

**THE INFLUENCE OF PARENTAL INVOLVEMENT ON THE LEARNING OF  
CHILDREN WITH HEARING IMPAIRMENT AT HAND IN HAND  
UGANDA INCLUSIVE SCHOOL MUKONO**

**BY**

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**DECLARATION**

**I Abitegeka Sally**, hereby declare that this is my own original work. It has never been submitted to any institution of learning for the award of diploma, degree or any other qualification.

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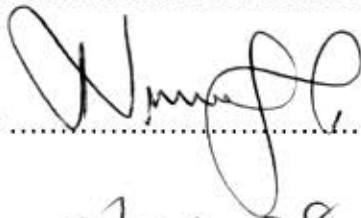
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**APPROVAL**

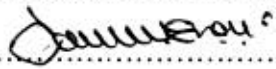
We the under signed, hereby acknowledge that this work entitled “**The influence of parental involvement on the learning of children with Hearing Impairment**”: At Hand in Hand Uganda Inclusive School (HIHUIS) Mukono Municipality. This work has been under our supervision and it’s now ready for submission to the board of examiners for the award of Master Degree of Special Needs Education of Kyambogo University:

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## **LIST OF ABBREVIATIONS**

CWHI:	Children with Hearing Impairment
DCSF:	Department for Children School and Families
EARS:	Education Assessment and Resource Services
HI:	Hearing Impairment
HIHUIS:	Hand in Hand Uganda Inclusive School
NAPADEC:	National Association for Parents of Deaf Children
NGO:	Non-governmental Organization
PTA:	Parents and Teachers Association
PWDs :	Persons with Disabilities
SDGs:	Sustainable Development Goals
SMC:	School Management Committee
UNESCO:	United Nations Education Scientific and Cultural Organizations
UNICEF:	United Nations International Children's Education Fund
UPE:	Universal Primary Education



## ASBTRACT

The study examined the influence of parental involvement on the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School. It sought to explore how limited parental involvement affects the learning of children with hearing impairment, to identify factors that hinder parental involvement in the learning of children with hearing impairment and to propose strategies for enhancing parental involvement in the learning of children with hearing impairment. The paradigm for this study was interpretivism whereas the research design was qualitative; the research method used was a case study. Focus group discussion and in-depth interview guide were used for data collection. Parents, teachers and learners were the participants to the study. The findings as per objective one showed that, limited parental involvement contributes to early marriages, low morale to study and low self-esteem among children with hearing impairment. The findings on the factors that hinder parental involvement suggested negative attitude, communication barriers, busy schedule and financial limitations as the outstanding factors.

Finally as per the strategies, it was suggested that training parents in sign language, formation of parent support groups, sharing of testimonies from successful deaf role models and regular awareness creation on the importance of parental involvement in education of children with hearing impairment are paramount. In accordance to how parental involvement affects the learning of children with hearing impairment it was concluded that limited parental involvement was the major cause for low self-esteem and low morale towards studies of children with hearing impairment.

In relation to factors that hinder parental involvement in the learning of their children with hearing impairment, it was concluded that negative attitude and communication barriers were the most outstanding hindrances for parental involvement. As far as strategies for enhancing parental involvement in the learning of children with hearing impairment is concerned, the major conclusion drawn was that training parents in sign language and formation of parent

support groups would promote their active participation in the learning of their children with hearing impairment. Given the findings arrived at in this study the following are the recommendations of the study: Training parents and other family members in sign language would promote active involvement of parents in the learning of their children with hearing impairment. Awareness platforms on the importance of parental involvement should be organized for parents and other stake holders.

Parents should be mobilized to form parent support groups. The researcher suggests that further research be carried out on the effects of lack of parental involvement.

Generally, the study has drawn conclusions that parental involvement is a crucial factor in the learning of all children including those with hearing impairment. It has been noted that parents remain a major influence on their children's learning throughout school and beyond. This general conclusion is based on the Brofen Brenner Ecological model where parental involvement influences the support of the child from the various levels. For example, the immediate family members, the peers, administrators, employers, legislators, the media among others. It has been assumed that the way other people relate and respond to a given child is majorly dependent on how his or her parents relate with their own child.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0: Introduction**

The chapter presents the background of the study, statement of the problem, purpose of the study, objectives, Research questions, and significance of the study, scope, laminations and theoretical framework.

#### **1.1 Background of the study**

Success in education requires systematic support from various stakeholders such as parents, teachers, and peers among others (Innocent and Tylor 1998).

Guidelines on the policy roles and responsibilities of stake holders in the implementation of Universal Primary Education (UPE 2008) page 17 states that “parent’s contribution is crucial in many ways for example, provision of the child’s basic needs such as survival requirements like feeding, hygiene, medical care, shelter, and clothing among others. Research has consistently shown that parental involvement in children’s education has a remarkable positive difference in the child’s education achievement.

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 is supported by Nyamosi (2013), who pointed out that parental involvement takes many forms such as leadership, reading to the child at home, teaching songs/nursery rhymes and assisting with homework among others.

A research carried out by Sheldon and Epstein (2005) ascertained that parent-child reading activities produce a significant improvement in the child’s language and reading skills from pre-Primary throughout high school.

Afolabi, Mukhopadhyay and Nenty (2013) pointed out that for a long time it has been ascertained that including families in the learning of their children is a positive strategy towards the implementation of inclusive education world over, they also note that research has confirmed that involving parents in a meaningful way is highly recognized as the most important ingredient for successful inclusive practice.

Starr (2009) as cited in the DCSF report noted that children whose parents are actively involved in the education of their children are more likely to succeed academically and less likely to engage in violent behavior.

Innocent and Tylor (1998) in their research studies in United States on parental involvement with high risk and special needs children such as children from humble background, children with impairments, immigrant children and those with emotional disorders point out that parents are very instrumental in the teaching of academic, language skills, and social skills.

Greenberg and Kusche (1993) observed that children with hearing impairment are considered a high risk population because of their documented delays in language, communication skills, academic achievement and social emotional adjustment.

Research has evidence in the findings by Young & Tattersall (2007), that most parents have high expectations and aspirations for their children; however the aspirations change as the child grows older. Despite the understanding that parents play a very crucial role in influencing the learning of their children, it should be noted as well that some parents of children with disability take a passive role in the education of their children.

Mbabazi, Ocen, Onyango and Lubaale (2014) noted that there is negative perception of children with disability. They explained further that most parents of those children often do not take them to school due to the beliefs and customs about disability, not knowing that disability is not inability.

Aciro (2010) points out that for so long deaf people have been lagging behind not as result of their disability, or because they want to, but rather as a result of societal attitude towards them. UNICEF (2013) ascertained that people's attitude is one of the major challenges and lamented that there will be little change in the lives of children with disability until communities; professions; media and government change their attitude.

National Objective XVI of the Constitution to the Republic of Uganda provides that the state shall recognize the rights of persons with disabilities to respect their human dignity. National objective xxiv(c) of the same Constitution provides that the state shall promote the development of sign language for the deaf. Article 21 provides for equality and prohibits discrimination against all persons and specifically includes persons with disabilities.

The government White Paper (Uganda government 1992) responded by making significant policy on education of learners with disabilities. For example, the government has since taken up the responsibility of providing special education for children with special educational needs and learners with disabilities who make up an estimate 10% of the population (pp.169).

The White Paper (1992) is supported by the Uganda Constitution (1995), which emphasizes the education for all. Article 30 states that all persons have a right to education (pp 29). Universal Primary Education was therefore introduced in 1997 so that learners with disabilities are given first priority in the enrollment among the four children per family. This is because before the introduction of Universal Primary Education in 1997, only 1% of Uganda's population with disability had access to education. This was as a result of efforts by the Ugandan Society for learners with disabilities and young people with disabilities who sought provision of resources and opportunities for them to achieve their potential and lead fulfilling lives.

A number of efforts as regards the education of learners with intellectual difficulties and other disabilities have been made such as ensuring that they attend their neighboring schools that

would be attended by their counterparts. UNESCO (2012) has organized a major teacher education project in order to make schools more inclusive.

In spite of these interventions, children with disabilities remain subject to various forms of discrimination and marginalization. Some factors including, negative attitudes, superstition, neglect, social norm practices, and lack of awareness of their own rights. When children with disabilities are denied their basic rights, such as access to health, education, support and rehabilitation, their ability to develop to their full potential is severely compromised and removing these barriers to their participation is necessary in order to empower them. Special interest in this study therefore, is to examine how parental involvement influences the learning of children with hearing impairment.

Parental involvement is a compound word which refers to the action of a parent taking part in his or her child's affairs in this regard the education affairs. In my own view parental involvement can be described as the active, on-going participation of a parent or a primary caregiver in the education of his or her child, such parent can demonstrate involvement at home by reading with the child, helping the child with homework and discussing school events or at school by attending functions and providing all the requirements necessary for the child's for the learning.

In Uganda, parental involvement refers to the different ways parents engage in their children's development including academic progress. Children are usually brought up by their parents who are involved in all matters of child rearing and growth. Parents are therefore the custodians of their children before they go to school, providing them with care, emotional, security and cognitive development in terms of interaction and encouragement (Zientin, 2013). Besides that, parents provide children with basic necessities like food, shelter, safety, clothes, healthcare and school requirements (Education Act, MoES 1997). To this end, parental involvement is crucial. However, it is unfortunate that many parents in Uganda do not give necessary support to children

with hearing impairment, leaving the responsibility to teachers. Ministry of education and sports (2014) reflects this view when it emphasizes parents' contribution in nurturing and supporting development of the child in all spheres.

According to Ndurumo (1993), hearing impairment is a general term that refers to people who have problems with hearing, such a condition is categorized into: hard of hearing and deafness.

Ndeezi (2004) notes that hard of hearing refers to people who are able to hear spoken language to some extent. These people have residual hearing and they can benefit from using a hearing aid and oral speech. Okot (2002) confirms this by describing deaf people as those whose hearing is restricted in such a way that acquisition of oral language is increasingly difficult. For the purpose of this research, hearing impairment is used to refer to both categories of Deafness.

One of the schools that provide inclusive education is Hand in Hand Uganda Inclusive School (HIHUIS). This is a private primary institution with classes from primary one to primary four and a vocation class based in Mukono Municipality, Central Division, Ggulu Ward, Agip Zone. The school enrolls all categories of disability and ordinary learners in response to the Salamanca Statement (1994) which advocates for inclusive education where all learners learn together and use the available resources. The overall aim of the school is to promote the creation of an enabling environment for all learners to learn and interact freely and be enabled to achieve their full potential. Besides that, HIHUIS also mobilizes parents into self-help groups for social and economic empowerment, providing psychosocial support to parents of children with disabilities so that they can ably cope with the emotional dynamics associated with raising a child with disability. In order to have a broader population for the study, (National Association of Parents of Deaf Children (NAPADEK) was also used whereby four parents were requested to provide information that was vital to the study.

According to Allemano (2013), effective learning process is influenced by four factors. These involve first the supporting inputs like teachers, parents and the community, administration and

8. In addition to paying school fees and buying uniforms, how else do your parents/guardian assist you to improve your learning

.....  
.....

9. How often do your parents visit you during the school term?

Very often       Often       rarely  Never 10) who

assists you in doing your homework?

Father       Mother       Sibling       Alone

11. Do your parents help you in your school work activities?

Yes       No

If yes, name the activities

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

12. Name the factors that limit your parents' involvement

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

13. Give some ways that can help your parents to be involved in your education?

.....  
.....



financial support. Secondly, the student's characteristics like health, nutrition and motivation. Thirdly, enabling conditions such as sufficient time spent in school by the educators and learner, the attitudes of the teacher and learner's expectation and incentives for learning and finally teaching learning process which includes varied teaching strategies, homework issuance and feedback. In order to promote learning process in a learner there must be a joint effort between all these pillars failure to which any of them dents the learner. Parents can involve themselves in their child's learning in various activities such as ensuring that they are well contained in schools and their needs are all well provided for. They can also assist in homework and educating them in social norms to enable them mix well in the society.

## **1.2 Statement of the problem**

Literature reviewed from studies carried out in the United States (2016) revealed that many families, communities and countries don't seem to see the value in educating children with disabilities and don't believe that such people are of great value to social, economic, cultural and political development to their own communities and countries. Heward, (2016) states that 82% of children who are deaf or hard of hearing attend local public schools, 45% receive their education in regular classrooms and 7% attend special schools. According to Ndeezi (2004), fewer than 2% of deaf children attend school in Uganda. Although there are available laws, like the Ugandan Constitution (1995), Persons with Disability Act (2006), the United Nations Convention on the Rights of Persons with Disabilities (2007) education of persons with disabilities has remained a challenge. Persons with Disabilities have lagged behind for a long time due denial for them to have access to education due to negative attitudes. Only 9% of learners of school going age attend school compared to the national average of 92% (Nadege, 2014). Initiatives like the Education Assessment and Resource Services (EARS) program which was meant to assess and provide services to persons with disability in different districts are no

more. This has impacted negatively on the persons with disabilities particular the children and the youth.

Despite the understanding of the major roles played by stake holders most particularly parents, at hand in Hand Uganda Inclusive School, observable indicators reflected limited parental involvement in school activities and programs. For example, the majority of parents do not value education of their children with disabilities. This is evidenced in school records for visitation, school dues payment records, and response to invitations. According to Zaidman (2007), 78% of learners with disabilities, including those with hearing impairment have their school dues paid last across many families. Additionally, there seems to be gaps in the way learners with disabilities are supported in education to help them realize emotional satisfaction and development of their hidden abilities and potentials in schools. It is upon this background that this study intends to examine the parents influence on the learning of children with hearing impairment.

### **1.3 Purpose of the study**

The study examined the influence of parental involvement on the learning of children with hearing impairment.

### **1.4 Research objectives**

The study was guided by the following research objectives;

1. To explain how limited parental involvement affects the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School.
2. To identify the factors that hinder parental involvement in the learning of children with hearing impairment at Hand in Hand Inclusive School.
3. To propose strategies for enhancing parental involvement in the learning of children with hearing impairment.

### **1.5 Research questions**

The study was guided by the following research questions;

1. How does limited parental Involvement affect the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School?
2. What factors hinder parental involvement in the learning of children with hearing impairment?
3. What strategies can enhance parental involvement in the learning of children with hearing impairment?

### **1.6 Study area**

The study was carried out at Hand in Hand Uganda Inclusive School (HIHUIS) in Mukono.

### **1.7 Significance of the study**

It was anticipated that this study would;

- Widen the knowledge on the influence of parental involvement on the learning of children with hearing impairment.
- Enlighten parents on their responsibility of being involved in the education of their children with hearing impairment and in turn support education success
- Help educational institutions to identify strategies for enhancing parental involvement.

### **1.8 Justification of the study**

According to available literature (Lubaale, 2014) it has been observed that most studies are on parental involvement in education of their children with disability in general but not specifically on children with hearing impairment. Secondly, I being part of the disability fraternity has had

experience of how my mother's involvement in my learning and education contributed much to my success. This encourages one to investigate parental involvement.

### **1.9 Limitations**

Due to limited time It did not collect data from the school boards such as School Management Committee (SMC) and Parents and Teachers Association (PTA) yet they are part of the Brofen Brenner Ecological model frame work. Therefore, I reviewed policy documents like UPE policy, the Disability Act (2006), the Constitution of the Republic of Uganda (1995), and other related literature on culture and norms. I also analyzed school records at HIHUIS such as parent record books, PTA and SMC minute record books and attendance lists.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.0 Introduction**

In this chapter discussion is based on the views, perceptions, opinions, ideas and arguments raised by different authors as read from journals, text books, newspapers, information got from the internet. The discussion is done in line with the formulated research objectives which are hereby re stated;

1. Explain how limited parental involvement affects the learning children with hearing impairment at Hand in Hand Uganda Inclusive School.
2. Identify the factors that hinder parental involvement in the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School.
3. Propose strategies for enhancing parental involvement in the education of learners with hearing impairment.

#### **Parental involvement in education in Uganda**

A study by Sacker, et al; (2012) outlines the various ways parents are involved in the education of children with Hearing Impairment. They identified parenting factors such as providing housing, health, nutrition and safety needs. Other parenting skills according to Desforge, (2013) are parent-child interactions; home conditions to support study as well as; information to help schools know the child. Epstein's (2012) conceptual frame work for family – school – community involvement (adapted from Kreider, 2010), identifies talking with both parents, limitations on TV time, limitation on going out, discussion on school programs and school contacts with parents as ways of parental involvement in learning. Okpala, et al; (2011) investigated the relationship between involvement in terms of hours volunteered in-school and found that help by parents were related to pupils' achievement. Similar results were found by Zellman and Waterman (2008) in a study of 193 2nd and 5th grade children.

According to Berg (2011) class days are meant for interaction between the parents and the pupils about the school work of the child like homework and unsatisfactory performance at school. The class visitation days are special days at school where the school administration invites the parents

to go and see the performance of the learners in their respective classes. Parents are usually invited to monitor the performance of their children by coming into the classroom and discussing with the teachers. Murungi, et al; (2014) contains that these kind of regular visits have many positive benefits including better attendance, more successful transitions, improved performance and achievement.

Others found that in-school manifestations of parental involvement were related to pupil achievement (Berg, 2011). There are many possible reasons for having parents working with teachers as it has the potential to help schools link better with the community. It could contribute to the openness and accountability of the school. These potential benefits have yet to show themselves as making a silent contribution to children's attainment. De Gamo et al (2009) studied maternal occupation, income and maternal education as factors that could facilitate involvement. His study found that higher quality parenting was strongly associated with maternal level of education but not income. The impact of mothers' education was largely worked through the way they provided opportunities for intellectual skill building in the home for example by the cognitive quality of the parental-child intersections in problem solving and replicates the conclusions drawn by Melhuism, et al; (2011) regarding the significant impact of the home learning environment.

In Uganda, a study conducted by National Curriculum Development Centre (NCDC) , Ministry of Education and Sports (MoES) (2013) points out supporting child learning at school and home is by monitoring the child's attendance and performance, developing a relationship with the performance, developing a relationship with the teachers that focus on pupil performance, participating in sports days, science fairs, music, concerts and other child performance events and participating in the activities of the Parents Teachers Association (PTAs). As soon as a child is born it is a member of the most fundamental group of all: the family, immediately the mother starts to teach the child how to behave as a member of the family group (Ozigi and Canham (2017). Guidelines on policy, planning, roles and responsibilities of stakeholders in the implementation of Universal Primary Education (UPE) for Districts and Urban Councils MoES (2008) identifies parents are expected to use several methods of disciplining children avoiding making threats and beatings.

Parents are supposed to provide exemplary model for their children, monitor their children's behavior at home and in school, show interest in their children's work, interact with teachers and show concern for their children's welfare. According Hall et al, (2013) "shared reading plays a

key role in family literacy (Shared book reading has been discovered to be the most important because it helps the children to discuss with their peers, parents, and siblings to get guidance on proper reading. In the views of Paul and Rowsell, (2012) it was suggested that another way parents support their children's education is through parent child book sharing which is considered an important family process variable related to education development. I strongly support that most parents be involved in all aspects of their children's lives and that they should be keen to share their views and knowledge with their children. Parents provide long term care and love which often carries on well past the age of eighteen years. Similarly, parents need to visit the school regularly. This level of involvement helps in encouraging development of communication skills for the child with hearing impairment. Candiru, et al; (2017) encourage parents to know their children in different ways and may have much to contribute. This statement confirms the need of education of children with Hearing Impairment too, which has been neglected in some inclusive schools. Effective home talk provided children with definitions that assisted learning these means that parents across all social economic classes are very active in their role as first educators of their young children. (Whitehead, 2009) posits by saying several cultures have demonstrated that parents speak to their children in a stimulating and challenging way depending on specific social conditions. Herdson and Berta (2004) identify the most accurate predictor of a student's family as being able to create home environment that encourages learning. This follows a belief which says a home environment is the first teacher of his or her child.

It has been advocated that parents or guardians to support child learning at school and home by monitoring the child's attendance and performance. With such advocacy, learners with HI can achieve their education in an inclusive school. A study conducted in Canada by Marchant et al (2011) indicate the significance of parental values as perceived by students as a mechanism for both manifesting and explaining the impact of parental involvement which has been validated in a number of students. Fan (2011) also established the significant impact of parental aspirations on the general academic achievement of US adolescents. In a similar way Fan (2011) showed a strong impact of parental expectation on achievement in advanced mathematics. Carr and Hussey (2009) showed parents were the most influential social agents on children's task orientations- intrinsic motivation and physical competence. In the study of English adolescent's competence and commitment to Physical Education, Hynch (2012) showed mothers' beliefs in their ability to help their children (age range 8-9 years) learn to read. This had a positive effect on their children's beliefs as learner readers. Garg et al (2012) showed the impact of factors had their

influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school, homework and students' perceptions of their parents' educational aspirations. According to Garg, et al; (2012) further considered this to be an important part of the students' educational self-schema and showed that parental involvement factor was found to be of greater importance as a predictor of adolescent educational self-schema. The schema as such is a powerful predictor of achievement. Another way of involving the parents in school activities is by inviting them to attend the MDD days, and the games and sports days. Such co-curricular activities are organized outside the classroom but they enhance the education of children with hearing impairment because learners acquire the skills and knowledge. MDD involves singing, dancing and drama while games and sports involve athletics, and field events. These activities offer children the chance to play with their friends and discover their talents hence enrich the attainment of education. Murungi, et al; (2014) suggests that the school administration should lay down policies on parental participation in school activities that help children to acquire the education and this can be through co-curricular activities and open days where parents can get chance to consult the teachers.

## **2.1 The effect of limited parental involvement on the learning of children with hearing impairment**

Yahaya (2009) points out that high esteem is an essential component for learning. He explains that self-esteem in most students "mirrors" the appraisal of others in particular teachers and parents. He ascertains that parent's views clearly affect learner's achievement and that positive appraisals over an extended time tend to increase the level of learning. He further explains that parents can be instrumental in creating an environment which nurtures and supports children's development and learning. He says that this can be achieved by modeling to the children that mistakes are part of the learning process for both children and adults. He argues that it is important to empower and skill children to access their achievements in a positive and productive manner. Yahaya & Ramli (2009) in their research on esteem development noted that there are no people in the whole world more important to children than their parents. He explained that parents exert influence over their children's esteem by paying attention to how



they communicate; express love and attention encourage them to take on challenge, foster independence and encourage socialization.

Additionally, Yahaya elaborates that children develop a trusting relationship right away from their early years. They tend to take words from their parents as gospel truth. This implies, if a parent collaborates with teachers in terms of reinforcing the learning, it will create a positive impact.

Whereas Innocent and Tylor (1998) observed that parents are very instrumental in the teaching of academic, language and social skills, Greenberg and Kusche, (1989) noted that children with hearing impairment are considered a high risk population because of their documented delays in language, communication skills, academic achievements and social emotional adjustment.

My experience in teaching the children with hearing impairment, confirm the findings of Greenberg and Kusche (1998) that parents of children with hearing Impairments, most particularly the deaf have a challenge of communication with their children and tend to have less input as far as teaching their children is concerned.

Mansour and Martin (2009) studied Australian high school students. The focus was on home and parental factors that predict achievement motivation. A survey design was used to explore home resources, parenting style and parental involvement in the schools of Regular learners.

The findings provided guidance to schools in working with parents who are unable to be actively engaged with the school but desire to be more involved in their children's learning. The study recommended that parents support their children and the work of the school by working with their child to develop self-esteem and self-belief, positive attitude towards staff and the school, so as to impact a positive learning behavior attitude in the child. A research carried out by Sheldon and Epstein (2005), found out that parent-child reading activities produce significant improvement in the child's language and reading skills from pre-primary throughout high school. Contrary to Sheldon's and Epstein findings researchers' observation while teaching children with

hearing impairment has noted that, lack parental intervention into the learning of their children, is partly attributed to communication barriers.

According to Fitzgerald (2004) most parents are not aware of how to be involved in the learning of their children and need education on how to assist them. He adds that parents are ignorant of their roles and do not understand that the way they rear their child greatly influence their development and learning. Badza, Chakuchichi and chimedza (2008) express that parental involvement in actual programmes do much better than those in which parental involvement is limited to fundraising activities without direct input in child's learning and social activities. However, Epstein (2006) identified six roles that parents may involve themselves in assisting learners. These include, volunteering which is creating ways that families can become involved in activities at school, decision making where families are included as decision makers through school-site councils and committees, learning at home in order to support learning activities in the home that reinforce school curriculum, communicating so as to develop effective home-communication.

Parenting helps families in children rearing and gaining parenting skills. Finally collaborating with the community in order to match community services with family needs and serve the community.

From the literature reviewed, it is possible that most parents are not aware of their crucial roles in the learning process of their children. It is most likely that majority of the parents assume that attending meetings, contributing funds to fundraising programs and providing learning materials such as stationery is enough involvement. As much as all these are necessary, parents need to be educated on advanced levels of involvement. These may include new technology and good parenting in order to become good role models to their children in learning and identifying the right play materials for early learning. In almost all these studies no clear mention of how parents of children with hearing impairment need to get involved in the learning process of their

deaf children. For learners with hearing loss, parental involvement includes provision of secure and stable environment for studying, intellectual stimulation, parent child discussion, high aspirations relating to personal fulfillment and good citizenship, good modes of constructive social and educational values as well as participation in school work, events and school governance (Epstein, 2006). The current study therefore examined other ways that parents of children with hearing impairment can be more involved in the learning process in order to mold a holistically developed child.

## **2.2 Factors that hinder parental involvement in the learning of children with hearing impairment**

Despite the understanding that parental involvement has strong positive and lasting effects on the child's academic achievement, it is surprisingly evident that there are several potential troublesome issues that contribute to limited parental involvement in the education program.

The issues may either originate from school or from the parents themselves and this may negatively affect the learning of the child. A study carried out by Pena (2000) found out that most Mexican-American parents believe that educating children is solely the responsibility of the school and do not think that it is proper to intervene in a teacher's professional duties. He noted further that some parents' limited education creates serious barriers to participation in many school activities.

Van (2003) in his study on parental involvement discovered that parents will only become involved in their children's education if they feel that they are capable, knowledgeable and if the teacher encourages their participation. However, Kim (2009) pointed out that some teachers perceive minority parents as not having time, interest, money or energy to support classroom learning.

The parents of children with disabilities including those with hearing impairment develop 'chronic sorrow' characterised by periodic recurrence of sadness, guilt, shock and pain (Wikler

et al, 1981). They are plagued by feelings of pessimism, hostility, and shame (Rangaswamy, 1989). Denial, projection of blame, guilt, grief, withdrawal, rejection, and acceptance are some of the usual parental reactions (Drew et al, 1984). Some parents also experience helplessness, feelings of inadequacy, anger, shock and guilt, whereas others go through periods of disbelief, depression, and self-blame. The siblings also experience feelings of guilt, shame, and embarrassment (Frude, 1992). While existing literature has focused on family impact and stressors involved in taking care of children with learning disabilities, the current study explores parental attitudes towards children with specific learning disabilities; that is, children with hearing impairment (CWHI).

Negative attitudes towards disabled people are widespread. Research by Opinionium found that the majority of UK adults generally believe that disabled people face prejudice in Britain. In line with previous waves of the British Social Attitudes survey, well over half (57%) of respondents agreed that there is 'a little' prejudice and a quarter (28%) agreed there is 'a lot'.

Besides that, Ndeezi (2004) added that, some parents of children with special needs are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations of the child and the child's teachers. Both attitudes can shape children in negative ways. Parental disinterest may make children with special needs including those with hearing Impairment less motivated. Parents who are overprotective often diminish their children's confidence and make it harder for them to learn.

According to Witcher (2006, August 28) revealed that, one of the hindrances associated with parental involvement in education of children with hearing Impairment is a lack of communication among administrators, teachers, specialists, staff, parents, and students. Open

communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modifications, accommodations and specific goals for individual students. Collaboration must also exist among teachers, staff, and parents to meet the student's needs and facilitate learning at home.

Engle (1996) added that, parents of learners with hearing impairment find it hard to communicate with teachers and peers who do not know sign language and as a result they drop out of school.

In related development, I concur with this finding because most teachers experience great difficulty in delivering content to learners with Hearing Impairment due to lack of effective mode of communication with teachers, peers and parents who do not know Sign Language and as a result, they drop out of school. Furthermore, Caesar (1996) pointed out that most parents experience great difficulty in delivering content to their children with Hearing Impairment due to lack of effective mode of communication.

Medaton (1999) argues that parents of learners with Hearing Impairment lack role models to encourage them develop high self-esteem and hopes in education of their children and as a result they end up dropping out of school.

Parents of children with hearing impairment lack knowledge and skills on early child intervention, this is because some children are born with deafness but due to lack of early intervention by their parents, they don't develop communication thus a hindrance to their learning (Baker 2006).

The Universal Declaration of Human Rights makes it clear that every child has the right to a free basic education, so that poverty and lack of money should not be a barrier to schooling. In many developing countries, over the last decades governments have announced the abolition of school fees and as a result, seen impressive increases in the number of children going to school.

However, parents still find it difficult to support education of their children with hearing impairment and this explains why it's a hindrance because many schools that offer special needs education are few and scattered across the country and on top of that they are expensive.

### **2.3 Strategies for enhancing parental involvement in the education of learners with hearing impairment.**

While the literature highlights the that parental involvement makes a significant difference to education achievement and learning, we still need to find strategies in which parental engagement can be enhanced and facilitated across different sectors of society (Good all, 2000).

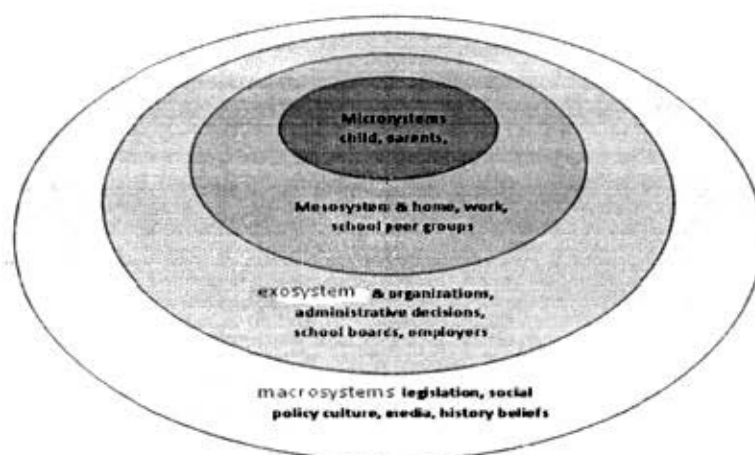
Calderon (2000) suggested that educators, school and other related professionals should more systematically and actively invite parental involvement with the goal to enhance parental communication skills with the child.

Dr. Hellen Namusoke a pediatrician at Bethany Children's clinic in Luzira in her new vision article urges parents to encourage their children aged 3-8 years to create toys so as to nurture imagination and creativity. She explains that between the age of 1-2 years, children go through rapid learning and testing. She adds that it is during this time when children begin to jump crawl and climb. They are also moving into problem solving skill. She advised parents to provide relevant and useful play materials such as colour boxes, crayons, paint, picture books and puzzles. (New Vision, Monday October 23, 2017).

In addition to playing, parents need to feed their children. The First Lady and Minister of Education and Sports Mrs. Janet Kataha Museveni reminded parents of their basic responsibility of providing nutritious feeding for their children both at home and school. She noted that children cannot attain quality education when they are hungry in class. She emphasized that the responsibility of feeding the children is primarily for parents. (New Vision, Monday April 30<sup>th</sup>2018 Volume 23 No 086)

Goal 2 of the Sustainable Development Goals (SDGs) calls for an end to hunger, achievement of food security, improved nutrition and promotion of sustainable agriculture. In opinion in New Vision Monday, 31 July, 2017 it was noted that in the past school administrators collaborated with parents and students and managed school farms that provided food for the entire school. However, these days, these farms are no longer as wide spread as many may have been lost in land grabs while others have been neglected so as to concentrate on the core business which is teaching. Parents have neglected their duty to provide basic needs for their children.

## 2.4 Theoretical framework



### Bronfen Brenner's Ecological Model (1989)

It is a common phenomenon that behind every action of any human being, there is always a theory. The Bronfen Brenner ecological theory was identified for this study because it embraces social interaction of the child at different levels hence the child is also not static, he/she is dynamic as he/she grows he /interacts with diversity.

The model as a lens for this research emphasizes four levels, that is to say, the Micro system which includes majorly the parent and the child who are the major focus of the study. It also has the Meso System which basically includes the child's immediate surrounding that is the home (family members), School (peer groups) and work. Besides, it also has the Exo System and the

Macro System. The Exo system includes administration, organizations, School boards such as School Management Committees (SMC) and Parents and Teachers Association (PTA) as well as employers. Additionally, the Macro System involves the legislators, social policy, culture/beliefs and media.

The justification for the choice of this frame work is that children are never static in life as they grow; they are bound to interact with various stake holders at different levels. Additionally, parents are always at the fore front in the learning and guidance of their children. As the child grows it is the role of the parent to train and provide for the child support emotionally, physically, economically and spiritually. The provision goes as far as playing with the child, communicating, guiding and exposing the child to the outside community. It is also interesting to note that the family is clearly the child's earliest micro system for him/her to learn how to live. Swick (2004) asserts that the caring relationship between children and parents (and many other care givers), can help to influence a healthy personality, for example the attachment behavior of parents offer children their first trust-building experience.

Swick explains that this theory has deep implications for families; he believes that the primary relationship needs to be with someone who can provide a sense of caring that is meant to last lifetime. This relationship must be fostered by a person or people within the immediate sphere of the child influence.

The theory further reveals that, teachers need to work to support the primary child-adult relationship, Schools should create an environment that welcomes and nurture children and families, that Education should foster societal attitudes that value all work done on behalf of children. The Brofen Brenner Ecological model was used in the interpretation of the findings in relation to the emerging themes and sub themes. For example on how parental involvement influences the learning of children with hearing impairment. Level one of the model is majorly the child, parent and immediate family members such as siblings and extended family members.



Findings of the study from children indicated that some of them do not stay with their biological parents. Some teachers noted that children at school sometimes are withdrawn from their colleagues. Parents themselves lamented that sometimes, society labels the children and refer to them “*Kasiru*” especially in central region.

The major conclusion drawn was that negative attitude is the major fact which limits parental involvement in the learning of their children.

Secondly, the Brofen Brenner Ecological model was used to interpret findings because the study embraces the learning of the child not only at school or academic life but in all spheres of life. For example, at the Meso system of the model, the findings on the social implications of limited parental involvement reflected that children with hearing impairment had low self esteem, they were discriminated and some had characteristics of misbehavior. At this level the child is outside the home and is expected to interact with the peers, administrators and workmates.

Depending on the findings the implication is that charity begins at home. On NTV peoples parliament programme one speaker commented that, *“People learn what they live “if a person lives with approval, they learn to like themselves. When people live with acceptance and friendship they learn to find love in the world.*

Conclusively, children with hearing impairment are socially withdrawn and discriminated against because most of their parents are not involved in their upbringing.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology that guided the study. Specifically, the chapter gives information about research design, location of the study, study population, sampling procedures, research instruments, data collection procedures and data analysis techniques, reliability and validity of questions and ethical considerations.

#### 3.1 Research paradigm

Lather (2006) explains, a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in. It constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how s/he interprets and acts within that world. The preferred paradigm for this study was interpretivism due to the fact that this type of paradigm helps to understand multiple realities as perceived by participants of the study. Also the researchers own views and opinions are valued and accepted. Views and opinions of various respondents about parental involvement in the education of learners with hearing impairment were collected and assimilated with the researcher's own views and opinions.

#### 3.2 Research Design

Bryman and Bell (2007) stated that qualitative research is a research strategy that indicates the relationship between theory and research and usually emphasizes on how theories were generated. As a research strategy qualitative research is inductivist, constructionist, and interpretivist. Qualitative research design was preferred because it provides rich descriptions of complex phenomena, tracking unique or unexpected events, illuminating the experience and interpretation of events by participants with widely differing stakes and roles (Defranzo, 2011). Besides that, this approach was chosen because the information required consisted of the

concerned individuals' opinions on various issues being researched on. The research design enabled the researcher to get detailed explanations on parental involvement and learning of children with hearing impairment using narrative methods like interviews, documentary reviews and focus group discussions.

### **3.3 Research method**

The research method is dependent majorly on the research design used. Being a qualitative research, the method thought to be relevant was a case study. This method enabled the researcher to gather relevant information required in depth since the researcher dealt with a smaller number of participants.

It also allowed the researcher opportunity to seek for clarifications since it was done in a natural setting.

#### **The methods for data collection included:**

Focus group discussion: This method was used for the parents who are the major focus of the study. The method enabled me to get firsthand information from the participants because I was able to establish opinions, comments, agreements and disagreement on certain issues.

Interview was another method used. This is a face to face interaction between the interviewer and interviewee. This method enabled me to obtain information from the participants naturally because I was able to observe their body language. This was administered to the teachers and children. However, the method had a limitation of secrecy where some participants were reserved and thus unable to obtain full information.

Document review: This refers to the analysis of documents that contained information about the phenomenon under study (Balihar, and Sanghera 2007). This method is just as good and sometimes is more cost effective than social surveys. In-depth interview guide, was used such that data would be triangulated. It was also chosen for its outstanding advantage of tracking change over time.

### **3.4 Instruments of data collection, these included;**

#### **3.4.1 Focus group discussion guide**

This was a face to face conversation with parents who are the major focus of the study. It enabled me to get first-hand information on activities that parents are supposed to participate in and those they were actually participating in, their roles and how to improve their involvement. They also shared testimonies on successes, failures and possible reasons for their limited participation. Punch (2014) asserts that this tool enables the researcher to get the required information from participants. He further explains that this method is vital because different people are enabled to give their different opinions and reasoning about the study.

#### **3.4.2 In-depth interview guide**

The instrument was used in the face to face interactive discussions with the respondents. The researcher was guided by well-structured questions and also allowed probing for more information from the participants. Interviews were administered to the teachers and children. The in-depth interview guide also enabled me to get information such as the activities that parents get involved in at school and what hinders their active involvement and proposals for enhancing parental involvement.

#### **3.4.3 Document review**

Due to limitation of time I was unable to get data from the stakeholders in the school management such as school management committee members and parents and teachers association boards. These stakeholders are key partners in the school and they influence decision making and budgets which are pertinent aspects in the learning of all children in the school including those HI.

The Brofen Brenner Ecological model in the Exo system level also highlights the school boards as partners in the learning of all children. In consultation with various literature documents such

as the Constitution of the Republic of Uganda Article 30 it provides that education is a human right for all persons including those with hearing impairment.

Other literature reviewed from the information hand book on minimum standards reflected that good leaders have high expectations of every learner in the school. They expect all children to achieve and ensure that the school provides a range of opportunities for the learners to achieve different ways in line with their needs, talents and interests (Ministry of Education and Sports 2012). The same literature further revealed that good leaders actively cultivate a positive environment for learning in all classes and across the school.

### **3.5 Pre-testing the instruments**

Before the actual data collection the instruments were pre-tested. Consent was obtained from the administration of Bishop's West Primary School which is similar to Hand in Hand Uganda in terms of inclusiveness. The instruments were administered to five parents (1 male and 4 female), 4 teachers (3 male, 1 female) and 3 children 2 female and 1 male out of the 3 children, 1 was deaf and 2 were hearing. The total was therefore 12 respondents.

Observations and findings from the pre-test enabled me to discover some strength and gaps in the instruments. This therefore, necessitated me to make some adjustments in the focus group discussion guide for the parents. Similarly, adjustments were on the interview guides for both teachers and children such that the questions can be able to elicit the appropriate responses from the participants. Here below are some of the questions for which adjustments were made:

On the interview guide for parents on how parental involvement affects learning of children with hearing impairment:

1. How would you rate parental involvement?
2. What are the effects of limited parental involvement?
3. What are the social implications of limited parental involvement?
4. What interventions can be made to improve parental involvement?

Concerning the factors that hinder parental involvement these were the adjustments:

1. What are the positive indicators of parental involvement?
2. What are the visible indicators of limited parental involvement?
3. What could be the possible hindrances of parental involvement?
4. How can parental involvement be enhanced at:
  - a. Home
  - b. School
  - c. Community level

In relation to strategies for enhancing parental involvement in the learning of children with hearing impairment there was one question which cut across for instruments:

Propose possible strategies for enhancing parental involvement in the learning of children with hearing impairment.

### **3.6 Research Participants**

Parents, teachers and children were the research participants. However, parents were the major participants. The teachers and children provided supplementary information since they interacted with the parents in the children's learning and therefore were likely to know about parents' role in their children's learning.

Eight (8) parents, 4 from HIHUIS and 4 from NAPADEC were selected, (one male and 7 female) Four (4) teachers, from Hand in Hand Uganda Inclusive School, one male and 3 female. The teachers were not chosen randomly because this is the only number of teachers in the school, as well as the gender. However, out of the Four (4) teachers 2 female teachers were deaf, four (4) children, 2 hearing and 2 with hearing impairment, of which 2 were male and 2 female. Two were selected from academic classes and 2 from vocation class; in each case gender was considered. The parents and the teachers were involved for the sole reason of investigating their

perceptions about their contribution and involvement in relation to their perceived ideas about it and the roles they play in inclusive education.

### **3.7 Sampling technique**

Sampling is the process of selecting smaller part to be investigated according to Cohen et al (2011: 161).

The study used Purposive Sampling for all the participants. Maxwell (1992) observes that this technique helps the researcher to achieve thorough understanding of the issues being studied.

Purposive sampling is where a researcher hand picks the respondents to participate in the study on the basis of his/her judgment of their possession of particular characteristics being looked for (Cohen et al 2011: 156)

Additionally, children (both ordinary and those with hearing impairment) were also purposively chosen because the used theoretical framework considers all the levels of society and the different stake holders the child interacts with. The researcher established a lot of experiences from them as children are free and open minded. However, this method of data collection has certain limitations for example; the time involved is much because the participant takes his /her time to respond to the questions.

### **3.8 Data collection procedure**

Permission was obtained from the University, I wrote a letter to seek permission from the district authority and I obtained an acceptance letter. Also I prepared an introductory letter to the participants indicating the purpose of the study and requesting for their participation in the study. The participants signed a consent form each to affirm their acceptance for participation.

### **3.9 Ethical considerations**

The study was carried out with full knowledge and authorization from the University, the district authority and the respondents. I obtained an introductory letter from Kyambogo University

introducing me to the field to eliminate suspicion. I was later given an authorization letter from the Chief Administrative Officer-Mukono District to the respondent's to get the required information needed for the study. During the process of interaction with the respondents, I fully explained the objectives of the study to all the respondents, who accepted and consented by signing the consent form. Data was collected using interview guides and some responses were noted in the note book. I ensured during data presentation pseudo names were used to ensure that no person's name is identified. Participants were assured confidentiality to all their responses Cultural values were put into consideration, for example the language used was convenient to individual participants not forgetting sign language as a medium of communication for the deaf children and some deaf teachers. The dress code as well was given due respect Punch (2014).

### **3.10 Data analysis**

Data analysis was done after data collection so as to verify information that was gathered in order to attain completeness, accuracy and uniformity. This involved encoding.

It was analyzed thematically and data summaries were backed up with quotations for explanations. Data was analyzed descriptively to portray the different objectives used in the study.



## **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS**

### **4.0 Introduction**

In this chapter the data collected is presented and discussed in accordance with the formulated objectives of the study. The purpose of the study was to examine the influence of Parental involvement on the learning of children with hearing impairment. The objectives centered on how parental involvement affects the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School, factors that hinder parental involvement in the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School and strategies for enhancing their involvement in the learning of their children with hearing impairment. The study was carried out at Hand in Hand Uganda Inclusive School. Various tools were used to carry out the research which included in-depth interview guides, focus group discussion guide and document review. The data presentation was made through direct citations or narrations based on emerging themes and sub themes.

### **Findings on background information**

Hand in Hand Uganda Inclusive School has classes from primary one to primary four and a vocation class. The number of teachers was 3 and 1 instructor. Of the 4 teaching staff, 2 female were deaf 1 hearing female and 1 hearing male. In primary one there were 7 children 1 boy and 6 girls of the 7 children 6 were deaf and 1 had multiple disabilities. Primary two did not have any child. Primary three had only 1 with hearing impairment. Primary four had 7 children, 6 boys and 1 girl of the 7 children 2 boys were children with hearing impairment. In vocation class there were 10 children 8 girls and 2 boys. Of the 8 girls 4 were hearing impaired and the other 4 had various disabilities. The 2 boys were also deaf. The total number of children in the whole school was 25 (10 boys and 15 girls). Hearing impairment (6 boys and 9 girls), hearing children (4 boys

and 1 girl). Other disabilities (5 girls). Subject taught in academic class ranged from mathematics, English, Integrated science, Social studies and Religious education. Sign language was taught to all classes on a specific day. Subjects taught in the vocation class included; craft work, bid work, paper bags, sewing, knitting and shoe making. Experience in teaching ranged from 1 year to 10 years.

#### **4.1 The influence of parental involvement on the learning of children with Hearing Impairment.**

Objective one of the study sought to explain how limited parental involvement affects the learning of children with hearing impairment at Hand in Hand Uganda Inclusive School.

##### **4.1.1 Degree of parental involvement on the learning of children with hearing impairment**

During data collection, majority of the respondents said that parents are less involved in the learning of CWHI. Hearing teachers said that *“some parents are completely not involved in the education issues of the children with hearing impairment.”*

Both hearing children and those with impairment when asked on the effects of parental involvement revealed that it leads to low self-esteem and low morale to study. This finding therefore shows that limited parental involvement affects the learning of children with hearing including those with hearing impairment.

##### **4.1.2 Social implications of limited parental involvement on the learning of children with hearing impairment.**

Teacher Mary said that *“Some children with hearing impairment sometimes show characteristics of self-withdraw for example during games time they seat alone and watch others play. She added that “this is a sign of low self-esteem.”* She explained that *“under normal circumstances children are always free and enjoy play.”*

The aspect of self-isolation creates an assumption that may be in the home setting where the child with hearing impairment grew, may not have been given an opportunity to interact freely with his or her sibling and the child parent bond may not have developed.

Teacher Eva shared her fate during her early years before school. She narrated, *“My mother used to restrict me from interacting with my fellow children in the neighborhood. She used to say don't play with those hearing children because they will beat you. This kind of behavior has affected me throughout my life at school and at home. I prefer staying alone”*.

Where the parent interacts with the child but limits him or her to play with his or her peers, which results into the child's low self-esteem.

The two responses from the teachers are in agreement and show that sometimes parental involvement has some negative impact on the child's life if the parents' intervention is negative and does not allow room for the child to interact freely.

One of the deaf children from the vocation class explained that *“I wanted to continue with the academic class and also join secondary school because my elder brother was in secondary. When I reached primary six my father told my teachers that I cannot manage primary leaving examination (PLE). He therefore suggested that I should join a vocation class”*.

During a focus group discussion some parents lamented that *“There is high verbalization and negative community such as labeling of CWHI. It is very evident especially here in the central region CWHI are commonly referred to as “kasiru” such and other nick names are very demeaning and make parents feel very offended and this has resulted into low self-esteem among the children themselves as well as their parent and this explains why most parents who have children with disabilities do not even want to send their children to school, or even to expose them for fear of embarrassment and social stigma”*

Another group of parents also revealed that *“most people in the community look at these children as a problem and therefore their attitude towards them is always bad”*. They lamented.

Another parent Oliver said *“my neighbor restricts her children to play with my deaf girl. Sometimes she locks them inside the house to watch television forcefully”*.

**Discussion of findings on the effects of limited parental involvement on the learning of children with hearing impairment.**

Objective one sought to establish the effects of parental involvement on the learning of children with Hearing Impairment.

According to Brofen Brenner micro-system level, the parent and the child’s interaction supports the children learning, for example parents through play make children develop social interaction skills which is supported by majority of the participants because findings from teachers and testimonies from parents reflected that parents who are actively involved and avail time for their children make them learn faster as compared to their counterparts.

This finding is in agreement with the observations highlighted by the former chief administrative officer of Namutumba district Stephen Magoma who commented that basic learning starts at home before a child steps into a classroom. He pointed out that if there is no favorable home environment created at home by parents for example creating positive relationship with their children through playing with them, guiding them, reading texts and story books, monitoring their work among others. it affects the learners mind as well as his/her performance generally. He emphasized that however much the teacher struggles, the harm has already been caused earlier on. New vision Monday 30, April 2018 volume 33 number 086. In relation to Magoma’s comments, Dr Sabrina Kitaka, a senior lecturer and pediatrician at Makerere University College of health science and Mulago Hospital explains that at four to eight weeks a baby begins to make out faces and he advises that this is when parents should start reading to babies.

He says that the idea may sound crazy but the earlier the parent introduces their children to intellectual stimuli, the better the children will eventually perform. New Vision Monday, February 6/2017 volume 32 number 026

Additionally, Philip Limlim, the UNICEF's chief of operations explains that nurturing and caring encompasses all the thematic areas of early childhood development (ECD) which include health, nutrition, production, water and sanitation, child protection and child care .He said that parents can nurture their children with smiles, hugs, kisses, making their favorite meals or just listening to them talk about their day. He ascertained that research has proved that the first five years are the most critical to the child's development

In relation to Philip Limlim explanation, Magoma and Dr Hellen Namusoke a pediatrician at Bethany children's clinic at Luzira urges parents to create time for reading with their children everyday which she says will in turn develop a reading culture throughout the child's life and will enable him /her to appreciate the need for reading and learning. Summarily, Yahaya (2009) observes that there are no people in the whole world more important to children than their parents. He says, parents exert influence over children's self-esteem by paying attention to how they communicate, express love and attention, encourage children to take on challenge, foster independence and encourage socialization. According to the children's plan published by the department for children, school and families (DCSF) 2007 sums up that parental involvement has a positive effect on the child's achievement.

Florence Nakiwala Kiyingi, the state minister for youth and children emphasized that according to UNICEF, the first few years of life have greater effect on the child's future. She further explained that when children are well nurtured and cared for in their earliest years, they are more likely to survive, grow healthy, have fewer diseases and subsequently develop thinking language, emotional and social skills.

In relation to my own experience during my childhood, my mother's involvement created a positive impact on my education and learning in particular. This resulted from the love, care, interaction, exposure which all summed up to the development of my high self-esteem and positive academic achievement.

In contrast to Kiyingi and Limlins explanation, Porter (2002) pointed out those children with hearing impairment whose language skills is not properly developed, may have some observable difficult in their interaction with other children. He further explains that such type of children have a strong preference for playmates who are hearing impaired like them.

According to the findings on how limited parental involvement influences the child's learning it was pointed out by majority that Children with Hearing Impairment are discriminated, isolated and are given less attention by their parents. This is supported by the opinion column New Vision Dated Monday 31st July 2017 where the writer commented saying that parents have neglected their duty to provide basic needs for their children, he further lamented that instead they prefer to sit in trading centers playing ludo and other games and perennially continue begging government to help their children.

In my own observation and interaction with caregivers during assessment, most of the children at Hand in Hand inclusive school Mukono do not live with their own biological parents. Records reflect that some of them were abandoned at an early age.

Some live with their grandparents whereas others live with well-wishers. This implies that some of these children with hearing impairment are neglected and not cared for right away from their infancy and this may have a greater negative impact on both their academic and social life.

#### **4.2 Findings on the factors that hinder parental involvement in the education of children with hearing impairment.**

Objective two of the study sought to find out the hindrances for parental involvement in the education of their Children with Hearing Impairment.

Responses from hearing teachers denoted that negative attitude is the major hindrance for parental involvement in the learning of their children with hearing impairment. The hearing teachers during the interview, sighted instances where parents exhibited negative attitude for

example bringing them to school late after the siblings have started, failure to provide adequate scholastic materials and not able to attend school programs when invited.

However, there was a disagreement from the deaf teachers at Hand in Hand Uganda Inclusive School. The responses and discussions from the deaf teachers reflected that the most outstanding hindrance for parental involvement in the learning of their children was not a negative attitude but rather limitation in communication. One of the deaf teachers (Joyce gave an example of herself and her mother; she explained that *“My mother has been at the fore front to ensure that my education becomes a reality”*. She added that *“My mother provides what is required for learning but when it comes to communication with me she is always aloof”*.

The deaf children’s responses on the hindrances for parental involvement concurred with the responses given by the hearing teachers. For example all children with hearing impairment interviewed said their parents do not give them time to communicate with them. They added that their parents do not show any sign of interest to even learn their language.

Jane narrated *“When I greet my father he just looks at me, he does not even show concern”*. When she was asked on who pays her school fees she said *“it is my grandmother who struggles to sell mandazi and chappat”*.

She additionally lamented, *“All my four brothers and sisters stay with our parents but it is only me whom they brought to stay with my grandmother why?”*

Teacher Tom quoted that, *“There is negative societal attitude towards CWHI and this is why most parents who have children with hearing impairment do not even want to send them to school or to provide for them requirements.”*

Pius a parent in agreement with teacher Tom commented that, *“Some people in the community do not want CWHI to mix freely with their others”*

Another parent Robinah added that, *“Whenever I go to church with my deaf child, or hearing children surround her and ask me do you understand what he is signing?”* I feel bad about it.

On the contrary, parents during the focus group discussion commented saying that, *“We love our deaf children; however we also feel offended when society calls our children Kasiru”*.

Parent Aminah explained that, *“My deaf child is the first born that I feel bad when I cannot communicate with her”*.

She further emphasized that, *“I wake up every day early in the morning and take her to school and I hopeful, she will be useful in future”*.

The deaf child Sam from academic class narrated *“Sometimes I do not have books, pencils and other scholastic material to use at school. My father is never bothered yet my mother doesn't work”*.

The issues raised by participants on the hindrances for parental involvement are divergent, however, majority of the participants denoted negative attitude as the most outstanding hindrance for their involvement in learning of their children with hearing impairment.

### **Discussion of findings on the hindrances of parental involvement on the learning of children with hearing impairment.**

**Objective 2 thought to;** find out the hindrances of parental involvement on the learning of children with hearing impairment.

According to the theoretical frame works' second level, it reflects involvement at various settings for example at home, school, work and peer groups

However, the findings of this study on objective two indicated negative attitude, communication barrier and busy schedule as the most outstanding factors that hinder parental involvement in the education of their children with hearing impairment.

In relation to the findings above, Aciro (2010) observed that for so long deaf people have been lagging behind not as a result of their disability, or because they want to, but rather as a result of societal attitude towards them.



Supplementary to Aciro's observation, Mbabazi, Ocen, Onyango, and Lubaale (2014) pointed out that most parents have negative perception of their children with disability. They further noted that many such parents of those children often do not take them to school.

Hartar (1999) noted that, families, communities vary in criteria on which learning is based for example some evaluate learning basing on gender, ethnicity and culture. Generally, most children are keen to how their parents and family members relates with them.

However, records at Hand in Hand Uganda Inclusive School (HIHUIS), reflected that of the twenty four (24) parents only two are male, and the rest are female. Of which some of them are grandparents, extended family members or well-wishers.

This is in line with the observation made by Mrs Christine Kiwanuka the president of mothers union in central Busoga diocese who noted that recent research has showed that a number of homes are run by single mothers. She lamented that the void left by an absentee father is very hard to fill.

Therefore, the researcher is in agreement with the concerns raised by Christine simply because the records in the parent record book majorly denote female parents and most surprisingly during the focus group discussion, there were only one male parents who of the 8 participants who turned up for the discussion.

Summarily, Calderon and Greenberg (1993) observed that families of children with hearing impairment majorly focused on the family values towards education, parents attitude, expectations towards the child's achievement, parental copying skills, the child academic and social emotional outcomes and psychological adjustments.

#### **4.3 Findings on the strategies for enhancing parental involvement on the learning of children with hearing impairment.**

Objective three sought to propose possible strategies for enhancing parental involvement in the education of learners with HI.

During data collection, respondents suggested some important strategies for enhancing parental involvement in education of their children with hearing impairment. majority of the parents suggested that training parents in Sign Language may promote parental involvement, while others were of the view that formation of parents support groups may eliminate the vice. Others cited regular awareness creation, sharing testimonies from successful deaf role models and promotion of inclusive education.

During focus group discussions, parents lamented that, *"If there was regular sign language training courses offered in the nearby regular schools, other members of the family would attend and keep reminding each other and use them to assist their deaf siblings"*.

For example parent Joan lamented *"I don't know sign language even when my child brings home work I cannot guide him"*.

Parent Betty said *"I only depend on the teachers' information about my child I cannot communicate with her because I don't have sign language skills. It is very unfortunate"*.

Collectively, parents, teachers and children proposed that training sign language would bridge the communication gap and promote their support to their children's learning.

According to Brofen Brenner's second level (The Meso system) it reflects that the child's learning is a collective responsibility of the home, school, peer groups and the entire society.

### **Discussion of findings on strategies to enhance parental involvement on the learning of children with HI.**

**Objective three states to** propose some strategies to enhance parental involvement on the learning of children with HI.

The major finding denotes that training parents in sign language would help to bridge the communication barrier between parents and their children with HI

Another finding reflects that organizing regular meetings will help to bridge the gap between the school and parents. A research study by Calderon (2000) suggested that educators, school

administrators and other related professionals should more systematically and actively invite parental involvement with the goal to enhance parental communication with their children.

The other divergent findings to enhance parental involvement suggested that use successful deaf role models.

Respondents proposed that in this strategy, the successful deaf role models will share their testimonies of their success stories which may help to motivate both the learners and their parents and in turn it may promote parental involvement thus in the process yield improved academic performance of learners with HI. Harriet Nakamate a parent to a deaf youth shared her testimony on her involvement in her child's education. She says Professor Yahaya (2009) points out that parents play a vital role in helping children to develop a positive self-esteem since they are the significant others the child interacts with frequently. He further affirms that there are no people in the whole world more important to children than their own parents. He explains that parents exert influence over their children's esteem by paying attention to how they communicate, express love, encourage their children to take on challenge, foster independence and encourage socialization.

The researcher's opinion on Yahayas views is that they are very true. However, they may be mainly applicable to ordinary children simply because parents to children with HI go through challenging situations for example the anxiety of communicating with their children alone puts them a distance from their own children as compared to their hearing counterparts.

#### **4.4 Interpreting results using the theoretical framework**

The Brofen Brenner ecological was used in the interpretation of the findings. Level one of the model is majorly on the child and parents. The macro level was used to understand and explain the activities that parents do to help their children learn. It also included the support they provide to their children to enable them learn. Findings of the study from children indicated that some of them do not stay with their biological parents. Parents themselves lamented that sometimes society labels their children and refer to them as "Kasiru" especially in the central region.

Children and teachers noted that negative attitude of parents towards their children was the major reason that limits parental involvement in the learning of their children.

At meso level, the interaction of the child at home, in school and with peers was analyzed to gauge its influence on the learning of the child. The findings at this level focused on the learning of the child at home, school and with peers. The results showed that children with hearing impairment had low self-esteem, they were discriminated and some had characteristics of misbehavior. Their view was that the kind of interaction at this level negatively influenced their learning. One speaker on NTV people's parliament program confirmed this when she commented, *"people learn what they live, if a person lives with approval they learn to like themselves. When people live with acceptance and friendship, they learn to find love in the world"*.

The exo system level helped to frame to the discussion on the influence of school boards such as parents and teachers' association and school management committees on the learning of the child. Such boards make decisions that can enhance or curtail the learning of children in their schools. Results from the exo system level revealed that PTAs and administrators are sometimes not supportive of the learning of children with disabilities for example one of the teachers noted that 10 percent of the UPE budget which is supposed to be used to address needs for children with disabilities is sometimes diverted and used for other things.

At the macro system level, attention was given to the national policies, culture and how they impact on the learning of children at hand in hand Uganda inclusive school. The study revealed that there are favourable policies for children with disabilities. However, it was revealed by teachers that implementation is problematic.

#### **4.5 Conclusion**

From the study findings, parental involvement has been found to be a major contributing factor in the education of children with hearing impairment because it lays a foundation of a bright future to learners with hearing impairment. Referring to ways in which parents get involved in the learning process, the findings showed that, parents have a role to play to ensure all children regard less of disability get their right in education and acquire the best that can help shape their future and become responsible and productive members of the society. The findings therefore revealed that, parents should be good role models in the learning of children with hearing

impairment who have hearing impairment and must keep engaged in the transitions of their children in order to correct, advise, guide, encourage and give hope so as to help build an inspirational future for their child.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### **5.0 Introduction**

This chapter provides a summary of the findings, gives conclusion and recommendations to the study. The study examined the influence of parental involvement on the learning of children with hearing impairment.

#### **5.1 Summary**

##### **Effect of limited parental involvement on the learning of children with hearing impairment**

The effect of parental involvement on the learning of children with hearing impairment was objectively discussed and it was revealed that it results into low self-esteem, impairment and low morale to study. The children with hearing impairment also showed characteristics of self-withdrawal for example during games and sports, they sit alone and watched others play.

##### **Factors that hinder parental involvement in the learning of children with hearing impairment**

Under the factors that hinder parental involvement on the learning of children with hearing impairment, findings revealed that negative attitude, communication barriers and busy schedule of parents were the most outstanding factors that hinder parental involvement in the learning of children with hearing impairment. To this end, for so long, deaf people have been lagging behind not as a result of disability or because they want to but rather as a result of societal attitude.

##### **Strategies for enhancing learning of children with hearing impairment**

Objective three was majorly about the suggested strategies for enhancing parental involvement of children with hearing impairment. During data collection, respondents suggested some important strategies for enhancing parental involvement in education of their children with hearing impairment. majority of the parents suggested that training parents in Sign Language may promote parental involvement, while others were of the view that formation of parents

support groups may eliminate the vice. Others cited regular awareness creation and sharing testimonies from successful deaf role models.

## **5.2 Conclusions**

Given the findings and discussions provided in chapter five above a number of conclusions have been drawn from the study. These conclusions are in accordance with the research objectives.

**Objective one sought to establish the effect of limited parental involvement in the education of children with hearing impairment.** In accordance to this objective, it was concluded that low self-esteem and low morale to study were the major effects resulting from limited parental involvement in education of children with Hearing impairment.

**In relation to objective two which states, to identify some factors that hinders parental involvement on the learning of their children with HI.** It was concluded that negative attitude, communication barriers busy schedules and financial limitations were the most outstanding hindrances for limited parental involvement in the learning of their children with HI.

As far as objective three is concerned, it sought to propose some strategies for enhancing parental involvement in the education of children with HI. The major conclusion drawn was that training parents in sign language would promote their active involvement in the education of their children with HI

Generally, all the literature reviewed and issues raised reflect that parental involvement is not only important for academic success, but also for social and emotional development among other benefits which learners with HI benefit when their parents are active and willing to participate in educational programs.

## **5.3 Recommendations**

Given the findings and conclusions arrived at in this study, I have some recommendations to make. They are also in accordance with the research objectives of the study:

- i. There is great need to train parents and / or stakeholders in sign language. This creates a relationship between the children and parents which makes it easier for them to communicate.
- ii. Use of successful deaf role models should be upheld. These role models can be looked upon by children with hearing impairment and this can reduce their self-pity and self-withdrawal tendencies.
- iii. Parents should be mobilized to form parent support groups. It is through such groups that groups that parents share ideas and experiences of how to help bring up their children with hearing impairment.
- iv. Parents of children with disability should be given special considerations in government livelihood programs to improve their economy.
- v. Government should empower association of parents of children with disabilities for example NAPADEC, BAIC among others such that their social and economical status is uplifted

#### **5.4 Suggestions for Further Research**

I suggest that further research be carried out on:

- Parenting and its influence in the learning process of children with hearing impairment.
- Aspects of communication in the learning process of children who are hearing impaired.
- Home environment and the academic performance of children with disabilities.
- Teacher-Parent Relationship and learning process of children with disabilities.



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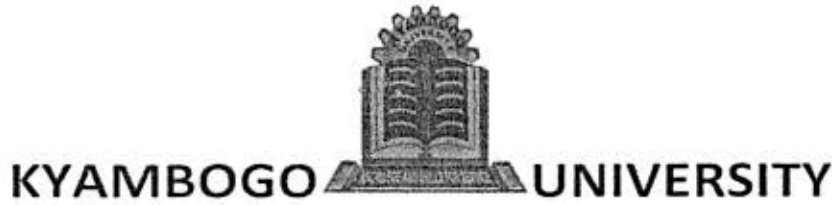
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LIST OF APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION FOR DATA COLLECTION



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

15<sup>th</sup> January, 2018

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

.....  
.....

Dear Sir/Madam,

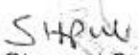
**RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION**

This is to introduce the bearer Rev/Dt/Sr/Mr/Mrs/Ms. ABITE GEKA SAUL  
**Reg.No: 15.1.4.15947.GSMN/PE** who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Diploma/Degree, he/she is required to undertake a research on the approved area of study.

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

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

Yours faithfully,

  
Dr. Okwaput Stackus  
HEAD OF DEPARTMENT



OS/aj

**APPENDIX 2: LETTER BY THE RESEARCHER TO THE DISTRICT AUTHORITY  
REQUESTING PERMISSION TO CARRY OUT RESEARCH IN THE DISTRICT**

KYAMBOGO UNIVERSITY  
P.O BOX 1  
KYAMBOGO  
28<sup>th</sup> JUNE 2018

THE CHIEF ADMINISTRATIVE OFFICER,  
MUKONO DISTRICT LOCAL GOVERNMENT.

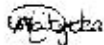
Dear Sir,

**RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN NATIONAL ASSOCIATION OF PARENTS OF DEAF CHILDREN.**

I Abitegeka Sally Reg. No 15/U/15947/GMSN/PE- a student at Kyambogo University pursuing a masters of Special Needs Education intends to carry out a research study entitled the influence of parental involvement on the academic performance of learners with hearing impairment a case of National Association of Parents of Deaf children (NAPADEC) situated in Takajunge on Kayunga Road.

Sir, your recommendation and acceptance will enable me achieve my dreams. Hoping for your positive consideration.

Yours faithfully,



**ABITEGEKA SALLY**

Tel: 0772448546/0702023493

Email: [sallyabitegeka@gmail.com](mailto:sallyabitegeka@gmail.com)

**Attachments**

1. Introductory letter from Kyambogo University
2. A photocopy of a national Identification card
3. A photocopy of student Identification card

**APPENDIX 3: LETTER OF ACCEPTANCE BY THE DISTRICT AUTHORITY FOR  
DATA COLLECTION**

TELEPHONE: 0414 697450

IN ANY CORRESPONDENCE ON  
THIS SUBJECT REFERENCE TO  
**EDU/MRR/369/03**

Our Ref: .....

Your Ref: **June 30, 2018**

Date: .....



THE REPUBLIC OF UGANDA

OFFICE OF THE  
CHIEF ADMINISTRATIVE OFFICER  
MUKONO DISTRICT

P. O. Box 110,  
MUKONO

Email: [caomukono@yahoo.com](mailto:caomukono@yahoo.com)

Ms. Abitegeka Sally  
15/U/15947/GMSN/PE  
Kyambogo University

**PERMISSION TO CARRY OUT RESEARCH.**

Reference is made to a letter signed by the **Head of Department Special Needs Studies, Kyambogo University** dated **15 January, 2018** concerning the above captioned.

This communication serves to inform you that **permission has** been granted to enable you carry out your research on the topic, **"The Influence of Parental Involvement on the Academic Performance of Learners with Hearing Impairment. A Case of National Association of Parents of Deaf Children (NAPADEC) in Takajunge, Mukono District"** for a period of **One (1) month** effective **2 July 2018 to 27 July, 2018**. The Community Development Officer will be your work based supervisor.

Your attention is drawn to Section J-f of the Uganda Government **Standing Orders and Circular Standing Instruction No. 3 of 2011**, relating to Internship Placement in the Public Service.

Wishing you the best.

Jonathan Hosoa  
For. **CHIEF ADMINISTRATIVE OFFICER**  
**MUKONO DISTRICT**

c.c. Head of Department Special Needs Studies, Kyambogo University.  
c.c. The Project Manager, NAPADEC, **Takajunge**

**A LETTER BY THE RESEARCHER TO THE PARTICIPANTS**

**Dear participant,**

You have been selected as one of the participant for this study entitled *"the influence of parental involvement on the learning of children with hearing impairment."*

You have selected because of the vital role you play in the learning of children with hearing impairment.

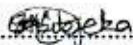
The responses that you give will be treated with maximum confidentiality. You are therefore free to say or suggest whatever you feel is necessary.

The responses will strictly be used for the purpose of this study.

Looking forward for your co-operation.

Thank you very much.

Yours faithfully,

.....

**ABITEGEKA SALLY**

**15/U/15947/GMSN/PE**

**KYAMBOGO UNIVERSITY**



## **APPENDIX 4: CONSENT FORM**

### **Consent form**

My name is Abitegeka Sally a second year student pursuing a Master's degree of Special Needs Education (SNE) of Kyambogo University (KYU). I am doing a research on the influence parental involvement on the learning of children with hearing impairment (HI) in Mukono Municipality at Hand in Hand Uganda an inclusive setting for both ordinary learners and those with hearing impairment.

### **Purpose of the research**

The research is carried out as a requirement for the partial fulfillment of the requirements leading to the award of a Master degree in SNE of Kyambogo University. I would like to examine the influence of parental involvement on the learning of children with hearing impairment.

### **Research procedures**

Participation in the study will involve answering interview questions on your background and questions related to the topic. You may also be selected for the focus group discussions. All questions will focus on the effects of limited parental involvement on the learning of children with hearing impairment. The hindrances to parental involvement on the of children with hearing impairment and some possible strategies for enhancing parental involvement in the education of children with hearing impairment.

### **Potential benefits of this study**

This study may be used to widen the knowledge on the influence of parental involvement in the education of learners with hearing impairment, enlighten parents on their responsibility in relation to the education of their children with hearing impairment. It may also help institutions to identify strategies for enhancing parental involvement. Last but not the least it can be used as a platform for future research among stakeholders of children with special needs.

**Provisions for confidentiality**

Names of persons who have provided pertinent information will not be included in the research results. All research data will be confidential. All research data will be stored in lockable facility accessible to only the primary investigator for the duration of the study. Audio tapes and other records will be destroyed after the completion of the study.

**Risks and Discomforts**

Every effort will be made to eliminate possible risks to all participants in the study.

**Participation**

Participation in this study is entirely voluntary; the participant can withdraw from the study anytime without any penalty or loss of any possible benefits.

Primary investigator

ABITEGEKA SALLY

Sign----- Date-----

Participant

I have read and understood the above information, I willingly accept to participate in the research study

Name----- Sign----- Date-----

**APPENDIX 5: INTERVIEW FOR TEACHERS**

**BAKGROUND INFORMATION**

Class: \_\_\_\_\_

Number of learners: Girls \_\_\_\_\_ Boys \_\_\_\_\_

Subjects taught

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Experience in teaching children/ learners with hearing impairment

\_\_\_\_\_  
\_\_\_\_\_

**Objective one:** To explain how limited Parental involvement affects the academic performance of learners with Hearing impairment.

Parental involvement in the education of children/learners and within particular reference to children with hearing impairment is regarded as crucial factor in influencing their education and learning. Is the statement true or false and if true support your answer.

\_\_\_\_\_  
\_\_\_\_\_

If false, give reasons to support your answer

\_\_\_\_\_  
\_\_\_\_\_

What are the academic effects of limited parental involvement I education of learners with hearing impairment.

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What are some of the activities parents participate in that influence the education and learning of their children with hearing impairment?

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What are the social implications of limited parental involvement?

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**Objective two:** Identify the factors that hinder parental involvement in education of children with hearing impairment.

What could be the possible hindrances for Limited parental involvement in education of children with hearing impairment?

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What could be the visible indicators for limited parental involvement in education of children with hearing impairment?

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**Objective three:** Propose any possible strategies for enhancing parental involvement in education/learning of learners with Hearing Impairment.

a) By the educational institutions

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b) By the parent

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---

---

c) By the Government

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Give any other suggestions for improving parental involvement which in turn will aid positive influence in the education and learning of children with hearing impairment

---

**APPENDIX 6: INTERVIEW GUIDE FOR CHILDREN**

Section A: Background information

- 1). Age: .....
- 2) Male / Female: .....
- 3) Class.....
  
- 4) With whom do you live at home?  
 Both father and mother  Father only  
 Mother only  Siblings  
Others (Specify) .....
  
- 5) (i) What is the occupation/work of your father / mother?  
.....  
(ii) Where does he / she work?  
.....

**Section II: Parental Involvement**

- 6. Who facilitates your learning in HIHUI School such as paying school fee?  
 Father                       Mother                       Both Father and mother(  
 Sponsors                       Others(specify).....

- 7. Mention some materials your parents give you  
.....  
.....

8. In addition to paying school fees and buying uniforms, how else do your parents/guardian assist you to improve your learning

.....  
.....

9. How often do your parents visit you during the school term?

Very often       Often       rarely  Never 10) who

assists you in doing your homework?

Father       Mother       Sibling       Alone

11. Do your parents help you in your school work activities?

Yes       No

If yes, name the activities

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

12. Name the factors that limit your parents' involvement

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

13. Give some ways that can help your parents to be involved in your education?

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**APPENDIX 7: FOCUS GROUP DISCUSSION FOR PARENTS**

Guiding questions

**Objective one:** To explain how limited Parental involvement affects the learning of children with Hearing impairment.

1. How do you as parent gauge your involvement in learning of your child?

Very active	
Active	
Less involved	
Not involved at all	

2. List some of the activities that you get involved in to support your child's learning

(a) At school

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.....  
.....

(b) At home

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.....  
.....

(c) At community level

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.....  
.....

As a parent mention ways you can help your child improved his or her learning



**Objective two:** Identify the factors that hinder parental involvement in education of their children with hearing impairment.

4. As apparent of a child with hearing impairment, in your struggle to support you child, what are some of the limitations you're faced with

a) At home

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.....  
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b) At school

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.....  
.....

c) In the society

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5. How would you overcome the identified limitations about?

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.....

**Objective three:** To propose strategies for enhancing parental involvement in education/learning of learners with Hearing Impairment.

6. Suggest any possible strategy for enhancing parental involvement such that the learning of CWHI can be improved?

a) By educational Institutions

b) By the community

c) By the government

Give any other suggestions for improving the education and performance of learners with hearing impairment

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**PICTORIALS**

**ABITEGEKA SALLY (RESEARCHER)**



**There is ability in disability**