have fixed mind of employing corporal punishments to children. This was in line with the National level, the Ministry of Education, science, technology and Sports (MoESTS 2015) which 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.

5.2 Conclusions

The study explored factors influencing retention of children with hearing impairment in primary schools. In spite of the limitations experienced in the study, the main conclusion drawn from the findings were that there was attempts made to influence retention of children with hearing impairment in primary schools.

However, it was also evidence that retention of children with hearing impairment was not adequately supported. This was reflected in the findings presented almost for each of the objectives of the study as shown below.

First findings indicated that the different provisions at school might influenced retention of children with hearing impairment were not adequately applied because a few provisions at school were fully used and others were left out causing imbalances in the retention. In addition, schools still have some gaps because some provisions at school were not practically done like there were irregular attendance of CWHI, CWHI staying in isolation, negative attitudes of other

teachers, inadequate instructional materials, few interpreters among others. This evidence revealed that children with hearing impairment who were taken to schools sometimes dropout of school.

Secondly there were several parental involvement influencing retention of children with hearing impairment in primary schools and they included things like limited networking between the parents and school, provision of inadequate food stuff, providing inadequate scholastic materials, low attending school meeting/visitation days, late payment of school fees and poverty among others. This was because the parents might not be able to provide all the necessary needs or requirements to the children/schools and sometimes they lack skills to interact and share ideas due to limited communication or information regarding hearing impairment.

Thirdly, there were many school mentorship programs put in place that influenced retention of children with hearing impairment in primary schools although some of were not being practiced. Among these were inadequate guidance and counselling, few co-curricular activities, lack of enough knowledge and less interest in guidance and counselling, lack of interest in learning sign language, unfriendly environment among others and the findings showed that these had created a gap and setback in the retention of children with hearing impairment in primary schools. The findings generally pointed out the need to put in place some recommendations that might influence retention of children with hearing impairment in primary schools.

5.3 Recommendations

From the study findings, many factors had been identified that negatively influenced retention of children with hearing impairment in primary schools. However, it might not be possible to address all these factors within a short period of time. Researcher therefore, wish to put forward

the following recommendations that might help to influence retention of children with hearing impairment in primary schools.

1. There is need to guide and counsel the children with hearing impairment to accept themselves and socialise freely with other children.
2. The teachers should be encourage to cater for individual differences of all children regardless of their disabilities.
3. The school administrators should provide enough instructional materials and interpreters in the units to support the children with hearing impairment.
4. There is need to increase awareness among parents to be fully involved in the education of children with hearing impairment as they collaborate with the teachers, interact with SNE teachers, payment of school fees, providing food stuff, provision of scholastic materials, taking their CWHI to and from school.
5. The school administrators should increase and improve on many mentorship programs.

5.4 Areas for further Research

Based on the findings of this study, there is need for researchers to conduct further on the following areas;

1. Teachers' attitude towards the use of Uganda Sign Language as language of instruction to children with hearing impairment in primary schools.
2. Teacher's participation in the education of children with hearing impairment in inclusive schools.

3.Parental initiatives towards education of children with hearing impairment in vocational institutions.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION FROM 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, 2019

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. ACIRO JENNIFER.....
Reg.No: 17/011A072/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/Masters, 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,

MD 
Dr. Okwaput Stackus
HEAD OF DEPARTMENT



APPENDIX 2: LETTER OF CONSENT TO THE RESPONDENT

Dear Respondent,

My name is **ACIRO JENNIFER** . I am a student of Kyambogo University conducting a Master Degree research on “Factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District,Uganda”

I would like to carry a study in the following schools; Laroo primary school and Mother Teraza Primary School. Your assistance will highly be appreciated.

In your everyday encounter with children with hearing impairments, you may have wondered why and how they relate with their peers who are ‘normal’ in a regular classroom setting. Accept to answer these questions to help establish facts on the factors influencing retention of children with hearing impairment in primary schools.

I assure you that all the information given here will be treated with utmost confidentiality, and will only be used for research purposes alone.

Please spare some of your precious time to answer these questions. Your cooperation will be highly appreciated.

Thank you in advance.

ACIRO JENNIFER

REG.NO.17/U/14272/GMSN/PE

APPENDIX 3: INTERVIEW GUIDE FOR TEACHERS

I am a student of Kyambogo University carrying out a research study entitled” Factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District.” As a requirement by the University for the Award of Master in Special Needs Education. The study is basically for my academic work which will also help in influencing retention of children in primary schools education.

I hereby humble request you to participate in this study by answering the questions as honestly as possible. Your views will be treated with ultimate confidentiality.

A.Preliminary

1.Gender of respondent.....

2. What is the level of your education?

.....

3. Have you ever got any training on hearing impairment?

.....

4. Which class do your teach?

.....

5. How many children with hearing impairment do you have in your class?

.....

B) Provisions at school for retention of children with hearing impairment

6. Which type of learning materials are in place that you use?

.....

7. What assistive devices do children with hearing impairment use?

.....

8. Which mode of communication do you use when teaching?

.....

9. Do you have sign language interpreters to support children with hearing impairment in your class?

.....

C) Parental factors influencing retention of children with hearing impairment in primary schools

10. How do parents contribute to the retention of their children with hearing impairment at school?

.....

D) School mentorship programs that support retention of children with hearing impairment at primary school

11. What activities/programs are in school that influence retention of children with hearing impairment in primary school?

.....

THANK YOU FOR YOUR COOPERATION

**APPENDIX 4: FOCUS GROUP DISCUSSION FOR CHILDREN WITH HEARING
IMPAIRMENT**

INTRODUCTION

Greetings to you dear respondent, I am a student of Kyambogo University carrying a research entitled " *Factors influencing retention of children with hearing impairment in primary schools in Gulu Municipality, Gulu District.*" *The study is purely for academic purpose and carried out in partial fulfillment of the requirements for the awards of Master in Special Needs Education of Kyambogo University.*

This research work is done voluntarily and you should be informed that this interview is confidential and so nothing shall be exposed out of the information that you are given me or be used against you in any in legal proceedings.

I would like to humbly engage you in an academic research which shall be inform of some questions as I shall get your response.

A) Preliminary

1. Which mode of communication do you use in and outside the classrooms?

.....

2. Are/is there sign language interpreter(s) to support you in communication both at home and school?

.....

B) Provisions at school that influence retention of children with hearing impairment in primary schools

3. Do you have enough learning and teaching materials in your class?

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

C) Parental factors that influence retention of children with hearing impairment in primary schools

4. What do your parents always do to influence your retention at school?

.....
.....

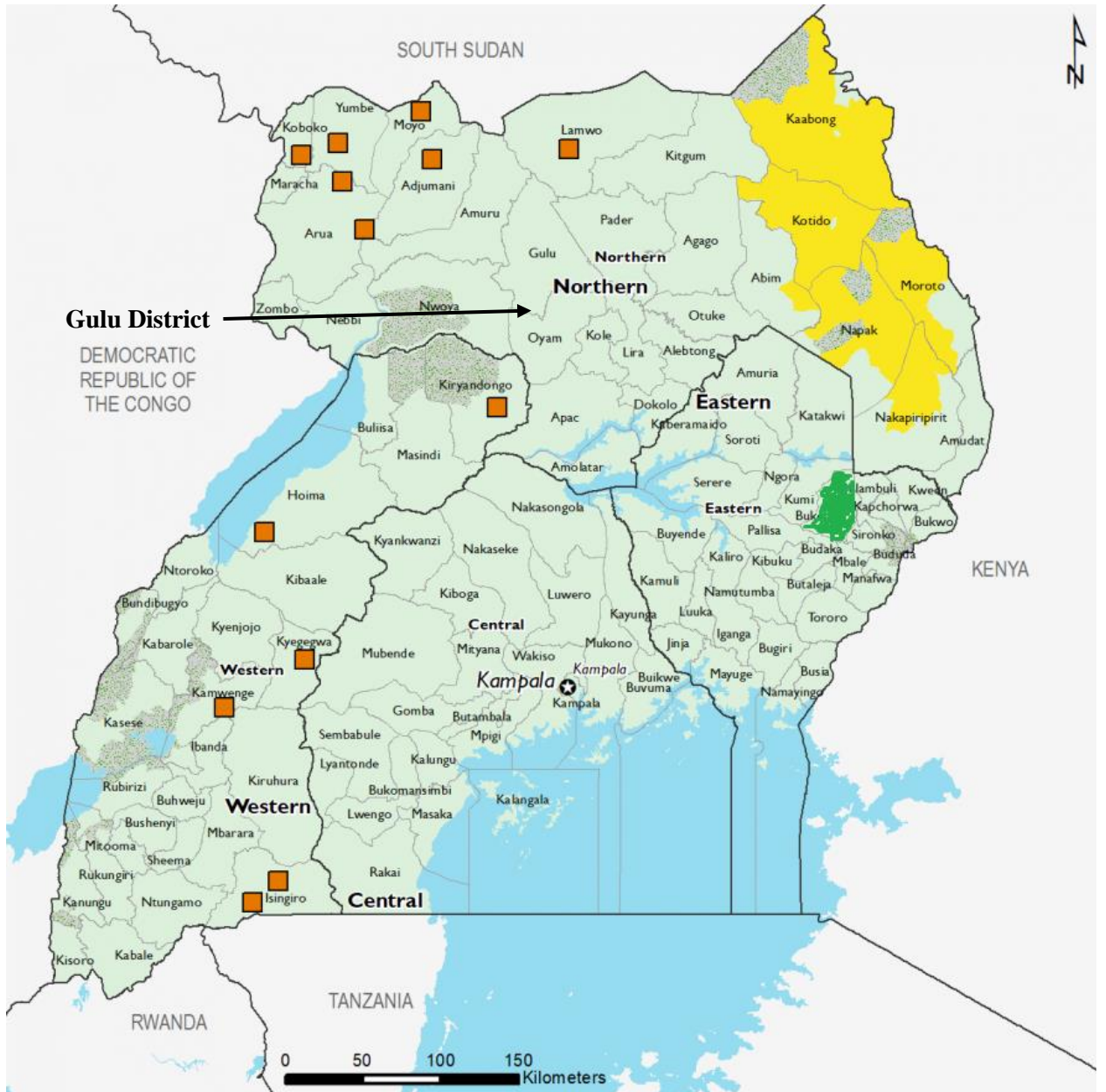
D) School mentorship programs that support retention of children with hearing impairment in primary schools

5. Which mentorship programs /activities are at school?

.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX 5: MAP OF UGANDA SHOWING GULU DISTRICT



APPENDIX 6: MAP OF GULU DISTRICT SHOWING GULU MUNICIPALITY

