

**THE IMPACT OF PARENTAL INVOLVEMENT ON THE EDUCATION OF  
DEAF CHILDREN. UGANDA SCHOOL FOR THE DEAF, NTINDA.  
KAMPALA DISTRICT**

**BY**

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**BED/16420/71/PDU**


**A RESEARCH DISSERTATION SUBMITTED TO INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELORS  
DEGREE IN SPECIALNEEDS EDUCATION  
OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**NOVEMBER 2009**

## DECLARATION

I, NAKAZIBWE ROSE, declare, that this dissertation is my personal work and that it has not been prior submitted in any University for the award of a Bachelor.

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SIGNATURE: 

DATE: 29<sup>th</sup> / 07 / 2009

## APPROVAL

This is to certify that NAKAZIBWE ROSE has carried out a research study on the impact of parental involvement on the education of deaf children. A case study of Uganda school for the deaf Ntinda.

The research was carried out under my supervision and is now ready for submission to the Board of examiners for the award of a Bachelor in special Needs Education of Kampala International University with my approval.

Signature:.....

Name.....

Date:.....

## **DEDICATION**

I, affectionately dedicate this dissertation to my parents, Mr. and Mrs. Kafeero and Mrs. Resty Senyonga, brothers, sisters and friends for their financial and emotional assistance to complete this research work.

## ACKNOWLEDGEMENT

Much support, encouragement, assistance has been rendered to me during this study which has given me a go ahead to thank each and every ones effort.

I would like to register my gratitude particularly to THE ALMIGHTY GOD. I extend special thanks to Mr.Semugenyi Fred my supervisor at Kampala International University for proper guidance in the selection of the topic. I truly appreciate the continuous guidance and advice he offered to me during the study process until the production of this book.

More thanks goes to various lecturers and administrators for their contributions and assistance during the data collection. These include: Joseph, Suny, Kule Mrs. Sentamu, Ms.Nanyonga, Mr. Kyazze, Mr. Serunjoji and others. The management, administration and the teaching staff of Uganda school for the deaf Ntinda.

Special thanks go to my Mom Mrs. Rose Kafeero who supported me financially, emotionally and spiritually throughout my study. May God grant her everything she desires?

Second thanks goes to my brothers and sisters that is to say; Jude, Martin, Peter, Seki, Denis, Nicholas, Steven, Joseph, Ronald, Immaculate, Joan, Maria, Resty and Redempta.

I shouldn't forget my friends; Hirah , Gladys, Kajubi, Fatumah, Mariam, Brenda, Emily, Diane, Fauzia, Tonny, Mbagu, Monic, Liz, Andrew, Peter, Angel, Frank, Wiliam , Appolo, Irene, Eva, Hasifah, Cathy , Julius, Jane, Zam, Jackie, Rashidah , Joseph and others.

Lastly, my gratitude goes to .....Rashidah .....for dedication and commitment in typing and preparing of the script.

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## **ABSTRACT**

The research was carried out at Ntinda School for the deaf to find out parental involvement in the education of Deaf children. Most often, parents of Deaf children don't bother at all to get involved in the education of their children. When they take these children to school, they believe it's the end of the story on their part. All responsibilities for the provision of these children's education therefore are left to the school administration to perform. The instruments used in the collection of data were questionnaires, interviews, documentary reviews and observation. The sample respondents in the area of study were parents, head teacher, teachers and deaf children. These were only a representative sample. The study indicated that most parents are really not involved in the education of their children with hearing impairment; the researcher therefore recommends to all parents nationally and in particular parents of Deaf children at Uganda school for the deaf Ntinda to be involved in their children's education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

The research is aimed at finding out how parents are involved in the education of their deaf children at Uganda School for the Deaf.

Parents living developing countries like Uganda lack information about the issues surrounding childhood deafness, such as the importance of early diagnosis and intervention, technical aids and the development of appropriate language and communication skills. The resources to support education and audio logy services are limited and can only be accessed by the well to do families hence excluding the biggest number with hearing difficulties.

Poverty denies deaf children and their family's access to these services and perpetuates the situation of exclusion and access to information. This information would help parents make useful decisions about the best communication approach to help their children.

It is very difficult to understand what it means to be deaf and consequently many families with deaf children are unable to support their communicational and educational development.

Social stigma means that parents do not have expectations or aspirations for their child, which leads the deaf child to lack confidence or the will to achieve. In rural and urban areas, many parents still believe that sending their deaf child to school it is a waste of money. In some circumstances this can lead to deaf children being hidden, neglected, prevented from socializing with other children or denied access to family resources.

Since Education of the children largely depends on the co-operation between parents and teachers, and the children spend a large proportion of their time in schools, the parents therefore have a great role to play in their education for successful outcomes. The kind of learning and how it is acquired will to a large extent determine the progress the children make and the understanding they develop about themselves and others. Parents being key figure in the education of their children, have an upper hand in terms of care, love and concern for them. This is seen on how these parents provide for their children in terms of basic or personal effects while at school and back at home during the holiday, and how much they get involved in their welfare academically by working hand-in-hand with the teachers.

Maslow (1954) puts it clearly that we all share the basic needs for food, shelter, a reasonable measure of certainty and consistence in our environment, to and to be loved, to feel that we be belong and others are interested in our welfare, to feel good about ourselves and to develop a sense of purpose in our lives. For instance if children are malnourished and ill cared for, they tend to have little interest in anything particularly their education and resort to looking for comfort and food. Moreover if these children's lives are full of distress and uncertainty whereby they are never sure of who will be there to look after them, they spend much of their time seeking reassurance and trying to or establish some predictability in their lives. The need is so great that if love and respect are not easily and naturally granted to children especially during childhood by those around them in particular parents, they are bound to seek it from other sources. Hence parents should never allow their children to feel misfits, rather should forge for ways in which each child's uniqueness can be welcomed and their contributions valued. This encourages children in their learning.



The issue of teachers-parents' partnership has been given increasing emphasis by schools particularly where special consideration is to be given to a child's needs. The guidance given in the "Code of Practice" (1994) for children with special needs provides a clear structure for close involvement of parents in planning and viewing their children's progress. This has become a central and immediate concern to all parents and other professionals involved with the worldwide, particularly deaf children. Deaf children in most cases are seen as people who cannot progress academically following their inability to speak. In most cases they are considered less performers in as far as academic work is concerned.

Nevertheless, the Jomtien conference (1990) held in Thailand was enlightening to many: clearly state that all people have a right to education despite their disability as this ensures a safer, healthier, more prosperous and environmentally sound world. , it further States that the deaf are also capable of progressing well like their hearing peers in schools. Knight and Swan Wick (1999), report that these children have varied skills. These include:

- The ability to prepare for the classroom with correct equipment and books in the place at the right time.
- The ability to organize their own seating in the classroom so that watching and listening are optimized.
- They are able to use basic equipment safely without adult supervision. They too can develop and maintain peer relationship and also solve conflicts without adult intervention. Wise deaf children are capable of selecting appropriate approach and the right materials for the task. They too in classrooms are capable of planning to complete

the task in time given and also seek additional information independently by using dictionaries and reference books.

Parents are to appreciate that there are similarities as well differences between deaf children and hearing ones. This means that deaf children can be viewed as individuals with their own identity. What the hearing peers receive in terms of support from their parents should also apply to deaf peers. At Uganda School for the deaf, parental involvement in the education of deaf children seems to be minimal.



## **1.2 STATEMENT OF THE PROBLEM.**

Parents of deaf children are not effectively involved in the education of their children. Most parents do not have expectations or aspirations for their deaf children, which leads the deaf child to lack confidence or the will to achieve. In rural areas, many parents still believe that sending their deaf child to school is a waste of money. In some circumstances this can lead to deaf children being hidden, neglected, prevented from socializing with other children or denied access to household resources coupled with denied access to both formal and informal education.

## **1.3 GENERAL OBJECTIVE**

This study was carried out to establish the level of parental involvement in the education of deaf children and how this involvement affects the progress of the deaf children in school.

### **1.3.1 SPECIFIC OBJECTIVES**

- To find the frequency of the parents visits to their deaf children while at school.
- To find out support parents of deaf children provide to their children in terms of basic school requirements.
- To establish how often parents consult with teachers on their children's education.
- To find out how parents support their children on their learning tasks while at home.

## **1.4 RESEARCH QUESTIONS**

1. How often do parents check on their deaf children while at school?

2. Do parents give their deaf children all the necessary support in terms of basic needs?
3. How often do parents consult with their children's teachers about their educational progress?
4. Do parents help their deaf children in their learning tasks at home?

## **1.5 SIGNIFICANCE OF THE STUDY**

- It is hoped that the findings of the study may encourage the parents of deaf children to be involved in their children's education by:
- Paying frequent visits to their children while at school;
- Being more concerned and providing adequate personal needs like shoes, clothes, pens, books, pocket money and soap.
- Consulting and interacting with teachers on their children's performance
- Supporting children in their learning tasks while at home.

## **1.6 SCOPE OF THE STUDY**

The study was carried out in one school for deaf children located in Kampala District. The number of people used in the study was twenty eight. These include: one head teacher, eight parents (four male and four female), eleven deaf children and finally eight teachers. It was concerned with the implementation of special needs education in Uganda and specifically addresses itself to parental involvement in the education of their deaf children in the one School.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 INTRODUCTION**

In this chapter the researcher presented related information on what other authors, researchers and Educators have contributed widely on the involvement of parents in providing education for deaf children. The chapter was organised according to the objectives of the study

#### **2.2 PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR DEAF CHILDREN**

Parental involvement refers to the concern of parents or having parents taking part in the education of their children. Involvement of parents may lead to placement of a child and acts as a motivating factor. Parents should be given chance to take part in the discussion concerning their children's education and vocational training (The New Vision, January 16, 2003).

As stated by Furneaux (1988), parental involvement in the field of educational needs, pre-school assessment and home intervention programmes is very important. Parents must be involved in the education of their children since they are aware of their strengths and weaknesses. Home is the child's first school; with parents being the first teachers. It is the parents who expose their children to environmental experiences and facilitate the acquisition of their self-help and life-adjustment skills and development language to enable them learn. Furneaux realised that there is need to involve parents as partners in two areas of intervention and assessment since they are experts in the knowledge of their children, family and environment. Actually, parents should be involved in developing the



individual education programmes for their children. He gave different ways through which this can be done;

- One to one meetings especially home based visits. A teacher can visit the parents at home to discuss the children's education difficulty while the children are at home.
- School based visits whereby parents are invited to school by the teachers to discuss the children's education programmes.
- Parents teachers' seminars or workshops, which are organised to discuss and plan for the children's educational activities.

Both parents and teachers should interact on the children's education development.

The factors that contribute to the children's anti social behaviour are emotional, social and physical. These factors could be minimised if parents assist their children with informal education and if later teachers handling the children put themselves in the position of those children by considering their individual needs.

McConkey (1988, Page 20) observed that the non-formal education that a family provides for a child gives a reasonable impact in educational development of that child. He further states that negative attitudes are more dangerous to people with disabilities. For instance, those with negative attitudes can discourage the school age children who are involved in the development of self-reliance, learning social skills, growing academically and planning for future job opportunities.

Hergaty (1987) commends parental involvement in the education of deaf children because it enables parents to continue school programmes at home for their children by providing additional enforcement and practice for the skills learned at the school day to consolidate the gains made at school.

It was pointed out by Wadidi (1993) that an important aspect in special education is the pre-school provision for children with impairments under five years together with related support services and involvement of parents which has values and effectiveness. Children with hearing impairment should therefore be provided with pre-school education.

Stackus and John B. Okech (2000) are of the view that teachers should encourage, as much as possible, teacher-parental involvement, for this is how they can attract full participation of the parents. There could be very many things that teachers may not know about the children yet parents can provide such information. It is also important to realise that decisions that affect provision of education for children, irrespective of their ability or disability should come from the parents. This kind of collaboration will enable each of the parties to recognise the contribution of the other.

It should not be seen on one hand that parents view teachers as experts who know everything, and on the other hand teachers viewing parents as people who know nothing concerning how best to bring up their children with impairment educationally.

Stackus and John B. Okech went on to state that parents especially the affluent ones should work with other parents and teachers towards achieving a common goal in promoting education for children with special needs in the country. It should be seen that parents initiate decisions that affect the education of their children.

### **2.2.1 PARENT'S VISIT TO THEIR CHILDREN AT SCHOOL**

Due to the culture beliefs associated with deafness like rendering it being a curse, many parents feel shocked when they find out that their children are deaf. So these parents reach an extent feeling embarrassed of their children ending up hiding them from the



community and those that are taken to school they are not visited in fear of showing off with these kids hence neglecting them.

This was followed by Luterman (1991) who adds that when hearing impairment is diagnosed in a child, parents become angry leading to rejection and despair. This is observed in the parent's visits at school. Besides, they fail to render parental love and care to them. This condition makes these children while at school feeling the pain of rejection hence fail to perform well in their class work.

Though experience and research have shown that up bringing of children is not an easy task but when it comes to our deaf children its worse. But Knight and Swanwick (1999) argue that all children regardless of an individual difference need the same care and support from the parents while at school. This provides psychological nourishment to children's comfort from the parents. So the parental visits at school will help these children develop intellectually which can lead to their success in what ever they can do. So these authors always encourage parents to frequently visit these children at school for their successful work in academics.

Even Mani (1997) stated that Deafness has a great impact on a person's education, emotional, stability, intellectual and social development. Deaf children particularly those at school need regular monitoring from their parents for development. He continues to argue that this is effective only when parents visit them since most day schools do not enrol deaf children. He further explained that when parents visit these children at school, it enhances in them the confidence and positive self esteem to work hard, and attain stability in life.

Deaf children have enough difficulties without additional burden to parental through unresolved grief. Rogers (1992), explains this grief as failure of parents to visit these children while at school. It's necessary that parents give warmth to their children by regular visits. It's through these visits that these children are able to maintain their pace in academic work. The author continues to explain that, parents hold the responsibility of care for their children adequately to help them to be stable and confident with their school tasks.

### **2.2.2 PROVISION OF PERSONAL EFFECTS BY PARENTS TO THEIR CHILDREN**

The long and short term needs of children who are deaf are not essentially different from those of ordinary children. Etheridge (1995) argues that as much as hearing children needs personal effects, the deaf also need the same. This calls for parental contributes in provision of these needs to their children. It is through this that they are able to get in touch with the world, enjoy a range of experience, express their emotions, be individuals, be part of a group and also material objects like any other child.

Mani (1997), with concern that parents with deaf children thinks that these children are not going to be productive members of the family and thus are liability. This generates in them feeling that investment in them would be a waste. The leads them failing to provide these children with necessary requirements as soap, clothes, books and pens while in school. He further states that parents should participate in the education of their responsibility in up bringing of a child.

Knight and Swanwick (1999) put it clearly that a deaf child is just like a hearing child, except they cannot hear. They feel both the biological and environmental factors do affect

their development. This is the nature in ultra theory. The nature factor comprises among others, the provision of personal effects to the children. These books, shoes, pens and pocket money though this is still an area of debate about the degree to which may come up as a result of failure to do so, environmentalist argue that the experience a child has of the world affects his or her development strongly.

In addition, Densham (1995), states that like hearing children, deaf children also need the warmth of their parents. This warmth entails the responsibility of parents to provide personal effects to these children. These make deaf children in school feel the life of their parents at heart, where they do not feel deprived of their needs.

### **2.2.3 PARENTS' CONSULTATION WITH THE TEACHERS ON THEIR CHILDREN'S EDUCATION**

Njuki (1994) also indicates that. Teachers working parents is essential. He argues that parents and teachers are supporters of the education programme. They have a role to play; paying school fees, preparing educational materials, by being policy makers and being natural teachers of their own children by encouraging them to learn through plays, riddles and solving simple puzzles.

Parents as partners in the education of their children are charged with the responsibility to work hand in hand with the teachers for successful progress of their children. The cooperation and oneness that exists between the teachers and parents of any child at school is a ladder for a bright future of that particular child. Leyden [1998], puts it clearly that parents and teachers have to find tactful ways of helping children achieve their aims by offering advice and have helping them cope with failures when they occur. This is only successful if the teachers on how these children are progressing.



Mittler (1982) observes that parents are considered to be important decision makers for the deaf children. Many parents know the needs and strengths of their children. He cited liaison between parents and teachers to be essential in adopting a consistent approaches to the child's education programme. Parents know their children's strength and limitations which no body else can learn simply by being the child's teacher. So teachers need information from parents about heir children's performance and behaviour at home in order to guide the parents in appropriate ways.

According to Morgan (1993) and Garry [1995] the main things needed by teachers from parents are:-

- Parents to cooperate in reinforcing school programmes at home.
- Parents to encourage their children to be as independent as possible rather than to over protect them.
- Parents to have realistic expectation to what their children with disability are capable of doing.
- Parent to be open with them about any circumstances at home which could affect their children's performance at school.
- Both parents, if possible to come to school more often to see their children's performance.

Bowers (1989)) stated that, several government reports from Lowden (DES 1967) to Warnock (Des 1978) and more recently the education reform Act 1998 have emphasised the importance of collaboration between parents and teachers while handling deaf children. It is very important that teachers and parents work closely to help deaf children so that they can benefit in their education programmes.

Wolfendale (1985), states that parents are experts on their own children, their skills complement professional skills for the concept of equivalent expertise. Parents can impart vital information observations. So parents have a right to be involved and contribute to decision making.

Milbank (1987; 272) observed the importance for parents consultation with the teachers and says that, programmes in which mothers work with teachers for the elucidation of deaf children have remarkably been successful. This involvement of parents, teachers and their children can clearly result in changed behaviour or improved education performance on the part of the children.

He adds that under parent –teacher consultation in the education of the deaf children, parent-teacher meeting should be conducted often for the implementation of the programme for the deaf children. The parents should be encouraged to attend these meetings because;

- a) The teachers should appraise the parents with what to expect out of their children who are deaf.
- b) The teacher should appraise the potentialities of a deaf child and explain the role of the parents and other siblings of the family in raising that child.

Murugesan (1985) argues that parents should consult teachers in the educational and other implications of deaf children. They must be associated with the teachers in planning the skills development programme for the deaf children. Most of the basic skills can be developed by the parents with the guidance of the teacher. In case of a child who studies,



one member of the family can be encouraged to learn sign language in order to assist a deaf child in a better way

Campion (1985)] indicates that, parents have to fulfil the children's basic needs. For example clothing, food, love shelter, education, health and security. In assessment, the parents have to work together with teachers in order to give first hand information concerning the child's disability. This also involved the child during the assessment process with professionals.

Okot (1994) states that, parents are free to have access to teachers for purpose of exchanging information about deaf children in relation to home school links' parents on the other hand should give teachers what they have observed from their children when at home and during exercise a child does at home. Parents should quite often meet teachers to discuss their children's progress, aspects of the curriculum as far as new changes and developments of services pertaining to deaf children is concerned.

### **2.2.3 PARENTS' SUPPORT TO THEIR CHILDREN ON LEARNING TASKS.**

According to Susan and Mc Cracker W (1997), the successful education of deaf children lies in the hands of parents who give support to their children in their learning .All children regardless of their individual differences require the support of their parents both at school and home .They further states that children especially deaf children need further support from their parents on their learning tasks while at school hence develop their positive attitudes towards and improve their education support.

Leyden (1998), states that good schools encourage parents' support to their children in their education .When parents give a hand to their children in their learning needs they gain the intellectual ability in their work.

The successful education of deaf children depends on the support from their children (Warnock, 1990). Parents are an important force for changes in the field of special education. In USA and UK for instances, all parents get involvement in educational planning and school programming activities due to unique learning nature and individual needs of the learners.

According to Bloom (1984), the various ways of parental support in the education of their deaf children are; academic guidance, emotional support, spiritual support, material support stimulation and provision of opportunities and effective language development. In agreement with Bloom, Griffiths (1985) emphasized the parental support in the learning of their children and calls them to understand the child's handicap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter gives the detailed methods and procedures that were used to achieve the study objectives. The chapter clearly shows the research design, study area and location, population sample size and how it was selected.

#### **3.2 RESEARCH DESIGN**

This research was intended to use descriptive and analytical research design. These are selected because they are effective ways of research presentation. It was a survey based on qualitative and quantitative data analysis.

#### **3.3 TARGET POPULATION**

The researcher used four categories of respondents namely Head teachers, Teachers, Deaf children and the parents.

#### **3.4 SAMPLE POPULATION**

The researcher used 28 respondents of which 8 are teachers, 8 are parents, 1 head teacher and 11 are deaf children.

## **HEAD TEACHER**

The head teacher is the overall administrator of the school and knows how much parents contribute to the school through support of their children's welfare and education. So she/he stand a better chance to give this information to the researcher.

## **TEACHERS**

These are trained and qualified to teach children and have experience with them. They also act as a link between parents and children. This intervention helps them to know which parents are involved in the education of their children.

## **PARENTS**

These are the first educators of the child and maintain educative function throughout the child's up bringing. Being the natural and immediate reference group for children, they influence the child's learning. It is the intimacy of parenthood that gives children especially deaf children to access information and insights about the child's need which cannot be obtained from any other person.

## **DEAF CHILDREN**

These are the main subjects of the study. They were chosen because they are the people faced with the problem in the study.



## A TABLE SHOWS TWENTY EIGHT RESPONDENTS

CATEGORIES OF RESPONDENTS	NUMBER
HEAD TEACHER	1
TEACHERS	8
PARENTS	8
DEAF CHILDREN	11
TOTAL	28

*SOURCE; FIELD SURVEY 2009*

### 3.6 THE INSTRUMENTS FOR DATA COLLECTION

The researcher used four types of instruments which are: interviews, questionnaires, documentary reviews and observations.

#### 3.6.1 INTERVIEWS

These were used to get information from parents and these interviews were in form of face to face conversations between the researcher and the selected parents. This tool provided the avenue for the researcher to interact with the parents of deaf children and gather information concerning the children in spheres of life apart from academics.

#### 3.6.2 DOCUMENTARY REVIEWS

Assessment books

The researcher checked the assessment books which are held by the head teacher and which she uses in admitting children. Each child has to be brought to the school before



actual admission therefore; the researcher discovered how this assessment is carried out on the child in order to know where to place the child for better benefit.

### **ATTENDANCE BOOK**

This book contains the regularity of parents' visits. Each parent is required to sign in this book whenever he or she visits the child. The researcher checked this book in order to ascertain how often parents visit their children and attend to them.

### **3.7 DATA COLLECTION BY OBSERVATION**

The researcher requested the head teacher to allow her be involved in one of the assessment sessions and see how this is carried out.

### **3.8 DATA ANALYSIS**

The editing of data from respondents was done especially from head teachers, teachers and parents before leaving the respondent purposely to avoid the loss of information or misinterpret it and to check for accuracy of the data.

The researcher used the non participant observer technique. In this respect the researcher observed the children's engagement in class and out of class. Observable behaviour that are relevant to the previously identified variables i.e. parents visit to their children at school, provision of personal effects and parents' support to their children in learning. The descriptive notes were made out of the child's behaviour. The data collected through observation was subjected to the same procedure as that of interview, questionnaires and documentary reviews.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS OF THE RESULTS

#### 4.0 INTRODUCTION

The data was collected using both, quantitative and qualitative methods, which was then analysed and processed to make it useful and understandable. Data was collected, tabulated and then analysed.

#### 4.1 PRESENTATION OF THE FINDINGS ON FREQUENCY OF PARENTS VISIT

Table 4.1(a) parents rating of visits to their children while at school.

Category of Respondents	Children with H.I Frequency of Visits	Codes
Parents	4	P2 P6 P5 P8
	4	P1,P3,P4,P7

**SOURCE; FIELD SURVEY 2009**

Table 4.1(a) shows that there is a difference in ratings between the parent's visits. Parents when asked how many times they are supposed to visit, four parents reported;

“We visit once in a term since we have no time to waste to come to school other than doing other things.” And the other parents said at least four times though there are obstacles which can not enable them visit their children. Such obstacles include going to the farm, doing odd jobs for other people for maintenance like digging and washing clothes

The finding in table 4.1(a) on parents visits to their children shows that five respondents indicated that parents of children with hearing impairments visited these only once in a term.

#### **4.1(B) TEACHERS RATING OF PARENTS' VISITS**

<b>Respondents</b>		<b>Code</b>
HEAD TEACHER	1	H1
TEACHERS	7	T1 T5 T6 T2 T3 T8
TEACHER	<i>None</i>	T4

**SOURCE FIELD SURVEY 2009**

**TABLE 4.1(B) SHOWS THERE ARE DIFFERENCE IN RATING BETWEEN TEACHERS AND THE HEAD TEACHER.**

The ratings vary from none to seven. A qualitative analysis of respondents indicated that the head teacher's rating was based on official requirement for parents to visit their children

For instance the policy requires parents to visit their children at least three times a term. On the other hand, class teachers based theirs on the actual visits made by parents. For

instance whose rating was none, she had just joined the school and therefore she had not had enough chances see parents visit school.

The practical implications of the difference in rating are discussed in the next chapter.

#### **A CHILD'S RATING ON PARENTAL VISITS.**

<b>Respondents</b>	<b>Frequency of visits</b>	<b>Codes</b>
Pupils	4	P1,P4,P6,P10
	7	P2,P7,P9,P11,P8
		P5,P3

**SOURCE; FIELD SURVEY 2009**

The table above indicates the children's rating on parental visits in the school four out of eleven respondents noted that the parents came only twice in the term that is when are bringing them back to school and also collecting them when the term has ended five out of eleven respondents noted that their parents come only once in a term.



#### 4.1(C) REASONS FOR NOT VISITING CHILDREN WITH HEARING IMPAIREMENT

Teachers for not visiting	Codes	Parents not visiting	Code s
- Not having money	T1 T6	- long distance between home and school	P1
- Negligence of guardians	T2 T8	- Lack of money to meet transport costs.	P2 P5
- They think it is not their responsibility to visit the children since have donors.	T3 T7	- Not having time to spend on school visits	P3 P7 P6
- The children are being sponsored.	T4 T5	- relevancy of education given to their children	P4
-			

Table 4.1(c) shows the reasons for visiting and not visiting their children, between the parents and teachers. A further analysis shows that the teachers had different reasons why they thought parents do not visit their children. Since the parents are always complaining that they have low socio-economic status.

Two teachers gave the reasons of parents, not caring for these children because they are just guardians meaning they have no obligations for these children. The fourth teacher said that since most of these are sponsored, the parents think it is the duty of sponsors to take all the responsibilities upon the children including visiting them.

In other words parents also had their own views towards this issue of not visiting their children. As indicated in table 4.1(c) two parents said that translated as “ffe tuva wala e essente tetulina”. Since they are staying in remote villages it’s not easy to access to town. Three parents said that “ebyo kumala budde”; meaning visiting children is wastage of time other than doing other things. Two parents said that translated as “omwana wange okusoma kugenda mugasaki,nze nga sasoma” these parents were wondering if really their children would benefit from the education since they did not go school.

**PRESENTATION OF THE FINDINGS ON WAYS IN WHICH PARENTS  
PROVIDE FOR CHILDREN**

**TABLE 4.2: PARENTS PROVISION OF PERSONAL EFFECTS TO THEIR  
CHILDREN**

Factors	Responses	Codes	Frequency
A) Do these parents provide their children with personal effects?	No	T4, T3, T6	3
	Yes	T1, T2	2
	Half of the requirements	H1, T2, T1	3
B) If parents can't afford, how do we manage in school.	- School provides them with requirements	H1, T2, T1, T3	4
	- Well wishers provide for the children	H1, T1, T2, T4, T3	5

**SOURCE; FIELD SURVEY 2009**

As far as parent's provision of personal effects to their children is concerned varied responses were noted

On the above as a factor, three out of eight respondents said that parents do not provide personal effects to their children. It is not that they don't like but because they are poor and don't have money. And providing for children who are sponsored it is better they help other siblings in the family who are not provided for. Two out of eight agreed that some parents provide for their children though not all children have the chance to bring all requirements to school. There are very few parents who think that their children are capable of knowing how to use these requirements and taking care of them.

More to this factor, three out of eight noted that most parents provide half of the requirements. The head teacher is one of the respondents who agreed that parents bring half of the requirements and they always complain that they are being told to buy many things for the children.

Factor (b) where the parents cannot afford the requirement, how do the children manage to stay in school? 4/8 respondents mentioned that the school provides for these children though it only gives the basics like books, pens, pencils, soap, toothpaste and other necessities like sugar.

All respondents agree that well wishers provide these children with personal effects, for example the NGOs. Some do so on personal basis like Indians.



**PRESENTATION OF THE FINDINGS ON THE SOUGHT TO ESTABLISH THE  
PARENT'S CONSULTATION WITH TEACHERS ON THEIR CHILDREN'S  
EDUCATION AS PRESETED IN 4.3**

**TABLE 4.3 PARENTS CONSULTATION WITH TEACHERS ON THEIR  
CHILDREN'S EDUCATION**

<b>Factors</b>	<b>Responses</b>	<b>Frequency</b>	<b>Codes</b>
a) parents consultations with teachers on the children's progress in school	No	13	T2, T1, T4, H1, T5, T8  P2, P8, P6, P5, P9, T6, T7
	Yes	5	P4, P1, P10  T3, P3
b)When do they consults the teachers	-Beginning of term	None	None
	-End of term	5	T1, T3, T2, P1, P3
	-Anytime	5	T1, T2, T4, P4, P4

**SOURCE; FIELD SURVEY 2009**

The table above reveals that 13/28 respondents do agree that parents do not do consultation with teachers on the children in the school, However these already desperate having children with hearing impairment and they don't think it's of any use to see the progress of these children.

Five out of twenty eight respondents agree that parents consult teachers on the children's progress and these few have managed to live positively with fact that their children are hearing impaired and can do something for themselves if guided and looked after well.

Concerning the issue of when parents consult ,it was noticed at the beginning of the term there is no consultation done since all staff members are busy hence parents don't get time to talk to teachers .

Five out of twenty eight respondents said that most parents get time at the end of the term. However, this is not the best time to consult the teachers because if the parent has not been able to come during the course of the term, he or she can not follow up the learning progress of the child.

Five out of twenty eight respondents come at any time that is if the parent happens to get money by chance he/she will pop in either on weekends or school day.

**PRESENTATION OF THE FINDINGS ON THE SOUGHT TO FIND HOW  
PARENTS SUPPORT THEIR CHILDREN ON LEARNING TASKS AT HOME**

**TABLE 4.4 REPRESENTS THE FINDINGS**

Factors	Responses	Codes	Frequency
Are school tasks done at home during holidays by children	NO	H1,T1,T3,T5,T6,T8,T9T4,T2,P2,P4,P1,P3, T7,P5,P6,P8P7,P9,P10	20
	YES	P3.P4,T6,P11,T8,T5,P4,P8	8
Who gives assistance	None	P1,P2,T1	3
	Others	01	1

**SOURCE; FIELD SURVEY 2009**

In the table above 20/28 respondents said ,children don't do tasks while at home .The reason being that they don't have people to assist them because there is lack of communication and some are taken as slaves or workers.

Another reason why Tasks are not done is that people do not think they are capable of doing things and taking care of themselves.

On the other hand 8/28 respondents say that if these children are given assistance by their parents at and this is done basically by their brothers and sisters .So it can be concluded that parents do not offer full support to their children in terms of education and personal things.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. INTRODUCTION**

This chapter is about discussions of findings in relation to the guiding questions of the study. The purpose of the study was to find out in parents involve I in education of children with hearing impairments in Uganda School for the deaf Ntinda in Kampala District.

#### **5.1 THE DISCUSSION IS BASED ON THE FREQUENCY OF THE PARENTS VISITS TO THEIR DEAF CHILDREN WHILE AT SCHOOL.**

One of the issues is parents' visits to their children in school. Some parents think that it is unnecessary to educate their children with hearing impairments. According to Knight and Swanwich (1999) argue that all children regardless of the care and support of

Parents while in school. According to literature review the researcher found it different from the author. What led to this finding was that education largely depends on the cooperation between parents and teachers. Children spend most of there time in school and so there are successful outcomes for children whose parents are more involved with them children at school.

An issue that needs further follow up is to sensitize parents and letting them know that children with hearing impairments are also entitled to education. These children can benefit much more if sign language is introduced at an early stage and age.



Parents of children with hearing impairments need to frequently visit their children in school so that their children can feel parental presence, love and care. This would result into good and outstanding class performance thus better academic work.

## **5.2 DISCUSSION BASED ON THE SUPPORT PARENTS OF DEAF CHILDREN PROVIDE TO THEIR CHILDREN IN TERMS OF BASIC SCHOOL REQUIREMENTS.**

Etheridge (1995) urges that in as much as hearing children need personal effects, children with hearing impairments too need the same. The researcher agrees with the author. It is unfortunate though that in practice it not the case. Clearly provision of personal effects is not satisfactory as regards to the children. Maslow (1954) put it clearly that we all share the same basic needs for food and shelter with a reasonable measure of certainty and consistency in our environment. To love and be loved, to feel we belong and having others interested in our welfare, to feel good about ourselves and to develop a sense of purpose in our lives. Therefore if children are not cared for they will feel insecure.

Issues that need further follow up include a need for parents to give the children things they need and a supervision need for parents guided by teachers.

## **5.3 DISCUSSION BASED ON THE PARENTS CONSULTATION WITH TEACHERS ON THEIR CHILDREN'S EDUCATION.**

Leyden (1998) puts clearly that parents and teachers have to find tactful ways of helping children achieve their aims by offering advice. This is only successful if parents of these children particularly those with hearing impairments consult with the teachers on how

these children are progressing. The researcher found the situation different on ground. Parents are actually not consulting with the teachers.

The guidance given in the “code of practice” (1994) for children with special needs provides a clear structure in planning and viewing children’s progress.

Also the Jomtien conference (1990) held in Thailand brought some light in the eyes of many, where it was stated that all people have a right to education including children with special needs.

Issues that need follow up include seeing that parents provide necessary things that will help children achieve good education like hearing devices. These items are adequately needed.

#### **5.4 DISCUSSION BASED ON THE PARENTS SUPPORT TO THEIR CHILDREN ON LEARNING TASKS.**

According to Susan and Mc Cracker (1997), the education of success of children academically lies in the hands of parents who are outstanding figures in the lives of their children. All children regardless of individual differences require the support of their parents both in school and at home in spite of them being in the company of teachers.

That was quite different from what the researcher found on ground. Most of the parents seemed not to know how to get involved in their children’s work due to the fact that they can not communicate well with their children. Most parents find it hard and tiresome. The reason for this finding relies on what Lyden (1998) states that good schools encourage the involvement of parents in their children’s education. When parents give a hand in their children’s needs, they gain intellectual ability in their work.

The issue that needs further follow up is that the parents need to learn sign language for easy communication and they need to show the teachers that they care and inquire about what needs to be done for their children during holidays. Sometimes it is necessary to employ an interpreter.

## **5.5 CONCLUSION**

Having presented discussions in the previous chapters (chapter 2, 3 and 4), the researcher has made the s, conclusion. This study entirely revolves around finding out whether parents are involved in the education of children with hearing impairments in Uganda School for the Deaf Ntinda.

The problem statement dictates that parents think children with hearing impairments are incurable and that it is a waste of money and time getting involved in their education. The hypothesis was that the parents do not involve themselves in the education of their children.

However most parents do not have money to pay for education of their deaf children. The study has found out that parents are involved in education of their children with hearing impairment.

The study also found out that parents and teachers do not meet and discuss at all about the education of their children which is vital.

I also found out there are teachers who have acquired the skill of sign language, thorough to teach these children. Also the head teacher does not organize parent-teacher meetings.



With this it is very clear that children with hearing impairment are educable, some parents try to involve themselves although others do not due to financial crisis

The responses which the targeted population gave showed that children with hearing impairment are educable but the problem is lack of money which makes some parents not to be involved in the education of their children.

## **5.6 RECOMMENDATIONS**

For Better, well co-operation, successful and effective education of children with hearing impairment in the school, the study recommends the following:

The government through the ministry of education, educational assessment resource services, centers and specialists teachers in school should sensitise parents on cause of hearing impairment,

Parental involvement in the education of these children is very important. This would help them to understand that disability is not inability.

The government should support or aid special education programmes and help in necessary equipment for education of these children.

Head teachers for schools with children with hearing impairment should always try to organize meetings-courses for sign language. So that parents can get involved in the education of their children.

Parents should visit the school for discussions with teachers about their children

The curriculum for these children should be developed and should have the component vocational activities right from lower classes

Provision of guidance and counselling services should be provided to the parents to change their attitude towards deaf children.



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## APPENDICES

### APPENDIX I

#### STRUCTURED INTERVIEW GUIDE FOR HEAD TEACHER

Dear sir /madam

You are kindly requested to give information by answering this interview guide .The information that you give will be used in a study expected to improve the learning of children with hearing impairment in your school. I promise the information given will be treated with confidentiality.

1. Please fill in the blank spaces or tick what you feel is the correct answer.

Name of the school

.....

Number of children

.....

Number of teachers

.....

2. Do parents give material support towards the education of their children? Yes/No

3. If no who does it?

(A) Guardians

(b) Government

(c) NGOs

4. What material assistance is given to the school?

5. Do you organize parent –teachers meetings? Yes /No.

6. How often do you meet parents?

(a) Once (b) several times (c) Not at all

7. Do you have open days or school visits? Yes/ No

8. Do parents come to school on open days or school visits? Yes/ No

9. How often do they come?

(a) Once (b) several times (c) Not at all

10. Do you organize courses or meetings where sign language is discussed or learnt? Yes  
/No.

## APPENDIX II

### QUESTIONNAIRE FOR PARENTS

nlt1

You are requested to give information by answering this questionnaire. The information that you give will be used in a study expected to improve the learning of children with hearing impairment in your school. I promise the information given will be treated with confidentiality.

Your name.....

Occupation.....

Village

Age

2. Name of the child
3. Number of years your child has been at Ntinda School
4. What progress is the child making in his/her education?
  - (a) Very good      (b) Good      (c) Fairly good progress      (d) No progress at all
5. What most contribution does think you need to make in order to strengthen the education of your child?
  - (a) Financial contribution
  - (b) Financial contribution and consultation with teachers about her or his progress.
  - (c) Any contribution is important.
  - (d) After paying his/her fees there is nothing else I ought to do.



6. What do you think would make you participate fully in the education of your child?
7. Do you value the education of your child with hearing impairment? Yes / No
8. Do you visit your child at school to see her / his progress? Yes / No.
9. Does your child communicate freely with you or others at home?
10. To what extent do you interact with your child at home?
11. Do you have any comment about education of your child in this school? Yes / No.

Write.....

### APPENDIX III

#### QUESTIONNAIRE FOR TEACHERS

1. Are you a special needs teacher?

.....

2. What type of teaching methods do you use when teaching deaf children?

.....

3. Are parents involved in this education of their children?

.....

(b) If yes how do they come in to help their children?

.....

4. What type of materials do you use in teaching so as to help these children to learn better?

a) The children can they express themselves well in class?

.....

(b) Do these children have interest in learning?

.....

c) How best have you tried to help these children?

.....

d) Does the school provide learning materials?

.....



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## Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR NAVAZIBLOE ROSE

REG. BED/164201711PD

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

THE EDUCATION IMPACT OF PARENTAL INVOLVEMENT ON THE EDUCATION OF DEAF CHILDREN

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

  
MUHWEZI JOSEPH  
HEAD, IN-SERVICE