

**BARRIERS AND FACILITATORS TO PARENTAL INVOLVEMENT IN THE
EDUCATION OF CHILDREN WITH DISABILITIES IN WAKISO DISTRICT**

BY

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DECLARATION

I, Mugote Godfrey, declare that this thesis is my original work and that it has not been presented to any other University/Institution.

Signature:

Date:

APPROVAL

I hereby certify that this thesis entitled barriers and facilitators to parental involvement in the education of children with disabilities in Wakiso district, was under our supervision and submitted with our approval.

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LIST OF ACRONYMS

CRC	-Convention on the Rights of the Child
CWDs	-Children with Disabilities
DPOs	-Disabled Persons Organizations
FGD	-Focus Group Discussion
IDP	-Institutional Development Project
IE	-Inclusive Education
IEP	-Individualized Education Programme
KADIA	-Kawanda Development Integrated Agency
LC V	-Local Council Five
NGOs	-Non-governmental Organizations
NUDIPU	-National Union of Disabled Persons of Uganda
ODW	-One Days Week
PI	-Parental Involvement
PRSP	- Peer Review School Programme
PTA	-Parents-Teachers' Association

PWDs	-Persons with Disabilities
SEN	-Special Educational Need
SMC	-School Management Committee
SNE	-Special Needs Education
UFPBC	-Uganda Forum of Parents of Blind children
UNESCO	-United Nation's Education Scientific and Cultural Organization
UPACLED	-Uganda Parents' Association of Children with Learning Difficulties
UPE	-Universal Primary Education
USS	-Uganda Spastic Society
WBU	-World Blind Union

ABSTRACT

The study set out to investigate the barriers and facilitators to parental involvement in the education of children with disabilities in Wakiso district. The researcher was moved to carry out a study on the premise that many parents of CWDs are not adequately involved in the education of CWDs. The study objectives were: to establish the support that parents give to their children with disabilities attending school in an inclusive schools; examine the barriers that hindered parents from getting involved in the education of their children with disabilities and to identify facilitators that enabled parent to get involved in the education of children with disabilities.

The study was based on Hoover-Dempsey and Sandler's theory of socio-cultural and human capital. Qualitative research approach was chosen for collecting data. Methods for data collection included focus group discussions and semi-structured interviews. The study findings showed that parents had interest in supporting their children's' education through buying scholastic materials, fees and food contributions. Poverty was the major barrier to parental involvement in the education of children with disabilities. It was revealed that lack of knowledge in Braille and braille writing slates by parents; severity of the children's' disabilities to some extent prevented them from helping their children with homework.

Conclusions drawn from the study among others include parents escorting their children with disabilities to and from school and providing for their children's' necessities. Similarly Recommendations include government to work with development partners to empower parents of CWDs economically.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Parental involvement is crucial to the possible outcome of a child's education (Doriana Balli, 2016). To educate a child with disability is to empower him/her to adapt and thrive in a changing world that is full of competition. For this idealism to be of meaning, parents should influence the character of programs that affect the development of their children if they are to achieve their fullest potential (Henrich & Blackman-Jones, 2006).

Parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help in instill in them an appreciation for learning that can last a lifetime (Paper, 2009). It improves school behavior, academic motivation and lower dropout rates (Faber and Brewster, 1999).

This chapter presented the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance and limitations of the study in the cause of exploring the barriers and facilitators to parental involvement in education of children with disabilities.

1.2 Background to the study

World over, parents are considered to be the most important primary role models in their young children's immediate surroundings, assuring their children's academic achievement and success. F in school is one of the most important aspirations of every parent in many cultures.

The importance of parent involvement in their children's education is not a new issue because Parents began to become involved in schools where their children were enrolled at the beginning of the 20th century in the United States. Most of these educational centers were located in college or suburban towns and welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, assisting a teacher and taking physical care of the facility (Gatwick, 2007).

The coming into effect of the Universal Declaration of Human Rights of 1948 compelled governments to enact statutes. The statutory instruments made for this matter were with a major reason that parents get involved in the child's learning process through paying fees, fund raising activities, infrastructural development, purchasing of uniforms and assisting their learners in various aspects of life. In the year 2000 implementation of the peer review school programme (PRSP) started. It stated that a proportion of children with disabilities enrolled, attending and completing school should be increase from 0.1% in 2000 to 20% in 2010 and that "reforms were to be undertaken in primary education curricula, materials, assessment and examination to promote critical, creative and skill-based learning, and to incorporate disability and environmental issues.

The new dispensation however, made Parental involvement in education programmers for their children mandatory. Hence, leading to an increase in the number of parents involved in their children's' education (Lustrate, 2014).

In Uganda, the cultural and gross negative sentiments among the then community members towards children with disabilities were instrumental in discouraging parents from attending to the education needs of children with disabilities because disability was equated to inability and associated with being possessed by evil spirits, cursed, and not destined to ever achieve much. This attitude became the onset of marginalizing, neglect and abuse and delaying of appropriate services that would enhance the academic and social needs of children with disabilities by their families (CWDs) (Doreen, (2001).

The setting up of the Uganda forum for parents of blind children, (UFPBC) the Uganda spastic society (USS) and parents of children with spasticity in the early and mid-1960s was the start for parents of children with disabilities getting involved in the education affairs of their children (Atim, 2011).

According to Omagor-Loican (2006), primary schools in Uganda gives parents the chance to involve in the education of their children through mobilizing them to elect parents to sit on school management committees policy-making body that brings together representatives of the local government, parents and teachers. Besides the school management committee (SMC) primary schools also have a parent-teacher association (PTA) which is responsible for strengthening the cooperation between parents and teachers, giving them as stakeholders a voice

in the decision-making process for children's' education (Suzuki, 2002; Saito, 2006; Yan et al., 2007). In a bid to bring about an increase in the number of parents getting involved in the education of children with disabilities as a response to the peer review school programme, in 1997 the government of Uganda introduced the Universal Primary Education (UPE) policy that gave priority to the girl and child with disability to attend school. By abolishing Tuition fees made it possible for parents to have CWDs enrolled in school (Nganwa et al, 2012).

The established education services set up in the mainstream of the primary schools in the various parts of the country made it possible for more parents of children with disabilities to escort them to and from school. For those in residential units, they were taken and collected at the time when their holidays approached (Katende, 2015). A study conducted by the national union of disabled persons in Uganda in 2010 confirms that access to education in Uganda had remarkably improved in the last 13 years; following the launch of the UPE policy in the year 1997 where children's enrolment doubled from 2.5million to 6.5million. Findings revealed that high costs of assistive tools, equipment and negative attitudes of parents being among the factors that contributed to low parental involvement in the education of children with disabilities. Another study by Roos van den Berg conducted in 2011 with an aim to investigate how schools involved parents in the education of their children in the three districts of Bukedea, Kumi and Mbale, pointed out that there was lack of cooperation between parents and schools. It was also found out that the Two-way communication between parents and schools was absent but noted that only a few schools created opportunities for parents to get involved in their children's education as volunteers. In addition, it was observed that these barriers could be partly overcome by bridging

the gap between parent's literacy and economic levels in order to create opportunities for all parents to become involved in their children's education.

From discussion held with some of the school administrators, LC V. Councilors for persons with disabilities In Nansana municipality, findings revealed that attempts by some parents and the family education support initiatives with support from nongovernmental organizations made it possible for parents of children with disabilities to support their children in school. According to Wakiso district education department report (2018), this has been implemented through fellowships organized for parents of children with disabilities at the margin of reaching the educable age or those already in school. This is seen from an increase in the number of children with disabilities enrolled and attending school (Wamala, 2018).

Although parental involvement in children's education had long been noted for its effectiveness in the child's academic achievement, factors to do with changes in family structure, social economic reforms, changes in technology, limited commitments from school leaders to inclusiveness of diversity, negative parental attitudes towards disability which arose out of religious/cultural beliefs which viewed disability as a punishment were some of the research gaps identified. Therefore, making it desirable for the study to explore support parents give to CWDs in school, barriers and facilitators to parental involvement in education of their children with disabilities. However, effective communication strategies, encouraging parents of children with disabilities to develop more interest in the education of their children were some of the need for the study.

1.3 Statement of the problem

The limited knowledge parents of children with disabilities have towards their children makes a sizable number of parents to exclude themselves from getting involved in the education of their children by denying them the necessary support they desire which puts their lives at risk. This was confirmed by a study conducted in Uganda by Farouk Nyende (2012), which observed that parents of children with disabilities failed to demonstrate their duty-bound responsibilities to support their children in school despite the government of Uganda putting in place the Universal primary education policy which gave priority to children with disabilities to attend school and abolishing of tuition fees to enable parents to enrol and support their children with disabilities in school. He observed that it was mainly in the area of school-based involvement that participation was lacking. It was for this reason that the researcher was moved to explore reasons why many parents of children with disabilities were less involved in education of their children.

1.4 Purpose of the study

The purpose of the study was to explore the barriers and facilitators to parental involvement in education of children with disabilities attending education in an inclusive school in Wakiso District.

1.5 Objectives of the study

The study was guided by the following specific objectives.

1. To establish the support that the parents give to their children with disabilities attending inclusive education in Wakiso district.
2. To explore the barriers to parental involvement in the education of children with disabilities in Wakiso district.
3. To examine facilitators that enable parents to get involved in the education of children with disabilities in Wakiso district.

1.6 Research questions

1. What support do parents give to their children with disabilities attending inclusive schools in Nabweru division in Nansana municipality?
2. What are the barriers to parental involvement in the education of their children with disabilities in schools?
3. What factors enable parents to get involved in the education of their children with disabilities in schools?

1.7 Scope of the study

The study was carried out in the homes and communities where parents of children with disabilities lived in Nabweru Division, Wakiso district located in the central region of Uganda and it has inclusive schools that meet the education needs of children with disabilities. Wakiso district equally houses organisations that support education of children with disabilities thus it was useful for the study.

1.8 Significance of the study

It was hoped that conducting a research study in this area would be helpful in the following ways.

Information drawn from participants might provide useful feedback to policy reformers and civic leaders for proper planning, developing and providing necessary support to enhance parental involvement in education of children with disabilities.

This study might be significant for the stakeholders including Wakiso District Local Government, Schools and teachers in gaining information for needs and accountability assessment.

The study feedback could be useful in counseling parents to understand and appreciate the importance of parental involvement in children's education which in turn could enable children with disabilities enroll, complete and enjoy the benefits of education.

1.9 Limitations of the study

By the fact that the researcher chose qualitative research as the design employed to gather information for the study, it was difficult to generalize the research findings due to small sample size and non-random selection of research participants since it did not use standard procedures.

The method segregated participants on grounds of the type of individuals involved based on their characteristics.

The researcher's presence during data gathering which is often unavoidable in qualitative research, could affect the responses taking part in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The selected literature was obtained from books, journals, reports and articles from both current and information back in history were used to provide a comprehensive understanding of the subject so as to save the credibility of the study as stated by Gall & Borg (2009), who point out that, “Unless your study explicitly builds on the work of other researchers in your area of inquiry, it is unlikely to contribute to research knowledge”. Marshall (as cited in Gall et al 2009), emphasized that, “For research to make a substantial contribution, it must be based on adequate knowledge of the field and the studies” must reflect this knowledge”.

The focus of this study was on barriers and facilitators to parental involvement in education of children with disabilities guided by the following research objectives;

To establish the support that the parents give to their children with disabilities attending school in an inclusive education arrangement.

To explore barriers to parental involvement in the education of children with disabilities.

To examine facilitators that enable parents to get involved in education of children with disabilities.

This study took interest in the barriers and facilitators to parental involvement in the education of children with disabilities to demonstrate how they supported education of children with disabilities who received education in an inclusive education school arrangement.

2.1 Support parents give to children with disabilities attending inclusive education.

MacKichan and Harkins (2013) explain that when discussing inclusive education for students with special needs, parental involvement was crucial in developing the individualistic plan or Individual Program Planning (IIP) so as to bring about success for effective participation. Meanwhile, Wang (2009) wrote that it must be carefully considered to place special need students in mainstream school by consulting all the participants such as teachers, parents, school administrators, students, as well as the society at large. Mintari and Widyarini (2015), said that “one of the ideas to be owned by parents of disabled children was to seek for social support for emotional reasons. That idea could be used to avoid having negative thinking of parents with disabled children” they said. Furthermore, Foramina (2016), explained that positive parents’ acceptance of disabled children led to positive development. The efforts to optimize the development of adolescents with disabilities was none other than providing education and training needed, both related to the ability of daily life, academic materials, and work skills. Relating to this matter, the process of education program for children with special needs emphasised efforts to guide learners to be able to live independent lives by optimizing on the ability of the remaining senses or parts of their bodies that could be operated. Furthermore, to achieve the maximum results, every educational process required for cooperation between the school and the parents.

Buchori (2006), mentioned that “without parents’ participation, education was likely to fail.” He pointed out that one of the main conditions that parents were to fulfill in order to take a role in

the education of their children was to seek for good cooperation with the school so that the education process was optimal by giving full attention to the child's growth as a person, and not just the attention of what the child achieved, since there were some supporting ideas on parents-involvement and how the school dealt with students with disabilities (Rodriguez, Blatz, & Elbaum, 2014). Teachers need not only to communicate with parents about their children's progress but also mentioned that the teachers were to be accessible so as to give room to communicate. Result explains that parents' involvement brought about the child's progress and allowed the parents a variety of communication methods. In a similar sense, Clough and Nutbrown (2004) said that parents should be included in the school because information about processes, system and intervention in the school were needed by parents; as the responsibility for the care was important and Fundamental, more time and the most intimate knowledge were the parents' responsibility (Whitning, 2012). Discussing how students with special need in Canada access the curriculum, MacKichan and Harkins (2013), explained that it was through adapted or individualistic plan, where parental involvement in developing the individualistic plan or Individual Program Planning (IIP) was pertinent to the success of both the children's education and the plan as well.

Mildred (2004), was of the view that Community members in general and parents in particular had a critical role to play in the education of children with disabilities as most aspects related to stigmatization of children with disabilities stemmed from communities where these children lived (USDC 2011). This implied that any efforts meant to improve service delivery for persons with disabilities in general and CWDs in particular should labour to involve communities and parents. In previous studies, it was found out that parents were ironically a stumbling block in the wider spectrum of attaining education opportunities for CWDs. In one particular aspect, for instance in admission of children to school, parents were found not to cooperate with school

authorities. Yet this cooperation was crucial in helping to take the right decision in serving the best interest of the child.

The (CRC) Article 5 recognizes and makes it an obligatory responsibility, right and duty of parents to provide appropriate direction and guidance in any of the school exercises pertained to the child since the education of children with educational needs was a shared task of parents and professionals as positive attitude exhibited by parents favored a social integration of the child with a disability in school when parents provided school managers with such relevant information related to the child's disability which enabled the institution together with the parent to develop the individualized education programme aimed at meeting the child's learning needs in an inclusive education arrangement (USDC, 2012).

According to Afolabi (2014) and Cox (2005), parental involvement promoted better learning outcome in children. They pointed out that if at all children with disabilities were to engage and succeed in their studies, the kind of support that parents provided for this category of children was by advancing the principle of justice which emphasized their participation in children's education as a fundamental human right by providing them with assistive devices such as walking sticks, white canes, hearing aids, klatches. These devices would make it possible for them to commute to and from school (Theoharis, 2012). Findings from a study by Koster, Pijl, Nakken, & Van Houten, (2010), recommended that parents were to be more intensive in assisting, accompanying, and guiding their children, especially to the children who have special needs so that their motivation and academic achievement could be enhanced. In line with views

of the authors above, Plan-Uganda (2009), was of the view that "among the various means through which parents of children with disabilities can support their children is through encouraging home participation where they are allowed to carry out domestic work within their manageable traits together with their siblings" as a result, helps parents to build a strong foundation to enhance the aspect of social inclusion rather than social exclusion that children with and without disabilities enrolled for school will live to exist and learn together in their education endeavors. Nzirabakunzi (2005) said that calamities like polio, measles trachoma to mention but a few made some members of the community to think that Children with disabilities were different from the rest of the other children. Despite the disability, he argued that children with disabilities were normal and passed through the different stages in life like any other child. He advised that Using the various parenting and child rearing skills, parents should appreciate the different stages that children with disabilities undergo like the adolescent stage and set home conditions that support learning at each stage and grade level because it promoted the aspect of self confidence in what he or she is engaged in ranging from domestic to school affairs. For children with disabilities who have residual vision which allowed them use large print, the deaf, physically disabled who accessed information using the ordinary equipment he suggested that parents of these children needed to support their education by providing them with such scholastic materials to aid their learning and look through their books just the way they do it for the other children without disabilities (Farewell, 2010).

The researcher strongly agreed with the views above because parents at whatever cost have a clear understanding about their children irrespective of disability or disability and as such they

ought to be the first people to avail all the possible support if children with disabilities were to enroll, remain, enjoy and complete their primary education school cycle.

2.2 Barriers to parental involvement in the education of children with disabilities.

A barrier is something such as a rule, law, or policy that makes it difficult or impossible for

As noted by the World Bank paper (2007), educating children with disabilities is a good investment. It reduces on welfare costs and future dependence, current dependence and frees other household members from caring responsibilities, allowing them to increase employment or other productive activities. Both Bray (2001) and Suzuki (2002) conformed to this idea of Parental support in education as an important issue to complement governments and nongovernmental organizations in many ways. “On national, regional and local levels, policies are developed in order to increase their support

However, the implementation and effects of these policies were not always successful due to Poor socio-economic circumstances as one of the impediments towards parental support in the education of children with disabilities” (NUDIPU, 2014). As for (Peña, 2000; Prew, 2008), were of the view that Teachers and school administrators Not having knowledge, skills to deal with issues related to education of children with disabilities, were likely to be an impediment to attract parents to support education of children with disabilities resulting from absence of school/parent partnership responsible for the harnessing and utilizing of the available potential and strengths that parents could contribute to the school. This led to School leaders being judgmental, not recognizing parents’ efforts especially those from low-income families in particular among those

involved in schools. In such a situation, it was the children with disabilities who suffered from this animosity (Bojuwoye, 2009).

The emergence of various disorders or developmental barriers in individuals with special needs was a phenomenon that needed to be addressed further so that they could still live a good life and optimize any ability they possessed, no matter how small it was. Several studies indicated that the topic of children with special needs was rarely discussed as it was vague to discuss. Hadjiyiannakou, Ioannou, and Tzoigkouros (2007) stated that "when parents have disabled children, the identities of the family also were changed, the feeling of insecurity was spread among their lives; hence, sending many parents to have a negative energy, image and they are very depressed because of the existence of the disabled child in their family; they have no choice and feel insecure, feel that the road of their life is too difficult and they also are correlated with failure which makes them feel embarrassed and insecure and sometimes they seemed that they have a grief". Although Mubanga (2006) does not refute the views above, he agrees with the World Bank statement paper which stated that parents who are illiterate were unable to support education of their children with disabilities. He further explained that illiterate parents were not able to effectively play the role of supporting their children's education at home most especially in the rural areas where high levels of illiteracy was observed and thus were unable to contribute meaningfully to the education of their children in the form of assisting them academically more so if such parents were unable to go beyond the elementary school grades (Trotman, 2001).

Supporting this mode of thought, Koonce and Harper(2005), confirmed that parents of limited educational backgrounds could lack the confidence to interact with teachers on perceptions of intellectual and economic discriminations as well as their own negative school experiences could shape their self-efficacy and serve to distance them from schools (Van and Velsa and Arasco,2007). Kesh Mushambi (2011) suggested that in such cases, members of other families who are literate may be asked to assist. While this is possible, it may not work always as the assistance rendered by the parents of the child was not the same as that rendered by a member of another family. It was observed that parents were generally willing and able to pay for a variety of school items. However, the degree of willingness and ability varied from one item to another for example, Items such as school fees, learning materials that catered for the educational needs of children with disabilities had low support from parents because of being too expensive, not readily available on the local market (ODW NUDIPU project, 2012). Concurring with the views above, Mutasa (2003), added that parents' selective payment of school items like mobility, hearing devices were some of the issues that hindered parents from supporting education of children with disabilities. He drew it from the school of thought that they were poor and couldn't afford paying for such items. Apter, little or nothing was expected when investment was made towards education of children with disabilities because they were likely not to be their future insurance as expected from the ordinary ones hence, living education support for children with disabilities mainly in the hands of charitable organizations and the government. (Silondwa, 2001). Baquer & Sharma (2006), stated that although the concept of inclusive education has been promoted internationally for more than a decade, they observed that lack of information,

combined with discriminatory attitudes towards persons with disabilities at all levels of society were still some of the multiple barriers to full parental support in line of education prospects of children with disabilities across most countries of the Sub Saharan Africa and Asia which saw children with disabilities subjected to multiple deprivations making them the most excluded from education due to limited parental support because of Work which often serves as a barrier for low-income parents to devote time to attend school meetings, volunteer at the school, or participate in other parent involvement activities (Mannan and Blackwell, 2014). Although work affected the ability of parents to participate in SBPI activities regardless of income group, work barriers differentially affected low-income parents who were compelled to have inflexible work schedules, multiple jobs, and/or positions without paid leave benefits thus having no space available to accompany their children with disabilities to and from school trying to raise funds to meet the domestic financial needs. Furthermore, parents were often forced to make a choice between providing education to a child with a disability and without a disability for the reason that the more the severe a child's disability, the lower the chances of the child attending school (NCERT, 2006).

Ashman (2010) added that when society has low expectations for individuals with disabilities with respect to education, parents of these children may not be willing to invest resources to educate or train them. It is for the reason as to why some families with children who had disabilities keep these children hidden from the community, providing them with no education.

Shingyiga (2013), when parents embraced religious and cultural backgrounds in this case Christianity and Islamic religious heritages make parents and members of such a family hold compassion for children with disabilities which result to overprotection on the pretext that they are taking absolute care for the individual with a disability and that taking them to stay for hours in unfamiliar places like schools where they aren't was likely to expose their relative with a disability to violent circumstances of being bullied, harassed by teachers, peers on grounds of disability. Such thoughts of overprotection were the cause for positive discrimination the basis for limited parental education support regarding education for children with disabilities. According to UNESCO (2016), social stigma and negative parental attitudes towards disability that arose out of religious and cultural beliefs where disability was seen as a punishment, parental resistance to inclusive education for special groups by society and not from a medical point of view were the greatest barriers to education of children with disabilities. If the objectives of the different spheres of influence did not correspond with each other, this could affect the outcomes, discrepancy in the goals between school, parents and the community, the influence of the different spheres was likely to decrease for student outcomes, parental involvement in schools and teacher involvement with families (Epstein, 2001).

The researcher was in agreement with the views of the authors above when he said that this partly explains why very little attention was paid by a sizable number of parents to educate children with severe disabilities.

Having extensively discussed barriers of parental support towards the education of children with disabilities, it was important that we look at facilitators that enable parental support towards the education of children with disabilities.

2.3 Facilitators of parental involvement in the education of children with disabilities

Funk and Wagnel (2006), define facilitators as someone or something that enables something especially; someone who helps to bring about an outcome for example, learning, productivity, or communication by providing indirect or unobtrusive assistance, guidance, or supervision. If there is to be any chance of equity and equality, A sustained and targeted awareness campaign should be launched so as to bring about an understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but also to make the wider community aware that such children should attend school and should be part of the mainstream classes as This was an important factor in breaking down the discrimination and division within society a huge variation in social attitudes towards children with disabilities (WBU institutional development project, 2010). The mind-set among people of a given community was a strong pillar in Influencing how certain decisions are reached at. A case in point was the creation of parents' support groups within schools and communities that are linked to education of children with disabilities. These strategies were more likely to happen and to be sustained (Peters, 2007).

Barton, Drake, Perez, St. Loius and George (2004), were of the view that a given community's positive sentiments on issues related to disability greatly enhanced an enabling atmosphere that facilitated parental support linked to education of children with disabilities based on measures to

do with searching and providing for mobility, visual and hearing assistive devices geared towards helping out children with disabilities access the school social and physical environments.

The authors concurred with the views above. They stated that in supporting children's education, Motivational Beliefs were first determined by parental role construction, attitudes and beliefs about their role as parents in fostering their children's educational success (Walker et al 2005).

Hoover-Dempsey et al and Walker (2005) added that parental role construction represented parents who have had the opportunities available to them by virtue of living in vicinity whose majority was positive regarding to the support in education they availed to persons with disabilities. Other motivational factors were thought to translate into the parent's taking action to become involved. This was particularly true of the second motivational belief: parents' self-perceptions of invitation to become involved as a volunteer in the child's school and classroom based activities (Sandler, 2007).

Daudji et al. (2011), argued that parents particularly the mothers attribute disability to "the will of God" and giving thanks to God for choosing them to care for a child with a disability. In addition, parents who allied to this notion were characterized by positive sentiments seen to encourage them to support their children with numerous skills that included teaching them issues to do with factors relating to their religious and cultural affiliation through holding interactive discussions with their children. This is done because of the hope they have in their children's future, focusing on the education and the achievement of a "normal" life, specifically hoping for

the ability to walk independently through education rehabilitation and possibly to receive rewards from God their creator.

On a similar note, Croot et al. (2008) stated that in many communities it was believed that traditionally a child with a disability was a gift from God and that the child was a test from God to see their ability of parenting the child for a purpose unknown. This therefore, put the parent to establish an enabling environment in which God's creation thrives as depicted from the bible "What so ever you do to the least of my brothers that's you do unto me".

According to Epstein, the influence on children's development is optimized when families, schools and communities have overlapping objectives and responsibilities for children. She claimed that home, school and community needed to cooperate in defining goals and organizing activities. In this way, the overlap of spheres would be extended with expectation to increase parental involvement in schools and teacher's involvement with families, as well as child well-being and achievement. As for studies carried out by different scholars in England, the United States of America, Turkey, advocated for the bringing together of three contexts that is to say, parents, education institutions and governments in a joint partnership in order to maximize children's potential for success (Epstein, 2001; Pelco, Jacobson, Ries, & Melka, 2000; Prew, 2009; Sheldon & Epstein, 2002; Smith & Liebenberg, 2003). In order to create opportunities for all families to become involved in education, they were of the view that schools organize activities within the different areas that fall in the overlapping spheres: parenting, learning at home, communicating, volunteering, and decision making and collaborating with the community

a basis for establishing a supporting home environment. Epstein (2001) referred to the basic obligations of parents, like the provision of nutrition, shelter and safety, transmission of values, beliefs and attitudes by parents (Epstein, 2001). Although Fan & Chen (2001), agreed with Epstein's views, they noted that parent's attitudes were positively associated with academic achievement of the child. Although this was true as stated by Fan and Chen, if parents on their own were not able to establish a stable home environment that would enable them to get involved in the education of their children, Epstein (2001), proposed for schools to support families to enhance their involvement by setting up family-support programs for instance, organizing for home visits, parent education meetings and encouraging parents to become involved in students learning activities. Schools that implemented such innovations were at the fore front of scaling up parental involvement in the education of their children with disabilities.

By using different methods to inform parents on a regular basis about the child development and school programs, policies and providing them with the necessary tools and information to support their children's academic achievements. Such strategies were likely to make them get more involved in their child's education (Epstein, 2001; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Peña, 2000). While communicating to parents Peña (2000), proposed for schools to take into account the language used and the literacy levels of some parents. Studies carried out by (Epstein, 2001; Moles, 1993), emphasized the importance of employing two-way communication between parents and schools instead of one one-way communication as it would enable parents to share information and concerns and how they could get involved in their child's education programme.

By bringing together parents who understand their child natural abilities and teachers who were aware of the child's academic strengths and weaknesses to share and come up with an individualized education programme (IEP) as a means of creating a pathway for their entry into the education prospects of their children which would make them more responsive and sensitive to their needs and more confident in their parenting skills which in turn will make them feel comfortable and would improve on their morale in providing education support to children with disabilities (Webinar, 2014).

The researcher was in line with views of the authors above. He was of the view that if parental support towards education of children with disabilities was to be realized and made a reality within our communities, there was need for schools managing such education programmes to consolidate the positive trends achieved in relation to parental involvement in the education of children with disabilities.

2.4 Theoretical framework

Behind any human action, there is usually a theory. The supporting theory for this study was Hoover-Dempsey and Sandler's theory (1995, 1997), of socio-cultural and human capital.

According to Pierre Bourdieu (1986), social-cultural capital is the credential and cultural asset embodied in families. Human capital are the skills, knowledge, competences and other attributes embodied in individuals relevant to economic activities that outline the ways in which parents get involved in the education of their children. It further explains how community's partnership with schools improves education of minority adolescents with disabilities (OECD, 1998).

List of Studies that conducted investigations in respect to the theory above; Soumyananda Dinda (2006), elements to do with features of social organization, such as trust, norms, and networks improve the efficiency of society. Structure based on trustworthiness, norms, regulation, cooperation and networks lead to develop a new concept - social capital. Fukuyama (1995) argued that only certain shared norms and values ought to be regarded as social capital based on the fact that socio-cultural and human capital was simply the existence of a certain set of informal rules or norms shared among members of a group that permits cooperation among them, meeting of obligations, and meeting reciprocity. Putnam (2000) looked at the theory in the sense that all factors that arose from them related to one another interdependently.

The researcher used the theory to collect data from respondents because of the way it explained the reproduction social hierarchy as elite families endowed their children cultural capital which enabled them to succeed in maintaining their elite positions. It also explained how some families managed to use education to move from non-elite positions to elite positions.

The theory was chosen for the study because factors like parental efficacy, parental involvement, parental level of education, marital status, socio-economic factors, parental knowledge and skills, parental beliefs, social cultural and religious aspects, school ecology and school parental partnerships as mechanisms which influenced positive learning outcomes in inclusive education.

It explained the significance of parental involvement in children's schooling which made it desirable for study. The theory also correlated with parents' original motive to engage with

school with positive learning outcomes using five involvement levels of analysis. While level one was linked to parental role and level two on home-based or school-based activities which emphasized family's judgment; the other stages i.e. (Levels 3 suggested that parents' involvement influenced students' outcomes through modeling of appropriate school-related skills (e.g., showing the child how to solve a specific type of math problem, reinforcement of learning for instance, praising the child verbally when he or she solves a problem. Level 5 explained how positive learning outcomes in children schooling was promoted.

Interestingly, most reviewed literature on parental involvement (PI) emphasized parental beliefs as the motivator for parent's initial involvement in school activities (i.e. role construction, sense of efficacy). However, the general prospects such as invitation to engage with school that comes from both school and children (Level 1) also influenced their involvement with school. Similarly, role construction also denoted parents' perspectives regarding their support for their child's learning (i.e. job as a parent) and it showed a significant correlation between parents with high role construction and school involvement. Also, Bandura (1997) attributed parents' sense of efficacy to their school participation, which variably or invariably contributed to children's learning and school success. Besides, parents with higher attribute for parental involvement believed their contributions, aid and sustained behavior brought positive outcomes. This characterized general invitations from both schools and learners as a motivation for working in partnership with schools and to take part in learning activities. This proved that family's participation was desirable and valuable for learner's academic achievement. Earlier reviews on parental involvement PI noted the dissimilarity in

general invitations (Level 1) and the specific invitation in Level two of the theoretical model. This broad prospect showed that learners shared their concern regarding learning with parents at home or at schools and this allowed parents' participation as shown by teachers' attitude towards them.

Robeyns (2005), the human capital theory pioneered by a group of University of Chicago economists who included most prominently Gary Becker and Theodore Schultz in the 1960s (Becker 1993; Schultz 1963) as a first approach to educational policies that conceptualized education as human capital, Today the theory is a well-established part of standard economic theory which considers education relevant in the creation of skills and helps to acquire knowledge that serves as an investment in the productivity of the human being as an economic production factor. They complemented their argument by stating that education was important because it allowed workers to be more productive, thereby being able to earn wages that enabled them to participate in the local, national and international markets to solve the economic social challenges.

The human capital theory of education made an important point in terms of skills and knowledge acquisition through education which is part of a person's income generating abilities. Especially in the context of people living in communities severely stricken by poverty. This was very important, as having some basic skills or having a decent education made all the difference between starving and surviving, and between merely surviving and having a decent life. Thus, the attention paid to education as human capital ought to be applauded, as it broadened development discourses that only focused on technical progress and macro-economic

development to include people as central to economic development efforts. Castle (2004), added that other characteristics of capital were usefulness and durability. If social capital was adherence to a norm and not affected by individual action as Fukuyama (1994), suggested, then it was not capital in the above sense. The main difference was that more than one person benefited from social capital. Despite explanations on the strengths of the human social capital above. However, the theory was widely criticized by many scholars such as Ingrid Robeyns (2006), who criticized it for its ambiguity and variability. In the same vein, Tristan Coleridge an academic, and entrepreneur with passion for technology, innovation and teaching who used his cross-discipline knowledge and experience to solve problems and identify opportunities his critics of the social capital theory were that it was not social, not capital, and not a theory. This didn't leave the concept with much of substance, leading some authors to describe the concept as "fundamentally flawed. In addition, it was claimed that it was impossible to measure, in that problems of circularity made it a tautology and that the possibility for positive or negative outcomes made it dependent. Ingrid Robins (2006) was of the view that this theory was problematic because it was economic, fragmented and exclusively instrumental.

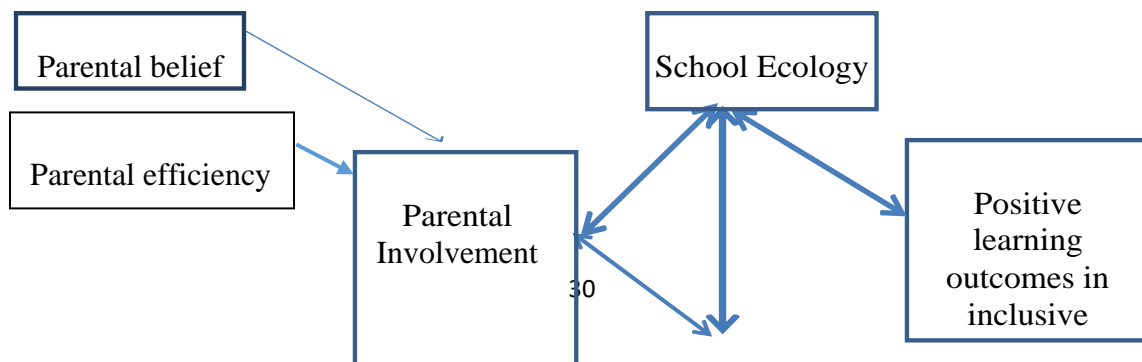
Having developed the socio-cultural and human capital theory, Hoover- Dempsey and Sandler came up with a framework using the developmental ecological model which accounts for a detailed explanation about parents' involvement practice. Although most research studies mentioned the importance of ecological perspective and its application to practice (Bandera, 1978, 1986a; Cicchetti and Toth, 1997; Conyne and Cook, 2004; Conyne and Mazza, 2007; Greenleaf and Williams, 2009; Gutkin, 2009; Moos, 2002; Pianta, 1999; Stormshak and Dishion,

2002; Swartz and Martin, 1997), This theory laid emphasis on four interactive levels of environment, of which each factor continuously influenced and impacted on one another for understanding the level at which parental involvement influenced children's academic success. Also, literature on family engagement evidently buttressed the significance of strong collaboration between parents and school on learning outcomes. This showed that positive parents' involvement was associated with higher educational incentive, grade advancement, and socio-emotional abilities in all learners including those from different cultural and socioeconomic upbringings (Christenson, 2000; Mantzicopoulos, 2003; McWayne et al., 2004). However, despite mounting evidence linking parental involvement with learner's school success, most literature on parental involvement failed in reviewing the evidence that links parental engagement with children's education and achievement. So, based on the review of literature and the multi- faceted and multidimensional nature of parental involvement, this paper proposes to adopt and use Hoover- Dempsey and Sandler's developmental and ecological approach (1995) because it provides a detailed account on how parents involvement in their children's education impacts on their academic success and spells out its weaknesses.

The framework analyses parents' involvement from both micro and meso level interactions. Also, the interplay: (micro and meso) promotes positive school climate, and eventually leads to positive students' outcome and successful inclusive practice. Besides, the framework sees parental involvement as important inter- active agent that interrelates with other relevant factors to promote positive learning outcomes in inclusive education. This paper is founded on this premise as it sees the interplay between micro and meso as a developing mechanism that

supports higher school success for learners with SENs. The conceptual model also supports and reinforces the notion that an increased parental involvement is a vital ingredient for psycho-educational advancement of learners in inclusive education. As a parent- focused/ strength-based

model, the model demonstrated that, parents were fully accountable for their children's learning achievement. It also indicates that socio-cultural and human capital such as parents' socioeconomic status, educational level, marital status, gender and cultural background were necessary factors that prompted parents' participation in their child's education, and predicted positive learning outcomes. The model also illustrated how psychological variables like parents' beliefs, self-efficacy, perception and the way parents viewed teachers' method of communication impacted on their level of involvement with school and the learners' educational outcome, which eventually correlated with positive school behavior and academic success.



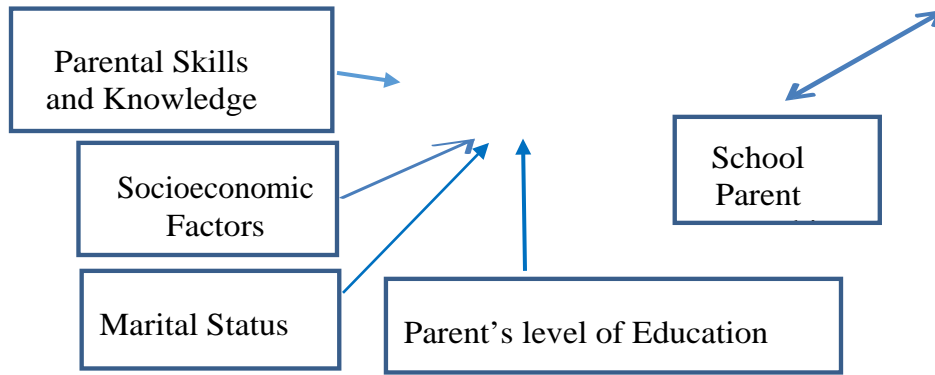


Figure 1. Conceptual framework

Moreover, in proposing this conceptual framework, a number of models on parental involvement were reviewed using developmental ecological theories. However, after thorough analysis, there was a need to expand present perceptions of parents' involvement to the one that emphasized consolidating the association between parents and positive learning outcomes in schools. From the above conceptual model, it was crystal clear that some factors were at play to stimulate parental interest in their child's education. These factors were tackled from independent variables namely; socioeconomic status (SES), marital status, family structure, parents' level of education, and other factors like parents' belief, parental efficacy, parenting skills and knowledge. These were home factors that hypothetically associated with parents' involvement practice and were explained as a causal factor for positive learning outcomes (dependent variable). Although these factors are interwoven and multifaceted, their interaction plays a significant role in parents' decision to engage with school and contributes to their child's education. For example, a parent's socioeconomic status coupled with their level of education influenced parents' beliefs, attitude, self-efficacy skills and knowledge about their ability to engage and relate to school and this positively impacted on children's academic achievement.

Parents, who believed that they could help their children with school work, developed a positive attitude towards school and supported home-school partnership, which promoted learning achievement.

At the same time, a positive learning outcome in inclusive education depended on home-school collaboration for it to be effective and this could be sustained in a positive school climate where parents were seen as collaborators or partners in their child's education. The overall participation in school activities and therefore, promoted children's school success. Likewise, poverty among the families and illiteracy resulted to parents' indifferent behavior toward school. This prompted them to view their participation in school activities as unwelcome; and thus, limit learning success and leads to poor school records for SENs learners in the long run. Therefore, this model proposed that when parents embraced a positive role construction and strong efficacy branded by life setting variables that permitted and drove robust participation, learners with SENs would succeed in school and this would eventually lead to positive academic achievement.

The researcher adopted the conceptual framework for use for the study at hand just the way it is for the reasons being that when the independent variables influence each other with school ecology, independent variables influenced by school parents school partnerships and vice versa, school ecology and parental involvement, parental involvement and school parents partnership bring about positive learning outcomes in inclusive education.

In the next chapter three (3) we shall look at the research methodology in respect to data collection for the study at hand.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research paradigm underpinned the study, design, population, sample participants and sampling procedures. It also explained data collection methods, procedures, data analysis and research ethical considerations.

3.2 Research paradigm

The term paradigm can be defined in a number of ways. Willis (2007) explains that “A paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field.” So a paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place. It is this world view within which a researcher works.

The study used the social constructivism/ interpretivism paradigm because the paradigm believes that reality is socially constructed and reality is upon the individual perception. It refers to the idea that the mental world – or the experienced reality – is actively constructed or “brought forward,” and that the observer plays a major role in any theory. In the bargain, the discover reality through participant’s views, their own background and experiences. It does not aim to investigate all sorts of research approaches and methods, instead, it mainly focuses on the interconnection between that interpretive paradigm allows researchers to

view the world through the perceptions and experiences of the participants. Specifically, interpretivism supported the exploration of the world by interpreting the barriers and facilitators to parental involvement in the education of children with disabilities, getting to a deeper understanding of their beliefs and other peoples' views, their experiences and attitudes to parental involvement in the education of children with disabilities. Through this paradigm, the researcher checked for the different ways in which parents of children with disabilities supported the education of their children.

3.3 Research approach and design

Qualitative research is a research strategy that usually emphasizes words rather than numbers in the collection and analysis of data (Bryan, 2008). It describes how, when, where and from who data is to be collected and analysed (Cresswell, 2007). Qualitative research argues that understanding a phenomenon, situation or event comes from exploring the totality of a situation. The researcher began by bringing a topic or a substantive area of investigation, reviewed the literature about the topic and affirmed that the problem existed and needed to be studied (Creswell, 2007). The researcher then employed rigorous data collection procedures, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen 2011).

The researcher employed the design because it began with assumption and use of interpretive/theoretical frameworks that informed the study of the research problem, It provided information about the human side of an issue i.e. the contradictory behaviors, beliefs, opinions,

emotions and relationships of individuals, subject materials could be evaluated with greater detail, also it was effective in identifying intangible factors such as social norms, social economic status, gender roles, ethnicity and religion in a natural setting/context, laying Emphasis on process, Taking an in-depth perspective of phenomenon and flexibility, focused more on the subtleties of what could be found in that information. This allowed for the data to have an enhanced level of detail to it, which could provide more opportunities to glean insights from it during examination. Furthermore the strategy explored challenges related to the factors that discouraged parents from getting involved in the education of children with disabilities based on processes and structural characteristics of settings and tried to capture reality in interaction through intense contact, offering thick descriptions and presented the information gathered verbally in a detailed and complete form (Bryan, 2008).

Since qualitative research aims at understanding people, not measuring them and operates within communication of which it is part and employs value added inquiry (Sarantakos, 2005). Qualitative research can adapt to the quality of information that is being gathered. If the available data does not seem to be providing any results, the researcher can immediately shift gears and seek to gather data in a new direction offering the researcher more opportunities to gather important clues about any subject instead of being confined to a limited and often self-fulfilling perspective (Sarantakos, 2005). in view of the fact that qualitative Research is also used to uncover trends in thought and opinions, the study took on an exploratory plan which was conducted for the type of problem that little was known about or was not yet clearly defined, providing insights into the problem or help to develop ideas or hypotheses for potential

qualitative research. By the fact that, smaller sample sizes were used in qualitative research, the researcher would be able to save on costs and so be able to complete the study allowing for results to be obtained within the stipulated timeframe. (Enayet & Supinit, 2016).

This study was posited on the assumption that knowledge was socially interpreted as individuals sought to make meaning of the world in which they lived. The study was, therefore, informed by the epistemological position that individuals interpreted knowledge and understanding through their experiences and the meanings they derived from and brought to those experiences (Creswell, 2013). Using the qualitative method, knowledge was interpreted from the meanings and responses obtained from the interviews and discussions with the participants. Thus, it was believed that a qualitative approach would provide the thick description of their lived experiences of a concept or a phenomenon as it looked for those who “have had experiences relating to the phenomenon to be researched.”

Creswell (2007) defines a phenomenological design that it describes the meaning of several individuals and their lived experience. It attempts to identify shared experience among various individuals experiencing shared phenomena.

The researcher was convinced that a phenomenological research design would be appropriate for the study because all the participants shared a lot in common regarding their involvement in the education of children with disabilities.

3.4 Participants

According to Lokesh (1998), population is any collection of a specified group of human beings or non-human entities such as objects, education institutions, time units and geographical area. For this case, The target population of the study comprised 10 Respondents who were residents of Nabweru division in Nansana municipality. The parents were targeted for the study because they were guardians or parent of children with disabilities who are in schools and were expected to have the needed information pertaining to the study at hand.

3.5 Research Setting

The study was carried out in the homes and community levels where parents of children with disabilities live. The area was preferred because it would provide a multi-representation of situations that prevailed in this vicinity with people of different cultural practices and thoughts about the education of children with disabilities.

3.6 Sampling and recruitment of participants

In phenomenological studies, it is essential that all participants have experience of the phenomenon being studied so that they can contribute to building the opening and actual coding of the theory (Creswell 2013).

Purposive sampling known as judgmental, selective, or subjective sampling is a non-probability sample selected based on characteristics of a population of the study (Cresswell, 2013).

For purposes of the study, the researcher employed purposive sampling procedures to select participants for the study because it was an important criterion for judging the merits of the study (Cohen, 2011).

The researcher took on a homogeneous procedure to select participants for the study. The researcher began by paying visits to the area of study, introduced himself to the local authorities, visited homes of the participants with an aim of identifying and selecting a homogeneous sample of individuals with who he would discuss and have them sign a consent informed sheet to affirm that they voluntarily accepted to be part of the study.

The identified respondents were selected because they were parents or guardians of children with disabilities with wide experiences regarding parental involvement in the education of children with disabilities which would enable him gather adequate information for the phenomenon under study (Creswell, 2013).

3.7 Data collection methods

In this study, data were collected using interviews and focus group discussions which were aligned to the objectives of the study as Bell (2005), pointed out that methods for data collection should be aligned to the objectives of the study so as not to go off track in the cause of eliciting for information.

3.7.1 Semi-Structured Interview Guide

The researcher employed Interview methods to gather the needed information for the study. An interview is an interchange of views between two or more people on a topic of mutual interest (Cohen, Manion and Morrison, 2011).

Interviews may involve one-to-one interactions, and may take place face to face, or over the telephone or the Internet (Mason, 2002). The researcher used the methods because they enable the researcher to obtain firsthand information on how parents were involved in the education of children with disabilities. It's flexibility for restructuring of the interview guide focused on the centrality of human interactions which enabled multi- sensory channels to be used for instance, verbal, non- verbal, spoken and signed. Which also gave both literate and illiterate participants the opportunity to participate in the study. Interviews were particularly useful for getting the story behind a participant's experiences. They enabled participants or interviewees to discuss their interpretations of the world they live and to express how they regarded situations from their own point of view. In this sense, the interview was not simply concerned with collecting of data about life; but was part of life itself where its human embeddedness was inescapable. (Cohen et al, 2011). This in turn, enabled him to find their views regarding the phenomena hence, generating more data for the study (Rule & John, 2011).

The researcher developed a semi-structured interview guide, had it reviewed following topics and questions that he asked in different ways for different respondents, the semi-structured interview guide prepared was divided into two parts, demographic characteristics and research

questions. The items were focused on the bio-data of respondents and any other necessary information.

Before the interview sessions, the researcher made several interactions to build trust and rapport with participants on the various aspects. He recruited participants for the study, obtain informed written consent, made appointments on the dates, venue and the time convenient to collect data, had the interview recorded as well as taking short field notes, probed for detailed information and then had the recorded interview transcribed soon after the interactions so as not to lose any information fresh in memory (Creswell, 2013).

3.7.2 Focus group discussions

A focus group is a form of group interview, though not in the sense of backwards and forwards between interviewer and group. The reliance is on the interaction within the group who discuss a topic supplied by the researcher (Cohen *et al.* 2011). Focus group contains elements of two methods that is to say, the group interview, in which several people discuss a number of topics; and a focused interview, in which interviewees are selected because they are known to have been involved in a particular situation and are asked about that involvement, (Brymann 2016).

This method was suitable for this study because it allowed the researcher to develop an understanding about why people feel and act the way they do. In individual interviews, the interviewee is often asked about their reasons for holding a particular view, but the focus group approach offered the opportunity of allowing people to share and complement each other's

views. This could be more interesting than the sometimes predictable question and answer approach of conventional interviews because an individual may give their view but as they listen to others' views, they may choose to modify theirs. An individual may also voice agreement to something that he or she probably would not have thought of hadn't they heard it from others (Cohen *et al.* 2011). Such possibilities meant that focus groups were very helpful in eliciting for a variety of views in relation to a particular issue where different individuals shared and complemented each other's views. This implied that the researcher ended up with more realistic accounts of what people thought because they possibly revised their views as they were punctuated by lively collective interactions which brought forth more spontaneous expressive and emotional views in individuals. In the case of sensitive taboo topics, the group interaction made it possible for the expression of viewpoints that were usually not accessible (Brinkman & Kavle, 2015).

The researcher used a good voice recorder with good battery life and transcribed the FGD soon after the conversation was completed, so that the nuances of the dialogue were not lost in the annals of time. He took short reflective notes in the course of the dialogue because they would facilitate him in making a strong qualitative data.

3.8 Procedures of Data Collection

Prior to data collection, the student prepared a focus group discussion guideline for two groups of parents of CWDs. Group one was comprised of male participants and group two female participants (appendix I) and a semi structured interview guide which comprised open ended

questions answered by individual parents of children with disabilities (Appendix II) organized systematically in sections to reflect and gather information that would answer the research objectives, sought approval of the research proposal and the data collection tools from the research supervisors, obtained an introductory letter from Kyambogo University (Appendix III) introducing him to the places where the study was located. The researcher then paid preliminary visits to the municipal, division officials and the local authorities. The researcher then visited various homes and introduced himself to the participants, explained the purpose for his visit, talked to the identified participants, explained to them the study he intended to conduct and its purpose.

During the data collection process, the researcher sought for their permission to record the conversation using a voice recorder which would enable him compile and not lose any information obtained from participants.

The researcher took time to listen to the interviews obtained to affirm him with what was said by the participants. He then transcribed the audio files to text as soon as he returned from the field and thereafter prepared it ready for analysis by rearranging it in chronological order according to the research objectives.

3.9 Piloting

A pilot study was carried out prior to data collection from the 23rd to 24th of May 2019. This two day activity was carried out in the homes and communities of the chosen participants in Nakisunga sub-county in Mukono district. This was made up of two parents male and female.

During the interaction, both parents were informed about the purpose of the study. The researcher then interviewed them in the comfort of their homes using an audio recorder.

The purpose of the pilot study was to gauge the relevance of the interview guide towards the study; to find out whether respondents indeed understood the questions and to determine their appropriateness, manageability and acceptability of the sampling procedure, and if there was need for additional interview questions. A pre-testing of the instruments was carried out to find out its reliability, validity, practicability, and rephrasing of the set questions (Cohen, et al. 2011).

3.10 Data Analysis

Data obtained from interviews and focus group discussions were processed and analyzed using thematic Analysis.

Data from audio recorded interviews and focus group discussions were transcribed and translated Interviews in Luganda to English to ease the process of analysis. After the transcription as per category of data, the Recorded information was written down systematically and chronologically citing important aspects of the dialogue such as missing information, emphasis, repetitions, quoting of words from some respondents, among others to simplify categorization as well as writing of opinions from individual participants using thematic Analysis.

The researcher read the transcriptions 5 times to familiarize himself with the data which enabled him have in mind what exactly was in the data. This was followed by the researcher generating themes and subthemes that emerged from the discussions held with participants.

The coding process involved the researcher attaching labels or descriptions on a list of ideas developed from the transcription as already read as initial coding to the categories of data in relation to the objectives A, for objective 1, B for objective 2 and C for objective 3. This would help in the identification of the specific responses for each objective. Six themes and twenty four sub themes were generated from views of parents of children with disabilities.

Once the data are sorted and ordered, the researcher will be able to make some interpretive sense of them, and to build their explanations and arguments (Mason, 2002).

After the generation of initial codes, the researcher arranged the overall content of the themes and the message it carried in it was defined before producing a report.

Kothari (2004) emphasizes that, before embarking upon final interpretation, the researcher has to consult with other people with insight to the study and should be frank, honest and will not hesitate to point out omissions and errors in logical argumentation and that it is through such consultations that result in correct interpretations thus, enhancing utility of formidable research results of a research report would produce a study report.

The researcher believed that parents who experienced this phenomenon would have different and varied experiences and as such there would be multiple realities.

3.11 Rigor and Trustworthiness

Trustworthiness is when the researcher ensures to stick to findings obtained in the field by brushing off all thoughts of biasness (Palys, 2008). This study employed the followings methods to ensure rigor and trustworthiness.

Credibility in research implies that a study needs to be believable, authentic or convincing before those expected to benefit from it Orb (2000). This method was used through participants checking and examining findings of the study at hand, how participants understood and responded to the questions that were available to them.

Transferability means that the study can bear the same results if done in a different area or location (Mason, 2002). This method was used to provide detailed description of the data obtained from the study participants and it enabled the researcher to ascertain the detailed support that parents provided for their children, the barriers that hindered parental involvement and those facilitators that made it possible for parents to get involved in the education of CWDs in Wakiso district.

Conformability; This is concerned with ensuring that while recognizing that complete objectivity is impossible, the researcher can be shown to have acted in good faith. That he or she has not overtly allowed personal values or theoretical inclination to sway the conduct of the research and the findings derived from it (Plays, 2008). The researcher took views from the participants with a help of a voice recorder and ensured that they were written as they were stated for authenticity.

3.12 Ethical Considerations

Ethical considerations help to increase the credibility of a study (Hoyle, Harris & Judd, 2002). Orb, Eisenhauer and Wynaden (2000) claimed that, the protection of human subjects or participants in any research was imperative.

During the study, the researcher tried to guard against any unethical practices that arose but ensured that the following ethical considerations were made: collecting demographic data

from participants (like age, gender, and caste). Given (2008) affirmed that, when conducting qualitative research starts by giving priority to Ethical issues such as deciding the type of participants for the study and to approach and seeking for their consent to participate in the study.

The scholar added that, it was important to consult with the management of the locality or institution because the research findings and report could be reported to them for constructive advice. Furthermore, all important documents/letters for permission to carry out research were prepared and delivered to the community development departments and participants informed about the nature of the study, the risks, benefits and alternatives, and gave them the opportunity to ask questions before deciding whether or not to participate in the study. For the respondents who accepted to take part in the study, he asked them to sign a written consent form which permitted him to take and use the audio recordings of the field data, The researcher also ensured that confidentiality procedures were observed accordingly by ensuring that no names were linked to any responses implying that the final report would not include participants' names or phone numbers. Instead pseudo names were used to avoid possibility of stressing parents of children with disabilities who participated in the study since results of the study related directly to the integrity of the study and the people involved.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The purpose of the study was to examine barriers and facilitators to parental involvement in education of children with disabilities. This chapter comprised presentation and analysis of findings of the study obtained from interviews and focus group discussions with parents of children with disabilities presented in accordance with the research questions generated to guide the study. In order to check for validity and reliability issues arising, data was drawn from parents of children with disabilities in school. It was then analyzed and reported verbally with the help of detailed explanation. In this chapter, the findings were reported in two sections that is section A and B. Section A. presented Bio-data results on the study of participants while section B reported findings basing on the research objectives.

4.2 Profile of Focus Groups and Individual Participants

4.2.1 Profile of focus groups

The researcher employed two focus group discussions in a bid to obtain detailed information for the study.

Focus group one

Focus group one comprised five female participants who were mothers of CWDs whose age ranges were between thirty three and sixty four years. As house wives who lived in urban areas

engaged themselves in petty businesses that enabled them contribute to their children's 'education. Their education levels were between primary and ordinary level.

Focus group 2

Focus group two was made of five male participants, fathers of children with disabilities. Some of these participants were professional teachers and others were in the informal sector, their education background and the different interactions they had with different people enticed them to support the learning of their children.

4.2.2 Profile of individual female participants

BABIGUMIRA	BABIRYE	BIRYERI	BYOGERO	MUKAANI
<p>She is 46 years married to a primary school head teacher and a mother to a 14 year old girl with visual impairment her third born. She stopped in s4.</p>	<p>She is 41 years a single mother of two sons with hydro cephalous and physical disabilities. She only stopped in p6 and engages in petty business to manage her home.</p>	<p>Is a 64 year old lady married and taking care of her two blind granddaughters? She did not go far with studies and only stopped in p4 but She engages in looking after local goats, chicken to earn a living and grows crops on a small scale for home consumption.</p>	<p>She is 33 years of age married with a daughter with spina bifida who is her first born. She dropped out of school in S1. Selling utensils in the market has enabled her meet the needs of the family with support from the spouse.</p>	<p>She is a single mother taking care of 5 children of whom 2 are with disabilities. Regarding her level of education she only ended in p7 and could not go far with education as she didn't have someone to push her on.</p>

4.2.3 Profile of individual male participants

MATIYA	MUSAMBI	MUSEMBYA	NALUGODA	WANDA
<p>Is 52 years married with 3 children with disabilities. Baking and frying of 'chapati' and complementing it with other forms of employment he obtains from the community enables him to sustain the family however, He did not disclose his education level.</p>	<p>A graduate teacher in special needs education a director of studies and manages the SNE department in one of the primary schools, is 45 years, married to a wife with whom they have six children of which two are living with disabilities. His knowledge in special needs education has given him ability to advocate for the education rights of children with disabilities.</p>	<p>He is 44 years of age, a married man with one child with multiple disabilities and a business entrepreneur dealing in the buying and selling of grains. As regard to education level, he ended in s2 due to lack of fees which resulted from the father's death.</p>	<p>Is 43 years of age. He is a teacher of mathematics. Besides teaching he manages a small poultry farm of about 50 local chickens which help in boosting on his income. He is married to one wife with who they have three children with a deaf son the first born currently in p4.</p>	<p>Is a cook in a primary school 38 years. He is married to a wife with whom they have a child with hearing impairment. He stopped in p6. Besides cooking for school children, he also sales fruits at the nearby market on weekends and during the holidays.</p>

What support do parents of children with disabilities give to their children attending inclusive schools in Wakiso district?

Parental Support

The following sub-themes emerged under the main theme parental support provided to CWDs attending inclusive schools in Wakiso district.

Buying scholastic materials

This emerged as a sub theme under parental support. The findings showed that buying scholastic materials was cited by majority of the participants to have been the support parents provided for CWDs in inclusive schools. One of the participants stated that “I use money from my small business to buy scholastic materials such as books, pens, mathematical sets for my child”.

Escorting Children to and from school

From interviews carried out, participants mentioned escorting their children with disabilities to and from school. “I escort my children to school because they are young and need my support via transport.”

Support from NGOs

In connection to parental support, findings revealed that parents sought for support from NGO’s to support education of their children. Parents of children with epilepsy mentioned supporting their children with medication however, they noted that drugs were expensive to be handled

single handedly thus looking for support from nongovernmental organizations “it is a friend of ours who directed us to Cheshire which gave us money to buy drugs for our children”.

Children with Disabilities involved in practical activities

This was another sub-theme that emerged under theme of parental support. Participants reported involving their CWDs in practical activities. One of the participants reported that “I involve her in artwork because she can’t grasp class work yet she has interest in artwork”

Counseling and Guidance

The rest of the participants reported Counseling and guidance. This encouraged CWDs to remain at school to go ahead with their studies. One participant said “I told my child, be firm those who laugh at you just leave them alone. Tell them what has come has come there is no way I can change it. What I am is what the Lord has decided.”

Social economic support

The following sub-themes emerged from the theme of social economic support.

Capacity to support Children with Disabilities education

The study noted a quarter of the participants to have had capacity to support CWDs education. Two participants said that “we are able to support our children’s education from the income generating projects like roasting chapatti and growing of vegetables.”

No capacity to Children with Disabilities education

The findings exposed three quarters of the participants saying that they did not have the capacity to support CWDs education. One of the participants mentioned that “I am unable to pay fees for granddaughters because of the many illness like diabetes and pressure that take most of my money”

Possibilities Children with Disabilities benefiting from education

This was another theme identified under objective one. Three sub-themes emerged from this theme as presented below;

Children with Disabilities benefit from School.

When asked if CWDs benefited from school, three participants acknowledged Children with disabilities benefiting from school. One of the participants said that “my child used to be aggressive before she joined school, but when she enrolled for school she was no longer aggressive because of having interacted with other non-disabled peers.”

Studying in a Conducive learning environment

The study findings revealed children with disabilities benefited from school when they studied in a conducive learning environment. One of the participants cited that “when children with disabilities have teachers trained in sign language, braille they benefit.”

What barriers hinder parental involvement in the education of children with disabilities in Wakiso district?

What barriers hinder parental involvement in the education of children with disabilities in Wakiso district?

Barriers to parental involvement in education of CWDs.

The following sub-themes emerged under the major theme barriers to parental involvement in the education of CWDs in Wakiso district

Poverty

This emerged as a sub theme under the theme barriers to parental involvement. Three quarters of participants noted poverty to have been the major barrier that hindered them from getting involved in the education of CWDs receiving education in an inclusive school arrangement. One of the participants reported that “you know these things go hand-in-hand with money and due to the level of my income, i am unable to manage them single handedly.”

Negative attitudes from school administrators

Majority of parents reported Negative attitudes from school administrators as a barrier to parental involvement in education of CWDs. This was confirmed by one of the participants who mentioned that “I do not get involved in my child’s education because teachers do not give me the chance, they think that I am unable to advise them on my child’s learning needs.”

Inability to understand sign language

From the interviews carried out, findings revealed limited communication skills in Braille and sign language as the hindering factors to parental involvement in education of CWDs. One participant mentioned that “Am not able to help my daughter with her homework because I miss out some information that my daughter signs because I don’t understand sign language well.”

Single parenting

Single parenting was another sub-theme identified in theme barriers to parental involvement in education of CWDs, one participants cited that “I am hindered from getting involved in my children’s’ education because my husband the father to my sons neglected them living me to work on them alone because for them in their clan, they do not give birth to disabled children.”

Participation to parental involvement

Under this research question, three themes emerged; facilitators, parental economic status and strategies to improve parental involvement as presented below with their subthemes respectively.

The following sub-themes emerged under the theme facilitators;

Parents’-teachers meetings

Inquiring about facilitators that enabled parents to get involved in the education of CWDs receiving education in the inclusive schools, half of the participants reported that they participate in parent’s teacher meetings. One of the participants mentioned that “when teachers invite us at

school we are sensitized about our roles as parents and how get involved in the education of our children.”

Positive Parental Attitudes

Parental attitudes emerged as a sub theme under the main theme facilitators. From the interviews carried out, findings from participants suggested that positive parental attitude towards children with disabilities facilitate parental involvement in education of their children. One of the participants said that “a parent’s positive attitude towards his or her child with disabilities surely makes it possible for him or her to get involved in the child’s education”

Teachers’ positive attitudes

The teacher’s positive attitude towards CWDs was another sub-theme which emerged under the theme facilitators. All ten participants agreed with the response from one of the participants who noted that “when teachers have good thoughts about our CWDs it encourages us parents of Children with disabilities to draw closer to the learning programme of our children.”

Parental social economic status

The following sub-themes emerged from the theme of parental social economic status.

Money to support education of CWDs

Results under this sub-theme revealed that the parent’s social economic status plays a role in facilitating them to get involved in their children’s’ education. One of the participants stated that

“as a parent I will have the ability to purchase school requirements, pay fees in time and visit the child when required.”

Parental support groups

The views from interviews indicated that parental support groups were instrumental in giving rest assurance to parents who have just acquired a disability. One participant reported that “before I became a member of a parents’ support group I used to think that I was the only one who was in a bad situation however, joining this group showed me that I was not alone but there were others like me.”

Ways schools promote parental involvement

The following sub-themes emerged under the theme Ways schools promote parental involvement.

Engaging Non Government Organisation services

Concerning ways schools promote parental involvement, findings pointed out that it was through engaging the services of NGOs as reported by one of the participant who said that: “schools work with non-governmental organizations like Cheshire to buy Braille machines that the blind use in class, mobility devices, magnifying devices, walking sticks and providing educational materials.”

School visits

This was another sub theme that emerged under the theme ways schools promote parental involvement. Majority of participants cited school visits were crucial in enabling parental

involvement. One of the parents reported that “as parents, we need to pay visits to schools and talk to the teachers about the social and education needs of our children.”

Strategies to improve parental involvement

The following sub-themes emerged in the theme strategies to improve parental involvement.

Sensitization campaigns

Inquiring about the strategies employed to improve on parental involvement in the education of CWDs, Disabled persons organizations and the District community development office jointly needed to arrange for parents’ sensitization workshops for parents of CWDs to enlighten them on their responsibilities regarding education of CWDs. One of the participants mentioned that “A workshop organized and facilitated by persons with disabilities would enable parents with negative attitudes towards their CWDs to change their attitudes and embrace the educational needs of their children.”

Possibilities to enhance parental involvement

This was another sub-theme which emerged under the theme strategies to improve parental involvement. Findings revealed that parents social economic status played a key role in facilitating parental involvement in the education of CWDs as one pointed out that “when I have money, I am able to pay fees in time, and visit my child when am required.”

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, lessons drawn from the findings of the study and those from literature review on other similar studies were presented. The methods of data collection that gave rise to the findings were also presented. Conclusion to the research problem was provided and the Recommendations towards the study and for further research in the same area were made.

Specifically, the study addressed the following objectives:

To establish the support that parents give to children with disabilities attending inclusive education in Wakiso district.

To explore the barriers to parental involvement in the education of children with disabilities in Wakiso District.

To examine facilitators that enable parents to get involved in the education of children with disabilities in Wakiso district.

5.2 Discussions

As regards to parental support, (Musambi) a father of two children with disabilities said, “I escort my children to and from school because they are still young and need my support via

transport”. In connection to seeking for support for their CWDs, (Musambi; Babirye Mukani) admitted seeking for support from NGOs to enable them support their children. “A friend of ours directed us to Cheshire service which gave us money to buy drugs and other necessities that were quite expensive to manage single handedly”. Concerning scholastic materials, all the ten participants reported that they supported their children in different ways for example, (Byogero) a house wife and mother of a blind girl mentioned that “I provide scholastic materials like text books, pens some food contribution, fees contributions fees and other necessities while (Babigumira) gave counsel to her son ”be firm at school. Those who laugh at you, just live them. Tell them that what has come has come there is no way you can change.”

This was confirmed by an article cited in the literature review by Foramina (2016), who explains that the efforts to optimize the development of adolescents with disabilities is none other than to provide education and training needed, related to the ability of daily life, academic materials, and work skills.

Pertaining to involving children in practical skills, information from participants revealed that CWDs were interested in working with their hands. “When engaged in activities that deal with the development of the fine motor skills, you get to realize that they are kin in what they do.” (Musambi) a special needs education teacher said ”my daughter cannot grasp well in academics but when it comes to activities like art work, you see that she is trying and has interest in that area.” Other participants like (Babirye) through counseling and guidance encouraged her child to be firm while at school “amidst challenges of being laughed at by peers, be firm, tell them that

what has come has come there is no way you can change it. What I am is what the Lord has decided". Besides giving comfort to the son, she tried to see to it that she taught him those things he learnt at school and perhaps did not understand them clearly or might have forgotten so that he was able to learn and remember and not forget them. Regarding parental view on whether children with disabilities benefited in education, (Musambi; Byogero; Musembya; Babirye; Babigumira; Matiya and Wanda) reported that they were able "if helped appropriately, children with disabilities could prosper in education." "not only can children with disabilities try to progress in their studies but can prosper up to the level of University when supported for instance my girl will be sitting for her O. Level this year" (Byogero) testified. On the contrary, (Mukani) thought that they cannot go far as expected " I expect my daughter to repeat p1 because of being unable to grip a pencil in her hands to write." (Wanda) was of the view that it depended on the degree of one's disability comparing his children "the other one can but this other one is unable because he still faces difficulties" (Babigumira) a mother of two sons with varying disabilities was not sure if they could go far with education "of recent, the other one refused to study saying that he had no brain to go on with studies and even the legs pained him which prevented him from reaching school."

In connection to capacity of supporting CWDs education, (Babirye; Byogero; Matiya; Musambi; Mukani; Musembya; and Nalugoda) reported having capacity because of the income generating projects they set up like growing of crops, monthly salaries from the different jobs executed and roasting of 'chapatti'" while (Wanda; and Biryeri) reported little capacity to support their children. Regarding children with disabilities benefiting from education in an

inclusive school arrangement all participants agreed that “they could benefit if they were given chance to study in a conducive learning environment with teachers trained to handle children with disabilities, provided with same exams with modifications that favored them, availed with someone to support them take for example, children with hydrocephalous availed with support from someone to help them to balance while they moved. “My daughter was aggressive before she joined school. Now she is no longer aggressive because of having interacted with the rest of the non-disabled peers.” (Musembya) could not really tell if they benefited or not since he was never there.

Inquiring about activities performed while at home to support the learning of children with disabilities, (Babirye) mentioned “I participate in assisting whenever she inquired from me those things she seemed not to understand clearly” both (Byogero and Biryeri) never involved “we do not get involved in performing any of the activities that support the learning of children with disabilities for the reasons to do with limited communication skills for example, ‘our children write Braille and use sign language which we don’t understand.” (Mukani) said “in terms of writing, it was not possible for the reason being that her hand was weak and so could not handle a pencil with ease to write her name but if you told her to spell it verbally you hear her spell it when you listen attentively. “In relation to participating in educational activities of the schools where children are attending school, apart from (Byogero and Biryeri) who had not participated in any educational activities of the schools where their children were attending school and (Mukani) who wasn’t clear, the rest of the participants acknowledged having

participated for example, (Babigumira) said that “when am invited I go to attend speech days and meetings”

The views from explanations made above, were a clear indication that parents of children with disabilities supported their children attending school in an inclusive setting both materially and financially. Since this strategy was based from their hearts, this implied that if they were trained in starting and managing small businesses using the skills they already have would enable them support their children even in bigger things like purchasing of assistive devices. The strategy through bench marking could be used to enlighten other parents in similar circumstances on how best they could support their children with disabilities attending school.

About barriers that hindered them from getting involved in the education of their children, all participants sited poverty to have been the major hindrance “You know, these things go hand-in-hand with money. to the level of my income, I am not able to raise money to support my children and the kind of work I do of helping other learners as a teacher cuts me off from getting fully involved in my children’s’ education (Musambi) noted.” This was then followed by (Babirye) who expressed limited communication skills in sign language “I miss some information signed by my daughter whenever I try to communicate with her because I can’t tell what she signs” she explained. As for the High cost of assistive devices and other educational materials, (Mukani) cited not being able to replace her daughter’s spectacles “my child uses spectacles in her learning they got broken and I can’t replace them for her because they are expensive” and so was (Biryeri) who made no significant support towards her sons’ education because the benefactor to

her children leaving “nowadays I can’t give them support because the one who used to assist them left this place.”

Concerning negative attitude from school administrators, (Byogero) stated that “the school where my girl studies from doesn’t give me the opportunity to see how I can get involved in my girl’s education because teachers feel that am not capable to advise them on the learning needs of my child” (Babigumira) reported “am hindered from getting involved in my children’s’ education because my husband the father to my sons neglected them living me to work on them single handedly because for them in their clan, they do not give birth to disabled children”. (Mukani) confessed that she helped the sighted children with reading and writing but could not do the same to her blind daughter “am not able to help my daughter learn reading because I don’t understand those dots she reads” she explained.

This concurred with an article by van and Velsa and Arasco (2007), referred to in the literature review, parents ‘economic discriminations as well as their own negative school experiences shaped their self-efficacy and serve to distance them from schools.

It has been observed that parents are generally willing to pay for a variety of school items. However, the degree of willingness and ability varied from one item to another for example, Items such as school fees, learning materials that catered for the educational needs of children with disabilities had low support from parents because of being too expensive and not readily available on the local market. This was supported by Mutes (2003), who added that parents’

selective payment of items like mobility, hearing devices are some of the issues hindering parents from supporting education of children with disabilities.

He draws it from the school of thought that they are poor and cannot afford paying for such items. Sharing the same view, Hoover-Dempsey and Sandler's theory stated that "parental involvement in children's' education is influenced by the parent's social economic status."

This implied that there was dire need to empower parents of children with disabilities economically through equipping them with business skills in the area of start your business (SYB) aimed at providing them with skills in the areas of start and improve your business which would enable them have reliable sources of income hence, being able to support their children the more.

About ways in which parents of children with disabilities dealt with challenges encountered to support the education of their children findings in objective two pointed out that participants sought for support from CHESHIRE services one of the NGOs that provided educational and social support to children with disabilities in the school where their children received education while other participants (Musembya; Musambi; Wanda) used resources from their small income generating projects.

In connection to factors that enabled parents to get involved in the education of their children, participants (Byogero; Babirye; Wanda; Matiya) reported "a parent's positive attitude towards his or her child with disabilities enabled him or her to get involved in the child's education." It

was also observed by other participants like (Musembya) that money enabled a parent to get involved in the education of his or her child with disabilities. "as a parent, I would have the ability to purchase the school requirements pay fees in time and be able to visit the child when required."

Concerning parental attitude on the education of children with disabilities, (Byogero) was of the view that "it helps in building confidence in the learning of children with disabilities and it improves on their academic achievement." Whereas (Musambi; Musembya; Babirye; Matiya; and Babigumira) mentioned that "when parents were of a positive attitude towards the education of their children with disabilities it helped to narrow the gap between these children and their non-disabled peers" While (Wanda and Mukani) were of the opinion that parents got to understand that "the needs of children with disabilities like spectacles, hearing aids are not a luxury but essential to their lives "and that "it promotes language development because of the way we interact with our children" (Biryeri) reported. (Babirye) explained that "as parents of CWDs we get opportunities to make rules that do not allow discrimination of children with disabilities." Complementing the views of Babigumira, (Matiya) said that "it is for the reason that many children with disabilities have been able to go to school and be welcomed because schools like this one of ours has encouraged all children to refrain from using abusive words like 'omulema' to mean disabled." (Mukani) we get to know that children with disabilities learn what others learn. "previously I thought that children who are blind are taught different things not until I got the opportunity to see them for myself performing when they came for a function in a nearby

school and also hearing from the radio when results return that the blind children did well even better than the ‘normal’ children” she testified.

It was also observed by other participants who cited building confidence in the learning of children with disabilities hence, improving on their academic achievement. This was in line with an article by Dorian Balli (2016), which stated that Parental involvement is crucial to the possible outcome of a child’s education. Similarly, Enrich & Blackman-Jones (2006), who advised that For this idealism to be of meaning, parents should influence the character of programs that affect the development of their children if they are to achieve their fullest potential.

This meant that there was need for parents who were already aware of the significance to have children with disabilities in school to set themselves into parent support groups and join efforts with the disabled persons organizations to reach out and sensitize parents of CWDs in particular and members of the community in general about the importance of parents sending and supporting their children with disabilities in school. Supporting this view, Walker et al (2005), in the literature review when they stated that Motivational Beliefs were first determined by parental role construction, attitudes and beliefs about their role as parents in fostering their children’s educational success.

In connection to family education budget, it was reported that when planning for the return of children to school, the budgets made should cater for the needs of a child with disabilities that is to say if it is buying a dozen of books even that child with hearing impairment for example

should be availed with the same number of books, other parents cited paying visits to the schools where their children received education and talk to teachers since it is them who understood their children better and that it was imperative for parents to escort CWDs who were day scholars to and from school. However, there were those who were of the view that besides paying fees and other requirements, parents needed to attend meetings organized by the school and contribute views that concerned the welfare of children with disabilities for example, school managers to do something that improved the compound.

in relation to strategies recommended to improve parental involvement in the education of their children, an overwhelming majority of participants recommended that disabled persons organizations like KADIAB, the district administration to identify parents of CWDs and have them sensitized on their role in the children's' education.

This therefore, implied that there was need to consolidate on the apparent achievements and utilize them to provide counsel to parents whose children have just acquired the disability.

As for the ways in which schools involved parents in the education of their children with disabilities parents like (Byogero; Musembya; Matiya; Wanda; Babigumira and Nalugoda) said that it was through calling them for meetings. "the school invites us for meetings to sensitize us about the learning needs of our children" (Babirye) sited school identifying specialists doctors to examine our children as a way to determine the degree of the childrens' disability then they inform us about the kind of learning the children are going to receive and how we as parent would be involved." While (Nalugoda and Mukani) cited schools to get education materials such

as Brailled books and the machines the blind use, (Biryeri) reported that “schools should play the role of guiding them on what to do for their children.”

In reference to parental sensitization, three quarters of participants agreed that “parents of children with disabilities be made aware of their role regarding their children’s’ education.” In addition, (Byogero and Musambi) proposed that “parents of children with disabilities need to form groups in order to support one another in a number of things.”

About those things which made it possible to get parents involved in their children’s education, (Mukani; Byogero; Nalugoda; Matiya; and Babirye) cited support from nongovernmental organizations “in our school latrines that are user friendly were constructed for children with disabilities by CHESHIRE” (Matiya and Nalugoda) cited friendly teachers while (Wanda) mentioned that attending parents’ meetings organized by the schools and the rest of the participants reported that people within the communities. “Before people in the community didn’t regard children with disabilities to be of any value but the sensitization campaigns carried out by NGOs made them to understand and appreciated them.”

As for strategies recommended to improve parental involvement in the education of children with disabilities, (Byogero) suggested preparing parents’ workshops. “disabled persons organizations like KADIAB need to prepare and invite parents of children with disabilities to such workshops. “Seeing a workshop organized and facilitated by persons with disabilities would help change parents’ attitude towards children and persons with disabilities. The district administration to work with an active association of disabled persons to identify parents of

children with disabilities and have them sensitized on their roles regarding their children's education." (Mukani) suggested that "being parents of persons with disabilities. We should carry out awareness raising to members of the community through meetings and lobbying different well-wishers to support our cause." Further more, she suggested for parents to find means of handling their children and not hide them in houses. On a similar note, (Babigumira) recommended that parents should love their children and not leave them behind but take them to schools like Jinja Kaloli so that they learn.

This therefore, implied that there was need for the consolidation of the apparent achievement by using the knowledge and experiences of those self-motivated parents to set themselves into parent support groups to join efforts with DPOs to reach out to the community in a bid to making them aware of this rare but yet a great opportunity of involving themselves in sending and supporting their children with disabilities to school, providing counsel to parents whose children have just acquired the disability and those who still think that education of children with disabilities is not a reality but a myth.

5.3 Conclusion

By and large, Data gathered as regards to the support that parents gave to CWDs attending school in an inclusive school arrangement, Study findings indicated that participants bought books, pens, made fees and food contributions and other necessities for their children using resources from their small businesses was cited to be the most dominant factor in theme 1. Parental support in objective one.

As regards to the barriers that hindered parents from getting involved in their children's education, data in theme one, parental social economic status revealed that poverty was the major barring factor to parental involvement in the education of children with disabilities.

As for those facilitators that enabled parental involvement in the education of children with disabilities, Data gathered cited parents' positive attitude towards children with disabilities by majority of participants. It was noted that a parents' positive attitude built confidence in the learning of CWDs and improves on their academic achievement as shown in the theme, facilitators.

Strategies recommended to improve parental involvement in the education of their children, information gathered suggested for parents' workshops to jointly be prepared by parents' support groups and disabled persons organizations to sensitize them on their roles in the education of children with disabilities.

As for the data gathered from the aspect in line with strategies to improve parental involvement, most participants proposed for attending school meeting and fellowships to complement each other's needs.

5.4 Recommendations

In light of the findings of this study, the following recommendations were put forward:

Support that parents of children with disabilities give to their children attending school in an inclusive school arrangement. Although a sizable number of parents were found to have interest

in the education of their children, there were still some parents who kept their children with disabilities in-doors for fear of being laughed at by some members in the community.

Government should encourage formation of support groups of parents of children with disabilities.

There is need for government and its line ministries, disabled persons organizations and parent's organizations to sensitize parents of children with disabilities on their roles and significance of supporting education of children with disabilities.

Barriers to parental involvement in the education of children with disabilities. Findings revealed that poverty was the major hindrance to parental involvement in the education of children with disabilities.

Government through its line ministries should empower parents with business skills.

School administrators did not give parents of children with disabilities chance to get involved in their children's' education.

There was dire need for schools to develop effective communication strategies while working with parents of children with disabilities to enhance increased parental involvement.

Schools to initiate and strengthen school parent's partnerships

Facilitators that enable parents to get involved in the education of their children. Study results indicated that Nongovernmental organizations were instrumental in complementing parental support.

Government should work hand-in-hand with NGOs to support parental involvement in the education of children with disabilities.

New parental support groups should be established and the existing ones should be strengthened with capacity to provide knowledge and skills to enable parents to avail effective parental support in light of education of children with disabilities.

The scope of this study was narrow in many respects including its geographical and content coverage. It is therefore recommended that future researchers carrying out studies in this area should have a wider geographical coverage and widen its content scope to cover the aspect of the barriers and facilitators to parental involvement in the education of children with disabilities.

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APPENDICES

Appendix I: Introductory letter from Kyambogo University



15th January, 2019

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

CHAIRPERSON, NABWERU
DIVISION, NAWANA, WAKISO DISTRICT

Dear Sir/Madam,

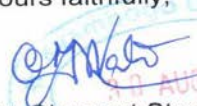
RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs./Ms. MVGOJE GODFREY...
Reg.No: 171011481716MSM/PE..... who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Diploma/Degree/Masters, he/she is required to undertake a research on the approved area of study.

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

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

Yours faithfully,


Dr. Okwaput Stackus
HEAD OF DEPARTMENT



Appendix II: Focus group discussions

FOCUS GROUP DISCUSSIONS FOR PARENTS OF CHILDREN WITH DISABILITIES

1. What are the things that a parent should do in order to support a child with a disability in school?
2. In your opinion, do you believe that involving parents in the education of children with disabilities is important? In what ways is it important?
3. As a parent, what things have you done or are you doing to get involved in the education of your child with disability?
4. What factors enable you as parents to get involved in the education of your children?
5. In what ways is the school involving you in the education of your child with disability?
6. What challenges do you experience in getting involved in the education of your child with disability?
7. How do you think your involvement in the education of your child with disability can be improved?

Thank you for Participating

Appendix III: Semi-structured interviews

SEMI STRUCTURED INTERVIEWS GUIDELINES FOR PARENTS OF CHILDREN WITH DISABILITIES

Background Information

- Record the participant's gender
- What is the highest education level you have completed?
- How many children do you have in your household?
- How many of your children with disabilities are attending school?
- How many of your children without disabilities are attending school?
- Are you presently staying in your home alone or with your spouse?
- Location: rural or urban
- Does parent have a disability? Which type of disability
- Type of disability the child has.
- Onset of the child's disability

A. Support parents give to children with disabilities attending school in an inclusive setting.

1. As a parent, what support do you give to your child attending school in an inclusive education arrangement?
2. While at home, what activities do you perform to support the learning of your child with disability?

3. In your view, how far in education do you believe that your child with disability can go in education?
4. Do you think you have the capacity to support the education of your child with disability?
Explain your answer
5. As a parent of a child with disability, do you believe children with disabilities can benefit from education? Explain your answer
6. Have you ever participated in any educational activities of the school where your child is studying?

A. Barriers to parental involvement in the education of children with disabilities.

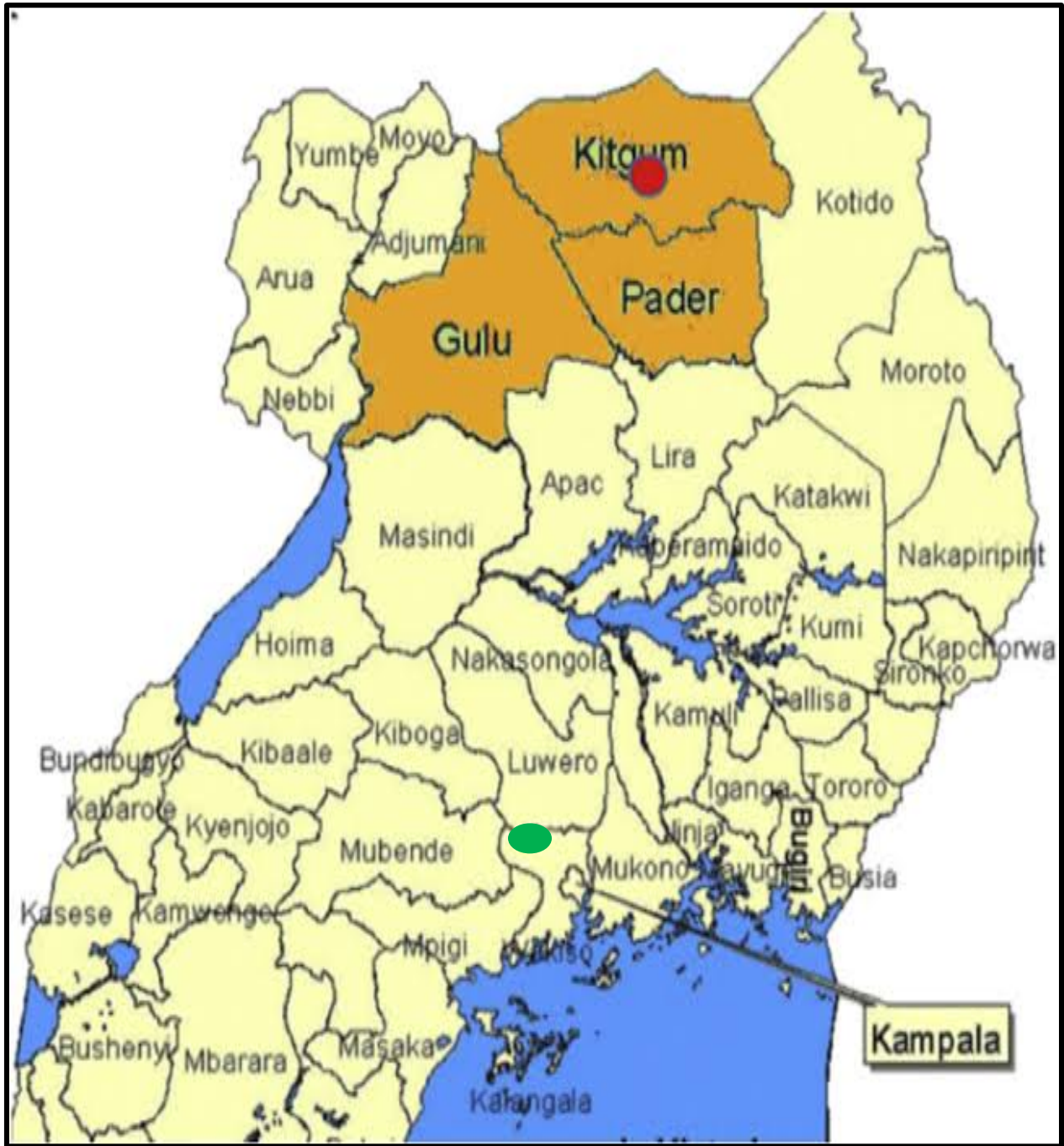
7. As parents of children with disabilities, what factors hinder you from getting involved in the education of your child with disability? Explain the barriers.
8. How do you deal with the challenges you encounter in supporting your child's education?

B. Facilitators that enable parents to get involved in the education of children with disabilities.

9. What things have made it possible for you to get involved in your child's education?
10. What strategies do you recommend to improve parental involvement in the education of children with disabilities?

Thank you for participating.

Appendix IV Map of Uganda showing municipality of study



KEY

 - WAKISO DISTRICT

Appendix VI: Consent form

PARTICIPANT INFORMED CONSENT INTERVIEW (PARENTS/GUARDIANS OF CWDs IN SCHOOL)

TITLE OF THE STUDY BARRIERS AND FACILITATORS TO PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH DISABILITIES IN NANSANA MUNICIPALITY WAKISO DISTRICT, UGANDA.

i) INFORMATION SHEET

You are being invited to take part in this project. Before you decide, it is important that you read and understand this information. This sheet tells you the purpose of this project and what will happen to you when you take part.

Introduction

I am a student of Kyambogo University undertaking a parent focused study. This study involves talking to parents of children with disabilities and getting their views in relation to getting involved in the education of their children who are at school.

It is my hope that the findings from this study will inform you and all people concerned with the education of these children in your area. You have been identified to participate in this study. This study has been approved by Dr. Ojok P and Dr. Omugur J. My supervisors of Kyambogo University.

Purpose

Previous studies have revealed that parental involvement in the education of children with disabilities in schools in Uganda is limited. This study intends to evaluate factors that hinder parents of CWDs from getting involved in the education of their children, to look at those aspects that make it possible for them as parents to get involved and the support they offer to their children with disabilities attending school in an inclusive education arrangement. This study uses the definition of disability from the Persons with Disabilities Act 2006 (Government of Uganda): “a substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environmental barriers resulting in limited participation”.

Why have I been chosen?

The study is recruiting 14 parents of children with disabilities in Nabweru division in Nansana municipality Wakiso district. So you and other parents of children with disabilities in this division have been approached and will be included in the study.

Your participation in this study is free and will involve participating in an interview for that reason, I ask for your permission to participate. If you decide that you participate in the study you will be asked to sign a consent form which you will be given a copy to keep.

Do I have to take part?

No, participation is voluntary and you are free to withdraw at any time you so wish without giving a reason. Declining to take part will not affect you in any way.

What will happen if I take part?

Today, if you choose to participate, you will sign the consent form and we will make an appointment for the interview on a day that is most convenient for you. You will be required to spend 1 hour with the researcher at your home April 2019. Information collected will be put together and analyzed and this will help me establish the hindering, enabling factors and the support parents avail to children with disabilities attending school in an inclusive education system.

What do I have to do?

You will take part in answering questions from the researcher who will collect information by writing down brief notes from your answers and recording the conversation. The conversations held will take place at your home.

What are the possible disadvantages and risks of taking part?

None in particular; apart from being inconvenienced a little to spend 1 hour to answer questions.

What are the possible benefits of taking part?

I believe that you as a parent will acquire information of using the existing facilitators to overcome the barriers that you have encountered on a number of times when trying to get involved in availing education opportunities to your child a basis for better relationship.

Will I be paid to participate in this study?

No, you will not receive payment for participating in the study but you will receive compensation in terms of refreshments for the time spent answering questions.

What if there is a problem and I have a question?

If you have any questions about your participation or your rights and welfare in this study, please feel free to ask Dr. Ojok Patrick on telephone; 0773181655 and Dr. Omugur Julius on telephone 0774047067

Will my taking part in the study be kept confidential?

Yes, your participation in the study and all information about you will be kept confidential. The study forms will bear your identifications but data presented in the report will be anonymous. Audio recordings will not be shared for fundraising or other purposes. Access to study forms and data entered in my computer will all be restricted to my supervisors only who also have a duty to observe confidentiality.

What will happen to the results?

A report will be written and submitted to the examining board and the relevant authorities including the graduate school. You will get feedback on findings and progress of the study. In case

THANK YOU FOR TAKING TIME TO READ THIS SHEET.

CONSENT FORM

Please initial or put a thumb print to indicate that you have understood and agreed to the statements in the table

#	STATEMENT	PLEASE INITIAL/PUT THUMB PRINTS
A	I have received information about the study, the purpose, what is required from me during the study, and I have been given the opportunity to ask further questions.	
B	I have understood that there are no particular risks to me taking part except for a little inconvenience of answering questions for 1 hour at my home.	
C	I have understood that I will receive compensation in terms of refreshments for the time spent answering questions .	
D	I have understood that I will benefit taking part in the study through obtaining more information related to my involvement in education of child's.	
E	I have chosen to voluntarily participate in this study.	
F	I give permission to the researcher to store, analyze and report data, including audio recording and written material about me	

	anonymously.	
G	Am free to withdraw myself from the study at any time without giving a reason.	
H	I understand that declining to take part will not affect me in any way.	
I	I have understood I can call any of the research supervisors with questions about this study.	
J	I have understood I will receive a copy of the consent form and keep it.	
K	<p>I have adequately explained this information to the potential participant and to the best of my ability made sure that the participant understood what they have consented for. I also confirm that the participant has not been coerced into giving consent.</p> <p>Name:</p> <p>Signature of participant:</p> <p>Name: Signature of interviewer:</p> <p>..... Date:.....</p>	

Researcher:

I have adequately explained this information to the potential participant to the best of my knowledge and abilities, made sure that the participant understood what they have consented for and also confirm that the participant has not been coerced into giving consent.

Researcher's name:.....Signature:.....Date:.....