PARENTAL INVOLVEMENT AND ITS INFLUENCE IN LEARNING PROCESS: A
CASE STUDY OF KAMBUI PRIMARY SCHOOL FOR THE DEAF, KIAMBU
COUNTRY, KENYA

NELLIAHS W. WANJIRU

The Catholic University of Eastern Africa
Nairobi, Kenya

JANUARY, 2014
DECLARATION

This research thesis is my original work and has not been presented for a degree or any other award by any university or institution.

Signature: [Signature]
Name: Nelliahs W. Wanjiru
Reg. No. MED1018765

Date: 15th March, 2014

This research thesis has been submitted for examination with our approval as the university supervisors.

Signature: [Signature]
First Supervisor:
Sis. Dr. Sabina Mutisya
Department of Education Psychology
Catholic University of Eastern Africa

Date: 15/4/2014

Signature: [Signature]
Second Supervisor:
Dr. Aloka, Peter
Department of Education Psychology
Catholic University of Eastern Africa

Date: 15/4/2014
DEDICATION

To my beloved Mums, Mrs. V. Mugo and Mrs. M. Banga whose foresight in education and constant encouragement in my study has kept me strong all through. To my husband S. Banga and my brother Earnest Mugo who have continuously given me moral support and patience when I needed it most during my study. Finally, to our two children Banga and Nyambura whose love I can’t fathom. May Almighty God keep you strong and favoured.
ABSTRACT

The purpose of this study was to determine parental involvement and its influence in the learning process of learners with hearing impairment. The study was conducted in Kambui School for the Deaf in Kiambu County, Kenya. This study was guided by the Theory of Planned Behavior. The study adopted descriptive case study design. The target population comprised of the Head teacher, Deputy Head teacher, teachers, parents and learners. A total sample of 187 respondents participated in the study whereby purposive sampling was used to select the administrators while simple random sampling was used to select 15 teachers, 80 parents and 90 learners. Questionnaires and interview schedules were used to collect data. Both quantitative and qualitative data was collected, coded and entered for analysis. The study findings revealed the following: First, parents were involved in assisting children to do their homework, training a child in productive activities as well as guiding and counseling them. Second, majority of them were not aware of their role in the learning process of children who are hearing impaired such as signs and curriculum offered. Third, several benefits accrued from parental involvement such as proper cognitive improvement leading to holistic development. Finally, it was revealed that parental involvement in the learning process of children with hearing impairment was faced by challenges identified as financial constraints, use of signs to communicate, negative attitudes and stigmatization, scarcity of schools for persons with hearing impairments and unmodified environment. The study recommended that, the government should establish more schools for persons with hearing impairment and improve this one so as to accommodate more learners. More sign language courses to be offered more frequently and decentralized within the regular schools. There is need for current curriculum to be reviewed in order to accommodate the views of persons with hearing disabilities. Finally, there was need to train parents in assessment, observation and reflective skills in order to start early learning provisions to the child with hearing impairment before he/she joins school.
ABBREVIATIONS AND ACRONYMS

DCSF: Department of Children School and Families

EFA: Education for All

HI: Hearing Impaired

KNAD: Kenya National Association for the Deaf

KNAP: Kenya National Association of Parents

KSL: Kenya Sign Language

MOEST: Ministry of Education Science and Technology

PWDS: Persons with Disabilities

TPB: Theory of Planned Behavior

TRA: Theory of Reasoned Action

SPSS: Statistical Package for Social Sciences
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CHAPTER ONE
INTRODUCTION

The chapter presents the background of the study, statement of the problem, purpose of the study, objectives, Research questions, Hypotheses, significance of the study, scope and delimitations, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background to the Study

The history of persons with disabilities is as old as the history of mankind. In itself it does not constitute evils done by the person him/ herself or the parents of the person, but it’s for God’s glory (John, 9:1 -3). However, due to societal interpretations on the causes and beliefs about these disabilities, negative attitudes develop towards such persons resulting to social gaps between people with disabilities and the normal (Lott, 2001).

According to Burtner, (2013) historically many of these people with disabilities received services such as care and education in settings such as institutions, hospitals, infirmaries and in nursing homes, away from their parents and family members. This gave such people psychological torture due to the feelings that they were quite different from the rest of the members of the society. Due to increase in their numbers and the society’s desire to remove physical and psychological barriers and stimulate healthcare and education access, today, people with disabilities access same services in the same setups within the society just like the rest of the society. Of late, in our society, in respect to the management and treatment of persons with disabilities numerous changes have occurred (Burtner, 2013). Burtner (2013) adds that, among these changes are the terminologies used on them which emphasis on the individual first and not on the person’s disability. Example of such is the person with hearing impairment and not the deaf person. Prior to the twentieth century, social attitudes reflected the views that people with disabilities were unhealthy, defective and deviant and that society
as a whole treated them as objects of fear, pity and shame in the society (Heward, 2006). The prevailing attitude was therefore that such individuals were incapable of participating in or contributing to society and had to depend on welfare or charitable organizations. This statement has a lot to cogitate about such people since every individual is enabled differently.

According to Heward (2006) persons with disabilities include, among others, those with hearing impairment, though their disability is not conspicuous. Like all other minority groups, people with hearing impairment suffer from stereotyping by those who do not know or understand them (Lott, 2001). Hearing people hold negative attitudes towards people with hearing impairment and attribute stereotypical characteristics to them. On the other hand, Deaf adults who perceive and sometimes misunderstand hearing people’s attitudes react also in stereotypical way displaying a kind of social gap between the hearing and the deaf society. All human beings are social beings and require attention and affection (Lott, 2001).

Deaf people shape their identities according to their experiences (Goldstein, 2002). Deaf children who are born to Deaf parents grow up in a home and school environment in which they interact with Deaf adults, use sign language to communicate and get exposed to Deaf culture which gives them identity. However, according to Moores (2001) the vast majorities of Deaf children are born to hearing parents and grow up in hearing home environments and therefore they do not meet Deaf role models in their home or school environments. Health professionals and educators, on the other hand, who believe that deafness is not a disability influence hearing parent’s initial view of deafness and advise them not to use sign language even if their child tries to communicate by signing (Lott, 2001). Such sentiments create a negative feeling within the parents toward their own child that such children refuse to talk and must learn it failure to which they have no place in the family. This cuts them short of getting opportunities for interaction and as a result these children are usually immersed into a strange world where learning culture is not fully developed or
established in them. Persons with hearing loss use sign language to communicate, and sometimes interpreters bridge the gap of communication (Hayes, 2009). It is therefore important to realize that without interaction and communication, much support from whichever group including parents and family members is minimal. Heward (2006) states that, development of language is the major objective in teaching children who are hearing impaired. This is because it enables attainment of communication skills and therefore inclusion of the person in the society.

All children’s education begins in the home where the first language is introduced and continues in school (Kaiser, 2006). This means that parents are the first educators of their children especially teaching them basic moral behaviours when they are young. Parents can serve as effective teachers for their children whether with or without disabilities because they understand them better right from birth. They can enhance the development of their children who have disabilities by teaching them at home and working in follow up programs organized by their children’s schools (Kaiser, 2006). According to Education for All (EFA, 2000) all children have a right to education. Parents and students now have the option of choosing between local public school programs and residential schools placement. Kenya National Association of the Deaf (KNAD) (2011) reports that, Kenya has an estimated 800,000 Deaf people who have varying degrees of deafness. This is a very large number if drained to waste without any efforts to assist them earn their living independently and join in the national development. In Kenya, the children Act (2001) stipulated the role of parent and the government in molding the child. Every child has a right to good health as well as education the provision of which shall be the joint responsibility of both the parent and the government. Though the magnitude of parental involvement is not stated, the inclusion of parents in the learning process of a child has a great effect on the learner and its deficiency may affect the learner psychologically, disabling him/her from attaining his/her full rights.
People with hearing impairment can succeed and contribute to the society just like hearing people (Sen, 2013). However, access to information and means of communication hinder them from realizing their rights and developing their talents as citizens. Parents of children with hearing impairments have a greater deal to offer for the child with hearing impairment than their counterpart parents because these parents have to acquire knowledge on sign language that can facilitate their communication with their deaf children. In Kenya deaf children acquire cultural signs from the society but learn Kenya sign Language once admitted in schools (KNAD, 2011).

Heward (2006) states that, about 82% of children who are deaf or hard of hearing attend local public schools, 45% receive their education in regular classroom, 19% attend resource room for part of the school day, 22% are served in separate classrooms and 7% attend special schools. Heward puts it that, of the 6.6% of students with hearing loss who attend residential schools about a third lives at home with their families and commute to the school. This creates room for the parent to have a properly conducted home based parent-child tutoring that can positively enhance and strengthen a child’s educational program bringing in enjoyment to both child and parent. Oywa (2010) suggests that, parents, relatives and friends need to be taught Sign Language to enable them communicate, interact, understand and value the persons who are Deaf for what they are, “Let us not become deaf ourselves to the realities and cries of our fellow people who are Deaf, but listen to them because they see us” (Oywa, 2010, p.58).

Typically, developing children learn many skills that children with disabilities do not learn without systematic instructions (Kaiser, 2001). For children with disabilities, the casual routines of everyday life at home, in school or in the community may not provide enough time for practice and feedback to teach them all important skills. This calls for extra time and commitment to the parent in order to facilitate further learning to his or her child, and
especially parents of children who have hearing impairment who require a lot of practice. This engagement would enable them chain up a learning culture between home and school. As much as Parents of children with hearing loss try to respond to their children’s challenges by teaching them self help and daily living skills, much more is expected from them. The call for consistent involvement in their learning process would motivate these learners even in life after school.

In the year 2003, Kenya government re-introduced free primary education and even secondary school education in all public schools (MOEST, 2003). This gave full opportunities to all school age children to pursue basic education including those who have disabilities. Although efforts have been made to promote the rights of people with disabilities, they are still stigmatized (Nyikal, 2009). Many parents are ignorant of the capabilities of their disabled children. Out of this, they hide them due to denial or shame denying them access to education and employment opportunities. Kibaki (2013) states that, parents should be on the fore front in the education of their children for this will help shape their behaviours. They need to encourage and assist them build their talents by providing for their requirements both at home and in school. This calls for parental involvement in the learning process of their children. It is better to light a candle than to curse darkness. If parents light a candle for children with disabilities not only the darkness of the whole family would turn into light but the whole world of people with disabilities.

Kimani (2012) states that, although textbooks and teachers who have trained in special education are available in Kenya for learners with special needs, learners with hearing impairment do not benefit much from this effort due to lack of communication. Kimani adds that insufficiency in Kenya sign language which is the language of instruction is a phenomenon that not only affects the teaching staff but also parents hence reducing their efforts to help their own children who have hearing impairment. This calls for a combination
of general quality improvement of educational resources that would be relevant where parents are also involved in learning sign language. This would enable them assist their own children who have hearing loss before joining school and in school period. This therefore advocates for parental involvement in the learning process of children with hearing impairment.

Parental involvement helps the child to adopt learning behaviours that match his or her age and character (Moss, 2008). Although individuals later engage in various behaviours that are governed by both personal attitudes and social pressures, behaviours adopted by children when they are young, regardless of their status (“normal” or those with disabilities) stick and help them shape their future. According to Epstein (2011), parental involvement in schools can promote health behaviours, encourage children to value education and improve the development of positive living in children. To be a successful parent therefore demands that one’s child become a man or woman of strong conscience and character. King’ori (2013) states that, early identification and integration of children with disabilities into the mainstream school eases parental care for the child with special needs. He adds that pre-schools for children with special needs within our local schools enable close attachment of the teacher and the parent. This would therefore create a joint workforce in molding the learner’s character. Though he is not specific on which special needs category, he advocates for parental engagement in the learning process for all children with special needs from early childhood for a successful future of that learner.

According to Allemano (2003), effective learning process is influenced by four factors. These involve first the supporting inputs like teachers, parents and the community, administration and financial support. Secondly, the student’s characteristics like health, nutrition and motivation. Thirdly, enabling conditions such as sufficient time spent in school by the educators and learner, the attitudes of the teacher and learner’s expectation and incentives for learning and finally teaching learning process which includes varied teaching
strategies, homework issuance and feedback. In order to promote learning process in a learner there must be a joint effort between all these pillars failure to which any of them dents the learner. Parents can involve themselves in their child’s learning in various activities such as ensuring that they are well contained in schools and their needs are all well provided for. They can also assist in homework and educating them in social norms to enable them mix well in the society.

The present study therefore investigated the extent to which parents are involved in the learning process of learners with hearing impairment, the possible challenges hindering their full involvement, and the subsequent influence/benefits it has on learning process that these learners are likely to acquire in regard to the involvement.

1.2 Statement of the Problem

Parental involvement in the learning process of children cannot be underestimated. When the foundation of a house is strongly well established, the rest of the house would be easy to construct and remain firm. Family is the basic unit of a society where the first teachers of a child are found and the child’s learning process is initiated and progresses lifetime. However, Parental involvement inadequacy in the learning process of children has not only become a national issue but a worldwide outcry (Nyamosi, 2013). Many parents have neglected their God given role of bringing up their children and have left it all to house help and teachers. Kilbourne (2013) states that, parents used to help their children grow up, but nowadays parents just watch their children grow up uninvolved. As a matter of concern Kilbourne adds that parents trade their children for jobs and money. Lack of parental attention and guidance at home has led many children into immoralities including drugs and violence (Sanders & Sheldon, 2009). According to Kibiego (2010) many elders (parents) complain that youths of today are morally delinquent. Kibiego associates the learning failure in areas of responsibility, respect, manners and study behaviours to the whole African
society. But the question is who exactly has failed, our children, the family (parents) or the education systems?

Education includes more than just being in the classroom (Nyamosi, 2013). Nyamosi, included that the society requires much more than academic achievements in our children; rewarding creativity, the ability to work together, social moral behaviours, innovation, critical thinking, curiosity and the ability to ask difficult questions. Nyamosi expressed that education/learning begins way before a child attends school, which is at home, and is only enhanced in school. The future of the child very much depends on the foundation laid by the parents (Department of Children Schools and Families, DCSF, 2007). Mutie (2012) expressed his school of thought saying that unlike in the past when parents spent enough time with their children counseling, informing, educating and even observing their children’s behaviours, today everything has been left in the hands of the house help since the parents are rarely at home. He adds that the rest of the work is given to the teacher when the child is of school going age. Money and such like gifts have become the substitute of parental absence from their children (Mutie, 2013). On teachers view, Njuguna, (2013) stated that a child’s educational goals cannot be fully realized if all is left to the teacher alone.

Child Rights and Awareness (Cradle-Kenya) manager (Weke, 2012) noted that most parents have neglected their upbringing roles and have left it all to the teacher. Parental involvement in the child’s learning process would not only bring the scholastic success to the child but a peaceful relationship with the same parents. From the parents’ perspective, The Kenya National Association of Parents (KNAP) secretary (Ndunda, 2012) cries out, ‘Today’s parents have no time for their children; parents have spoilt their children by giving them money and not letting them do anything for themselves’ p,12. From the ideal point of view a parent has a lot of input in the learning process of the child for the welfare of their child as well as for his own joy and peace.
Majority of these outcries have not identified specifically the category of children mostly affected by parental involvement, but rather have generalized. Most of the studies done on parental involvement in schools have locked out the child with hearing impairment and his/her learning behaviour. For example, Ikramullah, Manlove, Cui, Moore, (2009) studied parent’s influence on adolescent’s sexual activity between ages 12-19 and adults aged above twenty. However the research did not include children with hearing impairment or express how they are influenced by parental involvement. Children with hearing impairment if not well molded and integrated within the community, opportunities that would have otherwise been available for them to advance might be shuttered down. In order to achieve educational equality, national development and all the goals of vision 2030, then all cadres of children need to have their full rights provided. Education is the only weapon against poverty (Ngesa, 2013). Therefore people with special needs are not exceptional in gaining knowledge that would help them participate in national development.

The future of every nation lies on today’s child and a nation without a vision perishes. This study therefore recognized that all categories of children, the ‘normal’ and those with special needs have equal rights to learning and attaining education which would give them a vision to nurse and achieve. It also reveals that if parents are not strictly involved in the developmental learning process of children, then not only that the future of these children is injured but the lifespan of the parent is shortened and the national economic status is crippled. The study therefore circumnavigates parental involvement in the learning process and how it influences a child’s life holistically. Having realized parents’ great effort and vigor on the learning process of ‘normal’ children, this study therefore deeply examined parental involvement on the learning process of learners with hearing impairment and the subsequent learning outcome of these learners in a School for the Deaf in Kiambu County, Kenya. The
findings of this study will be of great inspiration to the parents, the government, as well as the general public that mind the welfare of the current generation and the future of our society.

1.3 Purpose of the Study

The purpose of the study was to examine parental involvement in the learning process and its influence on learners with hearing impairment in Kambui School for Children with Hearing Impairment, Kiambu County, Kenya.

1.4 Objectives of the Study

The researcher identified the following specific objectives for the study:

(i) To examine ways in which parents are involved in the learning process of learners with hearing impairment in Kambui school for the Deaf, Kiambu County, Kenya.

(ii) To establish the extent to which parents are aware of their role in the learning process of learners with hearing impairment.

(iii) To investigate benefits of parental involvement in the learning process of learners with hearing impairment.

(iv) To determine challenges facing parental involvement in the learning process of learners with hearing impairment.

1.5 Research Questions

The study was guided by the following questions:

1. In what ways are parents involved in the learning process of children with hearing impairment in Kambui School for the Deaf, Kiambu County, Kenya?

2. To what extent are parents aware of their role towards the learning process of children with hearing impairment in Kambui Primary school for learners with hearing impairment?
3. In what ways would parental involvement benefit learners with hearing impairment in Kambui School?

4. What are the challenges hindering parental involvement in the learning process of children who are hearing impaired in Kambui School?

5. What are the possible recommendations that emerged from the study findings?

1.6 Hypotheses

1. \(H_01\): There is no significant relationship between ways in which parents are involved in the learning process and the learner’s gender.
   \(H_{a1}\): There is significant relationship between ways in which parents are involved in the learning process and the learner’s gender.

2. \(H_02\): There is no significant relationship between the extent to which parents are aware of their role in the learning process and the learner’s gender.
   \(H_{a2}\): There is significant relationship between the extent to which parents are aware of their role in the learning process and the learner’s gender.

3. \(H_03\): There is no significant relationship between benefits of parental involvement and the learner’s gender.
   \(H_{a3}\): There is significant relationship between benefits of parental involvement and the learner’s gender.

4. \(H_04\): There is no significant relationship between challenges faced by parents in their involvement in the learning process and the learner’s gender.
   \(H_{a4}\): There is significant relationship between challenges faced by parents in their involvement in the learning process and the learner’s gender.
1.7 Significance of the Study

The study has potential contributions. First, the findings may help parents demystify hearing impairment and help change their attitudes towards persons with hearing impairment. Secondly, the study may disseminate information to many people about hearing impairment so as to stop them from comparing their abilities with other children since no one is exactly like the other even identical twins.

The findings of the study may enlighten the general public on the needs of persons with disabilities, and in particular the Hearing impaired, which are necessary in learning and development. More over the findings may give the public a general insight to reflect on their attitudes towards persons with disabilities (PWDS) and the hearing impaired in particular and hence change to embrace these people’s capabilities in the society.

The study findings may influence the government for financial increment to such schools in support of parents of such persons hence lessens their burden. This may enable them facilitate for the basic needs in terms of educating parents on Kenya Sign language and purchasing play items that can facilitate development of learning behaviour foundation as early as possible.

The policy makers may gain insight on how to plan proper educational interventions to educate the public on the special needs of such persons and how to assist them in early and progressive educational needs. The findings may influence employers, to change their attitudes towards persons with special needs especially the Hearing Impaired when it comes to considering their employees hence include them for employment in various sectors.

The study findings may help teachers and school counselors to identify the basic needs that some of these children lack such as love, identity, or belonging and therefore step in and provide as much as they can for the welfare of the child’s future which lies in his or her education. Similarly teachers may help to educate parents on the needs of these children
and reconcile some of these children with their parents/guardians since some of them have been collected in the streets by well wishers and lack parental attachment.

1.8 Scope and Delimitations

This study sought to establish how much the parents are involved in the learning processes of children who are hearing impaired. It is certain that many of such parents live in denial and do not like being associated with their children who are impaired. Therefore, there was a possibility of not letting out full information about their children since they may not be exercising their full role of being involved in their children’s learning processes. In this study Kambui School for the Deaf in Kiambu County, Kenya, was considered. Kiambu County has only one school for the hearing impaired. The school has learners in primary level, secondary school and vocational classes all with hearing impairment and all of who are boarders. The administrators, teachers, parents and children were sampled. Time factor was another limitation given that the respondents, some of who are parents, were to be given adequate time to be accessed and to give detailed information.

The research study was carried out in the primary section comprising of learners in levels 7 and 8. Despite the letters issued for introduction from relevant authorities, suspicion on the area of research caused unnecessary delays. Some respondents might have thought that the government was on the lookout for the less attended children who are hearing impaired for a concealed agenda to be taken on these parents/guardians. However, the researcher assured them of confidentiality and only gathered information from relevant persons who were willing to provide.

1.9 Theoretical Frame Work

1.9.1 The Theory of Planned Behaviour

The focus of this study was on the influence of parental involvement in the learning process of learners with hearing impairment and its influence on the learning process of these
learners. The study was guided by the Theory of Planned Behaviour (TPB) (Moss, 2008). This Theory was developed by Ajzen in 1988 as a refinement of the Theory of Reasoned Action (TRA) he had formulated earlier on. It was recreated by Simon Moss in 2008. The Theory of Planned Behaviour proposes a model which can measure how human actions are guided. It predicts the occurrence of a particular behaviour and provides that behaviour is intentioned (Ajzen, 1991). According to Fishben and Ajzen (2005), this theory emphasizes that human behaviours are governed not only by personal attitudes but also by social pressures and a sense of control. The duo adds that rational considerations also govern the choices and behaviours of individuals and that the individual’s behaviour is determined by the intention and explicit plan or motivation to commit a specific act. The model presents three tenets which predict the intention to perform behaviour. First the attitudes, second the social norms and third the perceived behaviour control. From these tenets of the theory, attitudes towards behaviour are an individual’s overall evaluation of the behaviour. This evaluation has two components which work together; First the beliefs about consequences of the behaviour (behavioural beliefs) and the corresponding positive or negative judgments about the behaviour (outcome evaluation) (Ajzen et al., 2005).

Secondly, there are subjective norms about the behaviour which are a person’s own estimates of the social pressure to perform the target behaviour (Ajzen et al., 2005). Subjective norms have two components which work in interaction; beliefs about how other people who may be in some way important to the person would like them to behave (normative beliefs) and how the individual is motivated to comply (Ajzen, 1996).

Thirdly, the theory proposes perceived behavioural control which refers to the extent to which a person feels able to enact the behaviour (Ajzen, 1996). Similarly this has two aspects; how much a person has control over the behaviour and how confident a person feels about being able to perform or not to perform the behaviour (Ajzen, 1996). Behaviour is
therefore determined by control beliefs about the power of both situational and internal factors to inhibit or facilitate the performing of the behaviour (Ajzen, 1996). Apart from the behaviours, the variables in the model are psychological (internal) constructs (Ajzen et al., 2005). Each predictor variable can be measured directly, example, by asking respondents about specific behavioural beliefs and outcome evaluations (Ajzen et al., 2005).

1.9.2 Strengths of the Theory

This theory has several strengths in relevance to the current study. First, the theory recognizes the individual’s cognitive representation of his/her readiness to perform a given behavior. Here, the theory considers this to be the immediate antecedents of a behavior; that is, the person conceptualizes him/herself as sufficiently knowledgeable, skillful, disciplined and capable to perform an act. This overlaps with the concept of self efficacy. Second, the theory predicts that specific attitudes towards the behavior in question can be expected. In addition to attitudes towards behaviour, the theory educates an individual to consider their beliefs about how people they care about view the behaviour in question (subjective norms).

This prediction therefore brings in the benefit of parental involvement. Through this, the parent creates awareness of attitudes pre-commending the importance of positive learning attitudes in the learning process and helping the child build a high self-esteem. Third, the theory affirms the vitality of significant persons like parents and guardians in a child’s life stating that their significance shapes both attitudes and intentions. The theory creates room for dissemination of information by distinguishing descriptive norm from injunctive norms. Descriptive norm which is the description of existing behavior of some collection or group makes an individual feel motivated to take up the right behaviors. For example, the dissemination of information that person with disabilities does not pay taxes may make them become industrious in their endeavors. Similarly, injunctive norms imply that a particular behaviour is endorsed such as competence in learning. The theory emphasizes on voicing
ones opinion about himself or his environment. This directly applies to persons with disabilities and in particular the hearing impaired who need to be educated on expressing their views and asking for their rights.

1.9.3 Weaknesses of the Theory

The theory however has some weaknesses. First, it does not consider constructs like time factor, individual disabilities, the environmental factors, organizational limits and unconscious habits that would limit ones freedom to enact behaviour. The theory therefore assumes that when someone forms an intention to act, they will be free to act without limitations. Second, it makes significant risk of confounding between attitudes and norms since attitudes can be norms and norms can be attitudes (Sutton, Roysamb, Rise and Kraft, 2011). Third, the theory fails to consider that dissemination of descriptive norms might compromise the behaviour of individuals. For example, a parent asking a child to socialize without giving limits of socialization may open up channels for indecent behaviours.

1.9.4 Application of the Theory

This theory informs the study in various dimensions. The theory may be applied to the study to predict that learners with hearing impairment may deliberately engage in indecent behaviours if sufficient attention is not provided by the people around them like the parents. This is because attitudes relate to intentions and intentions positively relate to behaviour. Parents therefore can help change the negative attitudes of a child that result to negative behaviours early enough before the formation of the behaviour. For example, Parental involvement in a child’s learning process may reduce the emergence of negative behaviours like drug abuse that result from negative attitudes such as the feeling of low self esteem and stigmatization due to disability.

This theory opens up that behaviour can be deliberate and planned but early assessment and counseling by the parents on the way forward can decline it (Verboon &
Djike, 2011). The theory indicates that parents are the closest people to the child to teach him/her pro-social behaviours such as volunteering through communication between the child and the parent (Wang, 2006). The theory predicts the inclination of people with disabilities (Deaf inclusive) to voice their concerns about their problems and offer solutions, that is, prohibitive voices and promotive voices. This comes through parent’s encouragement and creation of awareness to these learners about their rights. Through this theory, parents of persons with disabilities (hearing impaired included) are called upon to be good role models to their children since these children take from them to become responsible and productive members of the society. The theory assigns the parents with the responsibility of disciplining their child and motivating them so as to acquire cognitive and personality growth through sanctions and punishments in fair procedures in order to influence behaviour. The theory creates psychological safety through interactions and assurance of confidence to influence other people. This model indicates that frequent parental contacts, engagement and interactions with their child who is hearing impaired would help build healthy behaviours, reduce aggression through discussions; uplift their self esteem, self efficacy and confidence in all their endeavors hence shaping them holistically for a hopeful future. Finally the child is able to perceive the importance of the family and the large society and so engage in behaviours that relate to the appropriate societal norms and national development. This builds up his/her learning process holistically and positively affects his performance in future life.

1.10 Conceptual Framework

A conceptual framework refers to a set of ideas structured from a set of broad ideas. It helps a researcher to properly and clearly identify the problem being researched enabling clarification of the research questions and aims that guide in the research (Smyth, 2004). Figure 1 below is an expression of a conceptual framework on parental involvement and its influence in learning process.
According to the conceptual framework in figure 1 above, the independent variables (inputs) included ways of parental involvement and parental awareness of roles. These result to the accrued benefits of parental involvement (output). The inputs influence the dependent variables in this case being the learning benefits. However, these variables are challenged or moderated by intervening variables as indicated in the diagram. According to this study, parental involvement refers to active engagement and participation of a parent with the child...
outside of the school day in an activity which centers on enhancing a holistic living and not just academic performance. The inputs included and not limited to disciplining and correcting behavior, monitoring leisure time, provision of learning materials (play things), assistance in homework and other school activities, visiting school to know the progress of the child as well as provision of basic needs such as food and affection.

Parents who are involved in decision making create a good relationship between them and their child and therefore establish a sense of responsibility in the learner. This also reinforces the parent teacher agreements about the learner and brings in competence in the learning process. The learner becomes motivated in the learning activities. Without much communication, self discipline may not be thoroughly instilled. This hinders autonomy that leads to responsibility and production not only during school time but in the future as well. Today most learners have achieved good academic grades but without self discipline their production in job market is minimal. Parents need to communicate with learners to ensure simple issues are solved before they become complicated.

Learners who are hearing impaired if well provided with adequate, valid and relevant play and learning materials, deduct a lot of knowledge which help build cognitive growth and development. His/her attention is captured and memory is built up. This helps them to learn different things at different levels and behaviour is modified due to proper cognitive development. However, these materials must correspond with the developmental stages of the child. It is also important that caution is taken on the play things which can harm or create negative images in the developing mind of the learner such as pistol toys which create the image of war and fear in the child.

Parents can engage in learner’s homework while at home. This engagement encourages the learner and helps him/her build high self efficacy as well as high self esteem as he or she works hard to please the parent. As a result the learner’s negative attitudes which
negatively affect their work both in school and at home are positively modified. The personality of the learner progressively continues building up hence he/she becomes industrious and holistically shaped. According to Maslow’s theory, basic needs include love, belonging, safety, and physiological needs like sleep and water. Learners with special needs and specifically the hearing impaired crave for these things from their parents and family members and it is expressed through interaction. Provision of basic needs create awareness and a sense of responsibility in the learner of what is expected of him by the society. Example, he too needs to show love to others as is provided to him/her by the parents. This provision also helps to build personality of the learner and change attitude towards other people hence create relationships which enables holistic learning.

Parents may face several challenges that might hinder their involvement to their children’s learning process. Parents of learners with hearing impairment are challenged by sign language used by people with hearing impairment. Most children with hearing loss born to hearing parents fail to communicate well with them due to language barrier.

In Kenyan schools, learners with hearing loss are taught Kenyan Sign Language (ksl). Most parents don’t understand this language hence communication breakdown block assistance in homework. Financial constrains amongst parents deter them from purchasing adequate, valid and relevant play and learning resources for their hearing impaired learners at different developmental stages. Majority of parents of learners with hearing loss are not aware of the curriculum provided to their children in schools. This unawareness may make it difficult for the parent to assist the learner in school work. Illiteracy amongst some parents may be a great challenge that discourages them from assisting their children in homework. Sometimes, the scheduled school programs for parents to meet with their children conflict with parent’s time hence limit them learning about their children’s abilities in school. They
are therefore unaware of their children’s strengths in order to assist in building them while they work to decrease their shortcomings.

Stigmatization is a major factor affecting most people with disabilities. The society creates negative attitudes that segregate the disabled from the societal norms. Children with hearing loss are even more affected due to language. Some parents live in denial and shame even to associate themselves with their children who are hearing impaired. There is minimal interaction and therefore understanding their needs become a problem. Most children with hearing loss are left at the mercies of well wishers in the society. Figure 1 illustrates a conceptual framework on parental involvement, parental roles in learning process of hearing impaired learners, benefits of parental involvement and challenges facing parental involvement.
1.11 Operational Definition of Terms

The following terms have been operationally defined for the purpose of the study.

**Attitudes:** These are learnt feelings or beliefs that have developed over time and which influence the way a person feels, behaves and accepts other people or an environment. The attitude of other people affects the way we view ourselves.

**Disability:** According to this study, this is any state of inability to use any part of the body.

**Hearing Impaired Persons:** As used in this study, these are all persons whose hearing process is impaired regardless of the magnitude of hearing loss. These persons require special attention and different language to communicate. They normally use sign language.

**Impairment:** In this study, this referred to the fact that any part of the child’s body is not fully capable of functioning properly as expected.

**Influence:** In accordance to this study, this is the impact that a parent would make in the learning process of child which positively affect learning and future development.

**Learners:** According to this study, these are the young people aged between 13 -24 years and who are attending schools in search of knowledge

**Learning Process:** As used in this study refer to ways of acquiring right behaviours that boost the acquisition of skills, understanding, attitudes and knowledge in life.

**Parental Involvement:** This refer to parents’ and family members’ use and investment of resources in the child’s learning process and which should be progressive in life since they motivate the learner.

**Primary School:** The basic level of education which start from baby class to grade eight in Kenya’s education system, just before secondary level.

**Special Needs:** According to this study, this is any kind of special requirement that people with disabilities would require to be provided in special ways.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents related literature on what has already been studied about parental involvement on learning process of children and the knowledge gaps that existed. The reviewed literature was in relation to the research questions raised in chapter one of this study.

The importance of having parents and family members support learner’s efforts in schools cannot be disputed (Ndungu, 2008). Every parent wants the best for their children and therefore should do the best they can to achieve this. A widespread support for parental involvement is reflected in many current educational policies and practices. However what it really mean may not be so clear to many who are expected to respond to it. According to Astron (2006) parental involvement includes a wide range of behaviours but generally refers to parents’ and family members’ use and investment of resources in their children’s learning. These investments can take place in or outside of school, with the intention of improving a child’s learning which starts at home with the parents as the first educators. Desforges and Alberto (2003) add that parental involvement includes good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship. He also includes parents contact with school to share information, participation in school events, participation in the work of the school and participation in school governance. However, Zaidaman and Young (2007) explain that parents of a learner who is hearing impaired have an extra role to play in their interaction with the deaf child since they require having knowledge of sign language to
enable them communicate well with their child who is hearing impaired and get him/her incorporated in all these aspects of learning both at home and in school.

2.2 Definition of the Deaf

According to Hardman (2005) a deaf person is someone with hearing loss which is expressed in decibels exceeding 90 decibels (dB). Hearing loss and deaf are related to the volume of sound that a person can perceive and also to the pitch or frequency of sound. He adds that two terms, deafness and hard of hearing (or partial hearing) are commonly used to describe the severity of a person’s hearing loss. Individuals who are deaf have vision as their primary input of information and cannot understand speech through the ear (Heward, 2006). This hearing impairment is so severe that the child is impaired in processing linguistic information through hearing which adversely affects educational performance. Hardman includes that hard of hearing individuals have a sense of hearing that is deficient but somewhat functional.

Nicolosi (2003) states that persons with hearing loss require educational programmes which comprises of four approaches of teaching communication. These are Auditory, Oral, Manual and Total Communication. It is important to realize that in all the four, no single method or collection of methods can meet the individual needs of all persons with hearing loss but several of them are incorporated in an attempt to pass information. Hayes (2009) explains that persons with hearing loss use sign language to communicate and that interpreters sometimes bridge the gap of communication. This enables the deaf to understand the environment around him/her and learn from it as well as the hearing persons to learn what the deaf are thinking. According to chapter four of the Kenyan constitution, people with hearing loss have a right to education, and to Kenyan sign language that would make them communicate and access information. They also have the option to join regular schools.
within their localities or institutions for the hearing impaired and are entitled to every aspect of learning any child would require.

2.3 Ways Parents are Involved in the Learning Process of Children with Hearing Impairment

Parental involvement is an important influence on the child’s academic performance whether with or without disabilities (Epstein, 2006). The need for strong family involvement in a child’s learning starts by the time a child is in preschool and continues through high school (Debora, 2000). This presents that parent’s participation can improve students’ learning whether the child is in preschool or in upper grades, whether or not the family is struggling economically or is affluent or whether the parent finished high school or graduated from college. In other words this statement can be elaborated that any child looks at the parent as a pillar not only in the learning process but throughout life. Herderson and Berla (2009) study on families showed that what the family does with the child is more important to the learner’s success than family income or the education level of the parents.

Marshall, Raskind, Roberta and Goldberg (2010) studied life success for students with learning disabilities in Pasadena, California. The study comprised of forty learners with learning disabilities over their lifetime i.e. when they entered the centre, when they left, ten years after their graduation, and twenty years after graduation. An interview guide and a study of the public records was used to rate the learners lives objectively. The researchers engaged a survey design to check the outcome such as years of school completed and employment results. The study expressed that parents can work with their children who have special needs to reach their full potential and become competent, contented and independent adults who live satisfactory lives. The study also indicated that a set of personal characteristics of attitudes and behaviours can help lead persons with learning disabilities to successful and fulfilling life outcomes other than just concentrating on academic areas. They
recommended that parents foster six success attributes which include self-awareness, proactivity, perseverance, goal setting, their presence, use of effective support systems, and emotional coping strategies. The study concluded that parents, through communication play a great role in fostering the success attributes in all the learners with or without disabilities. They are also able to identify the capabilities and likes of the child, therefore helping create self awareness in the child and assist in setting goals in their lives.

However, the study has not stated at which developmental stage the attributes should be engaged. Nevertheless, parents have been identified as the key pillars in initiating and establishing a firm foundation of their child’s learning right from home. The current study therefore examined how parents work with children who are hearing impaired to enhance their learning process. Secondly the study investigated challenges that hindered parental involvement in the learning process of children with hearing loss. The study specifically worked with both hearing and hearing impaired teachers and parents and strictly learners with hearing impairment featuring parental involvement right from early age and its benefits in the learning process.

Becta (2009) examined parents’ views and experiences of school and authorities in supporting parental engagement in their children’s education and its impact on learning. The focus was on parents of children in stages two (primary, aged 8-11) and stage three (secondary aged 11-14 years). A sample of five local authority areas across England (Croydon, Brighton and Hove, Hampshire, Luton and Leicester city) was considered to serve as case study areas. Within each area the researcher carried out focus group discussions involving a total of eighty parents targeting a diverse spread of parents in terms of income, ethnicity, mental status, age and parents of children with special educational needs. The discussion with parents was contrasted with interviews and relevant representatives from the local authorities. The study mainly explored communication between parents and schools and
learning in the families by use of the new technology. Recommendations by the study stated the following: First, schools and local authorities provide mechanism to consult parents about what they need to engage in their child’s learning. Secondly, provide personalized information on their child’s progress and about what their child is learning in school. Thirdly, teaching methods used i.e. curriculum, terminology and pedagogy be emphasized to the parents so that they can help at home and improve communication and interaction between the groups. The result showed that parent’s engagement in the school learning programs open channels for parents to contribute rich ideas that can help all the stakeholders of the school.

However, the above reviewed study has locked out children with disabilities such as the hearing impaired. The current study investigated benefits accrued by parental involvement in the learning process of children with hearing impairment and also benefiting other education stakeholders.

According to Page (2009) parents are able to assist their children in their learning activities at home by providing curriculum related activities and play things that match the child’s age and level of development. However, in the study reviewed, the emphasis was on the general child with no specific reference on the learner with disabilities such as the hearing impaired. The interviews conducted on the parents do not indicate the response of the parents of learners with disabilities and /or their contribution. It is notable that such parents may shy off in contributing ideas in the presence of other parents of children without disabilities for fear of stigmatization. The current study therefore identified roles of parents in the learning process of children with hearing impairment and cultivated learning behaviours developed by these learners as a result of consistent parental involvement in their learning process. This study only dealt with parents attached to persons with hearing impairment in one way or the other such as deaf parents with hearing children or deaf parents with deaf children.
A research by Pomerantz, Wang, Qian, and Florrie (2005) in Washington investigated mothers’ affect in the context of children’s homework. Mothers (N=109) of children aged 8-12 were interviewed about their affect while interacting with children and their assistance in child’s homework and child’s behaviour while completing homework. The results showed that six months later, children’s motivational and emotional function as well as their helplessness were buffered. The study recommended that family members join in assisting learners in their homework so as to enhance parent child relationship, child behaviour and motivation and other psychological patterns of the learner. In their study they have not indicated the category of learners with whom they worked whether those with disabilities or whether parents of the same were included in the interview.

Many of the researches carried out have exempted learners with hearing impairment as well as the parents of the same which has locked out the necessary support systems that this group would have otherwise got from the community and the government as well. Despite of losing the sense of hearing, most deaf learners are capable of engaging in many meaningful activities with the help of other senses like sight and developing themselves in life. The current study will therefore endeavor to tap the psychological strengths raised in a deaf child by parents when they sufficiently involve themselves in their learning processes.

Children whose parents are involved in their learning processes show improved behaviour and lower rates of suspension, alcohol use, violence and antisocial behaviour (Epstein, 2004). Epstein adds that good parenting helps create and integrate resources and services from the community to strengthen school programs, family practices and student’s learning development. Learners with hearing impairment need to identify resources in the community that can support their learning and engage them so as to become productive in life hence build their future life (Epstein, 2006). Parents are the key people that can basically introduce this early identification of resources and services to such children as learning starts
at home right from birth (Bonci, 2008). Parents can be one of the strongest influences in adolescent’s lives (Ikramullah, Manlove, Cui, Moore, 2009). According to their study, high levels of parental involvement are linked with lower levels of delinquency, less violent behaviour, less-school dropout, low levels of drug abuse as well as with higher levels of educational attainment and reduced chances of teens being sexually active at an early age.

Ikramullah et al., (2009) studied parents influence on adolescence sexual activity. Adolescents aged between 12 and 19 and adults aged 20 and older were studied. A survey design was conducted and the study was carried out in the United States, Washington DC. The sample contained 4,581 adolescents with 2,277 adolescent boys and 2,394 adolescent girls. The study pointed out that parents have more influence than they think on their adolescents’ decisions about sex. The results showed that most adolescents whose both parents are involved in their lives have delayed sexual initiation relationships before age 22. This gives room for the adolescent to study and make mature decisions on what he/she would like to be in future without getting psychologically affected. The research indicated that parents can help prevent risky teen behaviours by monitoring their adolescents’ activities and being aware of where and with whom their adolescents are when they are not at home or in school. Most learners, including those with hearing impairment who indulge themselves with early sexual relationships, are likely to drop out of school early due to early teenage pregnancies or other delinquent behaviors. Ikramullah, et al add that parents can communicate with adolescent and create awareness of dangerous situations at different developmental stages of adolescent hence encourage them to continue in learning morally right behaviours.

In all these reviewed studies, very little has been said about learners with hearing impairment. Similarly, parents of learners with hearing loss have not been engaged in the studies indicating that the deaf culture has not been included in most researches carried out
concerning parental involvement and the children learning process. Most of these studies have been done in the Western Countries leaving out the African learners. Equally, African learners require parental support in their learning process. More importantly children with disabilities require the greater portion of support and encouragement by their parents. Learners with hearing loss are capable of attaining learning just like any other child if proper support is assured and provided appropriately. Parents need to be enlightened about the importance of their involvement in constructing a strong foundation in the learning processes and future success of their children. The current study therefore worked with the deaf society in an African school set up to investigate parental involvement in the learning process and its results.

2.4 Extent of Parent’s Awareness of their Role in the Learning Process of Children with Hearing Impairment

Children learn by building new understanding on what they already have (Wood, Kay, Harlan, Grossniklaauss 2012). In order to support children’s learning, practitioners must first collect information about children’s wellbeing, identity and belonging, communication and exploration and thinking. What children engage with, think, know, feel or can do is important in assessing them so as to establish how best to help them in learning. According to David (2003) assessment in the early years of a child’s life can be of great help to the parent. It is true to state that a majority of parents are not aware of what and how to assess their child early enough so as to establish the appropriate learning support. The study includes that diagnostic assessment has a range of functions including identifying children with special education needs in order to offer the right support they need in learning. Brenna, (2004) states that close observation of children’s play in the range of early education settings provides the basis for learning and teaching particularly in the area of identifying children with special education needs. Sander (2008) explains that focus on the strengths rather than the deficits of
the child as well as identifying the needs of the family during assessment are the most important.

Dunphy (2008) researched on supporting early learning and development through formative assessment. The study was conducted in Merrion Square Dublin. The study sample comprised of young children from birth to 6 years who were engaged in various meaningful and relevant tasks in everyday activities. Observation, interactional, reflective and documentation skills methods were used in assessing early learning and development. The paper concluded that assessment in early childhood is all about making children’s early learning visible. It emphasized on parents knowing how children develop in order to give them the right support in learning through observation, listening, reflecting and discussing with them. However, this reviewed study does not specify children with hearing impairment. It is true that most parents do not know about assessment of their children in order to provide the right support as early as possible.

According to American Joint Media Committee (2007) good parents provide a stable loving environment, model desired behaviour, emphasis importance of education, arrange study times and space at home, regulate bed-times, breakfast, clothing and diet, facilitate physical fitness, make routine trips to the public library, monitor academic progress, actively tutor learner on one to one, teach skills of adult independence, share cultural heritage, travel to museums, zoos or historic scenes among other provisions. This media states that for proper education of the deaf to be ensured, more provisions are needed from the parents. According to Thomas (2009) the parent–child relationship is an all life essential factor. He adds that the amount of time spent with the parents, the sense of emotional closeness and the degree to which children yield to parents decision making all start at birth. Thomas further explains that the quality of the parent’s marital relationship continues to be associated with the parent-child relationship. This implies that those who are warm and accepting tend to have children who
are more socially competent while parents who are hostile, irritable, and inconsistent or absent during child growth and development tend to have non compliant children who develop anti-social behaviours with poor socialization. Although Thomas has not specified the category of children he referred to, children with disabilities and essentially those with hearing impairment may feel out of family set up in such styles of parenting hence get disorganized in their learning.

Mansour and Martin (2009) studied Australian high school students. The focus was on home and parental factors that predict achievement motivation. A survey design was used to explore home resources, parenting style and parental involvement in the schools of regular learners. The findings provided guidance to schools in working with parents who are unable to be actively engaged with the school but desire to be more involved in their child’s education. The study recommended that parents support their children and the work of the school by working with their child to develop self-esteem and self-belief, positive attitude toward staff and the school, so as to impact a positive learning behaviour attitude in the child.

The above reviewed study has not indicated the number of participants and the instruments used to collect data nor the category of children involved. However it has emphasized that parents should create a learning environment right from home by encouraging, communicating and providing resources that can support learning of the child. These aspects are required by all learners but mostly those with disabilities especially the hearing impaired.

Vukovic, Roberts and Green (2013) studied the relationship between parental involvement and the children’s mathematics achievement in New York. The study, which was experimental in nature, focused on ethnic minority second grade children in urban schools where a few second graders were sampled. They used quantitative design in their study. All the seventy eight (78) parents involved in the study participated by completing a
short survey. The results showed that parental involvement in children’s education correlated with whole number arithmetic, and parental valence was correlated with word problems. The study concluded that home support and expectations for mathematics was the most salient dimension of parental involvement. The paper also stated that mathematics anxiety–related behaviours are detectable as early as second grade.

However, the above reviewed study has locked out learners with special educational needs in particular the hearing impaired. There is still a gap left on the learning process of learners with hearing impairments as to how they are affected by parental involvement. The research engaged learners from urban centers who might be advantaged due to exposure to various learning situations and well informed parents. The current study therefore, included children from three aspects of life i.e. from urban, semi–urban and rural environments so as to get a clear picture as to how they are influenced by parental involvement in their learning process. It was both quantitative and qualitative research paper which involved learners and parents with hearing impairment.

No one is more important than parents in sending the signal that reading and education matters and school work is not a form of drudgery but a ticket to a better life (Gray, 1999). To assist in homework and to engage in the process of learning, parents can set examples for their children that are powerful and positive. Glanz (2006) states that parents should realize that their roles are not peripheral and narrow ones such as chaperoning trips, cake sales or fund raising activities or being used as window dressers but in core business which include encouraging children to speak themselves out, or teaching practical skills that can help children who are not academically oriented. Examples, training them skills like woodwork and home economics.

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

From the literature reviewed, it is possible that most parents are not aware of their crucial roles in the learning process of their children. It is most likely that majority of the parents assume that attending meetings, contributing funds to fund raising programs and providing learning materials such as stationery is enough involvement. As much as all these are necessary, parents need to be educated on advanced levels of involvement. These may include new technology and good parenting in order to become good role models to their children in learning and identifying the right play materials for early learning. In almost all these studies no clear mention of how parents of children with hearing impairment need to get involved in the learning process of their deaf children. For learners with hearing loss, parental involvement includes provision of secure and stable environment for studying, intellectual stimulation, parent-child discussion, high aspirations relating to personal fulfillment and good citizenship, good modes of constructive social and educational values as
well as participation in school work, events and school governance (Epstein, 2006). The current study therefore examined other ways that parents of children with hearing impairment can be more involved in the learning process in order to mold a holistically developed child.

2.5 Ways Parental Involvement Benefit Learners with Hearing Impairment in their Learning Process

Family involvement in education has been identified as a beneficial factor in young children’s learning (National Research Council, 2001). However, few studies link parent involvement to preschool children’s outcomes for vulnerable groups such as low-income children and those with disabilities (Fantuzzo, Mcwayne, Perry, 2004).

A research study was conducted by Fantuzzo et al., (2004) in Stephanie Children’s School in the District of Philadelphia. The study focused on multiple dimensions of family involvement and their relations to behaviour and learning competences. The study comprised of 144 school children aged between 46 to 68 months (3-5 years) from urban settings. About 46% of the children in the study were African America males. Parents participants in the study ranged between 18 and 74 years, 73% of who were mothers, 8% were fathers, 9% were grandparents and 10% were other relatives or foster parents. The study used questionnaires and correlation analysis. The parents were of different levels of education from high school to university level. According to the study it was discovered that home–based involvement was related to pro social, peer play interactions both at home and at school. It also indicated that parental involvement programs focusing on improving the home learning environment through parent education, provision of learning materials increased children motivation and self efficacy. The school based parental involvement was associated with lower levels of disruptive peer play across the two contexts. Results from the home school conferencing were not found to be related to peer play behaviour in either the home or the school setting.
However, the overall study demonstrated that, parental involvement dimensions were associated with different learning and classroom behavioural adjustment outcomes. For example, home-based parental involvement activities such as reading to a child at home, providing a place for educational activities and asking a child about school, evidenced the strongest relationships to later pre-school classroom competences. The activities were related to children’s approaches to learning, motivation, attention, persistence and to positive receptive vocabulary. The study also identified that home based involvement was associated with significantly lower levels of classroom behaviour problems.

However, the above reviewed study has not included learners with special needs like the hearing impaired. The study which has also not indicated the sample population of parents and caregivers has also locked out parents and caregivers of learners with special needs and has failed to comment whether they too benefit from parental involvement. The findings of the present study on parental involvement have added to the literature by highlighting the importance of parents in supporting learners with hearing impairment.

The role that parents play in the education of their child has the potential to strengthen the support provided by schools in improving the education outcomes of learners with additional learning needs (Hacck, 2007). He adds that parents also benefit from being involved in the child’s learning. According to him parents learn how to effectively help their child with schoolwork, become more aware of what teachers do, what their children are learning and how the school functions. Positive feelings about their children-teacher and school relationship are developed. Mapp (2003) adds that parents who are involved feel useful and have better understanding of how they can help their children succeed in school. Similarly when families are involved teachers feel more comfortable asking other parents to be engaged. The present research study will endeavor to increase knowledge on other benefits
that children with hearing impairment would gain when they are sufficiently supported by their parents in their learning process.

Overtime, with good leadership, schools can become places where parents are genuinely involved concerning their child’s education and where parents and teachers acknowledge each other as partners in the growth and development of the child (Glanz, 2006). While the barriers may initially seem insurmountable, research identifies that many schools benefit as a result of their persistence and resolve to involve parents. Jeynes (2005) conducted a qualitative Meta analysis on 41 published and unpublished studies set in urban elementary schools. The analysis focused on parental involvement and its effects on learner’s academic achievements. The variables assessed were general parental involvement and specific components of parental involvement including supportive and helpful parenting styles. The result showed that parental involvement benefits learners from early childhood in areas such as attendance, social behaviour and attitudes and gaining high scores in mathematics and reading. Though this study has not stated the effect of parent’s involvement on learners with disabilities, facts stand out clearly that every child would benefit from consistent parental support in learning processes.

In a research study carried out in Namibia, Erlendsdottir (2010) ascertained how parental involvement at Combretum Trust School affects the academic achievement of learners. A qualitative research approach was used. Data was gathered by interviewing parents of seven (7) learners in Windhoek all of who had achieved academically. The main findings of the study were that all the parents interviewed were highly involved with their children’s education. The study concluded that by being involved with their children’s education, parent’s impact positively on academic performance of the learner in school work.

The research study recommended that all schools establish a strong and positive relationship with parents, and develop a platform for parents to collectively voice their
concerns. It also encouraged the schools to maintain the relationship with the parents once it has been established and motivate them to become actively involved in their children education. This research is highly recommendable since it is based on a developing African country. Nevertheless the research has not chimed in any relevance of parental involvement on children with special needs in education. The current study felt that, these children require more support and attention than their counterparts and therefore it endeavored to find out how much such children would benefit if parents are sufficiently involved in their child’s learning since it’s their weapon in development. Snyder and Patterson, (in Sheldon, 2009) state that, children’s behaviour both in school and outside school is closely related to the family dynamics and their home environment. The study pointed out some certain factors that predict misbehavior among juveniles. These include neglectful and passive parenting styles, lax disciplinary approaches, inadequate strategies to solve problems, poor parent monitoring and frequent conflicts within the home. According to Sander and Sheldon (2009) learner’s family life does affect the learning behaviour of the child. Reflecting on this literature, it is important that goals of many schools be set to improve the learner’s behaviour by focusing on partnership programs with parents. Richardson (2009) claims that better behaviour among learners is one of the major benefits of parental involvement. If a learner develops an encouraging learning behaviour, self esteem would increase and become motivated despite challenges he/she encounters in life.

Smith, Wohlstetter, Kuzin and Pedro (2011) conducted a study in Columbia. The research focused on parental involvement in urban charter schools of regular students. Qualitative research approach was used where interviews and questionnaires were used. The study reviewed 41 schools in Columbia district out of which 12 schools were sampled in 6 states. Data collection was done through pilot tests of interviews and questionnaires. According to the study findings parental involvement activities in the schools falls within
the basic obligations of families such as taking children to school on time, holding conferences, guarding them in and out of school, helping in classroom work, beautifying the school among other basic activities. In a conclusive remark the study mandated that parents read for 45 minutes each night with their children and check homework. It also recommended that parents be educated in various ways of becoming more engaged in the school and learning of their children.

However, the above reviewed study was limited to a small sample of urban schools. In addition there was no mention of schools for children with special education needs. The study was in favor of normal schools and so no strategies were suggested as to how such parents could be assisted to get involved in their children’s learning. The current study therefore, aimed at increasing this knowledge by working with persons with special education needs targeting at persons with hearing impairment. The study also engaged children from African culture specifically Kenya, in contrast to many studies that have been done in the western culture.

Learning is complex; it begins at birth and continues throughout life where parents are the first and continuous teachers and role models for their children and therefore have a strong influence on their learning (Department of Children, School & Families, 2007). However, studies continue to show that many parents are not aware of the important role they play in their children’s education and have a limited understanding of their role in their learning process. The concepts of partnership, collaboration and encouragement among the groups involved especially family, school and community are considered useful resources for the development of learners with different backgrounds (Barbour, Barbour & Scully, 2005).

Nermeen, Elnokalil, Heather, Bachman and Vatruba (2010) conducted a research study on parental involvement and children academic and social development in elementary schools. The study consisted of parents from the regular school with a population of 1364
participants who included parents and learners. Over 90% of the parents were reported attending school parental general meetings and participating in regular scheduled parent-teacher meetings. About 80% of the parents in the nationally representative sample were reported attending school events and about 60% volunteering in the classroom. Results from the study shows that children with highly involved parents had enhanced social functioning and fewer behaviour problems. Similar patterns of findings emerged from teacher–parent reports with better social skills, better academic performance, attitudes and emotions expressed as highly enhanced by parental involvement. All the same this study has not stated the number of sample population as well as the category of parents. Parents with disabled children have not been included or reported to impact their children’s learning in their study. The current researcher acknowledged that, such children would benefit more in various behaviours including social, emotional and academic and problem behaviours if parents were satisfactorily attached to their learning process.

A study conducted by Varaporn, Wongwanich and Suwanmonkha (2006) examined the effects of causal factors and the consequences of parental involvement on the students achievement in Bangkok. The study consisted of 25 teachers and 564 parents of grades 1-6 learners at Watpairongwua School. Data was collected by use of questionnaires and analysis done. The result showed that close relationship between the parents and child promoted the learning process of the child. Similarly teachers learn techniques of coordinating with parents of various categories and get to know learners individually. They also gain understanding from parents about the development of the child. The results also showed that learners were getting motivated, were less monitored in their responsibilities and improved in self esteem in class work. Wongwanich et al., (2006) recommended that parent’s beliefs be further developed to match the dynamics of the times. The findings showed that limitations in their beliefs reduced their acquisition of roles on their child’s education. The importance of
parent’s participation need be publicized or strategized in order to change their attitudes. This would to make them believe in the education management and the learner developmental needs which require collaboration among all stakeholders involved.

However, the above reviewed study was limited in its sample group in that it did not include learners with disabilities nor parents of such learners. The present study endeavored to work with deaf parents, deaf learners and hearing parents with deaf children as well as teachers and other workers of persons with hearing impairment. The aim was to examine the importance of parental involvement in the education of learners with hearing impairment and its influence in their learning process as parents take a close observation on their learning process.

According to Barker, Quittner, Fink, Eisenberg, Tobey and Niparko (2009) the development of language and communication, play an important role in the emergence of behavioural problems in the young children. However, they are rarely included in predictive models of behaviour problems. In their study they used parents where videotaping and observation methods were engaged. A sample of 116 severely profound deaf and 69 normally hearing children aged 1.5 to 5 years participated. The results showed that children with hearing impairment had less language attention and behavioural difficulties. They portrayed less time communicating with their parents than the normal hearing children. This study demonstrated that less parent-child interaction among the deaf in various activities results to language deficits, less attentiveness and more behaviour problems. The study suggested increased parental involvement, improved language communication in order to change behaviour and increase attention and responsibility of children. In one of its recommendations the study stated that parents with hearing impaired children increase their communication and support for their children so as to enhance language, sustain attention and reduce problem behaviours.
The above reviewed study was limited in that it lacked qualitative communication measures. It is also worth to note that, they used oral English communication for deaf learners instead of sign language. The current study emphasized on using sign language, Kenya sign language and all forms of communication in all the interactions with persons with hearing impairment for better understanding.

When parents become involved, children do better in school and they go to better schools (Carter, 2002). Learner’s challenges cannot be solved by teachers only neither by parents rather collaboration between the school and home need to be focused on dealing with these problems (Drakes, 2000). Parent/family involvement in early childhood programs helps children succeed in their transition to kindergarten and elementary school especially among the disadvantaged children and those at risk of school failure (Kreider, 2002). Referring to Epstein and Sheldon (2005) learner’s score in mathematics achievement tests improved when their teachers assigned homework that required the learner to show and discuss their mathematics skills with their parents/family members. Fantuzzo et al., (2004) expressed that kindergarten children were more cooperative, self controlled, more inviting and respectful with peers at school when their parents talked to them frequently about the importance of school and helped them practice what they were learning at school. Gruel, Clement, Reynolds, Niles (2004) states that low rates of grade retention and fewer placement in special education institutes are experienced by learners when parents become involved in learners education process. Additionally more positive self concepts and academic self–confidence with increased educational and career aspirations in adolescents are realized when parents become involved in their child’s learning. In better terms, self discipline in all aspects of learning is enhanced when parents come close to the child in the learning process whether at home or at school. When self discipline is self initiated, it is most possible that a refined learning character foundation is well laid and uplifted within the child. Considering all this
literature, parental involvement in learning process has been identified as key factor to learner’s success.

Majority of the studies reviewed have been conducted on hearing learners and hearing parents who may be having less challenges in their efforts to support their children’s education. The present study concentrated on persons with hearing impairment. It investigated how parental involvement in the learning process benefited children with hearing impairment and how it influences them not only in school situations but also in general life.

2.6 Challenges to Parental Involvement in the Learning Process of Children with Hearing Impairment

Bouaka and Persson (2007) studied hindrances and promoters of parental involvement in regular schools in Sweden. According to their findings the duo states that parents’ views and attitudes concerning the school system and their trust in it can be an obstacle to parental involvement. These attitudes hinder parents from supporting or involving themselves with the learning process of their children. The study was conducted in a regular school but there are feelings that the findings could have been more comprehensive if compared to those of schools for children with special needs like the hearing impaired. The current study will investigate the challenges encountered by parents of hearing impaired children in their endeavor to involve themselves with the learning process right from the time they discover their child is deaf.

Martin and Fitzpatrick (2002) studied parental partnership in early years’ settings. The study involved use of observations, questionnaires and in-depth interviews with parents and staff in about 200 settings in Dublin region. The study focused on policies related to involvement and participation management boards, parent’s attitudes and expectations and attitudes of staff. The analysis concluded that the main barriers to participation comprised of
lack of time, lack of opportunity to participate, sense that the activities they did participate in were staff directed and not characterized by a sense of partnership or mutual understanding, lack of knowledge and fear of losing ‘one’s Power’, lack of resources, space and time to think about and implement constructive liaison strategies as well as lack of communication with parents.

This study was conducted using parents of regular schools with no inclusion of learners with disabilities. Most studies have not considered involvement of parents in the learning process of persons with disabilities and the hearing impaired in particular. The study has not indicated the design used in analyzing the data. This study states that more mothers get involved in the learning process of their children but fails to mention what role father’s play; which shows gender imbalance. Most parents of children with hearing impairment have language barriers to communicate with the child and the school and especially if the parent is also hearing impaired. In this study therefore, both hearing and deaf parents are included in contributing to the study. It is disheartening that the deaf and hard-of-hearing learners graduate from high school with less than a third grade reading level and only 8% of the students graduate from college (Martin, et al. 2000).

The current study gave a detailed report on challenges facing parents of children who are hearing impaired and which reduces their efforts of getting involved in their children’s learning process. It also contributed towards changing the current situation and ensuring that these learners got the opportunities to achieve education at the same level as their counterpart learners. The study was carried out in a school for the hearing impaired and worked with persons with hearing impairment and those attached to them such as parents and teachers.

Morris (2004) studied experiences of disabled parents in New York to find out some of the barriers they experience. The qualitative study focused on disabled parents who were organized in groups. These groups included parents from black and minority ethnic
communities, parents with learning disabilities, mental health, support needs, physical and sensory impairments and the deaf. Parents were consulted with majority being mothers, some of who were lone parents. The study suggested that schools, governing bodies and local education authorities should address barriers faced by disabled parents such as physical accessibility. The study concluded that children do better at school when their parents take an interest in their education and involve themselves in their homework. However, most parents are uninvolved due to physical barriers and communication. The recommendation was that all schools accord parents the adjustment they require to enable them to be fully involved in children learning processes. Such requirements included physical barriers and communication services especially for the deaf parents which lock them out of information. It is worth noting that this research paper included the deaf parents and the deaf learner’s experiences in involvement.

However, this study has not indicated the possible learning behaviour that learners who are hearing impaired are likely to portray when parents are consistently and sufficiently involved in their learning process. This study was conducted outside Africa with no inclusion of the African deaf parents or children. The current research therefore focused on the African deaf parents and deaf children. It investigated the experiences they go through as they involved themselves in the learning process of their deaf learners. It also focused on the relevant behaviours that this African deaf child acquires when parents remain attached to them and their learning process.

Babies whose hearing abilities are assessed within the first few months of life and whose families are involved in effective early intervention programs for deaf and hard of hearing are off to a good educational start (Sass-Lehrer, 2011). However, though many families seek early intervention services in order to implement newborn’s hearing screening programs, challenges remain (Joint Committing on Infant Hearing, 2007). Sass-Lehrer adds
that lack of specialists who are able to evaluate the child’s hearing and lack of professionals who know how to work with infants result to distorted information to the parents. Therefore, families seeking information and support turn to internet but only find overwhelming information which is laced with conflicting advice and strong opinions full of myths. According to him parents find it difficult to separate myths from facts about their deaf children hence incapable to support them in learning. According to Young and Tattersall (2007) technicians and audiologists who have the responsibility of informing parents/caregiver about their deaf child are not sensitive and responsive to the identification of their child’s hearing level in many ways. Sass-Lehrer (2011) indicates that, they often need support as they adjust to this new unexpected information and that they desire to know what they can do to help their child who is hearing impaired.

Referring to Meadow, Mertes and Sass-Lehrer (2003) parents lack professionals like sign language specialists who can work closely with them. By so doing they would restore their confidence and support them as they learn how to communicate or deal with their child who is hearing impaired to develop skills and advocate for their child. Koester and Mercy (2011) point out that positive parent-child interaction promote the child’s social communication and language development which are building blocks for literacy and academic achievement. Parents, caregivers and children who communicated to each other from the earliest months establish a foundation for language acquisition in spoken and/or sign language (Calderon, 2000). In her study, early identification of the child is important as it makes the parent and family members get involved in establishing the sign language for a child who has hearing loss, failure to which the child retards in the language. The study also advocated for parents being trained in sign language so as to start early communication with the child. According to her the child becomes aware of his/herself as well as the environment in which he is living. Lack of early sign language training; hinder parents from laying firm
foundation of learning to their child due to communication problems (Sanddler, 2008). Although the journal studied on non African parents and children, it would be discovered that parents of learners with hearing impairment in African societies similarly require early identification of their child in order to initiate sign language early. This would enable their children learn their environment and also create foundation for future education achievement. Parents should receive sign language training to enable them communicate with their deaf children (Oywa, 2010). It is possible that most parents of deaf children are not identified since most of them hide their deaf child once they realize he/she is deaf and therefore training them becomes impossible. The current study dealt with parents and children from African societies who have hearing loss with an aim of educating them to come out and understand their roles in the learning process. The study would also help other parents with such children to come out and reveal their children who have similar disability to get their education rights.

Obstacles that constrain parent’s ability to become actively involved in their children’s education include teachers attitudes and family resources (Moran, Ghate, and Van der Mewe, 2004). This may be interpreted that low levels of parental involvement at some schools may be the result of the staff’s perception of parents or the degree to which they feel parental involvement is important for their children. These attitudes reduce parent’s engagement in the learner’s education. Although families want their children to succeed in school, not all families have resources or opportunities to enable them get involved in their children’s education process. In other words, Moran, et al., (2004) explains that poverty hinders parents from involving themselves. According to Horney and Lafael (2011) parental beliefs influence the role they play in supporting the child to learn. He adds that parents who still hold on to the traditional belief of only getting the child to school and assigning all educational responsibility to professionals whom they believe to be all knowledgeable do not put effort in assisting the child. This is a big challenge in that it is difficult to erase beliefs in
human beings hence enlighten them on the need to assist their needy child. In addition Sandler, Green, Walker and Hoover-Dempsey (2007) indicate that parents educational level influence their views on whether they have sufficient skills and knowledge to engage in different aspects of involvement.

Sandler (2008) study found out that, most barriers to parental involvement resulted from the effects of extreme poverty, substance abuse, domestic violence, depression, and lack of confidence in or knowledge about how to support the child’s learning, impact of inappropriate values and beliefs and the impact of the difficult child. According to him psychological barriers may also operate and inhibit participation and involvement. For example parents with young families, single parents, or those with large families may find it difficult to get involved in their children’s learning because of their caretaking responsibilities. Sandler adds that lack of money and time are major inhibitors especially if parents are unemployed. This mostly may affect children with disabilities who need a lot of materials and assistive devices to use in circumventing the effects of the impairments like the hearing impaired. Similarly when both parents are working they have less time available for both home-based and school-based involvement. The current study tried to add to this knowledge other emerging challenges which might be affecting parent’s efforts on their involvement to their children’s learning process.

2.7 Summary of Literature Review and Research Gaps

This chapter presented the review of related literature on parental involvement and the related learning process of children with hearing impairment. From the studies, various thesis and journals were identified and discussed. The reviewed literature revealed some ways in which parents got involved in the learning process and the extent to which they were aware of their roles in the education of their children who are hearing impaired. Benefits of parental involvement discussed, touched children, teachers, policy makers as well as the parents
themselves. The study also reviewed the various possible learning behaviours that these learners portrayed and not ruling out challenges encountered by parents in executing their parental involvement roles.

In almost all the studies reviewed, quantitative approaches have been adopted. Experimental tests were carried out and data collection and data analysis were done quantitatively. Most studies did not collect qualitative information that could have been fully relied on because most of the data was collected from the hearing persons and very little review conducted on persons with hearing impairment. Data collected from learners who were hearing impaired indicated that the learners were orally interviewed which was difficult for them to comprehend and respond adequately. Majority of the studies reviewed were conducted in western/developed countries with very few from developing countries. There was no Kenyan study known to the researcher on the area of parental involvement on the learning process of learners with hearing impairment.

The current study therefore adopted both quantitative and qualitative techniques. It based its study on hearing parents with children who are hearing impaired, learners with hearing impairment, and parents who are hearing impaired with children who are also hearing impaired as well as parents who are hearing impaired with hearing children. Most studies reviewed were conducted by researchers who are not attached to persons with hearing impairment, and English was used to communicate with these persons. This research however, was done by a teacher of persons who are hearing impaired. Interviews were conducted in sign language, Kenya Sign Language and any other form of communication the person who is hearing impaired could understand. This study did not concentrate much on individual differences of participants since this could have interfered with the population. Neither did it classify according to economic status since this could have reduced the population considered. Nationality and ethnic differences were ruled out as the researcher
considered the deaf learners in the school. This was because currently, Kambui School for the Deaf comprises of African learners from developing countries, Kenyan and Tanzanian. This therefore gave the study a wider scope of persons with hearing impairment within a concentration where African Deaf learners were represented. The current study therefore attempted to add more knowledge on the literature by finding out how the less fortunate (the hearing impaired) gained when parents consistently and sufficiently engaged to support their education. Similarly the study investigated on the possible positive learning outcome that these learners developed as a result.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Location of the Study

The study was conducted in a School for the Hearing Impaired learners in Kiambu County, Kenya. The researcher picked on the institution since it is the only institution of its kind in the county. The institution is well established in terms of facilities for the hearing impaired and has admitted deaf children from Kenya and Tanzania who learn up from primary, secondary and vocational levels for those who fail to join secondary school. The institution was chosen because it is easily accessible to the researcher. Another reason for the choice of the institution was because no current study had been carried out in the institution regarding parental involvement and the learning process of the learners with hearing impairment.

3.3 Research Design

This is a case study where a mixed paradigm design was adopted. The design was considered appropriate because according to Aaker, Kumar, Day (2007), a case study looks intensely at an individual or a small participant pool, drawing conclusions only about that group and in that context. The design would therefore give explicit detailed findings of the study. A case study therefore can be an individual person, an event, social group or an institution. The design was also chosen because the researcher focused particularly on Deaf
community within a concentration. An in-depth first hand data on parental involvement and its influence in the learning process of learners with hearing impairment, its benefits and challenges were evaluated and descriptively reported.

3.4 Target Population

A target population is the larger group which one aspires to apply findings (Fraenkel and Wallen, 2006). The total target population comprised of 562 people (N=562); the head teacher and the deputy head teacher, 250 parents, 30 teachers and 280 learners (Githunguri Educational Office, 2012). According to reports from Githunguri District Education Office, (2012) learning in the school has been on the decline. It was therefore necessary to conduct a study from the persons whose general holistic behaviour is believed to play a great role in the learning process of children with hearing impairment.

3.5 Sample and Sampling Procedures

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as a representative of that population (Kothari, 2004). Kothari, adds that the size of the sample should neither be excessively too large nor too small and generally it must be optimum. He adds that the sample size depends on size of population, kind of study as well as the nature of the population. According to Dieder (2013) a sample size of 30% of the target population is really acceptable. The current study therefore adopted a sample size of 33.3% of the total population in reference to the nature of the population under study. In the current study probability and non probability sampling techniques were used to select the sample size. Probability sampling is a method of sampling that involves randomization whereas non probability sampling is the method that does not use random selecting techniques while selecting the sample (Fraenkel et al., 2006).
The current study used purposive sampling to select the head teacher and the deputy head teacher. Simple random sampling was used to select a sample size of 15 teachers, 80 parents and 90 learners giving a sample total of 187 participants (n=187). The parents were categorized as follows; 28 hearing parents with deaf children, 26 deaf parents with deaf children, and 26 deaf parents with hearing children (n=80). The sample for learners comprised of both hard of hearing and the profound deaf.

Table 1 presents the sample distribution of respondents comprising of sample size and percentages.

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>1</td>
<td>1</td>
<td>100 %</td>
</tr>
<tr>
<td>Deputy Head teacher</td>
<td>1</td>
<td>1</td>
<td>100 %</td>
</tr>
<tr>
<td>Teachers</td>
<td>30</td>
<td>15</td>
<td>50 %</td>
</tr>
<tr>
<td>Parents</td>
<td>250</td>
<td>80</td>
<td>32 %</td>
</tr>
<tr>
<td>Learners</td>
<td>280</td>
<td>90</td>
<td>32.1 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>562</strong></td>
<td><strong>187</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Githunguri District Education Office

3.6 Data Collection Instruments

The study employed questionnaires and interview guides for the collection of data. Questionnaires were used to collect data from the teachers, learners and parents. The questionnaires consisted of both open-ended and close-ended questions. Interview guides were used to collect data from the two administrators, parents and learners. Kombo and Tromp (2006) explain that questionnaires help to gather information over a large sample and
that the person administering the instrument establishes rapport and explains the meaning of items as well as the purpose of the study for clarity purposes. An interview guide is considered appropriate when the sample is small and that the researcher is able to get a lot of information from the respondents.

3.6.1 Description of Questionnaire for Learners

The questionnaire for learners consisted of four sections each with different questions organized according to study questions in chapter one. The first section was about demographic information of the participants. The second section consisted of questions related to ways parents are involved in the learning process of hearing impaired children. In the third section, the questionnaire consisted of questions on benefits of parental involvement to the learning process of deaf children. Section four comprises of questions related to challenges limiting parental involvement in the learning process of hearing impaired learners.

The researcher was a teacher of persons with hearing impairment and therefore made use of Kenya Sign Language, Sign Language and Total Communication for clarity purposes when communicating with respondents with hearing impairment. This ensured participants understood the contents in both the questionnaires and during interview schedules for correct responses.

3.6.2 Description of Questionnaire for Teachers

The questionnaire for teachers had three parts. Section one contained demographic data of the teacher and the professional experience. In the second section, ways parents are involved in the learning process of hearing impaired children. Section three reflected on teacher’s perception of parental involvement towards learning of hearing impaired learners in Kambui School, of Kenya.
3.6.3 Description of Questionnaire for Parents

Questionnaire for parents comprised three sections. Demographic data, ways parents are involved and challenges facing parents in their involvement in the learning process of children with hearing impairment. The questionnaire for parents was the same meant for all the categories of parents as stated earlier on in this context.

3.6.4 Description of Interview Schedules

The study used interview guides for qualitative data collection. There were interview guides for head teacher and deputy head teacher, parents and learners each arranged in four parts according to the questions of the study. In the first part, respondents answered questions related to parental involvement in learning, then parent’s roles, benefits of parental involvement, and the challenges interfering with parental involvement. The learners and the parents were organized into focus groups of eight and nine members for interview.

3.7 Validity and Reliability of Questionnaires

3.7.1 Validity

Validity and reliability are important requirements in designing research study questionnaires (Kothari, 2000). Validity is a measure of how well a test measures what it is supposed to measure (Kombo et al., 2006). In other words, it is how relevant the items in the questionnaire are to the content of the study. In this study, the researcher sought the opinion of experts including scrutiny and judgment of peers and the supervisors of Catholic University of Eastern Africa, Nairobi in modifying the content validity of the questionnaires.

3.7.2 Reliability

In the current study, reliability was determined by the use of internal consistency. This technique of estimating reliability requires only a single administration and provides a
unique, quantitative estimate of the internal consistency of a scale (Mugenda, 2008). To ensure reliability, a correlation co-efficient of 0.6 was considered appropriate (Kothari, 2004). The study reported a reliability correlation co-efficient of 0.6 which was within the range. This indicated that, the items were reliable.

3.8 The Trustworthiness of Data from Interviews

According to Guba and Lincoln (2005), trustworthiness of a research study is important in evaluating its worth. According to their study findings, worthiness requires establishing four criteria. The first criterion is credibility, which is the confidence in the “truth” of the findings. The second is transferability which shows that the findings have applicability in other contexts. Third is dependability which indicates that the findings could be repeated and they are consistent and finally, confirmability which is the degree of neutrality or the extent to which the findings of the study are shaped by the respondents and not researcher bias, motivated or interest. The current study findings ensured credibility through prolonged engagement of the researcher and persistent observations during the data collection activities. The researcher ensured transferability by giving a thick well detailed description of the study findings of the context. The study established dependability through the inquiry audit of information in the institution. Confirmability was established through confirmability audit and triangulation. Triangulation was accomplished by asking the same research questions of the study to other participants who were not part of the sample and analyzing the data. Both quantitative and qualitative data were used to complement each other. This was done with the assistance of the supervisors.

3.9 Data Collection Procedures

The researcher collected an introductory letter from the Catholic University of Eastern Africa. Thereafter, permission letter from the Ministry of Education Science and Technology was obtained to enable collection of data from the selected school. County Director of
Education, Kiambu County was informed of the study so as to grant authority to conduct the study within the county and in the school for the hearing impaired.

The researcher also sought permission from the school head teacher so as to make him aware of the study in progress and also booked appointment on how and when to access parents since the institution is full boarding. Thereafter, the researcher visited the school to administer questionnaires to teachers. The researcher through the head teacher’s permission made a date with the learners on when to conduct the interview and fill in the questionnaires.

The current study engaged quantitative data collection procedures through the use of close-ended questions. The questionnaires were distributed through direct handing to the participants. The respondents responded to answers given where only one choice was expected in a set of four to represent ones opinion.

The current study also collected data using interviews, and focus groups. This took two weeks due to time allocated to the study. The collected data was analyzed and descriptively reported.

3.10 Data Analysis Procedures

According to Kothari (2004), data analysis is the process of bringing order and meaning to raw data. In the current study, both quantitative and qualitative methods of analyses were used. Data collected from the closed-ended questions was analyzed quantitatively using SPSS version 20. The results were reported after inferential statistics were carried out, such as Chi square tests.

Qualitative data was analyzed using the thematic framework. According to Bernard (2010) thematic framework is a way of organizing or defining history to identify and place sites, persons and events in context. In this study, the focus was on identifying and describing both implicit and explicit ideas within the themes as stipulated in the research questions.
Coding was used to represent themes and linked to raw data for analysis. The results were in line with the obtained study themes.

3.11 Ethical Considerations

According to Resnik (2011) ethics/morals are norms that distinguish between acceptable and unacceptable behaviours. Resnik adds that they are methods, procedures or perspectives for deciding how to act in a particular event.

Before the commencement of the data collection processes, rapport was established to have informed consent of the respondents about the purpose of the study. However, only the willing respondents were involved. The researcher ensured that anonymity of the identity of the respondents was safeguarded by use of numbers. Permission to interact with some respondents like teachers and learners was sought from the relevant authorities. About confidentiality, respondents were informed at the beginning and assured, such as not indicating their names or any personal details that could reveal their identity. Cultural values were considered and observed with respect since the school has a variety of cultures from diverse ethnic groups. Equally religious values were given utmost respect because the school has a mixture of both Christians and Muslims. All the respondents were assured that the information gathered was to be used for academic purposes only.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION OF RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, interpretation and discussions. The first section of the chapter presents demographic information of the participants. The reset section presents results on ways parents are involved in the learning process of children with hearing impairment, extent to which parents are aware of their role towards the learning process of these children, parental involvement benefits on learners with hearing impairment and finally, challenges hindering parental involvement in the learning process of children who are hearing impaired in Kambui School, Kiambu County of Kenya.

4.2 Demographic Characteristics of Respondents

This section presents the demographic information as provided by the respondents. The demographic information of the respondents included aspects such as age, gender, marital status, level of education and class.

4.2.1 Ages of Respondents

The findings regarding distribution of age of study participants are presented in the Table4.1.

Table 4.1 Ages of Respondents

<table>
<thead>
<tr>
<th>Age groups (in years)</th>
<th>Learners</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>&lt; 20</td>
<td>40</td>
<td>85.7</td>
<td>0</td>
</tr>
<tr>
<td>21-30</td>
<td>32</td>
<td>14.3</td>
<td>2</td>
</tr>
<tr>
<td>31-40</td>
<td>2</td>
<td>14.3</td>
<td>22</td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>42.9</td>
<td>13</td>
</tr>
<tr>
<td>51-60</td>
<td>2</td>
<td>14.3</td>
<td>0</td>
</tr>
<tr>
<td>60 years and above</td>
<td>2</td>
<td>14.3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>
According to the findings presented in Table 4.1, 86% of the learners in this study were aged below 20 years while the remaining 16% were aged between 21-30 years. The findings also showed that, most of the learners who took part in this study were aged below 20 years.

The findings also showed that, there was no teacher aged below 20 years. The highest age bracket representation in this study was 41-50 years which had 43% of the teachers. The rest of the age groups were represented at 14.3% each. These findings therefore show that majority of the teachers who participated in this study were aged between 41-50 years.

The findings also indicated that, only 4% of the parents who took part in this study were aged below 20 years; 16% of the parents were aged between 21-30 years; 56% were between 31-40 years and 41-50 years were 20% and only 4% were aged above 60 years. These findings had revealed that there was no parent aged between 51-60 years. The availability of some parents aged below 20 years could be attributed to the child-headed families where both parents have passed on and one of the orphaned children assumed the role of a parent.

### 4.2.2 Gender of Respondents

The researcher was interested in knowing the gender of all the respondents in this study. Therefore, all respondents were requested to indicate their gender in a closed ended item in each of the questionnaire sets. The results are presented in Table 4.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Learners</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>42.9</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>57.1</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
<td>65</td>
</tr>
</tbody>
</table>
The findings in table 4.2 indicated that, 43% of the learners who took part in this study were male while the remaining 57% were female. This indicated that, majority of the learners who participated in this study were female. 40% of the parents were male while 60% were female. The teachers had a 43% male representation against a 57% female representation. This indicated that generally, there were more female participants in this study than males, something that can be attributed to the high women population in the country where the study was conducted.

4.2.3 Marital Status of Respondents

The study sought to determine the marital status of the teachers and parents who took part in this study. The findings are presented in table 4.3.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Never Married</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td>Married</td>
<td>23</td>
<td>60.0</td>
</tr>
<tr>
<td>Separated/Divorced</td>
<td>10</td>
<td>8.0</td>
</tr>
<tr>
<td>Widowed</td>
<td>9</td>
<td>4.0</td>
</tr>
<tr>
<td>No response</td>
<td>10</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the findings in table 4.3, 20% of the parents were never married, 60% were married, 8% were separated, and 4% were widowed while another 8% gave no response to the question. The findings indicated that, majority of the parents were married. However, only 14% of the teachers were never married while the remaining 86% were married.

4.2.4 Educational Level of Respondents

The researcher sought to find out the educational levels of the parent and teacher participants. The findings are presented in the Table 4.4.
Table 4.4 Educational Levels of Respondents

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diploma College</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Secondary</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>Below secondary</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.4 indicated that, there was no parent in this study who had acquired university education. However, 24% of the parents had diploma college education, 48% had secondary school education and 28% had education below the secondary school level. These findings revealed that, majority of the parents who participated in this study were not illiterate.

The findings also showed that, 43% of the teachers who took part on this study had university education while the remaining 57% had acquired education up to the diploma college level. This means that all the teachers who participated in this study were professionally qualified for their job.

4.3 Quantitative Results on Ways Parents get Involved in the Learning Process of Children with Hearing Impairment

The study sought to determine ways in which parents were involved in the learning process of children with hearing impairment. Information regarding parental involvement was obtained from learners, parents and teachers. The findings are presented in this section.
4.3.1 Participants’ Results Findings on Ways Parents are Involved in the Learning Process.

The researcher asked the learners to rate parental involvement in various fields that related to their education as children with hearing impairment. Their responses were as shown in the table 4.5.

**Table 4.5 Learner Participants Responses on Parental Involvement on Learning Process**

<table>
<thead>
<tr>
<th>Who assisted you to joining Kiambu School for the deaf?</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>25</td>
<td>57.1</td>
</tr>
<tr>
<td>Mother</td>
<td>19</td>
<td>19.0</td>
</tr>
<tr>
<td>Siblings</td>
<td>15</td>
<td>9.5</td>
</tr>
<tr>
<td>Grand mother</td>
<td>13</td>
<td>4.8</td>
</tr>
<tr>
<td>Who facilitates your learning in Kiambu School such as paying Boarding fees?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>13</td>
<td>14.3</td>
</tr>
<tr>
<td>Mother</td>
<td>11</td>
<td>4.8</td>
</tr>
<tr>
<td>Both father and mother</td>
<td>16</td>
<td>23.8</td>
</tr>
<tr>
<td>Sponsors</td>
<td>21</td>
<td>52.4</td>
</tr>
<tr>
<td>Siblings</td>
<td>11</td>
<td>4.8</td>
</tr>
<tr>
<td>Facilities available at home which make you feel comfortable as you go about your studies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing</td>
<td>46</td>
<td>9.5</td>
</tr>
<tr>
<td>Books</td>
<td>26</td>
<td>4.8</td>
</tr>
<tr>
<td>Who assists you in doing your private studies when at home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td>14</td>
<td>9.5</td>
</tr>
<tr>
<td>Mother</td>
<td>18</td>
<td>28.6</td>
</tr>
<tr>
<td>Siblings</td>
<td>19</td>
<td>33.3</td>
</tr>
<tr>
<td>Alone</td>
<td>21</td>
<td>28.6</td>
</tr>
</tbody>
</table>

The findings in table 4.5 showed that, 76% of the children with hearing impairment were assisted to join Kiambu School for the Deaf by their parents while the remaining 24% were assisted by other relatives. The findings therefore showed that, most of the children with hearing impairment have parents who care about them to the extent of helping them get access to education. The few who were assisted by other relatives could be orphans who are being assisted by the specified persons.
However, only 43% of the children who took part in this study had their parents paying their school fees as compared to the remaining 57% who indicated that their fees is met by sponsors. These findings showed that, majority of the children with hearing impairment in this study were being seen through their education by sponsors. This could be attributed to the high cost of special schools due to the highly sophisticated gadgets for the same as well as the scarcity of special schools for the hearing impaired in the county. As a result, most parents are least likely to afford the fees hence the rescue by sponsors.

The results also showed that, very few of the children with hearing impairment were assisted in their assignments and only 39% of these children were assisted by their parents. The remaining was assisted by their siblings or else they were on their own. This could point out the fact that, most parents do not understand sign language hence the difficulty to help even with things like assignments.

The results on frequency of interaction between child and parents are presented in Table 4.6.

<table>
<thead>
<tr>
<th>Frequency of interaction</th>
<th>Visit during school term</th>
<th>One to one with father</th>
<th>One to one with mother</th>
<th>One to one with both parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Very often</td>
<td>20</td>
<td>14.3</td>
<td>15</td>
<td>14.3</td>
</tr>
<tr>
<td>Often</td>
<td>22</td>
<td>23.8</td>
<td>15</td>
<td>14.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>29</td>
<td>57.1</td>
<td>27</td>
<td>42.9</td>
</tr>
<tr>
<td>Never</td>
<td>15</td>
<td>14.3</td>
<td>5</td>
<td>4.8</td>
</tr>
</tbody>
</table>

The results in Table 4.6 showed that, 57% of the learners with hearing impairment were rarely visited at school as compared to the 43% who often received parental visits at school. The findings showed that, majority of the learners with hearing impairment did not receive their parent’s attention in terms of time for visit at school before the holidays. This means that, such children are usually denied the vital parental love and attention that they
require as other children who are still growing up. The results also indicated that, only 19% of both parents spent time together with their child with hearing impairment at the same time. This means that most of the parents rarely joined hands in interacting jointly with their child who has hearing impairment.

The results also indicated that, only 29% of the children who are hearing impaired who took part in this study had one to one interaction with their fathers as the term progresses. This means that, most of the children with hearing impairment rarely interacted with their fathers. This is a risky edge especially for the boy child who may not have a role model to imitate hence get trapped in mischief. This could be attributed to the lack of information on how to communicate with the child through sign language. Again, only 38% of the mothers interacted with their hearing impaired child often. The findings are similar to those from the fathers which mean that most of the mothers rarely interacted with their hearing impaired children. Again this is worrying because the girl child gets short of guidance in life transitions. This shows that, most parents rarely spent time with their children who have hearing impairment.

4.3.2 Hypothesis Test on Ways of Parental Involvement and Gender

The researcher sought to determine if there was a significant relationship between ways in which parents are involved in their child’s learning process and the learners’ gender. In order to determine this, the following null hypothesis was tested.

**Hypothesis 1**

H₀₁: There is no significant relationship between ways parents are involved in the child’s learning process based on gender.

Hₐ₁: There is significant relationship between ways parents are involved in the child’s learning process based on gender.
Chi-square test was used to test the above stated null hypothesis and the results obtained are as shown below.

**Table 4.7 Crosstabs on ways of Parental Involvement and Learners Gender**

<table>
<thead>
<tr>
<th>Learner's Gender</th>
<th>Parental Awareness</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Expected Count</td>
<td>12.1</td>
<td>18.9</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Expected Count</td>
<td>15.9</td>
<td>25.1</td>
</tr>
<tr>
<td>Count</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The cross tabulation results in Table 4.7 show an existence of a relationship between ways of parental responsibility to their children’s learning process and the gender of the learner as demonstrated in the results from this study. This could be attributed to negative attitude of the parents or even jilting of the parents. This is in line with Fitzgerald (2004) who found out that most parents are not aware of how or when to be involved in the education of their children and needed education on how to assist them. This implies that, if children are rejected at whichever level by their parents, they are deprived of their social interaction. This makes them develop low self esteem which is a barrier in their learning process. It may make the child to have poor personality which affects his mental development and the entire life.

**Table 4.8 Chi-Square Test Results on ways of Parental Involvement and Gender**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.266(b)</td>
<td>1</td>
<td>.606</td>
</tr>
<tr>
<td>Continuity Correction(a)</td>
<td>.074</td>
<td>1</td>
<td>.786</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.266</td>
<td>1</td>
<td>.606</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>

a. Computed only for a 2x2 table
b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.06.
The chi-square test results displayed in Table 4.7 clearly show that the p-value (0.606) is greater that alpha (0.05), therefore we fail to reject the null hypothesis and conclude that with the data obtained there was no significant relationship between ways of parental involvement in their children’s learning process based on gender of the learner.

4.3.3 Interview Results on Ways Parents get Involved in the Learning Process of Learners with Hearing Impairment

The researcher carried out interviews to investigate from learners ways in which parents got involved in the learning process of learners with hearing impairment. In this study ninety learners were sampled but the actual figure interviewed was eighty. This shortcoming was due to the fact that the study was conducted around the time for end of year examination and so most learners were preparing for the examination. All the learners interviewed were deaf and hard of hearing and so sign language, Kenya Sign Language and total communication were used during the interview to ensure clarity of information.

The study also comprised of a sample total of eighty parents whereby an actual figure of sixty three were captured for interview. The researcher indentified them as follows: twenty six hearing parents with deaf children, twenty two deaf parents with deaf children and fifteen deaf parents with hearing children. These groups were further subdivided into smaller groups consisting of seven and eight members. The interviews were conducted in English, Kiswahili, mother tongue, signs and Kenya sign language for those deaf parents. The researcher interviewed the head teacher and the deputy head teacher who are both hearing. Each one of them has worked with persons with hearing impairment for over ten years and has been in this school for seven and nine years respectively.

According to their responses, most learners explained parental involvement in the learning process as getting concerned and interested in the child’s education which they termed rare in the school. Most learners revealed the following:
Parents take part in providing learning materials such as stationery, uniforms and paid boarding fees; Some parents only visited them when called upon while some never showed up until school breaks for holiday; Very few parents assisted learners in home work; A large number of respondents admitted that their parents never provided them with any extra tuition when at home nor engaged them in further educational excursions such as visiting historical sites, library, museums or animal park.

Similar responses were reported by the head teacher and the deputy head teacher.

In a similar interview, parents added that they verbalized to their children; attended Kenya Sign Language courses organized in the school; a few parents admitted having purchased learning resources for their children who are hearing impaired besides those recommended by school authority. Very few (five out of sixty three) involved their children with learning using the new technology such as computers.

3.3.1 Provision of Learning Materials

Despite the government funds provided to schools, most schools required parents to chip in, and cater for unmet needs such as uniforms, stationery and boarding fees for their children. Kambui was not exceptional. Parents were expected to provide these things for their children with hearing impairment per term. However, to most parents, the child with hearing loss came ‘second’ in the family. They first attended the normal children and equipped them for school before providing for the child with hearing impairment. This could be associated to negative attitudes of the parent towards such children and beliefs which reduce their hope about the child’s achievement. This child become psychologically disturbed and learning may be disrupted when meditating on such events. Sometimes the child had to wait at home while the other siblings went to school, which eventually affected his/her learning process. A grade seven girl expressed her bitterness,
My mother who is a bar maid kept me in the house to wash clothes and cook food while my sister went to school. I went to look for job where I met a family who brought me to Kambui after staying with them for one year. I live with them during the holidays.

This report gives a clear indication that, most parents do not value the education of children who are hearing impaired and so they do not get involved in any way. With proper guidance and being well informed, these parents would consider the child with hearing impairment just like any other child. With only a few parents who engaged their children with computer learning, this was an indication that, majority of the parents have no knowledge of the new technology or do not understand the importance of new technology to their hearing impaired children or can’t afford to pay for such services. Children with hearing impairment can do well in practical activities such as computer if well trained. The implication here was that, parents needed to be enlightened on the importance of affection to their children who have hearing impairment since it helps the child to feel his/her place in the family. Wongwanich et al. (2006) advises the study by recommending that parent’s beliefs be further developed since they limit the importance of their roles on their children’s education. Epstein (2004) adds that good parenting helps create and integrate resources and services from the community to strengthen school programs, family practices and student’s learning development. Fantuzzo et al. (2004) also support these findings by explaining that, parental involvement programs focusing on improving the home learning environment, parent’s education, provision of learning materials increased child’s motivation and efficacy.

4.3.3.2 Visiting the Child in School to know Progress

The fact that there was only one school for the hearing impaired in the whole county, which served various counties, some parents found it difficult to keep visiting the children in school due to lack of money for transport. Negative attitude, time conflict, fear of stigmatization or negligence of responsibility may also have been other contributing factors. There was therefore no parental involvement consistency and the parent/child interaction
became seasonal which may give the child loopholes to engage in nasty behaviours that disrupt learning process. This implies that there is need for more such schools in the county to meet the increasing demand of persons with hearing impairment. On a one to one interview, a student in grade eight stated the following:

My mother has never visited me here since I joined this school four years ago and even in my former school, only grandparents came to visit me and picked me for school holidays. Grandmother tells me that mother left me when I was a baby and I have never seen her, yet I am told she works in Nairobi. She adds in Kenya sign language, MOTHER MINE LOVE ME NOTHING//

This report reveals that, most parents could still be living in denial stage. In addition, fear of stigmatization of the parent from the society renders her to abandoning the child and having no attachment with her. In the same way where the parent was not married to the opposite biological parent of the child, the other parent may feel burdened to carry the responsibility all alone and therefore it is a way of escape. This avoidance may expose the child to immoralities at early age while in search of affection and lack of role models. However, such situations may be sorted out by the Kenya constitution where both parents are required to support the child whether living together or separated. It is hard for such a child to adjust well in learning unless parents join hands. Drakes (2000) advises to this study when he states that learner’s challenges cannot be solved by teachers only neither by parents but a collaboration between the school and the home need to be focused on dealing with their problems. This implies that, by making regular school visits, parents would help create a bond between the teacher and the family that would result in molding the child as expected in readiness for inclusion into the society.

4.3.3.3 Assistance in Homework

Due to lack of knowledge of sign language parents fail to communicate well or understand each other when assisting their child in homework. Similarly, unawareness of
curriculum offered made them lack confidence to assist the child in homework. On the same note, poverty played a great role here in this, in that they could not afford to pay experts in Kenya sign language for extra tuition of their child. For the few parents who admitted having been giving extra work, these could be those who had attained education beyond secondary school level. It could also be those educated parents who also had hearing impairment and can communicate fluently with their children who are hearing impaired. Pomerantz et al. (2005) supports these findings when they reported that, children whose parents participate in helping them to do home work had their children’s problems, emotional functioning as well as their helplessness buffered. Epstein (2006) supports these findings when he states that parental involvement include high aspiration relating to personal fulfillment, parent-child discussion as well as participation in school work. This implies that if children with hearing impairment are not well assisted in schoolwork while at home, then the link between the school and home is broken and learning has no continuity.

4.3.3.4 Verbalizing

Majority of children with hearing impairment are born to hearing parents and in a family with majority of family members who are hearing. It is therefore possible that most hearing parents verbalized to their deaf children when assisting in homework and in other discussions due to lack of signing skills. On a one to one interview, a hearing parent reported, “Now that the majority in the family has speech, the girl has to lip read and we point at what we are referring to when talking.” This shows that most children with hearing impairment learn through lip reading while at home due to lack of signs. The majority of parents who assisted learners in homework and who interacted well with their child are probably the few educated parents who are also hearing impaired and who could communicate fluently in signs with their child who is hearing impaired. Koester and Mercy (2011) add to these findings when
they point out that positive parent-child interaction promote the child’s social communication and language development which are building blocks for literacy and academic achievement. This implies that there is great need for the family members of the child with hearing impairment to be trained in sign language as soon as their child is discovered to be hearing impaired so as to ease communication and free interaction.

4.3.3.5 Attending Kenya Sign Language Courses

Parental involvement in the learning process of learner with hearing impairment is mostly hindered by lack of signs to communicate. Majority of parents who attended courses offered by the school to train in Kenya sign language (ksl) were those who hear but had deaf children. This was an indication that, they wanted to communicate with their deaf child fluently so as to assist him/her in school work or in other areas. Nevertheless, most parents stated that, they failed to attend due to distance from their home, the short period allocated for training and the gap between the training seasons which makes them forget what they had learnt. A hearing parent of a learner with hearing impairment lamented,

I know I’m supposed to learn Kenya sign language to enable both of us communicate and understands each other, but the sign language course is held only once a year for a period of one week. What can I study within six days enough to help me communicate fluently? In the same way travelling all the way from home is very expensive. Let the government sponsor those sign language courses in our nearby normal schools and provide them in regular intervals where even other members of the family can also benefit.

This revealed that most parents wanted to learn Kenya sign language but were limited to time and distance. This implies that, there is need for such courses to be provided in nearby regular schools where more family members can access. In addition, these courses need to be offered more often in a year. This would help the large society to learn signs and not limiting it only to the parent of the child. By so doing the child would start learning signs at early age from the society and only advancing it in school. Grossniklaauss et al. (2012) support these
findings by stating that children learn by building new understanding on what they have already acquired.

4.3.3.6 Extra Tuition and Excursions

The report findings showed that most parents assist in one way or another in the learning process of their children who are hearing impaired. It is common in the three categories of respondents that parents assist in paying boarding fees and purchasing learning resources and some assist in homework. However, apart from the school organized programs, evidence showed that most parents did not engage their children in further educative tours such as animal parks and museums. Only a few parents provided extra tuition while the child is at home. It could be true that most parents who engaged their children in extra work are the financially stable who pay sign language experts who are also conversant with the school curriculum to help their child in learning. This implies that in addition to classroom learning situation, parents need to involve learners in exploring various areas so as to increase their understanding and broaden their knowledge. Learners with hearing impairment need to visit such environments in order to expand their acquisition of signs as well as knowledge beyond classroom situations such as management of animals and other educative environments where some of their potentials lie. In a narrative, a hearing parent of a child with hearing impairment expressed her feelings, “Those trips and entry charges are costly in addition to all that am required to do for the child’s upkeep”. American Joint Media Committee (2007) proposes to these findings where it states that good parents monitor academic progress, share cultural heritage, travel to museums, zoos or historic scenes among other provisions to enrich children’s knowledge. This therefore implies that, if a child with hearing impairment is not exposed to a variety of environments in the early years, for learning purposes, then the child may not discover other fields where he/she can excel other than academic area. Then, if such a child is not well versed in academic, he/she may become frustrated in life and live a dependent life.

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4.4 Results on Extent to which Parents are Aware of their Role towards the Learning Process of Children with Hearing Impairment

The researcher sought to determine the extent to which parents were aware of their roles in the learning process of children with hearing impairment in Kambui Primary School. Therefore, parents were requested to respond to a set of questions in their questionnaire. Their responses were as follows.

Table 4.9 Parental Awareness of Role in Learning Process of Children with Hearing Impairment

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always attend school programmed events e.g. Academic clinics</td>
<td>26(64%)</td>
<td>18(32%)</td>
<td>11(4%)</td>
<td></td>
</tr>
<tr>
<td>I discuss the child’s progress with the teacher</td>
<td>23(52%)</td>
<td>22(48%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not informed how to get involved</td>
<td>12(8%)</td>
<td>24(56%)</td>
<td>14(16%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I ensure assignment is completed when at home</td>
<td>24(56%)</td>
<td>19(36%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always ensure there is controlled peer association while at home</td>
<td>21(44%)</td>
<td>20(40%)</td>
<td>14(16%)</td>
<td></td>
</tr>
<tr>
<td>I engage my child with extra tuition at home</td>
<td>22(48%)</td>
<td>16(24%)</td>
<td>15(20%)</td>
<td></td>
</tr>
<tr>
<td>I am not aware of which learning/playing materials the child needs</td>
<td>16(24%)</td>
<td>19(36%)</td>
<td>15(20%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I help in homework and give other extra learning activities at home</td>
<td>20(40%)</td>
<td>19(36%)</td>
<td>15(20%)</td>
<td></td>
</tr>
<tr>
<td>I take child out to learning centers like game parks</td>
<td>15(20%)</td>
<td>19(36%)</td>
<td>13(12%)</td>
<td>15(20%)</td>
</tr>
<tr>
<td>I am not aware of other social learning activities to engage child</td>
<td>13(12%)</td>
<td>20(40%)</td>
<td>16(24%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I Control use of leisure time at home to complete school work</td>
<td>23(52%)</td>
<td>18(32%)</td>
<td>13(12%)</td>
<td></td>
</tr>
<tr>
<td>I frequently visit school on uninvited days to know her progress</td>
<td>12(8%)</td>
<td>23(52%)</td>
<td>16(24%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I lack time to visit the child since am working.</td>
<td>12(8%)</td>
<td>16(24%)</td>
<td>15(20%)</td>
<td>21(44%)</td>
</tr>
<tr>
<td>I leave it all to the professional teachers to work with the child</td>
<td>13(12%)</td>
<td>14(16%)</td>
<td>14(16%)</td>
<td>23(52%)</td>
</tr>
<tr>
<td>I am not updated on what the child needs at different developmental stages</td>
<td>16(24%)</td>
<td>19(36%)</td>
<td>14(16%)</td>
<td>16(24%)</td>
</tr>
</tbody>
</table>

The results in table 4.9 showed that, 96% of the parents who took part in this study indicated that they always attend school programmed visits such as Academic clinics as
opposed to only 4% who did not. Again, 100% of the parents in this study discussed the progress of their child with the class teacher. This implies that, nearly all the parents who participated in this study were concerned about the academic progress of their child with hearing impairment. However, parents should get advised that not all children are well versed academically but other talents and gifts can as well help make up their future. These findings revealed that, such parents were aware about their role towards the learning process of their child. The findings concur with Mansour and Martin (2009) who observed that, schools should provide enabling environment for working with parents so that they can be actively engaged in the learning process of their children.

The findings in table 4.9 also showed that, 64% of the parents in this study felt that their willingness to help their children with hearing impairment was hindered by lack of knowledge on how to. This showed that, majority of the parents did not know how to communicate effectively with their children in order to understand their needs. Another 60% of the parents admitted that they were not aware of which learning/playing materials the child needs. This further indicated the level of lack of understanding between most of the children with hearing impairment and their parents. These findings further Fitzgerald, (2004) position that most parents are not aware of how to be involved in the education of their children and needed education on how to assist them. The findings therefore show that, majority of the parents are ignorant of their roles and do not understand that the way they rear their child greatly influences his development and learning.

From table 4.9, 92% of the sampled parents in this study ensured that their child’s assignment is completed when at home and 72% engaged their children with extra tuition at home. The findings imply that most of the parents strive to get involved in the learning process of their children as much as possible. This is despite the communication barrier that characterizes their relationship as already seen in the earlier findings in this section.
Concerning provision of an environment that is conducive for the child to learn at home can be a sure way of complementing what the child learns at school. These findings are similar to Epstein (2006) who ascertained learning at home in order to support learning activities that reinforce school curriculum. As family members, the parents have a duty of setting the pace for the rest of the family in offering support to the child. This agrees with Pomerantz et al (2005) that family members should join in assisting learners in their homework so as to enhance parent child relationship, child behaviour and motivation and other psychological patterns of the learner.

Furthermore, table 4.9 indicates that, 84% of the parents stated that they always ensured that there was controlled peer association while at home. Still, another 84% of the parents controlled the use of leisure time at home to enable completion of school work. This implies that most of the parents who took part in this study closely monitored their children while at home. These findings resonate with those in the earlier section which showed that most parents knew the importance of their role in the learning process of their children. The findings in this study advance Ikramullah et al (2009) who indicated that parents can help prevent risky teen behaviours by monitoring their adolescents’ activities and being aware of where and with whom their adolescents are when they are not at home or in school. This shows that, in this study, parents were aware of their role in the learning process of their children to a great extent.

Only 32% of the parents who participated in this study indicated that they did not have time to visit the child due to work time conflict. This indicates that to majority of the parents, visiting their child at school was a priority and a duty which they had to fulfill. These findings are in harmony with the rest of the findings in this section which point to the fact that most parents are highly aware of the need for their involvement in the learning process of their children.
4.4.1 Hypothesis Results on the Extent to which Parents are Aware of their Role and Gender

The researcher wanted to verify if there was a significant relationship between the extent to which parents were aware of their role in the learning process of their child and the learner’s gender. In order to validate this, the following null hypothesis was tested.

**Hypothesis 2**

$H_{02}$: There is no significant relationship between the extent to which parents are aware of their role in the learning process and the learner’s gender.

$H_{a2}$: There is significant relationship between the extent to which parents are aware of their role in the learning process and the learner’s gender.

Chi-square test was used to test the above stated null hypothesis and the results are as expressed below.

**Table 4.10 Crosstabs on Parental Awareness of Roles and Gender**

<table>
<thead>
<tr>
<th>Indicate your gender</th>
<th>Parental Involvement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Count</td>
<td>19.6</td>
<td>6.4</td>
</tr>
<tr>
<td>Expected Count</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>29.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Count</td>
<td>49</td>
<td>16</td>
</tr>
<tr>
<td>Expected Count</td>
<td>49.0</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The cross-tabulation results in table 4.10 indicate there is a difference in the expected count of male and female parents. These findings imply that, there is a relationship between the extent to which parents are aware of their role in the learning process of their children and their gender. This therefore reflects that parents who are aware of their role in the learning process and carry them out appropriately have their child who is hearing impaired discovering his/her potentials and excelling in them regardless of gender of which the opposite is different.
Table 4.11 Chi-Square Tests on Extent to which Parents are Aware of Roles and Gender

<table>
<thead>
<tr>
<th>Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>15.048(b)</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Continuity Correction(a)</td>
<td>12.854</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>15.353</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Computed only for a 2x2 table
b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.40.

The chi-square test results shown in table 4.11 above indicate that, the p-value (.000) is less than the set value of .05. In this case therefore, we reject the null hypothesis in favour of the alternative and conclude that in regard to this data, there is a significant relationship between the extents to which parents are aware of their responsibilities in the learning process of their children based on gender of the learner. This implies that, more female parents were aware of their role in the learning process of their child and that they were more attached to the child than the male counterpart. This eventually may create a gap in the child’s acquisition of roles resulting to abnormal behavioural characteristics. The study therefore realized that male parents needed more awareness of their role in the learning process.

4.4.2 Interview Results on Extent to which Parents are Aware of Roles in Learning

The researcher inquired from the three groups i.e. learners, parents and the administrators to what extent parents were aware of their roles in the learning process of children with hearing impairment. A majority of the learners respondents stated that, most parents are aware of their roles as follows; In training and bringing up their children to be responsible, disciplined and competent in life; communicating and sharing lives challenges; motivating and creating interest in learning. Similar findings were obtained from parents with
a majority of them acknowledging their role in the child’s learning process of their child with hearing impairment.

Referring to the administrators, most parents are aware of their roles in the learning process of their hearing impaired children but very few take responsibility to act. Those who do visit their children in school, demand to know the progress of their child, provide learning materials and make efforts to learn sign language.

4.4.2.1 Training Responsibilities, Discipline and Competence

Majority of learners indicated that, their parents were aware of their roles in the learning process. However, they stated that only a few satisfactorily carried them out. A few learners expressed their sorrow that they did not know their real parents since they lived with foster parents and well wishers who sponsor their education. Many of them expressed their agony that their parents do not take these responsibilities and had no affection for them. This implies that if parents failed to train their children responsibilities or to discipline them when they were young they take part in preparing criminals in the society. The fact that, most parents were aware of their roles yet not carrying them out appropriately could be associated to fear of stigmatization in the society or beliefs that such children can’t make it in life and therefore no need to invest in their education. On face to face interview one student lamented,

My parents abandoned me on realizing I am deaf. I live together with my old grandparents who can’t even visit me here in school. When I close school I have to earn for our food and my personal needs in the village.

What this respondent was revealing was that most parents have neglected their children who have hearing impairment shifting their responsibilities to those who cannot help much in the child’s learning and shaping their future. This implies that such children hold bitterness against their parents which can render the child to commit suicide if no one comes to his/her rescue and provide affection. Sheldon et al. (2009) laments to these findings that,
lack of parental affection, attention and guidance at home has led many children into immoralities including drugs and violence.

From the above findings, it was true that most upcoming young parents have abandoned their child upbringing responsibility casting it to their own parents (grandparents) who can’t match the child with the current dynamic world. Such decisions could be arising as a result of parents’ divorce or separation with none willing to take the responsibilities. As a result, the child’s future is ruined since he/she has no role model to imitate. This could also be attributed to negative attitudes of parents towards such children. The findings were ascertained by Kilbourne (2013) who stated that today most parents just watch their children grow uninvolved. It could be right to state that majority of children who are getting wasted in delinquent behaviours today are getting into it while in the hands of their parents who can stop it even before it arises. Ikramullah et al. (2009) supports these finding by stating that parents can be the strongest influence in their adolescent’s lives. They added that, parents can help prevent risky teen behaviours by monitoring their adolescent’s activities and being aware of where and with whom their adolescents are when they are not at home or in school. Snyder et al. (2009) indicates that, child’s behavior both in school and outside school is closely related to the family dynamics and their home environment.

This implies that, parents need to be cautious about the peer relationships of their child while out of school, control the use of their leisure time, train him/her to be responsible and competent and help set goals in life right from early years.

4.4.2.2 Motivating and Creating Interest in Learning

Despite being aware of some of their responsibilities, majority of parents failed to carry them out satisfactorily. However, the result findings showed that, most Parents were not informed about their responsibility to motivate and create interest in learning or they did not know how to do it to the child who is hearing impaired. This could be associated to financial
quagmire where most parents are small scale farmers and only very few are employed. For the few who are working, time conflict could affect their desire to consistently encounter with the child. This also explains why they rarely share ideas and challenges. For the few who get such chances and are interested in their child’s learning, they demand to know from the teacher the progress of their child and so do the needful. Parents can motivate their children and create interest in learning by rewarding them with gifts, such as reading materials or taking them out to various learning resource centers when they improve in their learning process. Richardson (2009) states that, parental involvement can help the child develop an encouraging learning behaviour, high self esteem and become motivated in learning despite challenges he/she encounters in life. This implies that parents should learn how to motive their child who is hearing impaired and also create interest in learning way before the child joins school and maintain the same even in school in preparation for future roles and responsibilities.

4.4.2.3 Communicating and Sharing Ideas and Challenges

Besides providing the basic needs like food, clothes and shelter keen parents create time to share ideas and challenges with their child. However, very few parents got time for this due to tight programs. On the other hand expressing themselves in signs or interpreting signs gave challenges to many parents. More still some avoided such encounters to escape challenges from their child for having failed to shoulder responsibilities. A parent reported,

As much as I know my role in the learning process of my children who are hearing impaired, and desired my two children to excel, some of the items required to facilitate their learning are expensive to purchase at various developmental stages of the child for example the ear molds and play items.

The above sentiments are genuine to some extent in that most items required for learners with hearing impairment are expensive and more so for parents with many deaf children. Learners with hearing impairment also required frequent medical ear check up and
renew of the ear moulds. The statement also revealed that there were families with many deaf members. This could be a challenge to many parents who have many children to feed and take to school.

Snyder et al. (in Sheldon 2009) adds to these findings by mentioning that children’s behavior both in school and outside school is closely related to the family dynamics and their home environment.

The above findings indicated that, it is true that many parents were aware of their roles in the learning process of hearing impaired learners. But only a few do as expected. This could be associated to misunderstanding of signs to communicate, lack of time to share ideas and challenges with their children or shortage of finances to meet the needs of the child at different levels as required. The few who met the needs could be the educated or those exposed in urban life. Carter (2002) supports the findings when he posited that learner’s challenges need to be solved by both teachers and parents collaboratively. Glanz (2006) backs the findings by emphasizing that parents be informed that their roles are not peripheral and narrow ones but core in teaching practical skills such as skills in woodwork and home economics and also encouraging children to speak themselves out.

This implies that, parents should be educated on their key roles in special education needs and in the learning process of children with hearing impairment so as to equip them well in learning just like their counterpart learners. It is also worth to note that many relatives of the hearing impaired learners would also like to be trained in sign language in order to harmonize the whole family. This calls for decentralization of free Kenya sign language courses to the nearby local schools where most people can access.
4.5 Results on Benefits of Parental Involvement in the Learning Process of Children with Hearing Impairment

The study sought to examine ways in which parental involvement would be of benefit to the learning process of children with hearing impairment in Kambui School Kenya. Therefore, learners were asked to show their level of agreement with a set of given statements on the benefits they accrued from their parents’ involvement in their learning process. The findings are presented in Table 4.12.

Table 4.12 Learners’ Perceived Benefits of Parental Involvement in Learning Process

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with how my parents get involved in my learning process.</td>
<td>16(4.8%)</td>
<td>20(23.8%)</td>
<td>30(71.4%)</td>
<td></td>
</tr>
<tr>
<td>I improve academically when parents/guardians assist me in home work</td>
<td>19(19%)</td>
<td>26(52.4%)</td>
<td>21(28.6%)</td>
<td></td>
</tr>
<tr>
<td>I make significant difference in various fields like sports when parents get involved.</td>
<td>20(23.8%)</td>
<td>28(61.9%)</td>
<td>18(14.3%)</td>
<td></td>
</tr>
<tr>
<td>I have learnt to solve social and academic problems through my parents/guardians</td>
<td>20(23.8%)</td>
<td>23(38.1%)</td>
<td>20(23.8%)</td>
<td>17(9.5%)</td>
</tr>
<tr>
<td>I have learnt to communicate with signs from parents/guardians encouragement</td>
<td>19(19%)</td>
<td>18(14.3%)</td>
<td>25(47.6%)</td>
<td>14(9.5%)</td>
</tr>
<tr>
<td>I get encouraged to be creative and think critically when my parents get involved.</td>
<td>18(23.8%)</td>
<td>27(57.1%)</td>
<td>19(19.0%)</td>
<td></td>
</tr>
<tr>
<td>In order to achieve high in life, I have to be thorough in my work at home and in school.</td>
<td>27(57.1%)</td>
<td>19(19.0%)</td>
<td>20(23.8%)</td>
<td></td>
</tr>
</tbody>
</table>

From the findings presented in table 4.12, only 29% of the learners who participated in this study expressed that they were satisfied with the way their parents got involved in their learning process while the remaining 71% expressed dissatisfaction with the same. These findings showed that majority of the learners with hearing impairment did not like their parent’s level of involvement in their learning process. This implies that though the parents tend to strive to ensure their involvement, there is still much more that need to be done. This
room for improvement therefore is a call to all parents whose children have hearing impairment to respond appropriately to the learning needs of these children.

The findings in table 4.12 also revealed that, 71% of the learners in this study consented that, they improved academically when their parents/guardians assisted them with home work. This showed that, most of the learners with hearing impairment looked up to their parents for help in their learning process. In this case, academic achievement is attributed to parental involvement. These findings resonate with Erlendsdottir (2010) who asserted that being involved with their children’s education, parent’s impact positively on academic performance of the learner in school work.

The findings in table 4.12 also indicate that, 86% of the learners in this study felt that they made significant difference in various fields of learning like sports when their parents/guardians got involved in their learning process. This implies that, most of the learners counted on their parents’ support to learn across the board. Therefore, apart from the academic learning, children with hearing impairment, like any other children, deserve to be assisted to learn a variety of other fields that may not be captured in academic dimension. This means that, parents should constantly expose their children to opportunities that can address these as they present themselves.

There were only 33% of the learners with hearing impairment who said that they had learnt to communicate with signs from their parents/guardians. This means that most of these learners did not learn sign language through the help of their parents. It thus implied that, most of the parents of the hearing impaired children were not involved in the language acquisition process of these children. This is a bit saddening considering that language is the master of all form of interaction including learning. Therefore, this could also imply that most parent get involved in the learning process of these children very late. If this is looked into, chances of these learners performing outstandingly well could be increased.
The results in table 4.12 indicate that, 81% of the learners with hearing impairment get encouraged to be creative and think critically when their parents get involved in their learning process. This implies that most of these learners’ intellectual capacities can be shaped a great deal by their parents getting involved. The findings agree with Snyder and Patterson, (in Sheldon, 2009) who state that children’s behaviour both in school and outside school is closely related to the family dynamics and their home environment. Therefore, parental involvement in the learning process of children with hearing impairment has numerous benefits to the child and the parents as well.

4.5.1 Hypothesis Test Results on Benefits of Parental Involvement and Gender

The researcher wanted to find out if there was a relationship between benefits of parental involvement in the learning process based on the learners’ gender. So as to examine this, the following null hypothesis was tested.

Hypothesis 3

Ho$_3$: There is no significant relationship between benefits of parental involvement and the learner’s gender.

Ha$_3$: There is significant relationship between benefits of parental involvement and the learner’s gender.

In order to test the null hypothesis (Ho$_3$), chi-square test was used and the following results in Table 4.13 and Table 4.14 were obtained.

Table 4.13 Crosstabs on Benefits of Parental Involvement and Gender

<table>
<thead>
<tr>
<th>Learners gender</th>
<th>Parental Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Male</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Expected Count</td>
<td>19.4</td>
<td>11.6</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Expected Count</td>
<td>25.6</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>27</td>
</tr>
<tr>
<td>Expected Count</td>
<td>45.0</td>
<td>27.0</td>
</tr>
</tbody>
</table>
According to the cross-tabulation results in the table 4.13, the expected counts and the count values are not equal in all the cases. The variation in these two sets of values is a pointer that there is a relationship between learners’ gender and benefits of parental involvement in the learning process of their children. The study further sought to investigate whether there was a statistically significant relationship between learner’s gender and benefits of parental involvement. The results are as indicated in table 4.14

The following chi-square test was carried out on the two variables and the results obtained are as stated below in table 4.14

**Table 4.14 Chi-Square Tests on Benefits of Parental Involvement Learners’ Gender**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.638(b)</td>
<td>1</td>
<td>.424</td>
</tr>
<tr>
<td>Continuity Correction(a)</td>
<td>.306</td>
<td>1</td>
<td>.580</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.642</td>
<td>1</td>
<td>.423</td>
</tr>
<tr>
<td>Fisher’s Exact Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Computed only for a 2x2 table
b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.63.

The chi-square findings in table 4.14, ascertains that the p-value (.424) is greater than the set value of .05. Therefore, we fail to reject the null hypothesis. These results therefore show that, there was no significant relationship between benefits of parental involvement in the learning process of children with hearing impairment and the learners’ gender. In conclusion therefore, this study has established that there was no significant relationship between benefits of parental involvement in the learning process of children who are hearing impaired based on these learners gender.
4.5.2 Interview Results on Benefits of Parental Involvement in the Learning Process of Children with Hearing Impairment

Interviews were also carried out with learners, parents and administrators to find out the benefits of parental involvement in the learning process of children with hearing impairment. A majority of the learners respondents stated that parental concern in child’s learning process makes great differences in various fields especially in the following: The learner become responsible in school; felt motivated to compete in class and felt a sense of belonging in the society. A majority of respondents reported that, they are able to solve personal problems rationally, change their attitude towards people, develop self control and are well organized in time management.

Most parents responding to this part of the question stated that, children whose parents are involved showed the following characteristics: They felt loved and reciprocated the same; are happy in life; competent in various situations and develop high self esteem. They admitted that Parents also learn a lot from their children such as signs and that they are able to understand their child better.

Results from the head teacher and the deputy head teacher indicated that, at all levels of the child’s development, the parent should remain closely attached to the child both at home and in school. They reported that, when parents are involved in their child’s learning process during puberty and adolescence stages, the child understands the life transitional changes in his /her body and adjusts appropriately to these challenges; Is able to avoid involvement in early and irresponsible sexual behaviour; avoid indulgence in drug abuse and become responsible, has self discipline and good personality and has proper cognitive development.
4.5.2.1 Cognitive Development

Parental involvement includes providing both material things as well as moral support. When a child is introduced to a variety of appropriate play things, the learner draws a lot of knowledge from them. This helps to develop his cognitive and motivate him/her to learn. The child learns to be responsible, creative and the interaction with such things helps him/her to solve problems right from early years and improve his/her interaction with other children. The child’s self efficacy is established and he/she feels appreciated by the parents and therefore is happy. The opposite may be that the child may become dormant, uncreative and less jovial. Most children with hearing impairment would benefit a lot in learning if parents commit themselves in providing such play things that arouse the mind making it think more critically. If the child becomes engaged early, he/she may become industrious in future.

Quoting the Deputy Head teacher, on learner’s cognitive development she reported,

Most of the learners who lead in the class exam results in this school are also very active in other fields such as dances and sports. Their parents are also committed to give learning materials not only for his child but for the whole class in which his child is learning. Such materials include toys, story books, sports equipment and small edible gifts for these children.

The administrator reflected that, parental involvement in the learning process of children who are hearing impaired does not end at school fees and uniform. Rather it required that there was consistent follow up of what the child is doing and how he/she is doing it. This implies that the parent is expected to keep in touch with the professionals in order to know what the child requires at what time for the benefit of both the child and the parent. It is through such interactions that the parent learns how to sign and to interpret signs which is a benefit to him/her as well. Page (2009) supports to these findings by stating that parents are able to assist their child in the learning process at home by providing curriculum related activities and play things that match the child’s age and level of development. This implies that parents need to be educated on various learning materials that they can provide for their
child who is hearing impaired as early as assessment is done and the child discovered to be having hearing loss. This would enable the parent to start equipping the child with learning resources that can help lay good foundation for further learning processes.

4.5.2.2 Sense of Belonging

Lack of sense of belonging of a youth in the family set up may result to indulgence in filthy activities. Parents play a big role in preventing a child from getting into snares of drugs, early sexual activities and pregnancies and even death. Parental involvement establishes love in the child and so develops high self esteem. These in turn helped to change negative attitudes and build personality. Most children with hearing impairment fall into drug abuse and early pregnancy due to lack of affection from parents. On a one to one interview, a learner stated,

I appreciate that I am in school though my parent is not aware of how I landed in this school for the deaf. I was a street girl in Kiambu town where I met a woman who took care of me before bringing me to join this school. My happiest moment is when am in school. My ambition is to become a teacher.

The above statement spoke out for many children who were not captured in the study. It revealed how most parents of disabled children were quite uninvolved in supporting their children. This was probably due to attitude, lack of knowledge on how to assist their hearing impaired children or lack of motivation to do it. Oywa (2010) adds to these findings when he states that parents, relatives and friends need to be taught sign language to enable them communicate, interact, understand and value the deaf persons for what they are. This implies that for total inclusion of the child with hearing impairment to occur in the society, then the whole society need to be trained in sign language which also give the child a sense of belonging.
4.5.2.3 Proper Time Management

When parents become consistently involved in the learning process of their child who has hearing impairment, the child tends to have a stable mind and he/she is at peace because he feels appreciated. Such a child is able to organize her work and has better use of time in doing productive activities whether in class or in extra curricula activities. It is not possible for such a child to engage with idle persons or delinquent behaviours such as drug abuse. This implies that children with hearing impairment need to be guided on how to take various responsibilities including feeding animals and other household chores but not left to do as they please at home.

4.5.2.4 Taking Responsibilities

Parental involvement in the learning process start way back before the child is taken to school. If parents become committed to the development of the child, the child learns to take various responsibilities at different levels of development. This becomes a firm foundation for future achievements especially in school. However, most respondents claimed that majority of parents have not been sufficiently involved or committed in the early learning process of children with hearing impairment. This could be a sign of negative attitude towards the child particularly if the parent is comparing that child with others in the family. Nermeen et al. (2010) contend with the results where they stated that children of highly involved parents enhanced social functioning, are less monitored in their work and have fewer behaviour problems. This implies that, more awareness on how to support such learners is necessary. In order to change the societal attitude towards such persons with hearing impairment, parents be guided not to compare children’s abilities since no two people can be exactly the same even identical twins but each one is enabled differently.

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4.5.2.5 Understanding Life Transitions

When parents are consistently involved in learning process of their children who are hearing impaired, they are able to identify when their children are undergoing developmental crisis and assist them with love to overcome. These interactions help the child to be organized, self controlled and clean not only in school work but also in life after. Parents must be aware that if a child is not trained and corrected when he/she is young it becomes almost impossible to train him when he is old. It is at the adolescence stage that most young people are hooked into delinquent behaviours that distort both their learning process as well as their future aspirations. Both parents need to get involved at all stages of life development in order to advice and give counsel to the growing child. This involvement also helps the parent to better understand the child. For parents of children with hearing impairment, they too benefit in learning sign language from the child as they interact and share ideas and life challenges.

The findings showed that, when parents are continuously involved in learning process of their children who are hearing impaired the child developed high self esteem and felt encouraged to work hard at home and in school in order to continue earning the same honour from the parents. This proved that, parents who create good relationship with their children helped their children to find their fit within the society. Similarly, these parents also shared the joy of their children and become more encouraged to continue assisting them. This reduces stigmatization to a great extent and brings inclusion in national development.

These findings also showed that, proper parental engagement with their children lays a strong foundation for future achievements. This was supported by Ikramullah et al. (2009) who found out that, parents can help prevent risky teen behaviors by monitoring their adolescence activities. In all the three categories of respondents there is a similar expression that those learners whose parents get involved in their learning process become responsible
and competent in their school work and in life after. The findings of this study also proved that, if parents of learners with hearing impairment appropriately and consistently engaged in their learning process, such learners would benefit in academic performance just like any other child. Contrary to this, if parents became less bothered about their children learning process, they may expose them to drug addiction, early pregnancy and hopelessness in future. The findings implies that parental involvement was associated with improved learning in classroom through behavioural adjustment which benefits the learner with hearing impairment in becoming more productive and independent member of the society. This portrays crucial role of parents in the development of a learner with hearing impairment. Varaporn et al. (2006) support the findings when they found out that close relationship between parents and their children promoted their learning behaviour, made them less monitored in their responsibilities and improved in their self esteem in class work and later in life. This implies that if children with hearing impairment are not given sufficient and appropriate attention and follow up by the parent as they are done by teachers, these children may not understand why the teacher emphasizes on good learning behaviour in the learning process. These children may not perform well as expected since on one side the child is free to behave as he/she pleases while on the other there are strict rules. Such children may not adjust well in the school and even in the society because he/she may develop negative attitudes that they are rejected because of their disability.

4.6 Quantitative Results on Challenges Inhibiting Parental Involvement in the Learning Process of Children with Hearing Impairment

The study finally sought to find out the challenges hindering parental involvement in the learning process of children who are hearing impaired in Kambui School. Related set of statements were developed in the parents’ questionnaire where they were asked to respond appropriately. Their responses were as presented in table 4.15.
Table 4.15 Challenges to Parental Involvement in Learning Process of Children with Hearing Impairment

<table>
<thead>
<tr>
<th>Challenges Statements</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My involvement is challenged by inability to sign</td>
<td>20(40%)</td>
<td>19(36%)</td>
<td>12(8%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>Stigmatization discourages my involvement.</td>
<td>15(20%)</td>
<td>14(16%)</td>
<td>15(20%)</td>
<td>19(36%)</td>
</tr>
<tr>
<td>Time limitations affects my involvement.</td>
<td>15(20%)</td>
<td>14(16%)</td>
<td>21(44%)</td>
<td>15(20%)</td>
</tr>
<tr>
<td>I have had negative experiences with teachers</td>
<td>13(12%)</td>
<td>15(20%)</td>
<td>18(32%)</td>
<td>19(36%)</td>
</tr>
<tr>
<td>I’m expected to do too much which am incapable</td>
<td>13(12%)</td>
<td>18(32%)</td>
<td>18(32%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>There is negative attitude that pervade the school.</td>
<td>14(16%)</td>
<td>17(28%)</td>
<td>19(36%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>Economic challenges limit my involvement.</td>
<td>19(36%)</td>
<td>14(16%)</td>
<td>17(28%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I’m not well informed about their curriculum</td>
<td>14(16%)</td>
<td>20(40%)</td>
<td>17(28%)</td>
<td>12(8%)</td>
</tr>
<tr>
<td>The school need parents only for fringes &amp; funds</td>
<td>13(12%)</td>
<td>13(12%)</td>
<td>19(36%)</td>
<td>19(36%)</td>
</tr>
<tr>
<td>The school is not well modified for accessibility</td>
<td>15(20%)</td>
<td>19(36%)</td>
<td>17(28%)</td>
<td>14(16%)</td>
</tr>
<tr>
<td>I’m incapable of engaging him in spiritual matters</td>
<td>16(24%)</td>
<td>16(24%)</td>
<td>18(32%)</td>
<td>15(20%)</td>
</tr>
<tr>
<td>Too much is expected which am unable to do</td>
<td>15(20%)</td>
<td>16(24%)</td>
<td>18(32%)</td>
<td>15(20%)</td>
</tr>
<tr>
<td>Lack of knowledge on what and how to assist child</td>
<td>15(20%)</td>
<td>16(24%)</td>
<td>16(24%)</td>
<td>16(24%)</td>
</tr>
<tr>
<td>I’m not certain of my roles in the learning process</td>
<td>16(24%)</td>
<td>15(20%)</td>
<td>16(24%)</td>
<td>18(32%)</td>
</tr>
</tbody>
</table>

The findings in table 4.15 showed that, 76% of the parents in this study admitted that sign language is a great challenge to their communication with their child who has hearing impairment. This indicated that most of the parents in this study did not understand sign language. Considering that sign language is the official language for persons with hearing impairment, then this explains why most parents were not fully involved in the learning process of their children. The findings are in line with Fitzpatrick et al. (2002) who noted that most parents of the deaf children have language barriers to communicate with the child.

The findings in table 4.15 indicated that, 52% of the parent’s economic challenges limited their intended involvement in the learning process of their children. This showed that, majority of the parents of children with hearing impairment were faced with economic constraints. Therefore, most of these parents may not be able to afford fees requirements for their child to acquire the much desired formal education. In this way, financial constraints become a great challenge to the parents’ involvement in the learning process of their child with hearing impairment.
In addition the findings in table 4.15 indicated that, 56% of the parents in this study were faced with a challenge of how to access the school where their child with hearing impairment learns due to lack of modified facilities for accessibility for persons with disabilities. This showed that, majority of the parents may also be persons with disabilities. In this case, it becomes like a double tragedy as both parent and child require special attention and services. However, due to financial reasons, the school may not be fully equipped to cater for the needs of such persons. This means that, if for instance the parent is deaf, blind or dumb, then communication even during important school dates such as academic day may not help much. This agrees with what Martin and Fitzpatrick (2002) observed that the situation is worse if the parent also has hearing impairment.

This implies that, if school managers failed to modify the school environment in such a way that all categories of persons with disabilities can access it, then parents who are physically handicapped would be challenged to visit their child who is hearing impaired. This would discourage such parents from frequently visiting their child and reduce consistency in parental engagement with the child despite the will to do it. Two, if interpreters are not engaged during school dates such as academic days, persons with hearing impairment in such meetings may be put off and go uninformed. This calls for more government funding to facilitate such modifications otherwise parents would be more financially burdened.

Another 56% of the parents in this study indicated that, they were not well informed about their children’s curriculum. This is informed by the fact that in Kenya, most special schools preoccupy themselves with basic writing and reading. It may not be easy to know how far the child has gone in acquiring the sign language for example. Due to the language barrier, many parents are likely to remain ignorant of what their child is learning even if they have taken them to school. This was an implication that, there was great need for parents to be trained in sign language as early as the child is discovered having hearing loss in order to
facilitate communication across the family members. Secondly, the parents also need to be informed about the curriculum offered to learners with hearing impairment in order to assist the child as much as possible. Thirdly, parents have the right to be educated/informed about child assessment strategies in order to identify any potentials that the child may be in possession and help build on them. Inability to do these things handicaps the child’s learning process rendering him/her to be dependant in life in one way or another.

4.6.1 Hypothesis Test on Challenges faced in Parental Involvement and Learner’s Gender

The study also sought to determine if there was a significant relationship between challenges faced in parental involvement in the child’s learning process and the learner’s gender. To determine this, the following hypothesis was tested.

Hypothesis 4

\( H_0^4 \): There is no significant relationship between challenges faced by parents in their involvement in the learning process and the learner’s gender.

\( H_a^4 \): There is significant relationship between challenges faced by parents in their involvement in the learning process and the learner’s gender.

The null hypothesis, \( H_0^4 \) was statistically tested using chi-square test and the results are as shown in Tables 4.16 and 4.17 below.

**Table 4.16 Crosstabs on Challenges faced by Parents based on Learners Gender**

<table>
<thead>
<tr>
<th>Learners Gender</th>
<th>Parental Involvement challenges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Expected Count</td>
<td>8.4</td>
<td>17.6</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Expected Count</td>
<td>12.6</td>
<td>26.4</td>
</tr>
<tr>
<td>Count</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>Expected Count</td>
<td>21.0</td>
</tr>
</tbody>
</table>
The cross tabulation findings in Table 4.16 above display that, the counts and the expected counts for males and females are different in the two sets of values. This implies that there was a relationship between the challenges faced by parents in their involvement in the learning process of their children and the learner’s gender.

**Table 4.17 Chi-Square Tests Results on Challenges Faced by Parents and their Gender**

<table>
<thead>
<tr>
<th>Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.574(b)</td>
<td>1</td>
<td>.448</td>
</tr>
<tr>
<td>Continuity Correction(a)</td>
<td>.237</td>
<td>1</td>
<td>.626</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.582</td>
<td>1</td>
<td>.446</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N of Valid Cases: 65

- a. Computed only for a 2x2 table
- b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.40.

The chi-square results in table 4.17 indicate clearly that, the p-value (.448) is greater than the set value of .05. In this case therefore, we fail to reject the null hypothesis and conclude that following the data obtained, there is no significant relationship between challenges faced by parents and the gender of their children in the learning process.

This implies that parents of children with hearing impairment need to be empowered failure to which various challenges which block their involvement in the child’s learning process would continue. This is an indication that the child with hearing impairment would continue to suffer from negligence and denial of their educational rights rendering them to remain dependants in life.

**4.6.2 Interview Results on Challenges Inhibiting Parental Involvement in the Learning Process of Learners with Hearing Impairment**

The study sought to identify challenges that inhibit parental involvement in the learning process of children with hearing impairment in Kambui School.
Information gathered from parents about challenges indicated the following: Scarcity of finances; Lack of knowledge of sign language; Unaware of curriculum taught to their children; Stigmatization and rejection; Distance of the school from their homes and in accessibility of the school by persons with physical disability due to unmodified environment. Similar reports were given by the learner respondents and the administrators.

4.6.2.1 Financial Constrains

With a majority of parents being unemployed and of low education to make profitable businesses, financial constraints could be a challenge to parental involvement especially when buying Hearing Aids and frequent medical checkups of the child in addition to boarding fees. The financial challenges also affect their regular visits to school to enquire about the progress of their child. Parents also may be unable to pay for extra tuition for their child being certain that not just engaging any teacher but an expert in sign language and in special needs education. Such teachers are highly paid and not many parents can afford to pay them. This implies that, unless such parents are empowered, it is most likely that this child with hearing impairment would continue to be neglected and not supported fully in his/her learning. The danger is that the child might live to be dependent of other family members all his/her live.

A hearing male parent of three children with hearing impairment expressed his challenge,

I love education and desire my children to acquire the best, but with my three deaf children each requiring over eighteen thousand shillings a year, am defeated to involve myself in any other way like frequent visits or taking them out on educational excursions. I still have other children in regular secondary and primary schools all sharing my mingy salary which is not increased at an equal ratio of spending.

These sentiments speak for many. What the parent revealed was that, there were parents with more than one child with hearing impairment. Two, majority of parents were either financially handicapped, ignorant, illiterate or all inclusive such that going an extra
mile in supporting their child in learning process would be difficult. This implies that, there is need for more donors to sponsor such children to assist the parent. In addition, government need to increase funds to such schools in order to help such parents and eventually produce a child with hearing impairment who is responsible, productive and ready not only to help himself but to serve the nation as well. It also calls for establishment of more schools for the hearing impaired in the country.

These findings are supported by Sandler (2008) who identified poverty, psychological barriers such as depression and stigmatization, lack of confidence in or knowledge about how to support their child’s learning, substance abuse and domestic violence as factors hindering parental support to deaf learners. This implies that, parents of children with hearing impairment need to be empowered and educated on how to get involved in order to give full support to their children in the learning process failure to which the parents will continue hiding their children who are hearing impaired (disabled) due to financial constraints and lack of knowledge to help them.

4.6.2.2. Sign Language Challenges

The recently introduced Kenyan Sign Language option of teaching learners with hearing impairment had not been fully established. This explains why most parents of children with hearing impairment have not been trained in sign language. Most parents were still left out in understanding their child due to communication barriers. Courses offered for sign language training were held in this school once a year in August for a period of one week. This was not enough time for the family members to learn signs because some parents come from far places beyond the county. Also not many in a family could afford to attend. No matter how much the parent tried to remember these signs and use them when the child comes home for the holiday, it was impossible. An old hearing grandfather of a girl with hearing impairment expressed his opinion,
If these courses were offered often and in the nearby regular schools, other members of the family would attend, keep reminding each other and use them to assist their deaf sibling. At my age I cannot learn such signs neither remember them.

Sandler (2008) adds to the findings by stating that, lack of early sign language training for parents of children with hearing impairment hinder them from laying a firm foundation for future learning of their child. Meadow et al. (2003) support these findings by stating that parents lack professionals like sign language specialists who can work closely to restore their confidence and support them as they learn how to communicate or deal with the child who is hearing impaired. This implies that, there is need for the government to decentralize Kenya sign language teachers to regular schools where they can train the general public hence bring inclusion of the persons with hearing impairment in the society.

4.6.2.3 Unawareness of Curriculum

The fact that Kenya sign language was introduced into the curriculum recently, most parents are unaware of what their children learn despite having taken them to school. This explains why most parents least assist their children in homework. It has been revealed that majority of these children with hearing impairment are under the care of grandparents. This showed that most parents of these children are young who are either not married and have neglected their rearing roles or are out for work so the grandmother represents them. For most separated parents of a child with hearing impairment the parental role is given to either of the two grandparents who just bring the child to school and picks him/her when school closes. With the current period of HIV & AIDS most children have been left orphans. This also explains why most children are under grandparents, well wishers and sponsors. This implies that such guardians cannot be trained in signs. Similarly, they cannot assist the child in homework since it is also difficult to explain to them what and how to assist the child in homework. An old hearing grandmother of a child with hearing impairment expressed her
agony in a funny manner, “My work is to give food and shelter to the child but not to know sign or whatever he attains in school. His parents are living comfortably wherever they are without caring about the child.”

What this grandma was bitterly revealing was that, most parents today have deliberately neglected their upbringing roles of their children and especially parents of children who are hearing impaired. The possibilities were that, such children may indulge themselves with drugs and early sexual activities because their grandparents cannot trace their peer relationships when they close school for holidays. Similarly, they cannot control their leisure time while at home on holidays. This implies that, if parents are not attached and seriously involved in the lives of their children from early years, the future of their children is likely to be hopeless. What this means is that there might be so many educated scoundrels in the society who will not give their parents peace at their old age nor join in national development.

Desforges et al. (2003) support these findings when they indicated that parental involvement includes good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship. This implies that, parents need to be educated on special needs education requirements in order to support their children who are hearing impaired sufficiently demonstrating to them the need of becoming self reliant in life.

4.6.2.4 Distance and Accessibility of the School

Schools for children with hearing impairment are costly to establish compared to other schools since they require tools and gadgets that facilitate learning and communication. This explains why they are few and distanced. These schools also accommodate few learners (12) in each class the reason why the demand is so high. Trained teachers for such children
are few and highly paid and this is why parents may not afford to establish units of such children within regular schools like those of mentally challenged. With majority of parents coming from far places this explains why their involvement is limited.

Despite instructions from the ministry of education to school managers to modify the environment for accessibility, so far not all have adjusted. This is a great challenge to parents who have double tragedy in that they have physical disability and their child is hearing impaired. As much as they wish to regularly visit their child, they are discouraged by physical environment. This could be the reason why parental involvement in the learning process of children who are hearing impaired is not consistent hence leaving the child to the professionals in the school.

Morris (2004) agrees with the findings by positing that most school governing bodies fail to modify the school environment to facilitate accessibility by persons with physical handicaps. Morris added that children do better at school when their parents take interest in their homework and other school activities. However, most parents with physical disabilities are limited from involving themselves in the learning process of their children by physical barriers, distance of the school from their homes and communication breakdown. This implies that, school managers need to modify the school environment to facilitate movement for parents of children with hearing impairment who also have physical impairment.

4.6.2.5 Stigmatization and Rejection

Some parents overprotected the child with hearing impairment to an extent that instead of helping the child to learn, he/she becomes helpless, uncreative and dormant in life. In so doing the child becomes more challenged as he/she does not have a model/ mentor to help in proper cognitive development. This is inappropriate upbringing which makes the parent not to trust the child even when he/she is an adult since the parent did not rear the child responsibly. Children learn by doing or imitating others. This therefore implies that, if the
parent did not involve the child in various learning activities during the early years, then the child’s cognitive part is not adequately trained to handle future challenges which the child may encounter.

In similar circumstances possibly due to fear of stigmatization or rejection in the society, parents leave their disabled child all alone at home as they take other siblings out. This demoralizes the child psychologically as he/she also feels hated and rejected. Without socialization and interaction the child with hearing impairment is doomed in learning. This explains why some children fear to form groups even in school or does not contribute any ideas in such learning groups. Majority of the learners expressed their worst encounters being feelings of low self esteem when they see other children being visited while no one come to see them while in school. Quoting an interviewee in grade seven, he had this to say interpreted from sign language,

My mother hated me. She used to chain me outside our house in the morning until she came back in the evening. My brother and two sisters used to go to school and I stayed alone. I was rescued by a chief and an American woman who now sponsor my learning in Kambui. The woman loves me and often come to visit me in school. Mother has come to see me only once.

What this respondent revealed was that, most parents still hide their disabled children despite the continuing awareness of special education in the country today. This implies that, better measures could be tried where parents of such children could be enticed to bring out their children to school to benefit since education is the only weapon parents can give children to fight poverty. These results revealed that, children with hearing impairment need early and wide exposure to various learning areas with different learning features. This can help stimulate the mind to become more creative, active and develop a strong memory which is a pillar in the learning process. Bouaka and Persson (2007) contend that, negative attitudes toward persons with hearing impairment hinder parent from supporting the child’s learning.
Martin and FitzPatrick (2002) add to these findings by mentioning that, bad policies related to parental involvement, time and space to implement their constructive strategies hinder parent’s engagement in the learning process. This implies that policy makers need to include the opinion of both the parent and the person with disabilities especially those with hearing disabilities when formulating policies in the curriculum.

However, the study findings contradicts Moram et al. (2004) who found out that parents involvement in learning is constrained by teachers attitudes towards the parent and the perception of parents towards the child with disability. Hoover-Dempsey et al. (2007) puts it that, parent’s level of education determine their involvement in the learning process of their child. These differences in findings could be as a result of the locale of the different studies and the diversity of classes of the respondents such as level of education, economic status among others. The implication of the study is that, several considerations must be observed such as social economic status, level of education of the respondents, attitudes towards persons with disabilities as well as the environmental surrounding among other factors when conducting a research on persons with disabilities.

Sandler (2008) puts it that, the parent should focus on the strengths of the child other than on the deficits to strengthen and overcome the weaknesses in order to reduce stigmatization. The findings are also strengthened by Dunphy (2008) who proposed that, parents be trained in observation, interaction, reflective and discussion skills in order to give the right support in a child’s learning. This implies that for a parent to provide sufficient involvement in the learning process of a child with hearing impairment, he /she must be able to observe the child closely and communicate well in signs so as to identify the learner’s needs. This calls for training in signs and Kenya Sign Language to the society.
4.7 Conclusion

From the study findings, parental involvement in the learning process has been found to be a major contributing factor in the learning process. It has been proved to lay a foundation of a bright future to learners with hearing impairment. Referring to ways in which parents get involved in the learning process, the findings showed that, there were varieties of ways parents got involved in the learning process of children with hearing impairment. Such ways include early assessment of their child for placement and identification of potentials in their child, learning Kenya sign language to initiate a formal communication, exposing their child to various learning resource centers and providing a variety of learning materials that help in cognitive development of the learner among others.

The findings also showed that there was no significant relationship between ways in which parents are involved in the learning process of learners with hearing impairment based on the learner’s gender.

Parents have a role to play to ensure all children regardless of disability get their right in education and acquire the best that can help shape their future and become responsible and productive members of the society. The study therefore revealed that, parents should be good role models in the learning process of their children who have hearing impairment and must keep engaged in the transitions of their children in order to correct, advise, guide, encourage and give hope so as to help build an inspirational future for their child. Results from the study findings established that there was significant relationship between the extent to which parents were aware of their role in the learning process and the learner’s gender where more female parent were more involved than the male parent.

The findings ascertained that several stakeholders benefit in parental involvement. First, the learner’s cognitive growth and development is well shaped in readiness to face the future challenges. Secondly, the parent gain knowledge of signing and assisting the child in
various ways and finally the school taps ideas from parents to modify the environment and other sectors. Policy makers also have a chance to hear the views of persons with disabilities and modify the curriculum policies to suit their abilities hence gain full inclusion. The findings indicated that there was no significant relationship between benefits of parental involvement in the learning process and the learner’s gender.

Report findings revealed that there were challenges limiting parental involvement. Most challenging ones include inability to understand sign language, financial constraints, unawareness of curriculum for these learners, stigmatization and rejection within the society and negative attitudes towards persons with hearing impairment. These have resulted to too many parents neglecting their children who are hearing impaired and becoming hopeless about their future. However, this study has proved that parental involvement in the learning process is vital and more so for learners with hearing impairment who require more consistent provision of guidance in various sectors. In addition, parents get advised that parental involvement with the child is not a onetime event but a continuous and lifetime process. However the findings showed that there was no significant relationship between challenges faced by parents in their involvement in the learning process and the learner’s gender.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the study. The study examined the influence of parental involvement in the learning process of learners with hearing impairment; a case study of Kambui Primary School for the Deaf. The study was guided by the research questions:

I. In what ways are parents involved in the learning process of learners who are hearing impaired?

II. To what extents are parents aware of their role in the learning process of learners with hearing impairment?

III. What are the benefits of parental involvement in the learning process of learners with hearing impairment?

IV. What are the challenges inhibiting parental involvement in the learning process of learners with hearing impairment?

V. What are the recommendations that emerged from the study findings?

5.2 Summary of Findings

5.2.1 Ways Parents get Involved in the Learning Process

In reference to ways in which parents are involved in the learning process of learners with hearing impairment, a majority of respondents revealed that, parents pay part of school fees such as boarding fees. They also assist in purchasing teaching / learning materials such as play things and library books. They contribute towards educational tours organized by the school, assist learners in doing homework but only a few parents involve their children in
learning using the new technology such as use of computers. Many parents claimed to be unaware of the curriculum taught to their children who are hearing impaired and were incompetent in signing or understanding signs. It has been stated that parents rarely get time to interact on a one to one basis with their children or share ideas and challenges about school work and social life while at home. Reports indicated that other than school organized trips, parents rarely engage their children who are hearing impaired on other educational or social excursions such as animal parks, spiritual gatherings, learning resource centres, and museums among others.

5.2.2 Extent to which Parents are Aware of Roles in the Learning Process

Results revealed that, only a few educated parents were conversant with parental roles in the learning process of children with hearing impairment and supported their children who are hearing impaired appropriately. With a majority of parents with below secondary school level in education attainment, they were insufficiently informed about special needs education and how they can assess their children for early education placement and provisions. Many parents still hide their children on discovering that they have special needs such as deafness or neglect them because they are not aware of how to assist them, communicate with them or have fear of stigmatization. This has played a great part in denying these children their right to education, socialization and expression. Report has also indicated that, Parents had failed to set good role model to their children in terms of behaviour by separating themselves from their own child and leaving them under the care of their old grandparents. They neglect their upbringing roles, abandon their own children in the streets at the mercies of well wishers or leave them with relatives without any close attachment. Such children merely get enough guidance and counsel to equip them for social developmental transitions and learning processes. Children with hearing impairment if not
well guided right from early age may live dependent lives which exclude them from both personal and national development.

5.2.3 Benefits of Parental Involvement in the Learning Process

Report findings showed that, children whose parents are consistently involved in their learning process portrayed significant benefits in their behaviours. Good enough, a few parents of children with hearing impairment have tried to maintain attachment with their children and guide them in the appropriate social behaviours. This report finding has also shown that with proper and sufficient parental handling, children with hearing impairment are reported to have holistic development. These include proper cognitive development with high reasoning power, healthy social interaction and spiritual nourishment and enhanced physical abilities which are all included in the learning process of a child.

5.2.4 Challenges Interfering with Parental Involvement in the Learning Process.

Parents of children with hearing impairment just like those who have other disabilities suffer multiple challenges. Many parents are economically unstable, have low levels of literacy, and lack signing skills for fluent communication with their children who are hearing impaired. In addition, these parents suffer from stigmatization and sometimes rejection in the society. This challenges them in that their confidence of interaction and expression in the society is shattered. Negative attitude towards persons with hearing impairment has been identified as a big block to parental involvement on children’s learning process. Most of them neglect their own children due to the attitude that they cannot make it in life while majority of them focus on academic field only. Another major challenge is that, schools for the hearing impaired persons are very few considering the increased number of these children in the country. This has limited many parents who may be willing to have and maintain close attachment with their children due to distance from their homes. For example, a large number of children in Kambui School come from beyond Kiambu county including from Tanzania.
This was apparent that, most children only encountered with their parents three times a year during the school holiday. This proves that there has been no continuity in observing, identifying and correcting any negative behavior that may interfere with the learning process of such children. A majority of parents are challenged by the curriculum unawareness especially for those from the rural areas. Inappropriate parenting and parenting styles has a negative effect on children with hearing impairment and it is a challenge in the learning process of such children in that parents may lack consistency in disciplining the child. Lack of paternal figure model or maternal figure model in the family incapacitates the child with hearing impairment acquisition of right behaviours which are pillars in the learning process. Lack of spiritual information or guidance amongst the parents or inadequate provision of the same to their children has retarded the spiritual growth and development of many children who are hearing impaired and exposing them to much risky social behaviours.

5.3 Conclusion

It is apparent from the study findings that, parental involvement in all the developmental stages of any child is very crucial and much more so to children with special needs in particular the hearing impaired. In addition, parents serve as mentors of their own children throughout life. However, according to reports from the study it was certain that there has been a gap between the parents and their growing children which has resulted to the emergence of a generation that is lacking so much of instructions in their upbringing despite being educated. This gap may open up channels of association of the child to the world of immoralities while in search of attention. This separation has been associated to poor time management amongst the parents whereby they fail to create time to interact, understand and counsel their own children. Parents of children with hearing impairment lack signing skills which facilitate communication with their children who are hearing impaired. Negative attitudes towards persons with disabilities especially those with hearing impairment whose
disability is not conspicuous as well as financial constraints among the parents have been identified as major challenges which interfere with parental involvement in the learning process. Unless these children with hearing impairment are supported and well integrated in the family, proper learning process may not take place which means they may not fit well in the larger society.

From the study findings, it was clear that, most children have been let out on their own to discover their fit in the society and what is right for them. As a result many of them had missed the social track and had fallen into the hands of corrupt individuals such as drug abusers. It is true that if parents set themselves apart from the upbringing of their own children, the great danger is that they may be blissfully ignorant of their culminating delinquencies such as early sexual indulge. However, Sufficient and appropriate parental involvement from early ages saves a child from immoralities such as violence, drug abuse, and animal sexual involvement among other delinquencies which may shorten their life span. It has also been discovered that most parents have neglected their spiritual role to children in contrast to the Holy Scriptures that states, “Train a child in the way he should go and when he is old he will not turn from it” (Proverbs, 22:6 NIV). This neglecting has aroused great fear about the future of the current generation and the generations to come as it may lead the child into cults such as illuminati and homosexuality.

This study found out that, persons with hearing impairment may continue living as dependants of their relatives and the society unless their parents are supported and in turn support their children. Such support may include early medical care services, more financial empowerment, educational assessment and interventions strategies and more accessible training courses in signing skills and Kenya sign language. This would enable fluent communication and understanding between the child with hearing impairment and the members of the family hence bridge up complete inclusion even within the larger society. It
is certain that most parents have failed to comprehend the curriculum taught to learners with hearing impairment. This is due to so much workload which is too demanding and they are therefore unable to assist them well in their homework and other educational activities. This calls for policy makers to review and amend educational policies in order to incorporate views from persons with disabilities especially the hearing impaired.

Majority of parents are still tied to beliefs and negative attitudes towards persons with hearing impairment which separate them from their own children. Parents should realize that children who are hearing impaired just like their counterpart children equally require affection, attention, motivation, encouragement and resources in order to benefit in education and become responsible people in the society who are ready to fight out social decadences in the current and in future generations.

It is certain from the study findings that, if parents of hearing impaired children leave it all to the professionals, then the end product of their children would be an educated but amoral generation. Reports from the study indicated that with proper, sufficient and consistent parental involvement in the learning process of children who are hearing impaired, them too can perform well in all areas of life. This would therefore generate a working, productive and responsible society ready to hold their future and impart the same to their off springs.

5.4 Recommendations

Evidences drawn from the study findings have led to the following recommendations:

5.4.1 Parent’s Ways of getting Involved in the Learning Process

- Parents be informed and advised on changing their negative attitudes and self defeating beliefs that have deterred their efforts from supporting their own children who have hearing impairment in learning process. This would reduce the number of these persons
from living dependant lives and getting them transformed to responsible and productive members of the society in a great way.

- Parents should work closely and consistently with their own children and professionals like vocational therapists, teachers, counselors, medical specialists among others. This would enable the parents to assist their children who are hearing impaired in identifying other talents and abilities they might be in possession in addition to academic achievements such as artwork, games and sports. These potentials may be strengthened to help the child become equal national builders for the good of those children and the entire society.

- Parents should engage their children who are hearing impaired with various learning activities and play things that can enhance learning as early as they discover their disabilities. This can empower their cognitive development for advanced learning. In addition parents must take part in assisting child do schoolwork while at home and ensure more work is given. This would be a way of controlling their leisure time which might be misused and also providing right time for play.

- Parents must create time for interaction with their children at all levels of development regardless of gender. By so doing, they would be able to understand the challenges their children might be undergoing and guide them accordingly. More so their communication would curb any emerging antisocial behaviour that might be cropping from peer relationships as early as it is observed before it gets out of hand. Such behaviours include early sexual engagement, drug abuse, cults and unlawful sects to name but a few.

5.4.2 Parents’ Awareness of Roles in the Learning Process

- The government through the ministry of education should create more awareness of parental roles in Special Needs Education. This would make the parent become more informed and stop focusing on the weaknesses or disability of the children with hearing
impairment but instead diversify their focus on other strengths that the child might be having and help build on them hence raising his/her self esteem.

- Parents should get trained in assessment, observation, interaction and reflective discussion skills in order to start guiding their children early and appropriately in the learning process. On the same note, male parent need more information on the need to get more involved in the upbringing and learning process of their child as this would help the child to shape his/her character holistically modeled by the two parents.

- There is great need for the government through the ministry of education to review the current curriculum and modify it accordingly to accommodate the views of persons with disabilities especially those with hearing impairment. This would enable parents to assist their children in doing various school activities hence linking learning within the two institutions.

### 5.4.3 Benefits of Parental Involvement

- To eradicate the increasing social moral decadences among our children, parents are advised to set good role models to their own children such as spiritual guidance. By living together with them, the parent would be able to identify early any transitional crisis, correct emerging negative behaviors, train the child to be responsible and monitor their use of leisure time in order to become independent productive members of the society.

- Parents should shoulder their child upbringing roles instead of transferring it to the grandparents, house helps or teachers as these are not directly attached to the child. They may not be able to monitor the peer influence of these children unless a collaboration of all those who matter is done. In so doing they can be able to observe the spiritual, social, mental and physical development of the child and create time to counsel him/her appropriately and at the right time before anything get out of hand.
• Parents be advised not to compare the performance of children who are hearing impaired with any other but instead be informed that parental involvement comes along with affection which makes the child build high self esteem, high efficacy and motivation in the learning process and in life.

5.4.4 Recommended Solutions to Challenges

• There is great need for more schools for persons with hearing impairment to be established in the counties. This would help to accommodate the growing number of such people as the current enrolment in this school is too high and just to mention the waiting list for admission is equally long. In addition the facilities of this school need to be improved in order to accommodate more learners with hearing impairment.

• The government through the ministry of education to increase the free Kenyan sign language courses and decentralize them to other centers and not just in schools for the Deaf. In this way the larger society and not just the parents of deaf children would be able to learn signing skills hence include persons with hearing impairment in community building endeavors.

• All organizations and institutions including religious gatherings should engage an interpreter into sign language and vice versa so as to accommodate persons with hearing impairment in our missions, visions and religious faiths. This inclusion helps the persons with hearing impairment to learn about the society and join it in national development.

• The government needs to increase the financial allocations for institutions of learners with hearing impairment such as bursaries to support in purchasing hearing assistive devices and other medical care. This would enable parents of children with hearing impairment get motivated and unleash these children to go to school for further learning.
5.5 Suggestions for Further Research

Through these study findings, other necessary research ideas have come up which can be worked on. These may include but not limited to:

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

The Catholic University of Eastern Africa,

Faculty of Education,

Department of Post-Graduate Studies,

P.O. Box 62157-00200

Nairobi.

Dear Sir /Madam,

REF: Parental Involvement and its influence in Learning Process: A Case Study of Kambui Primary School for the Deaf, Kiambu County, Kenya

I am a post graduate student pursuing a Masters Degree in Education at Catholic University of Eastern Africa. My area of study is Counseling Psychology.

I hereby kindly request you to fill in this questionnaire which will enable the researcher to obtain important information for the research.

The information offered will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully,

Nelliahs Waithera W.

Signature __________
APPENDIX B: QUESTIONNAIRE FOR LEARNERS

Introduction

Please fill in the blank spaces and put a tick (✓) in the bracket against the word or sentence that is most applicable to you. You are requested to read and carefully understand before answering all the questions truthfully. The information you give will be kept confidential and will not be made available to anyone other than the researcher.

Section 1: Demographic Data

1). Age: .................................................................

2) Male / Female: ..........................................................

3) Class.................................................................

4) Marks attained in the last two terms
   Term one: Marks ………….. Out of …………………..
   Term two: Marks ………….. Out of ………………….

5) With whom do you live at home?
   ( ) Both father and mother   ( ) Father only
   ( ) Mother only             ( ) Siblings
   Others (Specify) ..................................................

6) Which of these statements is true about your family?
   ( ) Father is not alive   ( ) Mother is not alive
   ( ) Parents separated/ Divorced   ( ) Both parents alive   ( ) Both parents not alive

7). According to your answer in Q6 above, please answer the following questions
   (i) What is the occupation/work of your father / mother?
   (ii) Where does he / she work?
8). Who assisted you in joining Kambui School for the Deaf?

( ) Father  ( ) Mother  ( ) Sibling  ( ) Any other (specify)

9). what level of education has your parent attained (tick the highest level for each)

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
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<tbody>
<tr>
<td>( ) University</td>
<td>( ) University</td>
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<tr>
<td>( ) College</td>
<td>( ) College</td>
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<tr>
<td>( ) Secondary</td>
<td>( ) Secondary</td>
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<td>( ) Primary</td>
<td>( ) Primary</td>
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<td>( ) Did not attend</td>
<td>( ) Did not attend</td>
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<tr>
<td>( ) Do not know</td>
<td>( ) Do not know</td>
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</tbody>
</table>

Section II: Parental Involvement

10) Who facilitates your learning in Kambui School such as paying boarding fee?

( ) Father  ( ) Mother  ( ) Both Father and mother  ( ) Sponsors  ( ) Others (specify) ……………………………..

11). What facilities are available at home which make you feel comfortable as you go about doing your studies ……………………………………………………………………………
…………………………………………………………………………

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

b) How often do your parents visit you during the school term?

( ) Very often  ( ) Often  ( ) rarely  ( ) Never

12). Who assists you in doing your private studies when at home?

( ) Father  ( ) Mother  ( ) Sibling  ( ) Alone
13). How often do you interact on one to one basis with your father/mother?

(   ) Very often  (   ) Often  (   ) Rarely  (   ) Never

(b) How often do you interact on one to one basis with your two parents together?

(   ) Very often  (   ) Often  (   ) Rarely  (   ) Never

14). According to your answer in Q13 above, in which places do you mostly interact?

(   ) At home only  (   ) in school only  (   ) in organized trips

(   ) Any other please (specify) .................................................................

15). The table below shows learner’s rating of parental involvement in various fields of learning. Please state the extent to which you Agree/Disagree with the following statements.
Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>My parents/guardians attend all school organized parents meetings</td>
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<tr>
<td>My parents/guardians get extra time for interaction at home or outside</td>
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<tr>
<td>When I need assistance in any school work my parent attend promptly</td>
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<tr>
<td>My parents/guardians always encourage me to work hard</td>
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<tr>
<td>My parents/guardians attend sign language courses organized by school</td>
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<tr>
<td>My parents/guardians are strict on proper use of leisure time at home</td>
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<tr>
<td>My parents/guardians are strict on my peer groups relationships</td>
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<tr>
<td>My parents/guardians enquire about my progress from teachers</td>
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<tr>
<td>My parents/guardians purchase learning materials such as story books</td>
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<tr>
<td>My parents/guardians talk to me about what I am learning</td>
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<tr>
<td>My parents/guardians take me to library, museums &amp; other learning areas</td>
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</tr>
</tbody>
</table>
Section III: Benefits of Parental Involvement

16) Please show your level of agreement with the given statements by ticking (√) appropriately.

Key: SA= Strongly Agree; A=Agree; D= Disagree; SD=Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with how my parents get involved in my learning process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I improve academically when parents/guardians assist me in homework</td>
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<tr>
<td>I make significant difference in various fields of learning like sports</td>
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<tr>
<td>when my parents/guardians get involved.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I have learnt to solve social and academic problems through my parents/</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>guardians encouragement</td>
<td></td>
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<tr>
<td>I have learnt to communicate with signs from my parents/guardians.</td>
<td></td>
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<tr>
<td>I get encouraged to be creative and think critically when my parents get</td>
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<tr>
<td>involved.</td>
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<tr>
<td>In order to achieve high in life, I have to be thorough in my work at</td>
<td></td>
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<tr>
<td>home and in school.</td>
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</tbody>
</table>

17). How do you benefit when your parents/guardians get involved in your learning process?

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

Section IV: Challenges in Parental Involvement

18). What do you think are the challenges/reasons that block your parents from getting fully involved in your learning process? .........................................................................................
APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Section 1: Demographic Data

1. School code ..............................................................

2. Indicate your gender ......................................................

3. Indicate your age ..............................................................

4. Indicate your marital status
   ( ) Never married       ( ) Married
   ( ) Divorced/Separated   ( ) Windowed

5. Your level of education
   ( ) University        ( ) College        ( ) Secondary

6 How long have you been teaching learners with Hearing Impairment?
   ( ) 1 – 5 years       ( ) 6 – 10 year        ( ) 11 – 15 years
   ( ) 16 – 20           ( ) About 20 years

Section II: Parental Involvement

7. The table below shows teachers ratings of parental involvement in school activities and learning process of children with hearing impairment. Please show your level of agreement with the given statements by ticking (✓) appropriately.
SA= Strongly Agree; Agree; D=Disagree; SD=Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians attend organized sporting activities of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/guardians attend sign language courses organized by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents discuss their child’s learning progress with me very often.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parents get involved in providing learning materials for their child at home.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Parents ensure that their child does her school assignment appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents voluntarily visit the school and provide extra learning materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents give extra learning assignment at home and follow up.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents get concerned with the social behaviour of their child in school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Parent enroll their child for extra curricula activities organized by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents interact well with the child in sign language</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Section III: Teachers Perception on Parental Involvement

8. The table below displays teacher’s perception towards parental involvement in learning process of learners with hearing impairment. Please indicate your level of agreement with the given statements by ticking (✓) appropriately.
Key: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Parents who are involved:

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach their child to value school work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep engaged with their child’s learning progress in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn sign language for communication as early as assessment is done</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Motivate their child to achieve highly in various fields such as sports and art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take their child to various learning environments such as libraries, game parks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Voluntarily visit the school to enquire the progress of their child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact teacher if they find out their child is undergoing learning difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show great interest in the learning process of their child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide their child in molding social behaviours such as dressing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify any change of behaviour as soon as it emerges and contacts teacher.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Engage their child in all life skills at home such as cleaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give extra school assignment when child is on holidays and do follow up.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide various learning materials for the child at home and in school</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Look for early assessments of the child for appropriate placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help the child to learn how to solve social problems.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX D: QUESTIONNAIRE FOR PARENTS

Instructions

Please indicate in the spaces provided your response to the given questions or statements. Please Tick (✓) where necessary. You are kindly requested to first read and understand the questions and truthfully respond. The information you give will be kept confidential and will not be accessed by any other except the researcher for the purpose of the study only.

Section I: Demographic Data

1. Age ………………………………………………………………………………………………………

2. Indicate your gender ………………………………………………………………………………………………………

3. Indicate your marital status
   ( ) Never married ( ) Married ( ) Separated/Divorce ( ) Widowed

4. State your level of education
   ( ) University ( ) College ( ) Secondary ( ) Below secondary
   ( ) Did not attend school

5. Indicate your state
   ( ) Deaf ( ) Hearing ( ) Any other (specify) ………………………………………

6. What is your relationship with the deaf child?
   a) ( ) Father (b) ( ) Mother (c) ( ) Guardian

7. If your answer in Q6 is C, for how long have you lived with the child?
   ( ) 1 – 5 years ( ) 6 – 10 years ( ) More than 10 years

8. What is your occupation/work …………………………………………………………………………………

9. Where do you work? ……………………………………………………………………………………………
### Section II Parental Involvement

**KEY:** SA=strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree Put a (√)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always attend school programmed visits such as Academic clinics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I discuss the progress of the child with the class teacher</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am not informed how to get involved despite willing to do it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ensure that assignment is completed when at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I always ensure there is controlled peer association while at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I engage my child with extra tuition at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not aware of which learning/playing materials the child needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help in homework and give other extra learning activities at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I take child out to learning centers like game parks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not aware of other social learning activities to engage the child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Control use of leisure time to enable completion of home work</td>
<td></td>
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<tr>
<td>I frequently visit school voluntarily to know the progress of the child.</td>
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<tr>
<td>I do not have time to visit the child since am working.</td>
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<tr>
<td>I leave it all to the professional teachers to work with the child</td>
<td></td>
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<tr>
<td>I am not aware of what the child needs at different developmental stages</td>
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</tbody>
</table>

10. In addition to the recommended school materials how else do you help the hearing impaired child to develop learning abilities at home? Please mention them……………………………………

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

11. Do you involve the child in visiting learning centre such as museums? Please explain

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

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

135
12. Do you spend time with the child sharing school ideas or other social interaction? How often…………………………………………………………………………………………………………………………

13. What positive changes do you observe when you interact with your child? ……………………………………………………………………………………………………………………………

14. How else do you think you can get involved in order to mould the learning behaviour of your child? ………………………………………………………………………………………………………

Section III: Challenges facing Parental Involvement

15. In the table below indicate your response about the challenges in parental involvement in the learning process. Please tick (✓) where appropriate

Key SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

<table>
<thead>
<tr>
<th>Challenges statements</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My communication is challenged by lack of sign language</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fear of stigmatization discourages my efforts to get involved</td>
<td></td>
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</tr>
<tr>
<td>Time limitations affects my involvement</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I have had negative experiences with teachers whenever I get involved</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Not aware of my roles in the learning process of deaf children</td>
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<tr>
<td>There is negative attitude that seems to pervade the school.</td>
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<tr>
<td>Economic challenges limit my intended involvement.</td>
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</tr>
<tr>
<td>I’m not well informed about their curriculum</td>
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</tr>
<tr>
<td>The school is only interested in fringes, raising money or in school trips.</td>
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</tr>
<tr>
<td>The school is not modified for accessibility by parents with disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m incapable of engaging him in spiritual matters</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lack of knowledge on what and how to work with the child at home</td>
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</tr>
</tbody>
</table>
APPENDIX E: INTERVIEW SCHEDULE FOR HEAD TEACHER/ D/ HEAD TEACHER

Section I: Parental Involvement

1. What is your understanding of the concept “parental involvement” in the education of children with hearing impairment?

2. How do parents of hearing impaired children involve themselves in the learning processes of their children?

3. In your opinion, how do you think this parent involvement benefit such learners in your school?

Section II: Parent’s Awareness of Roles

4. According to you how much are parents aware of their roles in the education of children with hearing impairment?

5. How would you rate the attention parents give to the education of children with hearing impairment in your school?

6. In your opinion do you think more awareness should be created to those parents; in which areas? Please explain.

Section III: Benefits of Parental Involvement

7. In which areas does parental involvement benefit learners with hearing impairment?

8. Other than children benefits are there other stakeholders that share the benefits? Please mention who and how.

9. What in your opinion should be modified in parental involvement to benefit these children more?

10. At what level do you think parents should be more involved in a child’s learning process?
Section IV: Challenges to Parental Involvement

11. Do you think parental involvement in the education of deaf learners encounter challenges in comparison to others? Please explain how.

12. In what ways are schools to blame for creating challenges to parental involvement?

13. In what ways are teachers involved in challenges affecting parental involvement?

14. In which levels are parents more involved in their children’s learning in your school?

15. According to you, how is the attitude of parents towards the education of deaf learners?

16. Do you communicate what you want parents to do or you take it for granted that they are aware of their roles in deaf education?

17. In your experience what behaviours do children whose parents are less concerned develop that negatively affect their learning?

18. How else do you think parents should be more involved in the learning process of deaf learners in order to shape their behaviours and enable them become responsible and independent members of the society?
APPENDIX F: INTERVIEW SCHEDULE FOR PARENTS

Section I: Parental Involvement

1. How do you communicate with your child?

2. How do you feel about the learning of children with special needs?

3. What roles should parents play towards the education of hearing impaired learners?

4. a) Have you ever attended courses for learners with hearing impairment? If yes, how did you benefit from it?

   b) What amendments would you like to be done in such courses to enable you to effectively communicate with your hearing impaired child?

5. How often do you visit your child’s school voluntarily to discuss the progress of your child’s education?

6. How do you assist your hearing impaired child in his/her school work?

7. How often do you interact with your deaf child on a one to one basis to discuss learning process?

8. How much have you learnt Kenya sign language?

9. How do you engage your child at home to enable her develop positive learning behaviours?

10. What do you think are the benefits of parental involvement to the learner’s life?

11. How do you assist your child in her school work and general study activities in order to enable her develop appropriate learning behaviours?

12. How often do you share ideas about your child’s learning progress with his/her teacher?

Section II: Parent’s Awareness of Roles

13. What do you think are the roles of a parent toward learners with hearing impairment?

14. How do you think parents should be empowered to enable them undertake their roles in learning process?
Section III Benefits of Parental Involvement

15. How does your child behave when you have one to one interaction at home?
   a) What benefits do you think your involvement in the learning process bring to yourself
   b) To the child with hearing impairment?
   c) To the school?

16. What do you think should be done to enable you participate more effectively in the
    learning process of the child with hearing impairment?

Section IV Challenges facing Parental Involvement

17. What challenges do you encounter in your involvement in the Childs learning process?

18. Parental involvement is more of the mother’s duty than the father, what would you say?

19. How is the teacher’s relationship with you when you visit your child?

20. How does your individual contact with the child affect her / his learning process?
APPENDIX G: INTERVIEW SCHEDULE FOR LEARNERS

Section I: Parental Involvement

1. What do you understand by parental involvement in learning?

2. How often do your parents visit you in school uninvited, to learn about your progress?

3. How often does your parent assist you in doing homework at home? Does she/he give extra school work when at home?

4. How often do you share school ideas with your parents on one to one basis?

5. What play/learning materials have you been having at home?

6. How do you communicate with your parent? Does she/he understand Kenya sign language?

7. What other role does your parent play in your learning process other than paying school fees?

8. How else would you like your parent to be involved in your learning process for your own benefit?

Section II: Benefits of Parental Involvement

9. In your opinion, what do you think makes a good learner?

10. Looking back over your learning do you think your parents have sufficiently assisted you in your learning process? Please explain.

11. How have you benefited from parental involvement in your learning process?

12. What would you encourage parents to do in order to be more involved in their children’s learning in your school?
Section III Challenges in Parental Involvement

13. What challenges have you encountered in your communication with your parents?

14. How do you think your parents should be assisted in order to become more involved in your learning?

15. How has been your relationship with your parents at home?

16. Who assists you in making decisions in challenging life situations?

17. Describe some of your worst encounters in the learning process?
   a) At home
   b) In school
APPENDIX H: LETTER FROM THE UNIVERSITY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Faculty of Education
Department of Psychology

10th December, 2013

TO WHOM IT MAY CONCERN

Ref: Nelliah's Wanijiru MED 1018765: Master of Education Degree Thesis Research

I am writing to introduce to you Nelliah's Wanijiru who is a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi - Kenya; and to request you to assist her to accomplish her academic research requirements.

Nelliah's Master of Education Degree specialization is Psychology. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, Nelliah's proposal for research has been approved. She will conduct research on the following topic:

"Influence of parental involvement on learning process: A case study of Kambui Primary School for the Deaf, Kiambu County, Kenya"

Thanking you in advance for any assistance you will offer to Nelliah.

Sincerely,

[Signature]

Prof. Belainesh Araya
Head of Department
Psychology

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. Box 62157- 00200 Nairobi, NAIROBI

10 DEC 2013

DEPARTMENT OF MASTERS IN PSYCHOLOGY, COUNSELLING PSYCHOLOGY AND GUIDANCE COUNSELLING.
APPENDIX I: PERMIT FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:
MISS. NELLIA STARIA WATIRISA Wanjiku
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 257-232 Ruiru, has been
permitted to conduct research in
Kambu County
on the topic: INFLUENCE OF PARENTAL INVOLVEMENT IN LEARNING PROCESS OF DEAF: A CASE STUDY OF KAMBUI SCHOOL FOR THE DEAF, KIAMBU COUNTY KENYA
for the period ending:
30th June, 2014

Applicant's Signature

[Signature]

Secretary
National Commission for Science, Technology & Innovation

[Signature]
APPENDIX J: LETTER OF AUTHORIZATION FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241340, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No. NACOSTI/P/14/4014/561

Date: 23rd January, 2014

Nellia Waithira Wanjiru
The Catholic University of Eastern Africa
P.O.Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of parental involvement in learning process of deaf: A case study of Kambu School for the Deaf, Kiambu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 30th June, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTU, Ph.D, H.SC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.
OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telegraphic address: “Rais”
Telephone: +254 66-2022709
Fax: +254 66-2032564
E-mail: countycommkiambu@yahoo.com
When replying please quote

Ref. No. … ED.12/1/VOL 1/141 …

Nellias Waithira Wanjiru
The Catholic University of
East Africa
P.O. box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter re no. NACOSTI/P/13/7043/469 OF 23rd December 2013.

You have been authorized to conduct research on "Influence of parental involvement in learning process of deaf: A case study of Kambui School for the Deaf, Kiambu County, Kenya," for a period ending 30th June 2014.

You are requested to share your finding with the county education office upon completion of your research.

MUGALI CHIRCH
FOR COUNTY COMMISSIONER
KIAMBU COUNTY

Cc: County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI
APPENDIX L: LETTER OF AUTHORIZATION FROM KAMBUI SCHOOL FOR
THE HEARING IMPAIRED

KAMBUI SCHOOL FOR THE HEARING IMPAIRED
P.O. BOX 257-00232 RUIRU. Tel: 020-2091354
EMAIL: kambuisch4deaf@yahoo.com WEBSITE: www.kambuischdeaf.org
EDUCATION: THE LIGHT TO SELF RELIANCE

KAM/RESEARCH./01/14
Our Ref: 30th January, 2014

Your Ref: ............................

Nellias Waithira Wanjiru
The Catholic University of East,
PO. BOX 62157-00200,
NAIROBI.

RE: PERMISSION GRANTED TO CONDUCT RESEARCH IN OUR
INSTITUTION

Christian greetings from Kambui School for the Deaf.

I wish to inform you that I have accepted your request to conduct
research/take a case study of our institution on influence of parental
involvement in learning process of deaf; for a period of 6 months.

Thank you.

Yours Sincerely,

George N. Muchai
HEADTEACHER.

"Blessed are the Merciful, for they shall obtain mercy" Matthew 5:7