

**FACTORS INFLUENCING EDUCATION PARTICIPATION FOR LEARNERS
WITH HEARING IMPAIRMENTS IN SPECIAL PUBLIC PRIMARY SCHOOLS
IN MERU AND ISIOLO COUNTIES, KENYA**

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**A Thesis Submitted to the School of Education and Social Sciences in
Partial Fulfillment of the Requirements for the Conferment of a
Doctorate of Philosophy in Educational Leadership and
Management, of Kenya Methodist University**

AUGUST 2025

DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this research thesis is my original work and has not been submitted to this or any other university for the award of a degree or any other academic certificate.

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RECOMMENDATION

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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DEDICATION

To my husband Kirigia Henry, our son Hiram Karani and our daughter Dauryn Gacheri.

ACKNOWLEDGEMENT

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ABSTRACT

The global need for education as a key factor in a functioning society drives efforts to achieve higher education levels worldwide. In Kenya, students with deafness consistently underperform, with average KCPE scores of 150 marks compared to their hearing peers' 300-400 marks. Despite policies like Universal Primary Education (UPE) and significant budget allocations for learners with hearing impairments, these students face ongoing educational challenges. These disparities suggest that issues within education management may negatively impact participation for deaf learners. Addressing these factors is crucial to ensuring equal educational opportunities for all, regardless of disability. The study addressed the objectives on parental involvement, school physical resource management, placement option management and financial resource allocation influence on education participation for learners with hearing impairments. The study aim was to examine the factors influencing education participation for learners with hearing impairment in public primary schools for learners with hearing impairment in Meru and Isiolo Counties. The study was guided by Maslow's theory of motivation in learning. A phenomenological research design was utilized. The study targeted three primary schools handling learners with hearing impairments in Meru and Isiolo counties that is Kaaga, Njia, and Isiolo School for learners with hearing impairments . The target population comprised a total of 559 participants including headteachers (3), teachers (45), parents (248), learners (254), and support staff (9). Sampling for the participants was done through both purposive sampling for teachers (3), parents (3), and learners (6) as well as census sampling among the headteachers (3) and the support staff (9) to arrive at a sample size of 24 participants. Data collection tools utilized were open-ended questionnaires for the head teachers, interview schedules for learners, parents, and class teachers, observation checklist, document analysis and focus group discussions. Piloting of the instrument was done in Tharaka Nithi County to help establish the validity and reliability of the instruments. Reliability of the instrument was attained through triangulation involving different instruments for different participants. Thematic approach was used to analyze the qualitative data. Ethical issues like confidentiality were observed throughout the study process. The presentation of the data was through narrative description. The study revealed that parental involvement was minimal, financial allocation in schools was inadequate, assessment of learners for placement was not effectively done and school physical resources were inadequate. The study concludes that parental involvement in education is minimal, which may negatively affect student outcomes. Financial resources allocated to schools are insufficient, hindering their ability to provide quality education. Learner assessments for proper placement are ineffective, potentially leading to misplacements. Additionally, inadequate physical resources in schools further limit the learning environment and student success. The study recommended that more funding should be done through alternative methods rather than relying on the government only, multidisciplinary teams be availed for assessment and establishment of more placement centers by the government, and parental mobilization on the need to be effectively involved in the education affairs of their children and physical resources be availed in the schools for learners with hearing impairment through engagement of relevant Further studies can be done in inclusive setting, other counties and secondary schools.

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LIST OF ABBREVIATIONS&ACRONYMS

APA	American Psychological Association
CRC	Convention on the Rights of the Child
EARC	Education Assessment and Resource Center
FAPE.	Free Appropriate Public Education
FPE	Free Primary Education
ICT	Information Communication and Technology
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Programme
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KISE	Kenya Institute of Special Education
KNAD	Kenya National Association for the Deaf
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
KNEC	Kenya National Examinations Council
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
PWD	Persons with Disabilities
SAP	Structural Adjustment Programs
SNE	Special Needs Education
TMIS	Teacher Management Information System
TQIET	Total Quality Integrated Education and Training

UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UPE	Universal Primary Education
WFD	World Federation of the Deaf
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The chapter presents the background of the study which has highlighted the universal view on education participation for learners with hearing impairments and, the historical development of education for learners with hearing impairment internationally, regionally, and local level in Kenya. Statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, and the limitations of the study are also highlighted in the chapter.

Since 1948, when the United Nations proclaimed education to be a fundamental right for all people, there has been a strong emphasis on deaf students' educational involvement around the world. World Health Organization (WHO, 2020) estimates that 250 million individuals worldwide suffer from hearing loss. Children who are deaf have access to education in some manner in less than 1% of cases. Hearing-impaired learners are considered to be a linguistic and cultural minority who use signs or imagery as their primary form of communication and require trained and experienced professionals to do so. According to the 1990 Convention on the Rights of the Child, every child has the right to attend school. According to Elizabeth (2020), deaf youngsters are subject to this universal truth. The Convention on the Rights of Persons with Disabilities underlines the need to respect the right of people with disabilities to education and specifically prohibits excluding pupils with hearing impairments from participation in the educational system on the grounds of their disability (WHO, 2021).

Deaf in this study refers to students with hearing loss (Knoor, 2019). In the last years of the 18th century, after the American and French revolutions, effective methods were developed for teaching deaf children (Livingston, 2019). Most societies only protected students with hearing loss. But as ideas of democracy and individual freedom gripped America and France, attitudes changed. Political reformers and leaders in the fields of medicine and education began to advocate for deaf children, arguing that these people should be taught the skills that will enable them to become independent and productive citizens. This sense of humanity goes beyond the desire to protect and defend deaf learners (Beaver, 2021).

However, there was a decline in this advocacy which was attributed to the following factors as stated by (Graham,2019). Disagreements among professionals and the public's reluctance to pay bills, especially during times of inflation and recession. These factors hindered early education participation for learners with hearing impairment. It was not until after World War II that special education for the deaf began to reverse the nearly century-long dynamic of neglect and decline (Beaver, 2021).

Everyone has the right to education, according to the 2006 United Nations Convention on the Rights of Persons with Disabilities as cited by Lane (2019) which sets international standards for human rights, basic education is required, and parents and guardians have the right to choose the type of education for their children, the state is required to provide progressive and/or equal opportunities, and all students who are deaf or hard of hearing should have access to educational and professional information and guidance to ensure participation in education. However, as put across by Seaver (2020) and Desaaalew et al. (2020), this is not adequately achieved since parents

of learners with hearing impairment s take their children to schools dictated to them due to lack of variety of schools of choices.

1.1.1 Global Perspective of Historical Development of the Education for Learners with Hearing Impairment

International human rights law, as highlighted by Egan (2022), mandates that the right to education for students with hearing loss should be interpreted in several key ways: these students should exercise their rights, including access to education, on an equal footing with their hearing counterparts; the quality of education for the deaf should be the same as that for the hearing, while also responding to the specific needs of persons with disabilities; and the curriculum for students with hearing loss should be as robust as that for able-bodied students (Ngobeni, 2021). Despite these mandates, the reality for many learners with hearing impairments falls short, as their specific needs, such as access to sign language and assistive technology, are often unmet. This gap is exacerbated by the perception that hearing impairment is a "hidden" disability, unlike the more apparent visual or physical impairments (Macleod, 2020).

Globally, the situation of education for learners with hearing impairments varies significantly. In the United States, for instance, the Individuals with Disabilities Education Act (IDEA) mandates that students with hearing impairments receive a Free Appropriate Public Education (FAPE) in the least restrictive environment. This legislation has led to the widespread inclusion of students with hearing impairments in mainstream classrooms with the necessary accommodations, such as sign language interpreters and assistive listening devices (Shaver & Marschark, 2021). However, the implementation of these provisions is not uniform across all states, leading to disparities in educational outcomes for students with hearing loss. Additionally, while IDEA provides a strong

legal framework, the availability of resources and trained personnel varies, resulting in inconsistent support for students with hearing impairments, particularly in rural or underfunded areas. These challenges highlight the need for ongoing advocacy and policy refinement to ensure that all students with hearing loss receive the quality education to which they are entitled.

In contrast, Finland has adopted a more centralized approach to the education of students with hearing impairments. Finnish educational policy emphasizes the integration of students with disabilities into mainstream schools while providing specialized support. This includes the use of sign language as a medium of instruction for deaf students, which is recognized as an official language in the country. The Finnish model is often lauded for its emphasis on equality and inclusivity, ensuring that students with hearing impairments have the same educational opportunities as their hearing peers (Salmi & Laakso, 2020). Furthermore, Finland's teacher education programs include comprehensive training on how to support students with hearing impairments, which has contributed to the successful implementation of inclusive education practices. However, despite these strengths, challenges remain, particularly in ensuring that all schools have the necessary resources and that students in more remote areas have equal access to specialized services.

Japan provides another example of how education for learners with hearing impairments is implemented. The Japanese government has developed a dual system where students with hearing impairments can attend either special schools specifically designed for the deaf or mainstream schools with appropriate accommodations. This approach allows for flexibility, catering to the varying needs of students and their families (Takayama, 2021). Special schools in Japan are well-resourced, offering a curriculum that includes both academic subjects and vocational training to

prepare students for independent living and employment. However, the integration of students with hearing impairments into mainstream schools has been more challenging, with issues related to insufficient teacher training and limited access to sign language interpreters. As a result, while Japan has made significant strides in providing education for students with hearing impairments, there is still a need for greater support in mainstream settings to ensure that all students have equal opportunities for success.

The situation is somewhat different in Australia, where inclusive education for students with hearing impairments is emphasized across the board. Australian law mandates that all schools provide reasonable accommodations for students with disabilities, including those with hearing impairments. This has led to a high level of inclusion in mainstream classrooms, supported by a strong network of special education services. Australian schools often employ itinerant teachers who specialize in hearing impairments to provide additional support to students and classroom teachers (Hyde & Punch, 2019). Additionally, the use of technology, such as FM systems and real-time captioning, is widespread in Australian schools, further supporting the participation of students with hearing impairments in the classroom. However, challenges remain, particularly in rural and remote areas where access to these services can be limited. The Australian government continues to work towards bridging these gaps to ensure that all students, regardless of location, receive the support they need.

The fundamental objective of educating deaf children, according to the World Federation of the Deaf's policy standards, is to give them the same opportunity as hearing students to participate in society. However, this goal is not being equitably achieved, as many adult hearing-impaired individuals who have gone through the education system still rely on hearing adults for economic

support (Horejes, 2020). This situation is reflective of the broader challenges faced by many countries in providing effective education for students with hearing impairments. For instance, despite the legal frameworks and policies in place, the transition from education to employment remains a significant hurdle for many individuals with hearing loss. This issue underscores the need for education systems not only to focus on academic achievement but also to provide robust vocational training and career support to ensure that students with hearing impairments can lead independent and fulfilling lives.

1.1.2 The Regional Perspective of Historical Development of the Education for Learners with Hearing Impairment

In many African countries, the right to education for students with hearing impairments is often compromised despite international human rights mandates. As Petersen (2020) highlights, these students are entitled to the same educational opportunities as their hearing peers, yet the reality on the ground tells a different story. The educational systems in many African nations struggle to provide adequate resources, such as sign language interpreters and assistive technologies, which are crucial for the effective learning of these students (Ngobeni, 2021). Furthermore, hearing impairment is often viewed as an invisible disability, unlike more apparent disabilities such as visual or physical impairments, leading to further neglect in addressing the unique needs of these learners (Macleod, 2020). Consequently, the educational participation of students with hearing impairments in Africa remains significantly hindered by systemic challenges and societal attitudes.

In Uganda, education for learners with hearing impairments dates back to 1950 when the colonial government constructed schools specifically for this purpose (Benadette, 2020). However, the participation of these learners in education is influenced by several challenges. According to

Mativu (2021), Ugandan schools face significant shortages in equipment and cannot support special education teachers adequately. The reliance on donor support for necessary equipment often leads to delays, further complicating the provision of essential resources such as hearing aids. These devices, crucial for improving communication among learners, are expensive, making them inaccessible for many schools. This lack of access to assistive devices directly impacts the ability of hearing-impaired learners to participate effectively in educational activities. Additionally, societal attitudes pose another challenge, as some parents perceive children with hearing impairments as a curse, leading to delayed or denied educational opportunities (Johanna, 2021). This stigmatization, coupled with low self-esteem among older students in lower grades, significantly hampers their motivation and participation in school (Bernadette, 2019).

Similarly, in Nigeria, the education system for learners with hearing impairments faces numerous challenges. The Nigerian government has established special schools for learners with disabilities, including those with hearing impairments, but these schools are often underfunded and lack the necessary resources to provide a comprehensive education (Adeniran, 2020).

The shortage of specialized teachers and the lack of adequate teaching materials further hinder the participation of deaf students in educational activities. According to Akinpelu (2021), many parents in Nigeria, particularly in rural areas, are reluctant to send their hearing-impaired children to school due to cultural beliefs and the stigma associated with disabilities. This reluctance is exacerbated by the lack of awareness about the importance of education for children with hearing impairments, leading to low enrollment rates and poor participation. Moreover, the absence of a national policy specifically addressing the needs of hearing-impaired learners means that these students are often left behind in the general education system.

In South Africa, the approach to education for learners with hearing impairments is more structured, with the government implementing policies aimed at promoting inclusivity. The South African Schools Act mandates that all children, regardless of disability, have the right to education, and this has led to the integration of hearing-impaired learners into mainstream schools (Ndlovu, 2019). However, the effectiveness of this integration varies, with some schools being better equipped than others to handle the specific needs of these students. The South African government has also invested in training teachers in sign language and the use of assistive technology, but challenges remain in ensuring that all schools have the resources necessary to support hearing-impaired learners (Petersen, 2020). Additionally, societal attitudes towards disability, while improving, still pose a barrier to full participation, particularly in rural areas where stigma remains prevalent. Despite these challenges, South Africa's commitment to inclusive education represents a significant step forward in ensuring that learners with hearing impairments receive the same educational opportunities as their hearing peers.

Ghana has also made strides in the education of learners with hearing impairments, with the government establishing special schools and units within mainstream schools to cater for these students. The Ghanaian government's Inclusive Education Policy, implemented in 2015, emphasizes the importance of providing education for all children, including those with disabilities (Osei, 2020). However, the implementation of this policy has been uneven, with many schools lacking the necessary resources to fully support hearing-impaired learners. According to Mensah (2021), the shortage of trained special education teachers and the lack of assistive devices are major obstacles to the effective participation of deaf students in educational activities. Furthermore, cultural attitudes towards disability, particularly in rural areas, continue to hinder the enrollment and participation of hearing-impaired learners. Despite these challenges, the Ghanaian

government's focus on inclusive education provides a framework that, if properly implemented, could significantly improve the educational participation of learners with hearing impairments.

In Ethiopia, the education of learners with hearing impairments is still in its nascent stages. The Ethiopian government has recognized the need for inclusive education and has begun to implement policies aimed at integrating learners with disabilities into mainstream schools (Tekle, 2019). However, the lack of resources, both in terms of physical infrastructure and trained personnel, poses significant challenges to the effective participation of hearing-impaired learners. The situation is further complicated by cultural beliefs and stigma associated with disability, which discourage many parents from sending their hearing-impaired children to school (Yilma, 2020). Additionally, the Ethiopian education system faces a critical shortage of assistive devices, such as hearing aids, which are essential for the effective communication and participation of deaf students. Despite these challenges, there is a growing awareness of the importance of education for learners with hearing impairments, and efforts are being made to improve their access to and participation in education.

The fundamental objective of educating deaf children, according to the World Federation of the Deaf's policy standards, is to give them the same opportunity as hearing students to participate in society. However, this goal is not being equitably achieved, as many adult hearing-impaired individuals who have gone through the education system still rely on hearing adults for economic support (Horejes, 2020). This situation is reflective of the broader challenges faced by many African countries in providing effective education for students with hearing impairments. For instance, despite the legal frameworks and policies in place, the transition from education to employment remains a significant hurdle for many individuals with hearing loss. This issue emphasizes the need for education systems not only to focus on academic achievement but also to

provide robust vocational training and career support to ensure that students with hearing impairments can lead independent and fulfilling lives. Addressing these disparities requires a concerted effort to provide the necessary resources, trained personnel, and inclusive policies to ensure that all students, regardless of their hearing ability, have access to a high-quality education that prepares them for active participation in society.

1.1.3 The Local Perspective of Historical Development of the Education for Learners with Hearing Impairment

Article 53(b) of the 2010 Kenyan Constitution, which ensures that every child has the right to free and compulsory primary education contains an explicit enshrinement of the right to education in Kenya. People with disabilities are specifically mentioned in Article 54 of the Constitution, which states that they have the right to access educational institutions and facilities that are integrated with the community as far as their interests are concerned (GoK 2010). However, this portion of the constitution has not been adequately observed to benefit learners with hearing impairment as many do not access schools to address their education concerns since many are located far from learners' home. In Meru and Isiolo Counties, we have only three schools catering for learners with hearing impairments.

When the Aga Khan Unit for Learners with Hearing Impairment was founded in Nairobi and Mombasa in 1958, education for students with hearing impairments in Kenya began. For many years, schools used an oral strategy, emphasizing speech and hearing aid training to try to make deaf students function like kids with normal hearing. This relates to the early history of education development of deaf learners where in 1850 as put across by Bever (2021) learners with hearing impairments were denied their native and natural language such that children who signed had their hands tied to chairs and some painful tools put in their speech organs.

The Kenyan government declared a push for universal primary education as a long-term objective when the country attained independence in 1963. (Oketch & Rolleston, 2020). This program caused a significant increase in enrolment, which in turn resulted in overcrowded classrooms, inadequate physical facilities, unqualified teachers, and a lack of instructional resources. The International Monetary Fund (IMF) introduced the Structural Adjustment Program (SAP) as a method to reduce the costs associated with free basic education. This had an adverse effect on Educational participation for learners with hearing impairment quality due to the government shifting the burden of providing textbooks and other learning materials to parents, which affected many students from low-income families, including those who have hearing impairments. (Shrin, 2019). This condition persisted up until 2003 when free basic education became law. Kenya must respect the right to education by refraining from taking any measures that would make it difficult or impossible for deaf kids to obtain education.

The Basic Education Act of 2013 according to Adoyo (2019) fails to increase access and improve the quality of education for all children including those with hearing impairments. It further stipulates that no student shall be denied entry or expulsion from the school for any reason relating to gender, race, established color of skin, or any other just reason. However, it excludes the explicit criteria discriminated in case they wished to enroll in the nearest school within their community.

The creation of special schools for kids with disabilities was advised by the Ngala Report of 1964 as reported by the Ministry of Education (2019) however these special schools and units are not adequate and evenly distributed to cater to all learners with hearing impairments. The majority have to travel for many kilometers to make it to the nearest school. This study established that

learners from the three schools had to travel several kilometers to make it to the nearest special school. The two counties in this study have only three schools for learners with hearing impairments.

The 1999 Koech report specifically mentioned the education of students with impairments (Ministry of Education, 2019). The goal of education, according to the report, is to ensure that all children, including those with hearing disabilities, have equal opportunities. As a result, Total Quality Integrated Education (TIQET), a comprehensive framework that addresses previously underappreciated aspects of education, including special education, was formalized (Jefwa et al., 2023). According to the research by KISE (2020), the special education category has not kept pace with the school sector's rapid growth; as a result, deaf children are not afforded the same opportunities to engage in educational activities. The research further claims that this is further compounded by a lack of specialist staff, equipment, and curricula as well as a lack of clear policy guidelines and a clear special education status. In addition, the Koech Commission found that the Education Act was inadequate as it overlooked key areas of education for deaf learners with hearing impairments (Ministry of Education, 2019).

The Special Education Working Group, established by the government in 2003 after the Free Primary Education (FPE) program was launched, acknowledged that all children including those with hearing loss who attend schools have a constitutional right to an education (Ministry of Education, 2019). The state required parents who were unable to pay school fees to send their kids to school, particularly those who have hearing impairments. Due to this approach, more students from all backgrounds were admitted to Kenya's public schools (Government of Kenya, 2009). Enrollment in schools for students with hearing impairment had increased as well. The government did not construct new classrooms or make sure that the number of teachers allocated to schools

corresponds to the rise in the number of deaf pupils enrolled in free primary education (Adoyo, 2019). Schools for learners with hearing impairments have inadequate resources and equipment to accommodate the new number of learners. Inadequate resources contribute to low participation of learners in education.

The task force's main finding is that there has been little advancement in establishing universal primary education. The paper claims that low enrolment rates and high dropout rates are characteristics of basic education, with special education being severely impacted. Similar to how many hearing children who gain from FPE leave school early, the hostile school climate brought on by a lack of resources prevents deaf children from participating in education throughout their school years (Lagat, 2020).

The Koech task force (1999) further noted a lack of statistics on learners with hearing loss. According to the findings of the task force, inclusive education requires careful planning, which is impossible without reliable information, adequate funding, and legal backing. Only 20% of teachers reported to have been trained in special needs education. The task force further noted that schools lacked adequate physical resources, adequate placement options for learners, and parental involvement (Wawire, 2023). The findings relate to this study that parents lamented inadequate schools for placement of their children after assessment.

The Kenyan government established the Kenya Institute of Special Education in 1986 to offer specialized teacher training programs (KISE, 2020). However, due to limited capacity, this institution is not able to train many teachers to handle deaf students. The integration policy was enacted in 1990 with the opening of sections in public primary schools. The department for

children with hearing loss is among the first, having fewer than 12 students per class. According to Jeffwa (2022), there was a shortage of professionals and specialized teachers.

The Kenya Institute for Curriculum Development has made significant efforts to develop preschool curricula for deaf children, development curricula, and independent life skills for students with disabilities (Adoyo, 2019). A curriculum to teach perception, communication, and math skills to the deafblind to encourage participation in the education of deaf students. However, this syllabus and supporting materials for learners with hearing impairment are availed later when their peers in regular schools have already utilized theirs (Ministry of Education, 2019). Persistent delays in the use of curriculum support materials result in deaf students falling behind in curriculum implementation, with detrimental effects on their participation in school. The current study established that materials especially from KICD are availed late and most of them especially books do not match the needs of the learner.

1.2 Statement of the Problem

Education participation is essential for the overall development of all learners, including those with hearing impairments. In Kenya, despite efforts to ensure equal access to education, learners with hearing impairments face notable participation challenges. A report by the Ministry of Education (2019) reveals that only 40% of learners with hearing impairments attend school regularly, compared to 85% of their hearing peers. Additionally, Rekkedal (2020) reported dropout rates among learners with hearing impairments are significantly higher, with 30% failing to complete primary education, while the national average for hearing students stands at 10%. Furthermore, enrollment in secondary schools is markedly low, with only 25% of hearing-impaired learners transitioning from primary to secondary education, compared to 60% of their hearing counterparts.

(MOE, 2019). These statistics underscore the significant participation challenges faced by learners with hearing impairments, which hinder their access to quality education and subsequent holistic development.

The Kenyan government has made considerable efforts to promote equity in education by implementing various legal frameworks and policies to support learners with disabilities. These include the Disability Act of 2008, the Integrated Quality Act of 1999, and the Special National Needs Educational Policy of 2010, which aim to create an inclusive learning environment for all (MOE, 2019). Additionally, financial resources have been allocated specifically for learners with hearing impairments, such as a capitation of Ksh 2,500 per learner and an additional Ksh 10,000 per month for teachers handling these learners. Despite these efforts, the educational participation of learners with hearing impairments remains dismal, as evidenced by their poor performance in both summative and formative assessments (Ministry of Education, 2019).

Research carried out in Meru and Isiolo counties has focused on the inclusion and social integration of learners with hearing impairments in regular school setups. However, these studies have not thoroughly investigated the specific factors influencing the education participation of these learners in special public primary schools. The Ministry of Education (2019) attributes the low participation rates and poor performance of learners with hearing impairments to several factors, including the inadequacy of trained teachers, communication barriers, and a general lack of knowledge on how to handle learners with hearing impairments effectively. These challenges contribute to the performance gap between learners with hearing impairments and their hearing peers.

This study sought to fill the gap in the existing literature by examining the factors that influence education participation for learners with hearing impairments in special public primary schools in Meru and Isiolo counties. The study focused on variables such as financial resources, parental involvement, placement options, and physical resources to better understand the underlying reasons for the low performance and participation of these learners. By addressing these factors, the study aims to ensure that learners with hearing impairments can participate fully in education and gain the same benefits as their hearing peers, ultimately narrowing the performance gap. Therefore, this study aimed to fill this gap by answering the following question; what are the factors influencing the education participation of learners with hearing impairments in special public primary schools in Meru and Isiolo counties?

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing the education participation of learners with hearing impairments in special public primary schools in Meru and Isiolo counties.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To find out how parental involvement influences education participation for learners with hearing impairments in special public primary schools in Meru and Isiolo Counties
- ii. To establish how physical resources provided to learners with hearing impairments influence their education participation in special public primary schools in Meru and Isiolo Counties

- iii. To examine how placement option of learners with hearing impairments influence their Participation in education in special public primary schools in Meru and Isiolo Counties
- iv. To determine how financial resource allocation influences education participation for learners with hearing impairments in special public primary schools in Meru and Isiolo Counties.

1.5 Research Questions

- i. To what extent does parental involvement influence education participation for learners with hearing impairments?
- ii. How do physical resources provided to learners with hearing impairment influence their education participation?
- iii. How does the placement option of learners with hearing impairments influence their education participation?
- iv. How does financial resource allocation influence education participation for learners with hearing impairments?

1.6 Significance of the Study

The findings from this study had significant implications in the field of education. Teachers would get a deeper understanding of what could be causing inadequate participation for hearing-impaired learners. Out of such knowledge, they can help in the mobilization of resources even from the community. To the parents, the findings were useful since they were to be enlightened on what could be causing low participation of their children in school. They will become more aware of their role as parents towards the education of their children. The headteachers of the sampled

schools would find the findings and recommendations useful to them as they will become more enlightened on the issues of finances, how to engage parents and the role of teaching/learning resources to a learner with hearing impairments. The learners with hearing impairments who are the consumers of education will benefit from increased parental support, more teaching /learning resources, and more funding from the government. The CSO (SNE) will advocate for more personnel in the assessment centers to promote the validity and reliability of the assessment of learners so that they can be appropriately placed in various learning institutions.

1.7 Limitations of the Study

The data analyzed by the researcher was generated from the individual study participants who are prone to bias. However, the researcher addressed this gap by encouraging the study participants to be genuine and honest and that any information they shared was to be treated with confidentiality. Language barrier was experienced especially with children who have hearing impairment. However, the researcher utilized teachers from the sampled schools who were fluent in the use of sign language and this helped in getting information from learners as part of the respondents in the study.

1.8 Scope of the Study

The study focused on four key factors influencing education participation for learners with hearing impairments: parental involvement, placement options, physical resources, and financial resource allocation. The study was conducted in Isiolo and Meru Counties, Kenya, it examined these factors within special public primary schools to address the specific regional challenges faced by learners with hearing impairments. The study included a diverse group of respondents, such as teachers,

headteachers, learners, parents, and support staff, to provide a comprehensive perspective on the educational experience. This targeted approach justifies the study by offering practical solutions to enhance educational outcomes and informing policy and practice to improve the participation of learners with hearing impairments in segregated learning environments.

1.9 Assumption of the study

The researcher assumed that the respondents would be willing to give correct information based on the research tools. It is also assumed that the required sample respondents would be available. The researcher further assumed that the variables being investigated influenced education participation for learners in the sampled institutions

1.10 Operational Definition of Terms

Education participation	How learners with hearing impairment interact with education activities in the learning institutions of learners with hearing impairments..
Financial resource allocation	Distribution of educational resources—such as funding, teachers, learning materials, and infrastructure—across schools and programs to enhance student participation and learning outcomes.
Hearing impairment	Hearing loss whether complete or partial.
Inclusion	Provision of specifically designed instructions to learners with hearing impairment within a regular education environment.
Learning environment	Classroom conditions, school facilities, and class size that influence education participation of a hearing-impaired leaning

Management	How the parents, resources, finances, and Placement options of learners with hearing impairment are managed by the head teacher of a special school for learners with hearing impairment
Parent	A person who is legally undertaking the responsibility of a child with hearing impairment. Can either be biological, guardian, or caretaker
Parent involvement	The positive attitude that parents have towards their children's education, teachers, and school to promote education participation for learners with hearing impairments.
Placement	The various educational programs where learners with hearing impairment are Placed after assessments.
Resources	Material aspects required by hearing-impaired learners to participate in education.
Special schools	Schools handling learners with hearing impairment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter was to review and summarize the literature on learners with hearing impairment, parental involvement, resources, placement, and financial resources allocation influence on education participation for learners with hearing impairment. The theoretical and conceptual framework was also captured in this chapter.

2.2 Learners with Hearing Impairment

Since 1948, when the United Nations proclaimed education to be a fundamental right for all people, there has been a strong emphasis on deaf students' educational involvement around the world. WHO (2019) estimates that 250 million individuals worldwide suffer from hearing loss. Less than 1% of children who are deaf lack access to any kind of education. Hearing-impaired learners are considered to be a linguistic and cultural minority who use signs or imagery as their primary form of communication and require trained and experienced professionals to do so.

According to the 1990 Convention on the Rights of the Child, every child has the right to attend school. The deaf youngsters are subject to this universal truth. The Convention on the Rights of Persons with Disabilities underlines the need to respect the right of people with disabilities to education and specifically prohibits excluding pupils with hearing impairments from participation in the educational system on the grounds of their disability.

According to WHO (2019), as stated by Horejes (2020) hearing loss is the inability to hear partially or completely. Hearing is the sense through which learners perceive sound, giving them the privilege of communicating with one another and the opportunity to be understood. The ability to

communicate effectively is essential for a child's healthy development. However, a child with even a mild or moderate hearing loss is negatively affected in education participation as put across by (Graham, 2019).

The capacity to build meaningful relationships with others is supported by effective communication. Hearing loss can hinder the development of language and communication skills, learning capacity, social skill and ability development, emotional growth, self-esteem, and identity development (Adgun, 2020). All of these abilities are crucial for improving hearing-impaired students' educational involvement. The majority of institution head instructors, particularly those at special schools for deaf students, may not have received sufficient training in sign language for deaf students. This creates communication barriers between learners and teachers thus response to information is mostly distorted. For education participation to take place effectively communication is key. Ngobeni (2021) posited that most deaf children are born to parents with typical hearing who are not aware of the impact of hearing loss on children's communication pathways. Children with normal hearing learn to communicate with their natural environment through spontaneous interactions. This is not the case with students with hearing loss. Students with hearing loss are thought to have hidden disabilities, unlike those who are visually impaired or have obvious physical impairments (Hall & Wyvatte, 2019).

WHO (2019) estimates that 120 million people worldwide suffer from hearing loss, and 78 million of them are in developing nations. More than 1.2 million children in sub-Saharan Africa between the ages of 5 and 14 have moderate to severe hearing loss in both ears, which is thought to be mostly caused by ear infections and inadequate sanitation and treatment. Most of these children of this age bracket attend school later than their hearing peers.

The World Federation of the Deaf (WFD) (2018) advocates for and defends the rights of all deaf students to high-quality education from birth onward. Deaf children have the same access to high-quality education and the same right to engage in learning as other students have. The federation outlines in its policy guidelines that the main goal of educating a learner with hearing impairment is to give them the same possibilities of participating in the society as adult.

However, this is not being equitably achieved as most adult hearing-impaired persons who have gone through the education system are still relying on adult-hearing people for their economic support. (Livingston, 2019). Relying on adults for help is an indication that the education they have received has not provided adequate skills to help them become self-reliant. The study established that the heads of institutions ensured that learners exiting from primary school got placed in the next level of education. They further made follow-ups to ensure learners are placed in some form of career path to become self-reliant.

Learners with hearing loss have all degrees of hearing loss from mild to severe and are grouped as deaf or hard of hearing. Deaf students have difficulty participating in educational activities because of the inability to express and understand language through speech, the lack of auditory cues that accompany spoken language, and the inability to understand the conversations that are taking place in the environment (Dianne & Foiret, 2020; Estelle, 2019). The limited possibility of hearing loss limits the development of appropriate behavior in society, which negatively affects participation in education. Children tend to show immature social behavior. Similarly, deaf learners find it difficult to express their feelings through spoken language, which leads to low self-esteem, anger, frustration, and violence Egan and Rosemary (2022) Such behavior creates conflict among pupils and the hearing community working within the school environment, misunderstanding derails the

smooth running of the school routines as most of the time the teachers especially the headteacher is preoccupied with solving the conflicts. This makes it harder for students with hearing impairment to participate in the educational process. The current study will seek to find out on effects of conflicts among hearing-impaired learners how it affects education participation for these learners and how teachers deal with them.

Mpoza (2021) pointed out that the education of learners with hearing impairment in sub-Saharan Africa began as a component of the European missionary movement in the USA. Across Africa, a concern has been expressed that people with hearing impairment to a large extent continue to rely on their non-disabled counterparts for economic support. This is largely because the education they have been receiving is largely irrelevant and insensitive to the uniqueness of their needs both in school and in society life after (Moyi, 2019). Further investigations should have been done to establish the relevance of education for hearing-impaired learners in meeting their social needs in society.

The term hearing loss is often used as legal terminology for the main categories of disability for students who comply with the Persons with Disabilities Act (IDEA). Deaf children are those who cannot utilize the sense of hearing as a channel of understanding the environment around them. The hard of hearing have some residue hearing left and can, therefore, understand the speech-language accompanied by lip reading and total communication (Lane, 2019). There is a need however to find out the effectiveness of total communication in teaching deaf learners. Research findings by Elder and Kuja (2019) have identified several factors that influence education participation, for learners with hearing impairment. These include intelligence, socioeconomic status of the family, ethnicity, and community resources. The degree, type, timing, and quantity of

early intervention services, as well as the usage of assistive technology and the family's mother language, were also found to have an impact on how deaf or deaf kids developed. There is however a need to highlight ways of ensuring that the cited factors are worked on to positively influence the education participation for students with hearing impairments.

Education participation for hearing-impaired students can also be influenced by family attitude towards hearing loss, issues like additional disabilities, communication preferred like cued speech, spoken English, as well as, where educational services are provided (Adoyo & Marina, 2019). Whether educational services are provided in a special unit, special school or in an inclusive set up (Emmy, 2020). Research by Cowthorpe (2021) indicates that the majority of professionals, including school administrators, are neither deaf nor hard of hearing and have little experience or training working with such pupils (Crowell, 2019). Professionals might not be aware of the fact that hearing loss, regardless of kind or degree, has an impact on the amount and quality of social interactions, which can then have an impact on a learner's language and educational involvement. The school administration needs to be aware of the potential impacts of hearing loss and how they may affect a child's ability to participate in class. He/she should also understand the number of learners in a school with a hearing impairment and the educational implications of such impairment (Stander, 2019).

According to UNICEF (2019), Uganda as a country has comprehensive international policies and conventions that have been signed. However, policy implementation is still weak and as such there are still a number of gaps in the provision of education for deaf students. Policies and laws aimed at protecting the interests of children and providing equal opportunities for deaf learners are rarely translated into services. The current study established that most of the policies put in place to

protect learners with hearing impairment were not implemented and those implemented were partially done.

In Kenya, the National Council for Population and Development (NCPD, 2022) estimates that out of 8.7 million people, 80000 people have hearing impairment. The number of deaf children continues to increase, creating a need to provide them with educational opportunities, with schools and institutions simulating their learning to encourage participation in education (Stander, 2019). However, the number of schools established to cater to these learners does not match the increase in population. Based on the current study, there are only three special schools handling learners with hearing impairments in two counties.

2.3 Influence of Parental Involvement on Education Participation of Learners with Hearing Impairments

According to Simweteba and Serpell (2020), parental involvement in education for a learner with hearing impairment has been seen as parent visits to school to attend meetings, communicating with school personnel, attending meetings of parents' teacher associations, helping children in academic activities at home, attending school-initiated functions, having high aspirations towards the learner, showing positive attitudes and regard towards the children's education.

The research on special education demonstrates that in the United States and England in the early 20th century, the process of parental involvement in the formal education of their children was formally included in public schools (Sarah, 2018). Each individual is traced back to the family and therefore parental involvement in all aspects of child development cannot be separated, (Asseff 2019). In America, according to Stephanie and Garberoglio (2019), the influence of parental involvement on educational success is very important. Educational leaders require schools to

develop and implement parent involvement plans that can be used to promote parental involvement. This study established that parental background especially the level of education influenced Educational participation for learners with hearing impairments.

For years, U.S. legislators have encouraged parental involvement in all of their policies, some of which required schools to include an objective to encourage parental involvement. However, as Latonya (2020) notes, even though parental involvement is permitted by the government, some schools in the United States still face difficulties in the area of parental involvement in terms of implementing effective partnerships.

In South Africa, as stated by Hamlin (2019) there are established governing bodies in which parents have to play an active role. They believe that parental involvement and interest in their children's formal education leads to better exam results, higher levels of educational qualification, and more development in school and life. Many classrooms in the South African country are full of students with different needs and teachers face different challenges and demands arising from what requires parental intervention. The influence of parents on the development and learning process of children is documented in Educational Psychology: the first educators of students are parents, whose role is to facilitate the assimilation of children's values and identities (Ahmad, 2020). In addition, children need guidance, support, and encouragement from parents. Parental involvement sends a message to children that their parents care about their development (Asseff, 2019). This study revealed that parents who demonstrated some level of involvement with the education affairs of their children had their children participate well in education.

Williams and Sánchez (2021) stated that in developed countries there is widespread interest in parental inclusion in education. In South Africa parents are obliged to bring their children to school from the first day of the year till the learner reaches the age of four and half years.

Schools should initiate and implement context-sensitive strategies that take into account the challenges parents face. In this regard, empowering teachers in relation to the parent-school relationship is an important part of providing a strategy to initiate and implement continued parental involvement. Additional research from Sebastian and Moon (2020) revealed that educators' evaluations of parental non-engagement do not account for the contextual realities that restrict participation, which further alienates parents. Schueler (2020) believes that collaboration between teachers and parents is important for the success of school programs. The role of parents must support and complement the pedagogical function of the teacher. A functioning or dysfunctional parent-teacher partnership is often measured by student participation in education.

Progress has been impeded in South Africa despite efforts to promote parental involvement by issues like poverty, single-parent households, unemployment, and a lack of agricultural support systems. Parental involvement should not just mean financial involvement, claims. The cognitive, social, and emotional requirements that support participation in education must be addressed by parents. Park and Holloway (2022) adds that schools can combat parental disengagement by adopting a strong, all-encompassing strategy that can unleash the potential of current parents and boost their meaningful participation. Epstein (2018) focuses on empowering teachers with meaningful family and community engagement skills so that they can recognize parental potential and use it for the benefit of students. There is therefore need to focus more on means of promoting parental participation in educational activities for their children.

According to Lara and Saracostti (2019), research in Malawi's Embagwani Primary School for learners with hearing impairments revealed that parents and relatives used the school as a place to drop off their hearing-impaired children. Some learners stated that their parents and relatives have never returned to visit or take them home during the holidays since they were brought to school. This attitude created psychological problems for some pupils and placed a huge financial burden on the center as well since the institution had to continue feeding them, paying for water and electricity, and other bills and salaries for their upkeep (Mann et al., 2018). Some parents expected the school to drop their children at their home during holidays but the school does not own a car (Ntinda, 2018). Therefore, the majority of learners with hearing impairment stay in the school dormitory throughout the years of their studies. Such a child may not participate well in academic activities in school as he/she views the school as a prison (Cotton & Wikelund, 2019). They are also preoccupied with many unanswered questions on the whereabouts of their relatives. Their limitation on the language of expression with the hearing group makes them suffer in silence. The study carried out by Fan et al. (2017) found that negative attitudes by parents toward a student with hearing impairment especially based on uncertainty about their children's success in the future made them dump their children in school.

Success is certain to follow when parents and educators collaborate and cooperate holistically to educate pupils, concentrating on their intellectual, social, and emotional requirements (Stway, 2017). Schools must comprehend the local environment and parents' origins in addition to accepting them despite their various philosophies, perspectives, and difficulties. Parents in disadvantaged communities are believed to be less involved in student education due to their level of education, lack of personal responsibility, poverty, and work dynamics (Julius, 2022).

According to Gardiner (2017), grandparents are not sufficiently involved in students' education because they attach less importance to school education and sometimes give them unreasonable and physically exhausting homework which consumes children's time and distracts them from their school work. A sleep-deprived student is less motivated, less able to concentrate in class, lacks a sense of belonging, and/or is psychologically and emotionally challenged, which hinders effective class participation (Lara, 2019). A comparison should be made to establish the level of participation of hearing-impaired learners living with their parents and those living with their grandparents.

Due to their employment, parents in underprivileged areas are unable to fully participate in their children's education. Most parents do not work or work in informal or casual jobs as cleaners, or housekeepers who waste time and energy (Sarah, 2018). The occasional weekend shift associated with this type of work leaves them with very little time to spend at home with the family and therefore no time to check on their children's progress at school or to supervise their homework. Many parents in underprivileged communities are not at home when their children come home from school (Samuel, 2019). Likewise, low-paying jobs limit the ability of parents to provide the necessary educational resources for their children (Laugen, 2019). This study sought to investigate on relationship between parental occupation and educational participation for learners with hearing impairments. According to the findings from this study, the parents who had formal kind of employment were better involved in the education issues of their children compared with those who worked in the informal sectors.

Humble (2017) argues that poverty forces many parents to fulfill household needs while ignoring the educational needs of students. Ferreira (2017) points out that pupils who feel excluded because

specific learning materials are scarce are generally affected by the financial hardship of their parents. Such students lack motivation to learn because they have a poor perception of school.

Parental engagement can take many different forms, including ensuring that children receive a solid education at home, meeting their basic needs, instilling moral principles, and, most significantly, encouraging their children to attend school (Sebastian, 2020). However, most of the parents especially those of learners with hearing impairments neglect those children. Many are not provided with basic needs. Provision of basic needs makes the learner feel comfortable and therefore able to participate effectively in the class. Where these needs are lacking, the learner's self-esteem is lowered thus hindering effective participation in education activities.

Asseff (2019) found that parental involvement has been shown to have a positive impact on student learning. Parental involvement includes sharing information about where students are after school, especially when homework is due. However, most of the parents of learners with hearing impairments have a perception that their children can only be handled by their teachers and therefore little monitoring is offered to them especially on education issues like doing homework (Sarah, 2018; Williams, 2021). Lack of interaction with books after school hinders education participation for learners with hearing impairment. The current study sought to establish the parental perception towards the homework of a hearing-impaired learner.

According to Ahamad (2020), children who have supportive parents are more conscious of their academic accomplishments, more aware of the educational opportunities available, and more aware of the norms and policies at school that promote student participation in learning. However as much as parents would be willing to get involved in what goes on in schools where their children are, the majority face limitations in terms of even language especially for those with hearing

impairments who utilize sign language as a means of communication. Parents of hearing-impaired learners may also not be aware of what is taught in special schools and units. They are therefore not able to help their children with homework (Ross, 2016). Such a situation influences education for learners with hearing impairment negatively. They feel that what their parents are not involved in is of no value. (Hoof, 2019). The current study investigated on extent to which parents of learners with hearing impairments understand the content delivered to their children. Most parents argued that they could not be in a position to help their children with homework as they did not understand the language used.

Benner (2022) pointed out that parental involvement in school is also positively related to children's academic success and reading-aloud skills. Children of mothers who participated in early intervention for their children read books to them, encouraged them to take notes, demonstrated better communication skills, higher language scores, and fewer behavioral problems that could negatively impact participation in education.

Sarah (2018) argues that encouraging parents to take a more prominent role in their children's early education interventions has proven to be a major challenge. This is a greater challenge for parents with limited education or financial resources, or when parents come from cultural backgrounds who do not value professional involvement and define it as interfering in the upbringing of their children. School leaders for deaf students should educate parents about the positive aspects of their contribution to the current and future development of their children, thereby motivating families to get involved (Schuela, 2020).

Studies by Zolkosi (2018) have shown that learners participate well in education activities if parents are aware of education activities undertaken by their children. Because the majority of

children from these families suffer from mental illnesses, dysfunctional parenting practices like conflict, substance abuse, child abuse, negative modeling, disturbed parent-child relationships, deprivation of stimulation, and attachment can hinder students' participation in the classroom. The majority of these children from such families are at risk of hyperactivity, truancy, and low levels of literacy and self-esteem (Akellot, 2019). However, the study did not focus on how parents can help alleviate the stated challenges.

According to Julius (2022), parents' economic conditions which include parents' academic and professional qualification, revenue and occupational affiliation have effects on education participation for learners with hearing impairments. This brings about hindrances to education participation in that a parent, who has done well academically, is eager to see that his or her child performs to achieve even better than them. A parent with a good academic background is also aware of how to promote education participation for his/her child through buying needed teaching and learning materials. He/she has also knowledge of the best placement option for his/her child. They also form the source of help for their children in doing their homework (Park & Holloway, 2022). This study established that many parents of learners with hearing impairment did not help their children with homework as they argued that they did not understand the questions in the homework.

Josephine (2023) suggests that parents of learners with hearing impairment may greatly influence the education participation of their children by being overprotective, being negative, or pushing them too hard. Rosemary (2020) points out that school leadership can encourage or prevent parental involvement. Schools should create an environment that is conducive to parental participation by clearly articulating parental expectations and communicating regularly with

parents about what they are learning. However, most parents of deaf students do not bother to know the development of their deaf child because they feel that the child is not successful (Tárraga García et al., 2018). This study found that many parents were not very sure about their child's future success and this made them reluctant to support their children.

Most schools also have no policy on how to involve parents. The lack of a defined policy on parental involvement makes them less involved in the education of their children thus promoting hindrances to the education participation of their children with hearing impairments (Humphries, 2019). Rosemary et al. (2020) elucidate that a good relationship between school management and parents is important to motivate deaf students to be involved. This requires parents and teachers to communicate regularly both through formal and informal channels (Wilder, 2019). This study revealed that some stakeholders in the institutions of learners with hearing impairment have resulted in the utilization of social media like WhatsApp as a means of promoting mutual relationships as they work toward assisting the learners.

The findings of Stella (2020) revealed that the level of parental involvement in Meru is low and the school's lack of commitment to encourage parental involvement. Parents with little education are hesitant to attend meetings in schools with mixed socioeconomic backgrounds, and when they do, they usually keep quiet. In these circumstances, middle-class parents frequently dominate parent meetings, and teachers frequently give wealthy parents greater attention. The study focused on hearing learners, the study ought to have investigated other factors that undermine parental involvement in educational participation for learners with a hearing impairment such as formed attitude that hearing-impaired learners are underachievers, inability to communicate through sign language, and a poverty-level of how such factors influences the work of heads of institution.

The findings by the National Education Board (2019) revealed that many children with hearing impairment in the Isiolo community did not even attend to schools' affairs concerning their children. They attribute this to a taboo against deaf children, where the children are seen as the result of curses or mistakes made by their parents. Some parents hide it for fear of embarrassment. Parents also kept their children away from school for fear of exposing them to social stigma in the outside world, high levels of poverty, and lack of assistive devices (Terry, 2023; Fowers, 2022).

2.4 Influence of School Physical Resources on Education Participation for Learners with Hearing Impairments

According to Serial (2019), educational tools are crucial in creating a positive teaching and learning environment. Using these tools can give teachers guidance that is more beneficial and successful than any individual effort without material. Education resources are scarce in school, but they still need to be managed effectively and efficiently when management activities are well structured, coordinated, well-coordinated, and controlled by the school board, which is also in control of them (Lagat, 2020)

This is in line with the assertion that adequate, efficient usage and allocation of these resources rather than just their availability are what guarantee good school operations. No matter how beautifully the school administration is packaged, the system may not produce the expected results if resources are not used and managed properly (Udoba, 2020). The study established that some equipment were available but never utilized.

Textbooks and other reading materials, as well as the equipment and tools used to teach and facilitate learning, are all considered teaching and learning aids. These resources include nonperishable items utilized by students and teachers, such as exercise books, pencils, and chalk,

as well as whiteboards, maps, charts, and fundamental scientific tools. Resource management is the process by which directors implement the functions of planning, organizing staff, directing, coordinating, and controlling the effective use of these resources to achieve the desired goals (Meijer & Watkins, 2019). Learning and teaching resources promote effective learning, maintain attention, and break the monotony of gestures for deaf learners. Teaching can only be effective if the teaching materials used are adequate and appropriate. Children learn best when they have the opportunity to see and observe what they are being taught (Ozioko et al., 2020).

Because of the importance of the teaching and learning process, both developed and developing countries pay great attention to the provision of learning resources. In developed countries such as Japan, the Ministry of Education publishes these materials and bears the cost of distributing them to private and public schools. The material distributed becomes the property of the school. In developed countries, teachers have sufficient teaching/learning materials to facilitate the learning process (Agba, 2020).

Textbooks give the teaching and learning process structure and order (Seok et al., 2019). They are regarded as effective and practical tools or equipment in the classroom that help teachers in their everyday jobs. Textbooks also provide a sense of security and confidence for learners. Deaf students need access to information technology now that we are moving towards the computer age in all aspects. Information technology is very important in developing the language experience of deaf learners.

It can be a very useful tool with images, characters, or text on the screen, allowing people to improve their general knowledge and use of the language without having to rely on the spoken word. Hearing-impaired learners often need opportunities to expand their use of descriptive

language to describe, compare, and contrast objects. Information communication and technology integration can be described as the use of internet-based and computer-based applications in the classroom environment to establish communication and access to information, thereby supporting student learning. For the effective integration of Communication and Information Technology (ICT), it is important to develop an appropriate, flexible, strategic, and functional plan that takes into account all aspects of Communication and Information Technology (Graffiat, 2021).

Sufficient time should be scheduled. The developed plan should be sent to all stakeholders (Woolsey, 2021). There is a need therefore to focus on the extent to which schools of learners with hearing impairments are endowed with current digital devices and utilization in promoting education participation for learners with hearing impairments.

Numerous schools lack or have damaged furniture. Furniture plays a crucial role in ensuring comfortable learning because students need to feel physically comfortable while they are sitting, reading, and writing. The key components of furniture and the educational process should be well thought out, correctly sized, and constructed. Poor furniture design is linked to back pain.

Learning educational materials helps attract students' attention, informs students about goals, stimulates the memory of previous learning, presents stimuli, provides guidance for learning, evokes performance, provides feedback, assesses performance, and allows containment to improve (Ozioko et al., 2020). Lack of suitable teaching and learning resources, such as hearing-impaired learning aids, frequently limits access to high-quality education in Malawi. The biggest challenge for teachers handling learners with hearing impairment was to provide appropriate education to learners due to a lack of resources.

For effective education participation for learners with hearing impairment, learners should be provided with extra support services to enable them to compensate for what they have been deprived by lack of a particular sense. Safe and efficient travel throughout the environment is a critical component. According to Udoba (2020), technology permits learners to access the general curriculum to increase academic participation. For learners with hearing impairment, the teacher should train learners on how to use assistive technology. For learners with hearing impairment, materials that will enhance the utilization of other senses apart from hearing should be well provided. It's important to teach students who have hearing loss how to utilize hearing aids (Seok et al., 2019).

Headteachers without training on the use of assistive devices may not know how to handle them and how to help learners manipulate them. Learners with hearing impairment are usually isolated due to their nature of disabilities. This situation limits their interaction and social skills development which is necessary in education participation, especially where group discussion is required. For the hearing impaired, learners signing everything in a group interaction is not possible (Soraya, 2022). Sometimes they judge the learning as gossiping them. Thus, creating unhealthy relationships among them (Lawrence, 2021). Home caring, self-determination, vocational goals, and independent caring form a component of education participation for learners with hearing impairments. Young children begin to learn basic self-care skills through visual observation, listening, and imitation. However, most deaf learners need systematic training and adjustment (Sotia, 2019).

Students with hearing disabilities need accommodation to access the same assignments as their peers. This adaptation may involve a longer period, special instruction, special materials, and

adaptation to the environment to achieve the same level of education of Participation as their age mate. According to Hall et al. (2019), when handling learners with hearing impairment, the teacher should lecture from the front and avoid pacing around. Facial expressions, body language, and gestures should be utilized appropriately to help emphasize a point to facilitate interpretation of voice functions (Sotia, 2019; Izuli, 2021). The study however did not focus on teachers. There is a need to sensitize teachers handling learners with hearing impairments on the effects of various movements they make while interacting with learners.

The heads of the institution should be aware of the various modifications that are needed for adequate participation of learners in education. Most of the heads of institutions who lack training in specialized areas of special needs education may not be aware of the various modifications that need to be done. Class teachers are left to work on their own without clear guidelines on the expectations (Geoffrey & Kioko, 2023).

Mitra and Mishra (2019) claim that teachers in Kenyan schools for deaf students lack the resources necessary to create lesson plans that can aid deaf pupils in understanding the material. Additionally, the few teaching and learning resources that are available are inappropriate for deaf children and are either insufficient or unavailable for use in schools for deaf kids. Charts, drawings, graphs, and other learning aids are crucial for teaching and learning, and they are even more crucial for deaf students since they lessen the demands of language and reading. Learning materials reach 83% of learning by sight, making learning more interesting even for deaf students who are bored and hyperactive (Donald-Whitney, 2020). As stated by Soraya (2022) & Dianne & Foiret, (2020), differentiation of curriculum is important for setting up individualized education program to assist learners with hearing impairment in education participation. However, this is not adequately achieved due to a high number of lessons being handled by an individual teacher.

Most of the teachers cannot distinguish, adapt the material, and use sign language. Assessment remains the responsibility of a subject teacher. Subject teachers are also responsible for discriminating and adjusting exams that take a lot of time (Susan, 2021). The current study found that teachers adjusted the administration of assessment in terms of time. They also reduced much wording to a task as learners with hearing impairment require only keywords.

Social support includes the provision of clean and safe water and the availability of adequate sanitation facilities as stated by Soraya (2022). The psychosocial and material support is important to increase the participation of deaf students in education. As noted by Sanhathan (2020), support services should be offered to children rather than expecting children to play an active role in finding them.

Teachers in Uganda's schools and departments for the deaf lack the tools necessary to create learning environments that will aid deaf students in understanding what is being taught. Additionally, there aren't many teaching and learning resources created specifically for use in deaf schools, and the available ones do not work well for deaf children (Nakazibwe, 2018).

According to the National Survey (KISE, 2020), the lack of staff with the necessary skills to support education for deaf students is a major challenge. At the same time, personnel development does not always match individual skills and competencies. For example, the report found that 13% of special primary school leaders and 77% of integrated primary headteachers had no special training in teaching children with hearing impairment. In addition, this study found that several teachers in special schools for deaf students did not master KSL.

2.5 Influence of Placement Option on Education Participation for Learners with Hearing Impairment

Educational placement for learners with hearing impairment is putting a learner with hearing impairment in the most appropriate educational setting or position (Sambu et al., 2019). Learners with hearing impairment can receive their education in some settings which include special schools, special classes in a regular school, and an inclusive setting.

In America, as put across by the National Centre for Education Statistics (2022) learners are placed in various learning options per IDEA regulations where a learner enters the special education system after parents or a teacher request an education evaluation based on assessment results. A team of professionals including the school psychologist determines whether the learner has a qualifying disability (Stephanie & Garberoglio, 2019).

Special schools in China are fewer in number and usually farther from public schools, and parents often know very little about them. Governments often require that children be removed from their families and communities and placed in orphanages at an early age. In addition, many students with severe hearing loss are even expelled from special schools (Human Rights Watch, 2019). The findings by Human Rights Watch ought to recommend the way forward to alleviate the suffering of learners with hearing impairments.

According to a study done in Africa by Seaver (2020), the placement of students with hearing impairments in Nigeria was done either in special units or schools, taking into account their academic level, communication style, and degree of hearing loss. This means placement decisions

in Nigeria are not determined because of learner ability and needs but by the availability of special education and related services, availability of space, or parental prevailing situations and convenience. The placement of learners based on the above factors does not put the education needs of a learner into consideration (Sahlén et al., 2020). Wrongly placed learner may not receive the required assistive devices and other specialized resources needed for education participation in their school. Such learners may remain idle throughout the day lacking the attention and assistance necessary for stimulation in learning (Smith, 2020). This study established that in Meru and Isiolo, there was not much consideration that was made while placing learners since the choices were few as the two counties have only three special schools catering for learners with hearing deficits.

According to MOE (2019), Kenya as a country has established 345 disability assessment centers to offer assessment services. These services are considered community-based. However, the number of children screened for entry into educational programs is still small compared to those whose parents take advantage of this opportunity (MOEST, 2018). This study found that many parents were not aware of the existence of assessment services and a majority of them took their children to school for learners with hearing impairment without referral from the assessment centers.

In the mid-1970s, Kenya joined the global trend of shifting to integrated education. Some deaf students have been placed in hearing schools and efforts have been made to accommodate their needs. Deaf students cannot participate effectively in learning in such settings because they are

unprepared, resources are scarce, staff is not trained enough, and it is difficult for deaf students to follow the same curriculum as their hearing counterparts (MOEST, 2018).

As noted by Woolfson (2020) in determining and preparing the most appropriate placement options for each deaf learner, decisions need to be made about what services are needed, where the services will be provided, that is, whether it is a special unit, special school or acting in an inclusive environment.

The professionals to be engaged in service provision should also be identified. The primary mode of communication should also be established. Necessary adaptations should also be made (Emmy, 2020; Sahlén et al., 2020). The UK, which has incorporated integration into its educational policy since 1981 and where the majority of the pioneers of special education in Kenya received their training, is one Western country where trends and changes in the education system are closely tied to those in Kenya.

Pioneers who are educated in special education encourage a policy of integration in the education system. This has led to the adoption of instructional documents for the integration of deaf learners into public schools (William, 2019). In some public schools, special units were formed whose students were taught by several subject teachers who carried out normalization-oriented education.

In the case of deaf children, much emphasis is placed on language and language development at the expense of other school subjects. According to Koretz (2019), integration has not met expectations because it only pays attention to social and not academic aspects. Inadequate mobile teachers for mobile services, inadequate policy structures and standards, poor implementation, and, most crucially, unfavorable stakeholder attitudes toward the program are all barriers. Special units are manned by head teachers of the primary school where the unit is located. In most cases, the

head teachers and the management team mostly concentrate on planning for regular learners thus paying little attention to those in the special unit who have hearing impairment (Smith, 2020; Rosemary et al., 2020). These learners lack adequate teaching and learning resources thus negatively affecting their effective participation in education (Hoof, 2019). However, from the study, participants expressed their desire to have special schools and inclusive settings be improved as taking learners to a segregated setup proved expensive as learners tend to be subjected to boarding school environment at a very tender age translating to payment of lots of money in terms of fee and fare. Furthermore, such institutions are near the home of the learner they therefore get an opportunity to interact with their siblings and peers in the community (Mansouri, 2022; Koretz, 2019).

According to UNESCO (2018), inclusive education refers to the diversity of all learners through expanded curriculum content, approaches, structures, and strategies with a shared vision that includes all kids in the right age range and the conviction that this is the regular education system's duty for every kid. In addition to physically placing children with special needs in ordinary classrooms, a process of school reform and attitude is what guarantees that every child in public schools receives a quality and suitable education (Elder & Kuja, 2019).

Armstrong and Bottom (2019) noted that over time special educators have come to accept the inclusion movement in America especially in the case of those with mild/moderate hearing impairment. However, in case of severe cases, general educators have become the resistance party. They question how they can be held accountable for learners with hearing impairments on top of their regular class load. Such a statement goes against the policy of inclusion which advocates for learners with hearing impairment to access education near their reach.

As noted by Shrin (2019) inclusion implies that primary classes must change to accommodate all diverse learners while providing the services desired for all children in primary classes, assuming that classroom teachers, not special needs education, have primary responsibility for education. all students in the class. Adoyo (2019) asserts that mainstream teachers need to work with special needs educators to make teaching inclusive for all learners, to make curriculum adjustments, and to structure instruction to enable effective learning by diverse groups of learners.

Brookhart (2019) adds that for inclusive education to be successful, governments, institutions of higher learning, and other interested parties must embrace a curricular approach, instructional support, financial framework, and physical environment. Commonly accepted philosophical justifications for inclusion include preparing people for life, teaching democracy, learning from typical peers, gaining normal life experiences, changing the views of able-bodied people, confronting societal reluctance, and learning from peers who are like them (Adoyo, 2019; Ademokaya, 2018). However, inclusive education has been faced with numerous challenges which include inadequate trained personnel, inadequate teaching/learning resources stigmatization of learners, and lack of modified environment. For students with hearing problems, they provide difficulties in participating in the educational process.

The head teacher in an inclusive setting mostly does not have training in special needs education. They may not be aware of the various teaching and learning resources required by learners with hearing impairment. Environment modification may not be adequately done (Evelyn, 2019). This leads to a low level of participation in education by these learners. The hearing-impaired learner ends up performing poorly compared to their peers. The study ought to have highlighted how to help headteachers get training on how to handle learners with hearing impairments. Learners with

severe hearing impairment, may not benefit from integration and inclusion (Nikleda et al., 2022). The alternative placement option is to take them to a segregated setup (Kerri, 2021). In this approach, learners with hearing impairments do not attend classes with hearing learners. They only get education in a separate classroom for the entirety of the day. According to Silberman (2021), special schools serve pupils who have significant disabilities, making them a good illustration of how segregation is organized. To adequately provide special education for kids with additional requirements, they are specially built, well-staffed, and furnished. Adequate facilities must be provided in special schools to meet individual needs. These schools also need to maximize the potential of students or provide the best possible service (Saloviita & Leskinen, 2020). They should provide other services like medical services and speech therapy. However, according to Brookhart (2019), segregation is criticized since the cost of providing education for a child with hearing impairments is higher and sometimes segregation of children with mild disability makes the disability worse. Learners also become strangers in their families and community. Sometimes parents neglect these children in the segregated setup (Buchner, 2021). Where the head teacher is not trained in the specialized area of the school, he/she is heading the problems that may arise especially in the purchase of resources and also communication especially in a deaf school (Sahlén et al., 2020). The current study established that the inadequacy of facilities and other related services in Meru and Isiolo counties influenced education participation for learners with hearing impairment.

2.6 Influence of Financial Resource Allocation on Education Participation for Learners with Hearing Impairment

Financial resource allocation is a critical aspect of educational management, especially in the context of learners with hearing impairments. According to Denis (2021), financial resource

allocation involves applying financial knowledge and techniques to optimize the utilization of an organization's resources, ensuring that funds are utilized most effectively and efficiently. Clarke et al. (2020) argue that financial resources are often seen as a component of physical capital, serving as the foundation for acquiring, utilizing, and maintaining various other resources. Johanna (2021) emphasizes that no organization, including educational institutions, can succeed without proper financial resource allocation. Therefore, it is crucial for educational institutions, particularly those catering to learners with hearing impairments, to focus on financial resource allocation to enhance performance and manage financial risks better.

Effective financial resource allocation is essential for realizing the ideals of quality education. However, existing literature highlights that the mismanagement of school funds often stems from poor financial resource allocation by school administrators and authorities. In South Africa, ACT No. 84 of 1996 mandates school management bodies to manage school funds and guides administrators on their financial responsibilities (Mystery, 2018). Despite this, many school board members and principals lack proper knowledge of the school's ACT or misinterpret it, leading to poor financial resource allocation in schools. Walter (2019) notes that schools in Zimbabwe face numerous challenges in managing finances, primarily due to inadequate financial planning, which undermines the effectiveness of resource allocation and impedes the improvement of education quality. Schools often struggle to meet their budgets effectively, and frequent unauthorized changes to budgets exacerbate this issue, resulting in deficits that hamper educational participation for learners with hearing impairments.

The management of school finances in Zimbabwe is further complicated by a lack of internal controls, leading to financial misuse and non-compliance with financial regulations. Wampler (2021) argues that the absence of budget reviews at the end of each semester makes it difficult to

identify deviations between expected and actual performance, hindering effective financial control. Abass (2020) adds that budget reviews are crucial for mobilizing and deploying school resources efficiently, improving financial control, and ensuring that financial growth is tracked, evaluated, and corrected as needed. Fungai (2020) highlights the issue of mismanagement of school finances in Zimbabwe, where principals, who also act as school accountants, often abuse their authority by misallocating funds without following proper channels. This lack of accountability in financial resource allocation negatively impacts the participation of learners with hearing impairments in education.

Another significant issue in financial resource allocation is the misuse of funds during the procurement process, often through collusion and corruption. Opadelen (2021) reports that despite clearly defined procurement procedures, these are often ignored in schools, leading to major financial problems. Kinzile (2019) explains that collusive practices, such as bid rigging, distort the procurement process, resulting in poor value-for-money outcomes that negatively affect service coverage and infrastructure development within schools. To preserve the integrity of the procurement process and maximize outcomes for the benefit of learners, including those with hearing impairments, schools need to enforce effective procurement policies and develop attitudes that prioritize the greater good over personal gain (Aina, 2021).

Poor financial management practices, including inadequate recordkeeping and lack of supporting documentation for expenses, further complicate the allocation of financial resources in schools. Nyakanyanga (2021) notes that poor recordkeeping undermines the ability to manage, grow, and oversee the educational system effectively. Proper archival storage and accessible records are crucial for ensuring quality performance and accountability in educational institutions. However, the lack of adequate and accurate data on learners with hearing impairments makes it difficult to

compute and allocate financial resources appropriately. The Ministry of Education (2019) highlights that special schools for learners with hearing impairments often suffer from poor accountability mechanisms, leading to the misappropriation of funds and inadequate provision of necessary teaching and learning materials, which hinders the educational participation of these learners.

Inadequate funding for education services for learners with hearing impairments is a significant barrier to their participation in education. The Ministry of Education, through the National Education Sector Plan (2019), emphasizes the government's commitment to sustainable education funding to provide equitable access to education. However, as Chinyere (2023) notes, despite efforts to reduce disparities in education, the funds allocated for learners with hearing impairments remain insufficient to meet their diverse needs. Oyugi (2019) identified various sources of funding for education, including government, local communities, families, businesses, and external sources. Nevertheless, these sources are often unreliable, and schools continue to face financial challenges that limit their ability to support learners with hearing impairments effectively.

The lack of adequate financial resources and proper allocation mechanisms poses a significant challenge to the educational participation of learners with hearing impairments. The Ministry of Education (2018) reported that the government's capitation per learner is often insufficient to cater to the diverse needs of these learners. Moreover, the lack of harmonized and reliable data on the needs of learners with hearing impairments further complicates resource allocation. As a result, many special schools struggle to provide the necessary materials and services, leading to poor educational outcomes. Orodho (2020) found that inadequate funding is the most frequent obstacle to the participation of learners with hearing impairments. Therefore, it is imperative for educational institutions to explore alternative methods of raising funds and to ensure that financial resources

are allocated effectively to support the participation of learners with hearing impairments in education.

2.7 Theoretical Framework

Maslow's Theory of Learning Motivation, often referred to as Maslow's Hierarchy of Needs, was developed by Abraham Maslow in 1943. In his seminal paper "A Theory of Human Motivation," Maslow introduced the concept of a hierarchical structure of needs, which he believed were crucial for human development and motivation. Maslow posited that individuals are motivated to fulfill basic needs before moving on to higher-level psychological needs and, ultimately, self-actualization. The hierarchy begins with physiological needs, followed by safety, love and belonging, esteem, and culminates in self-actualization. This theory has had a profound impact on various fields, including psychology, education, and management, influencing how individuals' needs are understood and addressed to maximize their potential (Maslow, 1943).

Maslow's theory argues that human motivation is driven by the fulfillment of specific needs, structured in a hierarchical order. The foundational levels consist of physiological needs, such as food, water, and shelter, followed by safety needs, which include security and stability. Once these basic needs are met, individuals seek to fulfill their social needs, such as love, belonging, and relationships. Higher up the hierarchy, individuals strive to meet esteem needs, which involve gaining respect, self-esteem, and recognition from others. Finally, at the peak of the hierarchy is self-actualization, where individuals realize their full potential and pursue personal growth and self-fulfillment. This progression through the hierarchy is not linear, as individuals may regress to earlier stages if their lower-level needs are not sufficiently met (Eliot, 2017).

Despite its widespread application, Maslow's Hierarchy of Needs has faced several criticisms. One major critique is its rigidity; the theory assumes that individuals must fulfill lower-level needs before addressing higher-level ones, which may not always be the case. Critics argue that some individuals may prioritize higher-level needs such as esteem or self-actualization, even when their basic needs are not fully satisfied (Daniels et al., 2020). Additionally, the theory has been criticized for its lack of empirical support, as studies have shown that the order of needs can vary significantly across different cultures and individuals. Another critique is that the theory does not account for the influence of external factors such as social and environmental conditions, which can significantly impact an individual's motivation and needs (Patric et al., 2021). Despite these criticisms, Maslow's theory remains a foundational framework for understanding human motivation, especially in educational settings.

Maslow's Theory of Learning Motivation is highly relevant to the study of factors influencing education participation for learners with hearing impairments. The theory provides a framework for understanding how the fulfillment of different needs can impact the motivation and participation of learners with hearing impairments in educational activities. According to Maslow, for these learners to fully engage in their education, their basic physiological, safety, social, and esteem needs must be met. This study examined how these needs are addressed within the context of special public primary schools in Meru and Isiolo Counties, with a particular focus on parental involvement, the availability of physical resources, appropriate placement options, and financial resource allocation. By applying Maslow's theory, the study aimed at exploring how these factors influence the educational participation of learners with hearing impairments (Hidi & Renniger, 2019).

Parental involvement is critical in meeting the foundational needs of learners with hearing impairments, as outlined in Maslow's hierarchy. Parents play a significant role in providing the necessary emotional and social support that helps fulfill their children's love and belonging needs. According to Doe and Subedi (2020), engaged parents can positively influence their child's sense of security and belonging, which are essential for effective participation in educational activities. By participating in their child's education, parents help create a supportive environment that fosters motivation and engagement in learning. This study explores the extent to which parental involvement in special public primary schools in Meru and Isiolo Counties contributes to the fulfillment of these needs, thereby enhancing the educational participation of learners with hearing impairments.

The availability of physical resources, such as hearing aids, specialized learning materials, and adaptive technologies, is crucial for fulfilling the basic physiological and safety needs of learners with hearing impairments. According to Maslow's theory, these needs must be addressed before learners can focus on higher-level needs such as self-esteem and self-actualization. Research by Yin and Zen (2023) highlights the importance of providing appropriate physical resources to create a safe and supportive learning environment for these learners. This study examines the adequacy of physical resources in special public primary schools in Meru and Isiolo Counties and their impact on the educational participation of learners with hearing impairments. Ensuring that these resources are available and accessible is essential for enabling these learners to engage fully in their education.

Appropriate placement options are vital in addressing the safety and belonging needs of learners with hearing impairments. Maslow's theory suggests that when learners are placed in supportive

educational environments that cater to their specific needs, they are more likely to feel secure and valued, which enhances their participation in educational activities (Taylor & Martin, 2022). In contrast, inappropriate placement in regular classrooms without adequate support can hinder their ability to meet these needs, leading to decreased participation and engagement (Johnson & Lee, 2023). This study investigates the placement options available in special public primary schools in Meru and Isiolo Counties and how they influence the educational participation of learners with hearing impairments. The findings will provide insights into how placement decisions can be optimized to support the needs of these learners.

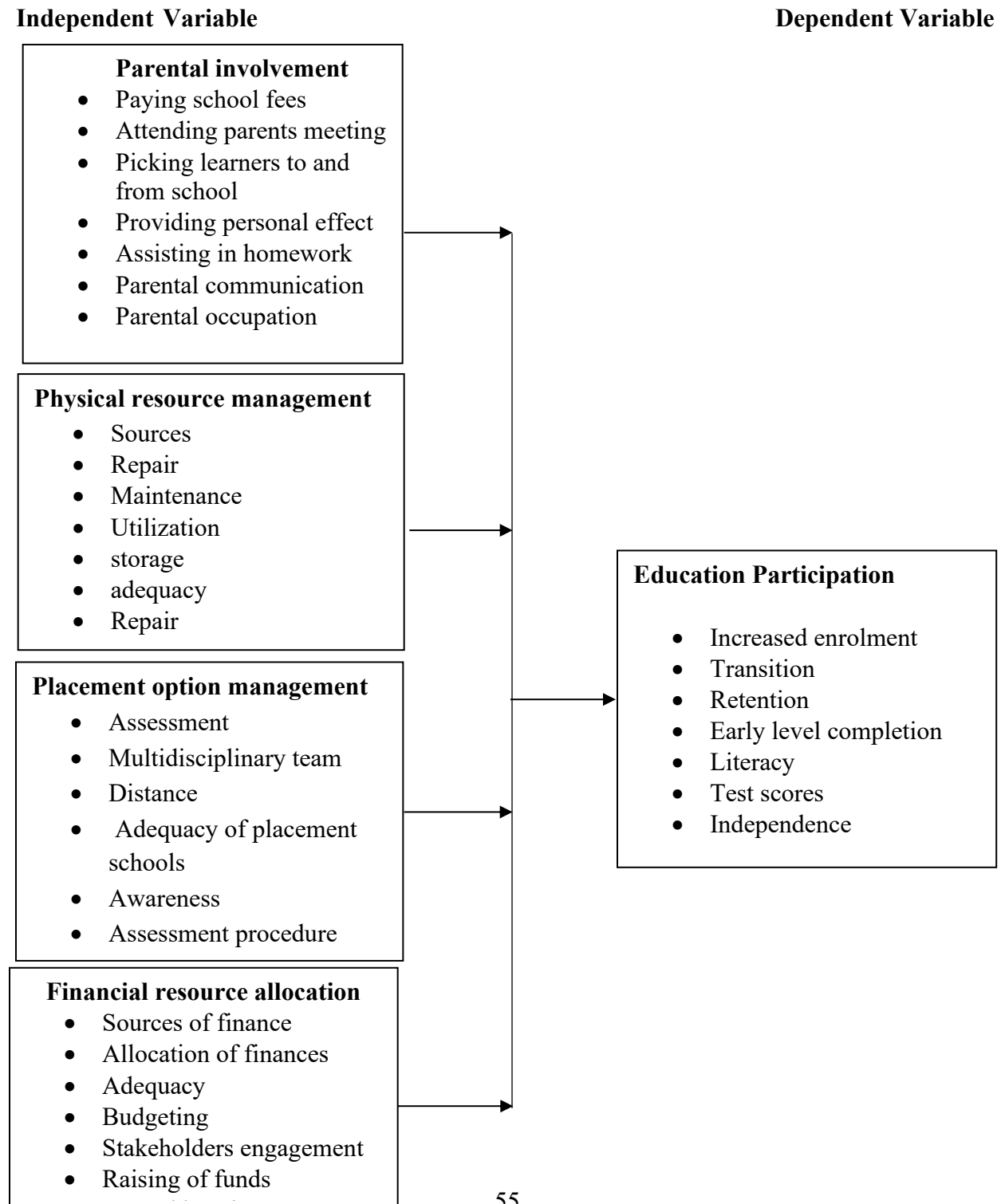
Financial resource allocation plays a crucial role in ensuring that the basic needs of learners with hearing impairments are met, as outlined in Maslow's hierarchy. Adequate funding is necessary to provide the essential resources and support services that these learners require for effective participation in education (Williams & Churyk, 2019). Without sufficient financial resources, schools may struggle to provide the necessary physical resources, specialized training for teachers, and support programs, which can compromise the safety and participation of learners with hearing impairments (Harris & Adams, 2022). This study examines the impact of financial resource allocation on the educational participation of learners with hearing impairments in special public primary schools in Meru and Isiolo Counties. By exploring the relationship between financial resources and the fulfillment of learners' needs, the study aims to highlight the importance of adequate funding in supporting the educational participation of these learners.

2.8 Conceptual Framework

The conceptual framework serves as a systematic tool that illustrates the relationships between various factors influencing educational participation for learners with hearing impairments. By mapping out how parental involvement, physical resource management, financial resources, and placement options interact, it provides a comprehensive view of the elements affecting educational outcomes and identifies potential areas for intervention.

Figure 2.1

Conceptual Framework



2.8.1 Operationalization of Conceptual Framework

The conceptual framework above depicts the interrelationship of the variables under study. Parental involvement, physical resource management, placement option, and financial allocation represent the independent variables assumed to influence education participation for learners with hearing impairments in Meru and Isiolo counties' special public schools for learners with hearing impairments. Parental involvement was depicted by parents attending school meetings for their children participating during school meetings, providing basic personal items to their children, communicating with their children, picking learners to and from school, assisting in children's homework, parental education level in relation to level of participation and parental occupation. The evidence of the above indicators was captured and analysis of the same was done. Physical resource management was indicated by how repairing was done to broken resources, the level of improvisation, maintenance, storage of the materials, adequacy, and utilization. Their indicators were recorded and further analysis was done based on the responses from the study participants.

Financial resources allocation was evidenced by the level of finance allocation in each school, sources of finances, adequacy, stakeholders' engagement in the budget planning and implementation, raising of funds, training on finance resources allocation, and the cost of items. Analysis of the findings was made and a conclusion was drawn. The placement option management captured factors such as the assessment process, multidisciplinary team, adequacy of schools for placement, and awareness of the existence of assessment centers and placement schools. The sentiments from the study participants, observation, and document analysis were captured and put into consideration during data analysis. The dependent variable in the study was education participation for learners with hearing impairment which was evidenced by enrolment of learners, transition from one education level to another, retention rate of learners, in school,

increased level of literacy, test scores in the formative and summative assessment and independence in carrying out self-directed activities effectively.

2.9 Research Gaps

This study aimed at addressing the gaps that were not put into consideration by previous researchers in the two counties that are Meru and Isiolo counties where this study was done. Rwamba (2018) carried out a study on factors that influenced the learning of KSL in primary school for students with hearing deficits in Embu and Isiolo counties. His study majored in teaching learning resources as the key factors influencing education participation for students with hearing impairment. The current study explored on wider scope touching on other factors that influence the education participation of a student with hearing impairments. Education participation in this study was not focused on a single learning area. Other factors were explored like finances, placement options, and parental involvement. Fugicha (2023) carried out his study in Isiolo County on the influence of the construction of special needs-friendly plans on accessing quality elementary education amongst students with physical impairment. His study excluded other learners who may be having multiple disabilities. The current study has addressed the factors of resources, finances, parental involvement, and placement options which are also relevant to other disabilities including physical impairment. Murungi (2017) researched school factors affecting the performance of summative assessments in public elementary schools in Meru County. The study was too general in that it focused on all primary schools yet specific schools of students with disability have educational implications. The current study is more analytical in that it has sought in-depth information on students who have a hearing impairment and how factors within their environment both inside and outside the learning environment influence their education participation.

The study done by Chabari (2017) in Njia school for students with hearing impairment was based on strategies utilized in the instruction of English written language. In his sentiments, he found out that the performance in English was dismal. His study did not focus on what factors would be leading to poor performance in English language and other learning areas. The current study focused on wider scope of education since learning is not narrowed to one subject area. The holistic aspects that influence participation of a learner in a learning area should be addressed. Muguongo (2016) carried out research in Meru county elementary schools for students with hearing impairment on factors affecting the performance of KCPE, the area of focus was too narrow such that other areas of performance were left out, the key factor in her study was on what influenced performance in mathematics highlighting much on the pedagogical aspect. The current study has explored factors behind inadequacy in learner participation in the entire education activities where learning areas are also included.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research design, target populations, sampling techniques, preparation for data collecting, tools, data collection techniques, and data analysis methodologies were all described in this chapter. Ethical considerations that must be taken into account during the study are also outlined.

3.2 Location of the Study

One of Kenya's 47 counties is Meru County. On the Kenyan map, it is in the middle. It is around 200 kilometers from Nairobi, the country's capital. There are 12 Sub-Counties. Districts in this County. They are Tigania East, Tigania West, South Imenti, Central Imenti, North Imenti, Igembe Central, Igembe South, Igembe North Nkuene, Abogeta, Igoji and Buuri.

The schools included Njia Special School for the Deaf and Kaaga School for the Deaf. Njia Special School is in Meru County, Igembe Central sub-county. It is a mixed boarding school under the sponsorship of a Methodist church in Kenya. Kaaga School for the Deaf is in the Imenti North subcounty. Miriga Mieru East Division Mulatha Nkari location. It is a mixed boarding primary school sponsored by the Methodist Church in Kenya.

Isiolo is located in the upper region of Kenya. It borders seven counties with Garissa County to the east, Wajir to the Northeast, Meru County to the southwest, Samburu County to the East, Marsabit County to the Southwest, and Tana River County to the southeast. It is multicultural and multiethnic consisting of diverse cultures of Turkana, Meru, Borana, and Somali people. Isiolo

School for the Deaf is a public primary school catering for boys and girls. It is located near Isiolo town. It is run by religious organization.

The choice of the location was prompted by the special needs education report on education participation through the Ministry of Education in the year 2019 that the sampled schools were noted to have a high number of learners who were dropping out of school, late school entry, overage learners, absenteeism, and below-average performance in the final summative exam was also an issue of concern (Ministry of education, 2019). The researcher was therefore interested in finding out why the three special schools were singled out to be having learners who enroll late in school, majority absent especially the first weeks of opening, presence of overage learners and below average performance in the summative assessment. Absenteeism translates to a low level of participation in education for such learners. Low performance in summative assessment was also an indicator that learners may not be interacting adequately with educational activities within the school, presence of overage learners was an indication that early assessment was not done to learners for early placement.

3.3 Research Design

According to Parahoo (2019), the description of research design is a plan describing when, where, and how collecting and analyzing data will be done. In this study, the researcher utilized a phenomenology research design. According to Ahmed (2022), the phenomenological research design is suitable for a qualitative research approach. The research design was used because it allows for an in-depth exploration of participants' lived experiences, aligning with the qualitative research approach aimed at understanding the essence of their perspectives. Also, the design gives a researcher an opportunity to give a description and internalization of human experiences within

their social context and their daily interaction with the phenomenon around them. The study participants take an active role in the research as only their common views are taken into consideration. Edgar (2020) and Cyprian (2021) Supports the utilization of phenomenology design by stating that personal experiences are necessary to get the real meaning of how people perceive the world surrounding them. Special schools for students with hearing impairments being an example of a social institution, the researcher felt that the phenomenology research design was applicable in finding out the experiences of headteachers, teachers, parents, and learners on what would be influencing the education participation for students with hearing impairment in special public primary in Meru and Isiolo counties. Qualitative researchers view knowledge as pegged on human understanding (Norman, 2022). According to Creswel (2019), the researcher is expected to interact with the study participants in their social cultural natural settings to collect information and make interpretations to come up with knowledge. From Kusi's (2019) point of view, qualitative researcher strives to understand depth as opposed to breath in exploring a phenomenon in a more meaningful manner. They seek to find out the meaning people have attached to an issue and how they understand the world and experiences around them (Merriam & Jisdell, 2019).

3.4 Target population

According to Creswell and Creswell (2020), the target population is a large population whose samples are representative cases of a large population. The people who take part in a study make up the research population. In this study, the population comprised all special primary schools in Meru County and Isiolo counties handling learners with hearing impairments. The study targeted a total of 565 participants distributed across the three schools. Each school had 1 headteacher, making a total of 3 headteachers across Kaaga, Njia, and Isiolo schools. The headteachers were

important in the study since they supervised teachers while implementing the curriculum. They are also charged with the responsibility financial supervision. Finances are allocated in various functions such as purchasing teaching/learning resources and adaptation of the environment. In terms of teachers, Kaaga had 17, Njia had 15, and Isiolo had 13, totaling 45 teachers. Classroom teachers were used in this study because they are in direct contact with learners and curriculum educators and are therefore aware of what factors could be influencing the education participation for learners with hearing impairment. The learners numbered to 254, distributed as 106 learners in Kaaga, 59 in Njia, and 89 in Isiolo. The learners were crucial in the study as they are direct recipients of education experiences in their school. They are directly affected positively or negatively by any decision made in school by the administration. Each learner was paired with a parent, resulting in a corresponding total of 254 parents, with Kaaga having 104 parents (where 1 parent had 2 learners with hearing impairment), Njia 58 (where 1 parent had 2 learners with hearing impairment), and Isiolo 86 (where 1 parent had 3 learners with hearing impairment). The parents are important in the study since their children are the consumers of education offered in these schools. They also participate in the education of their children through paying school fees and other basic needs to their children.. Lastly, the support staff consisted of 9 individuals, with Kaaga having 4 support staff members, Njia 2, and Isiolo Support staff were useful in the study as they acted as the parents of the children while in school. They were aware of challenges faced by learners especially as a result of inadequacy of personal items that learners are endowed with which affect their participation in education while in school. They are also aware of the effects of inadequacy of resources as they interact with learners at a close range while performing activities of daily living. Grade seven learners with hearing impairment were specifically selected because

they are at a critical transition stage in their education, where factors influencing their participation are particularly impactful. The table below is the presentation of the target population.

Table 3.1

Target population

Category of the target population	Kaaga school for learners with hearing impairments	Njia school for learners with hearing impairments	Isiolo School for Learners with Hearing Impairments	Total
Headteachers	1	1	1	3
Teachers	17	15	13	45
Learners	106	59	89	254
Parents	104	58	86	248
Support staff	4	2	3	9
Total target population	233	137	195	559

3.5 Sampling Procedure and Sample Size

According to Mugenda and Mugenda (2019), a sample is a group of study participants drawn from the entire target population of the study. The study adopted purposive sampling for schools. According to Campbell (2020), purposive sampling is appropriate in a qualitative research approach where the researcher requires participants who have rich information about the topic being handled. The purposive sampling for teachers, learners, and parents while census sampling was utilized in sampling the headteachers and the support staff. According to Mugenda and Mugenda (2019), census sampling is important when the study aims to gather comprehensive data

from the entire population, ensuring accuracy and eliminating sampling errors by including every individual in the targeted group. The total sample size comprised twenty-four participants which helped in ensuring a comprehensive and manageable group for in-depth qualitative analysis. Creswell (2019) was of the opinion that a qualitative research approach based on the intensity of data to be collected does not require a large sample size which would otherwise complicate the process of making analysis or a small size which would complicate saturation. The saturation of data was achieved through utilization of 24 study participants. The table below is a presentation of the sample size

Table 3.2

Sample size

Category of target population	Kaaga School for learners with hearing impairment	Njia school for learners with hearing impairment	Isiolo school for learners with hearing impairment	Total
Headteacher	1	1	1	3
Teacher	1	1	1	3
Parents	1	1	1	3
Learners	2	2	2	6
Support Staff	4	2	3	9
Total	8	8	8	24

3.6 Instrumentation of the Study

The study utilized various data-collecting techniques which included open-ended questionnaires for headteachers, interview schedules, observation checklists, document analysis, and focus groups. Below is the description of the research instrument used during the study;

3.6.1 Open Ended Questionnaire

According to Moser (2018), open open-ended questionnaire contains a list of questions that require elaboration by the study participants. They are paraphrased as statements that require elaboration by the respondents. According to Creswel (2019), open-ended questions are applicable in qualitative research approach where the researcher aims at generating new information from the respondents' point of view. It's more flexible as it makes the respondents respond in a way that makes meaning to them thus revealing relevant information that the researcher may have skipped. The researcher gets responses that are more meaningful thus facilitating a better analysis of sentiments from the respondents. Mcleod (2020) argued that limitless information is also obtained which could be beyond what the researcher had thought of Insights are obtained are deeper as the respondents have a chance of giving further clarification. Biasness is also reduced since the researcher does not give a clue as opposed to closed-ended questions. The questionnaire was presented to the head teachers. It was suitable for headteachers due to their tight schedule because of the administrative duties which would not allow other methods of data collection like interviews which would consume time. The questionnaire focused on parental involvement, physical resources, placement option management, and financial allocation influence on education

participation for learners with hearing impairment. The questionnaire items are presented in Appendix A.

3.6.2 Interview Schedule

According to Knott et al. (2022), an interview as an instrument utilized in data collection involves collecting data from the respondents through verbal interaction between the researcher and the respondents. The key point of its utilization is its adaptability in diverse situations. Interview plans were used to collect data from class teachers, grade seven learners, and parents. The researcher utilized both structured and semi-structured interview questions. According to Patel and Patel (2019), respondents are more willing to talk than to write. Interviews result in a higher response rate in a natural setting and the researchers can get respondents to express their opinions freely and openly. This was deemed appropriate for this study due to its adaptability in guiding the debate. Additionally, it enabled respondents to offer thorough details regarding the topic under investigation. Norman (2020) supports the use of interviews in a qualitative research approach where the researcher is keenly interested in gathering insights in an in-depth manner from the participant's point of view. The researcher also gets an opportunity to ask unplanned questions which may help in generating new insights that were not known by the researcher thus helping in a deeper understanding of the phenomenon. Through the use of gestures and facial expressions, the researcher is also able to gather nonverbal data that aid in the comprehension and interpretation of spoken data during analysis. To avoid delay and disappointment during the administration of the interview schedule, prior arrangements with the respondents were made through the assistance of the headteachers of the sampled schools on the appropriate time, date, and venue. All the interviews were conducted through the note takers while the researcher assumed the responsibility

of interviewing. After each interview session, the researcher checked the interview notes with the note-takers. For learners with hearing impairment, their consent was sort for through their class teachers where their teachers acted as the sign language interpreters. The interview schedule focused on parental involvement, Financial resources allocation, physical resources, and placement option management and how they influence education participation for learners with hearing impairment. The interview schedule questions are presented in Appendix B, C, and D

3.6.3 Observation Schedule

Increasing understanding of the environment in which the interaction of the stated variables occurs was the goal of observation without interrogation or interaction with the participants. According to Niewenhuis (2020), observation is the methodological procedure for documenting participants' behavior patterns, objects, and occurrences. Observation helped the researcher to gain insight and a deeper understanding of the observed phenomenon. The researcher used unstructured and structured observation as described by Cowthons (2021) in which the observer records the indicators of what is captured in the study objectives. The observation done in this study focused on the appearance of the school infrastructures, learning materials on what was available and what was missing, and their current condition. The checklist was availed to take on the availability of what was sought. Data collected through observation was used in authenticating the sentiments obtained from the interview, document analysis, and open-ended questionnaire. Observation also supplemented what the study participants may have left out. The targeted areas of observation in this study were the dormitories, classrooms, playgrounds, and wash areas. The observation schedule is presented in Appendix F.

3.6.4 Focus Discussion Group

According to Mayu (2020), Gundumogula and Gundumogula (2020) and Tobias (2018) a focus group discussion is a method of data collection in a qualitative research approach where a group of people with similar characteristics are gathered in the presence of a moderator who presents some form of both unstructured and structured set of questions to gather some information. The study engaged focus group discussion which comprised house parents and cooks in the school. The house parents were useful in the study since they interacted with learners acting like parents since learners were in boarding school. The school cooks were crucial as they prepared meals for learners so they had information about the adequacy of food in the school which as feeding usually has an impact on learner participation in education. The house parents and cooks were utilized in eliciting views on issues concerning parental involvement, physical resource management, financial allocation, and placement option management and how such variables influence education participation for learners with hearing impairment. The sampled group participants were guided by the researcher throughout the interaction period by the use of leading questions that captured the study variables under investigation. Probing questions arose in the process of discussion out of the responses from the study participants. The focus group discussion questions are plotted in Appendix E

3.6.5 Document Analysis

According to Glenn (2019), document analysis is a method of data collection in a qualitative research approach where the researcher utilizes a procedure way of checking and analyzing documents which are either presented electronically or in printed form. In this study, the researcher accessed relevant documents which were targeting the stated study objectives. On parental

involvement the researcher accessed the documents on parents' register during parent meetings, records on items they brought learners with during reporting date after holiday, register on when the last child was picked up from school, and when the last child reported to school after schools were opened. On the placement option of the learners, the learner assessment report from the EARC was perused. The admission registers were also accessed to check on the placement age of the learners and their home residence was reviewed to determine the distance covered by the learners to reach the nearest placement center. Concerning the school's physical resources, some documents were availed and perused by the researcher such as records on the number of furniture, number of classrooms, toilets, book allocation for each learner, and number of beds. The record on fee balances was also availed to check on the financial status of the sampled institution. A look at the sample school meeting minutes was also done which was aimed at identifying the major agendas which were addressed in each meeting, Learners progress records were also accessed to check on how they performed in their formative assessment which is an indicator of education participation.

3.7 Piloting of the Instruments

A pilot study was vital in this study to help improve on validity and reliability of the instruments being utilized in the study (Johan & Hellberg, 2019). Before gathering data, pilot research was carried out. The researcher and the supervisors discussed the research tools to check if they were appropriate for use in measuring the intended variables and whether they addressed the research question effectively. The research instruments were administered by the researcher in a special school for learners with hearing impairments in a school in Tharaka Nithi County. The choice of the school was appropriate as the learners in the sampled schools were operating under similar

conditions of inadequacy in the auditory sense. The researcher engaged one headteacher, one grade seven class teacher, one learner, two support staff members, and one parent. This is a representation of over 10 percent of the targeted sample. According to Mugenda and Mugenda (2019), 10 percent and above of the sample population is suitable for piloting purposes. The purpose of piloting was to identify the weaknesses of the tool, check the clarity of the tool, and collect comments from respondents that could help improve and modify the tool. The trial of the tools also supported the researcher in detecting errors in instrument management (Crossman, 2020).

3.7.1 Validity of Research Instruments

Validity is defined as the accuracy and significance of the effect based on research findings (Crossman 2020). It can also be interpreted as the extent to which the results obtained from data analysis truly represent the phenomenon being studied. In this study, the validity of the content was established through the help of the supervisors where judgement of the content was thoroughly done. Consultation of the previous literature presented in the chapter was consulted and put into consideration to help come up with statements that would address variables targeting each objective. Face validity was ensured through the administration of the instruments to a different set of participants with similar attributes; thereafter the inconsistencies that arose were addressed. Construct validity was ensured through subdividing the instruments into subsections each addressing a specific objective of the studies. In this study, the subsections were four which targeted the area of finance resources allocation, physical resources, parental involvement, and placement option management.

3.7.2 Reliability of the Research Instrument

According to Aradhan (2021), a test's reliability is based on how consistently it captures the objectives of the subject at hand. In this study, triangulation involved using multiple data sources and methods to cross-verify findings, ensuring that the results were robust and not dependent on a single perspective. This approach ensured the reliability of the qualitative data, demonstrating that the findings on factors influencing education participation are credible and representative of the phenomena under investigation (Tabler, 2019).

3.8 Data Collection Procedure

To conduct the research, the researchers applied for a research permit from the National Commission for Science, Technology, and Innovation after receiving a letter of recommendation from Kenya Methodist University. The research permit was used to obtain local authorization from the county Director of Education from Meru and Isiolo counties and the Ministry of Interior and National Administration. The above-stated letters of authorization are slated as appendix H, I, J, K, L, M, N. After receiving authorization, the researcher went to collect data from public special primary schools handling learners with hearing impairments in Meru and Isiolo counties by requesting for permission from the school principals. The study participants were requested to study and fill out the consent form which is presented in Appendix G. Arrangements were made on when to commence the exercise of instrument administration. The following procedure was followed

3.8.1 Questionnaire Administration Process

The researcher presented the research open-ended questionnaire to the headteacher. The purpose of the study was clarified. Rapport was established, and confidentiality was assured to the respondent. Agreement on the time to pick the filled questionnaire was agreed on. After filling out the questionnaire, the researcher picked them for analysis purposes.

3.8.2 Interview Administration Procedure

After an agreement with the study participants on when to undertake the interview session, the researcher visited the venue which was agreed upon. The researcher made a self-introduction. The establishment of rapport was made; consent was sought from the respondents. The sole purpose of the study was explained to the respondents. The audio recording was done as well as putting down short notes in the notes book for each session. The interview session took thirty minutes. After the interview, the researcher thanked the participants for availing themselves and volunteering to give the information.

3.8.3 Focus Group Discussion Procedure

The researcher utilized the school principals in the mobilization of the house parents and school cooks. After self-introduction to them, rapport was established; the purpose of the study was clearly explained to them. The house parents and the school cooks who agreed to participate joined the discussion at the stipulated time within the school while learners were in class continuing with their lessons. The flexibility of the participants was allowed so that they would cater to any arising need for learners' attention. The researcher presented the semi-structured questions which focused on the study's independent variables. The note-taking was done as the respondents aired their

sentiments. The focus group discussion took thirty minutes. After the interaction, the researcher thanked the participants for availing themselves and making a contribution towards the study at hand

3.8.4 Procedure of Conducting Document Analysis

The researcher having been granted permission by the relevant authority requested the headteacher of the sampled schools access to the relevant documents which would provide information toward making a better understanding of the variables under investigation. The researcher explained to the school headteacher the reason for the need to access the stated document to which the headteacher consented. The researcher perused the relevant documents which related to the study variables and the information collected was recorded for onward analysis.

3.8.5 Procedure of Conducting Observation

The researcher having been granted permission by the headteacher of the school to access various facilities in the school was granted. The researcher visited the classroom where the observation of physical resources and the status of the classroom was observed. A relevant session of the observation of the checklist was filled. The researcher also had a chance to visit the dormitory to check on the endowment of boarding facilities. Further observation was made on the playground and also the dining areas. The relevant information was recorded through the guidance of the checklist. Other arising phenomena that were observed and were not captured in the prepared observation checklist were also recorded to help in the saturation of information. The information gathered was focusing the variables of the study.

3.9 Data Analysis Procedure

Reutchbach (2020) opined that data analysis is the process of sorting, structuring, and measuring the collected data. The purpose of this process was to find general statements about the relationships between categories of data. The completed and returned questionnaires were counted and checked for completeness. Reporting of the open-ended questionnaire was done through narration as it is characteristic of the qualitative research approach. The useful information was synthesized into sentences that were the reflection of the respondent's thoughts. The different opinions identified were used in the development of the overall description as picked from the study participants. Data obtained during the interview session, focus group discussion, document analysis, and observation was incorporated to generate themes which were presented through thematic analysis and the use of Nvivo. The data generated emerged from the research independent variables. The thematic analysis helped the researcher to identify, analyze, and record themes taken from the respondent's sentiments. Nvivo helped the researcher to organize, analyze, and find insights in unstructured or qualitative data obtained from interviews, and focus groups. This entailed compiling the responses from the responses through coding, categorization, and comparisons as put across by (Moser, 2018).

3.10 Ethical Considerations

The researcher adhered to stipulated guidelines while performing social science research. This entailed adhering to all the moral obligations, such as seeking permission and maintaining anonymity and confidentiality during and after the data collection process. The aims and the objectives of the research were explained to the respondents and the relevance of the research

to them before the data collection process as supported by (Jenny, 2018). This orientation process increased participant's awareness of the type of information needed, the reasons for requesting the information, how they were to be involved in the research, and the benefits of the research to them. Given that the participation in this study was voluntary decision to consent by the respondents was made easier. The ability to leave the study at any time and without explanation was made clear to the participants. Pseudo-names were utilized to protect the privacy of the study participants during data analysis. All respondents were treated with sensitivity and decency during and after the data collection process. To improve the trust about the motive of the research was further explained that the findings were purely for academic purposes. Participants in the study were urged to offer truthful information so that the study would be successful. Confidentiality of the data collected was maintained throughout the study period. Ethics governing data collection from children was observed as put across by (Bernam, 2021). Analyzing of data was done with the observation of the integrity where all the cited work was fully referenced with the use of the APA manual. The procedure of undertaking the exercise was also made flexible where the headteachers filling in the questionnaire were requested to act on it when they felt they were free. Agreement on when to pick the filled questionnaire was put in place without coercion. Participants were free to withdraw from the study if they wished to.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

Analysis and interpretation of data results are highlighted in this chapter. The results findings have been organized based on objectives variables which governed the study. Interpretation and discussion have appropriately preceded the presentation findings. Four independent variables focused on factors influencing education participation for learners with hearing impairments. They included: parental involvement, placement options, physical resources, and finance resources allocation. The dependent variable was educational participation for learners with hearing impairments. The qualitative data which was obtained by use of questionnaires, interview schedules, observation document analysis, and focus discussion groups were compiled and put into consideration which were discussed. The chapter also highlights the rate of response by the participants and the respondent's background. Themes for each objective have also been generated and brief discussions made.

4.2 Study Participants' Response Rate

The current study utilized three questionnaires that contained open-ended items. The questionnaires were administered to the head-teachers. The entire filled-up questionnaire was picked from the respondents by the researcher. The three class teachers, three parents six learners participated in the interview session, as well as the nine support staff members who availed themselves for focus group discussion. The observation schedule was filled in the relevant areas. The relevant documents were availed for analysis. The response rate was therefore appropriate for the study. Such a good response rate was attributed to the cooperation depicted by the

headteachers, teachers, learners, and parents focus discussion group. Such a response rate corresponds with Michael's and Harpe's (2020) sentiments that a response rate above 70 percent is a good representation. Johan and Hellberg (2019) were also of the same idea that such a percentage was adequate in the utilization of data analysis and presentation. Such a high rate of response was an indication that participants were readily willing to share their sentiments on the topic of the study as it touched on their issues of concern as they interacted with learners. It also implied that the researcher utilized appropriate procedures and strategies in the collection of data. Sambu et al. (2019) and Chintakridi et al. (2022) were of the opinion that the high response rate by respondents is attributed to effective organization by the researcher before the commencement of collecting data. The good return of the responses from various research instruments was very crucial to this study. The findings gathered brought into light the real status of factors influencing education participation for learners with hearing impairments in Meru and Isiolo counties. The findings also facilitated the researcher in making informed suggestions and recommendations that could help improve education participation for learners with hearing impairments.

4.3 Respondents Background Attributes

This study incorporated head-teachers of public primary schools handling learners with hearing impairments, class teachers handling learners with hearing impairments, learners with hearing impairments, parents' representatives of children with hearing impairments, and support staff working in the schools for students with hearing impairments. The information sought from the five categories of respondents was in relation to the research objectives guided by the following variables: parental involvement, physical resources, financial allocation, and placement options. The learners were in grade seven meaning they had been in the institution for the longest period

and therefore had the knowledge of some factors that influence their education participation in school. The headteachers in the sampled institution had worked for more than ten years in administrative positions and therefore had enormous experience on issues in management which influenced education participation for learners with hearing impairments. According to the information obtained from the accessed documents, in the area of professional qualification both the headteachers and teachers had a minimum of diploma qualification in the area of special needs education. This is an indication that students with hearing impairments are being handled by teachers who are knowledgeable about the diverse needs of a learner with special hearing impairments. Furthermore, the many years of teaching these learners which is over five years as depicted in the accessed document were an indication that teachers were well versed with the issues that affected the learning of learners with hearing impairment in their school. The support staff involved in the study of the sampled institution had worked for more than six years in the institution as documented in the records. They were aware of the factors that influenced education participation for learners with hearing impairments as the house parents acted as parents while learners were in the boarding facility. The cooks served learners food, so they were aware of the challenges they would face while providing food to learners. From the documented references, the support staff members, had KCSE certification with additional courses while the least qualified had a KCPE award. Such a group of study participants was ideal in this study since they have some background knowledge on what can influence the education participation of a learner more so the learners with hearing impairments as they have interacted with them.

The parents who participated in the study were parents' representatives of learners with hearing impairments in class seven. Such parents were ideal for this study since being parent

representatives, they were involved in the meeting held in the school where usually the main agenda is on how to promote education participation for learners (Johan & Hellberg, 2019). Further being a parent for learners in the transition to final grade class in the school translates to wide experience on what could be influencing education for learners with hearing impairments.

Owour et al. (2020), Kalya (2020) and Sambu et al. (2019) were of the sentiment that stakeholders who had knowledge and experience were in a good position to identify the factors in education management that may influence education participation for learners with hearing impairments such as parental involvement, finance, placement, and resource management.

4.4 Piloting Report

Piloting was done for the five instruments of data collection in the pilot school. The instruments piloted were open-ended questionnaire for headteachers, interview schedule for class teachers, parents and learners, focus group discussion questions, document analysis and observation. The instruments were arranged to address the four objectives of the study which had variables on parental involvement, physical resources, placement option and financial resource allocation. Ethical issues were observed during the administration of instruments.

The piloted headteacher seemed to be conversant with matters on parental involvement and response to questions was adequately done. On the questions on Physical resources there was some hesitation on answering questions related to how maintenance and repair of physical resources is usually done as part of the finances through government capitation every year is to be utilized in the maintenance and repair of physical resources. Adjustment on questions related to repair and maintenance was to be made so as to still get the same feedback in a different dimensions. The questionnaire part which was to address on financial allocation proved to be unpopular especially

on the various sources of finance and how accountability is ensured. The researcher later had to reframe questions so as to appear more appealing to the respondent. The questionnaire part on placement option, the headteachers were not much willing to share their views concerning the operations in the EARC.

The piloted teacher responded to interview questions targeting the study objectives. However the interview questions on financial allocation posed a challenge to class teachers as they were not directly involved in the financial matters. The researcher had to adjust in this session of financial allocation to only capture what directly affected the teacher especially on what extent the teacher was involved in the budgeting process.

The pilot parents responded to the four variables although parents experienced some limitations in responding to questions on physical resources used in school as they were not in the school on a daily basis to find out how learners interacted with the learning and physical materials in the school. The researcher out of this experience had to make adjustments to interview schedule for parents so that it would capture key aspects that are directly under the experience of the parents.

The variable on financial allocation was not well addressed by the pilot parents as the argument was that they were not active participant in the financial management matters. Out of this, the researcher had to reframe the interview questions to only address the areas that parents understood about finance allocation.

The pilot learners through the interview were to address the four variables under the study which were parental involvement, physical resources, placement option and financial allocation. In the process of administering the interview, the respondents seemed to be overwhelmed by the number of questions in each area. This is because what was being introduced to them in the interview

appeared to be a new topic. Understanding of the concept was a great concern. The researcher had to make moderation in every variable to capture only key words that the respondents would respond to. The period for interview engagement was also reduced from thirty minutes to twenty five minutes.

Document analysis was aimed at data triangulation. Extraction of data from document analysis proved challenging especially where some documents were missing especially those connected to financial matters. Other documents were easily available like class registers, parents' registers, documents on school available resources and assessment report from EARC. For document that touched on financial matters, the researcher had to utilize the already displayed charts on the noticeboard especially on financial capitation from the government. The researcher had to reduce on the number of documents to be availed. The checklist reviewed that some of the items and structures to be observed were not accessible. The researcher made adjustment to the checklist so that areas which could be available for observation were to be captured. The pilot focus group members were enthusiastic in responding and contributing on matters related to parental involvement, physical resources and placement option. However, on the variable on financial allocation, they seemed to have some resistance for fear of broken confidentiality from focus group members. The research had to emphasize on observation of ethical guidelines during such an exercise.

4.5 Findings on Parental Involvement Influence on Education Participation for Learners with Hearing Impairments

Parental involvement in this study encompasses activities undertaken by parents to support their children with hearing impairments in their educational participation. These activities include

picking up learners on opening and closing days, purchasing necessities, and paying school fees. To identify factors within parental involvement that affect educational participation for learners with hearing impairments, the study explored the perceptions of five categories of respondents: headteachers, teachers, parents, learners and focus discussion group. Headteachers responded to a questionnaire on parental involvement, while teachers, parents, and pupils participated in interviews on the same topic. The collected responses were consolidated, analyzed, discussed, and thematic insights were generated.

The first question concerning parental involvement was included in the headteachers' questionnaire. This question aimed to identify the various ways parents engage in the education of their children. The three headteachers identified several forms of parental involvement, including buying basic personal items for their children, paying school fees, bringing children back to school, picking them up on closing days, and attending parents' meetings.

The same question was posed to teachers during interviews to explore their perspectives on parental involvement in education. The teachers provided the following statements;

Teacher A: *They buy their children soaps, toothbrush (personal items) However very few are keen to purchase all the items. A few who buys items for their children purchase them based on the cost. They mostly leave out the expensive items .*

Teacher B: *Parents provided their children with some writing materials, bought some uniforms and some bedding. They buy for them few pens, books 'School uniforms are usually purchased by the parents during the first day of reporting to school no replacement uniform by the same parent. Sometime I have spent my own money to replace a child worn out uniform. parents usually make promises on replacement which are never fulfilled. I pity these learners.*

Teacher C: *Parents accompany their children during reporting back to school and picking them when school closed though majority bring them back being so late. None of the days I have been in this school have I received two learners in my class during the first day of opening. Those that report mostly the first day are the ones that parents terms as being problematic. So I think to them a school is a place of refuge.*

Learners interviewed had the following.

Pupil A: *My parents buy for me school uniforms, pays my school fees. I am also picked from school on closing day and also report back on opening day accompanied by my mum. I go home early while my friends are left in school. I love mum so much*

PUPIL B: *My father picks me from school and pays my school fees. My father is rich .He buys for me the home clothes and also my school uniform. I look smart while I am in school and at home. My friends says am from a rich family .I love my dad. He is so loving and caring.*

C: *My family members loves me .Mum usually buys for me new shoes, new uniforms. I look smart in new items. I love being in school. I am comfortable while learning because I have all that I need.*

PUPIL D: *My dad buys for me all the items that I request for. I do not borrow from my friends I feel happy when I am in school because I can perform a number of activities without struggle like washing my clothes, brushing teeth and my shoes.*

PUPIL E: *I am usually bought items in small quantities like half a bar soap, the smallest toothpaste and shoe polish. My shopping cannot take me for a month. It gets finished within the first three weeks then I borrow from friends.*

PUPIL F: *I live with my grandparents and aunt. Auntie buys for me one tissue paper, two pens. She takes me back to school after her children have reported back. I do not love this. I am usually annoyed when I lack basic items for my upkeep in school.*

The same question was presented to parents during the interview session to elicit their responses on how they participated in the education of their children. Their responses were as follows.

Parent A: *As a parent I participate in taking my child to school on closing day and buying basic items. During opening days, I suspend all my work to ensure that I pick my son from school. I also buy items that I can only afford; when I get to school I make a promise that I will bring the rest of the items. I understand this is not right as my son will need to bath in the morning, brush teeth and shoes. But I have no alternative. Sometimes I may meet the promise while sometimes I do not make it but I still feel it is not right. I am not the only one doing this. I have heard of other parents with similar experience.*

Parent B: *I usually buy what I am asked by the teachers to buy. However financial inability limits me from buying everything. I would love seeing my child having everything requested for as this translates to comfort of my child but I have no alternative but use short cut, My child joined school at a very early stage from preschool. The peers from the rich families join boarding schools when in grade five. They pay for boarding schools expenses at a shorter period of time compared to me*

Parent C: *Whenever I am called upon on matters concerning my daughter I do attend. Though I feel regular meetings are expensive to us as parents. Some of the parents in this school are*

in the far interiors of this country. They have to travel for around five hundred kilometers to this place.

The focus group members had the following responses from the same topic

FGD A; Parents are involved in helping their children like buying personal items though in small quantities

FGD B; Parents bring in their children back from home though some comes so late after other learners in regular schools have reported.

FGD C; Some parents in this school travel from far. They always complain about the distance.

The responses indicate that all three headteachers agreed that parents were involved in their children's education, a sentiment supported by the three parents, three teachers, and six pupils. It is evident from these responses that parents did engage to some extent in their children's education. A focus group member also confirmed that while parents provided for their children, the provisions were often inadequate. Observations revealed that learners had some items purchased by their parents, such as soaps, oils, and shoe polish, though some items were missing. Records from reporting days also showed that some learners were accompanied by their parents. These findings align with those of Sebastian et al. (2022), who noted that parents support their children with hearing impairments in obtaining education. Wilder (2019) also suggested that learners with supportive parents are more aware of their educational achievements.

The responses from parents, teachers, learners, and support staff indicated that parents provided basic necessities such as personal items, pens, and books, and contributed to school fees. This level of support serves as an encouragement for learners to engage in their education. Parents who pick

their children up from school on opening days and return them on closing days play a significant role in motivating learners. This responsibility aligns with findings by Williams and Sánchez (2021), who reported that in South Africa, parents are expected to transport their children to and from school up to the age of four and a half years. Epstein (2018) also emphasizes that families should play a primary role in their children's upkeep, including purchasing essential school supplies. Ensuring the safety of children by transporting them to and from school is a critical parental responsibility.

To assess the extent of parental involvement, the study posed questions to headteachers through a questionnaire, to teachers, parents, and learners via interviews, and to focus groups through discussion questions. Reports from the three headteachers indicated that while parents were engaged in supporting their children, this support was often minimal. The headteachers noted that many parents did not provide sufficient school fees, leading to the accumulation of debts for the school.

The interview report from teachers had the following.

Teacher A: Most parents brought their children back to school with incomplete items. In fact, some came with a soap which is half. Half a bar soap could not sustain a child in school for a whole term. When the soap is finished the child becomes uncomfortable. Sometimes I had to make my own personal arrangement on how these children get personal items. I have to chip in from my own pocket and sometime solicit from friends. Other learners are bought items of poor quality which do not last long. Especially the school uniform we have had experiences where learners have school uniform that can only last for a month.

Teacher B: I once witnessed a child brought back to school with just one piece of bar soap, no toothpaste. I wondered how the child is going to survive in school for the whole term. Mostly parents make a promise of bringing the items later within the term but majority never keep to the promise. That has always been the routine in this school that immediately the child is welcomed in school, they just leave and forget the whole story. They mostly give us wrong phone numbers such that incase of any follow up they are always mteja.

Teacher C: When I inspect items brought by my learners during opening day, I am always surprised to find a kid with dismally few items such as smallest toothpaste, one bathing soap no shoe polish no replacement of worn out uniform. I have witnessed a case where they even bring some items which they have been using at home like used soaps, used toothpaste, old toothbrush. The items brought cannot take them through the term further insistence to the parents that they provide all the necessities is met with threat of withdrawing the child from school. Out of the empathy we have towards the child, we choose to remain with the child around rather than having the child remain at home and fail to get through the education system. I think our parents are taking advantage of our leniency. Further inquiry from the learners on why parents are so unresponsive the children genuinely report that the parents argues that they have other children in regular school who are doing better than them. After all, where is my future success through education According to me as a teacher I feel these parents do not care.

Interview report from pupils.

PUPIL A: Some of my friends in class are bought very few items which cannot last for a month

PUPIL B: *Some of my friends report back to school with nothing. Others with few items which are of poor quality. Such learners are referred to as poor by their classmates and they get annoyed.*

PUPIL C: *My friends report back without shopping while others bring in used items like toothpaste and toothbrushes.*

PUPIL E: *I have never been bought a new uniform I was bought a new one when I was reporting to this school. I rely on well-wishers for my school uniforms*

PUPIL F: *My brothers and sisters are bought all what they need. As for me am always bought items in small quantities. My shopping is usually small .Am not happy in school.*

Parents during the interview had the following statements.

Parent A: *Sometimes I am not able to buy all what is needed since I have other children in other schools. I have four children, two in secondary school and two in neighboring primary school. Their demands are too high. At least I do see their results and hear them read but for my hearing impaired son I cannot exactly tell what is going on in the school. This demotivates me. I am motivated by other through their performance. The reason that they are not sent home by the headteacher makes me assume that everything is going on well unlike those in the regular school who are sent home when they have some items missing. For fear of embarrassment I respond very fast to those who are sent home.*

Parent B: *Sometimes we get tired of buying these items considering that these children join boarding school at a very tender age. Their peers may join boarding facility at grade five. According to my understanding only the children from the rich family are able to attend*

boarding schools and yet to me I do not belong to that rich class. My child started boarding at baby class. Think of providing boarding facilities for more than twelve years. It is expensive feel like dropping the whole programme unless we get some intervention is done. Taking this child to secondary school will also be a nightmare to me and the family. These are not my feelings alone; they are issues affecting every other parent in this institution. I bet every other parent even in other special schools could be undergoing the same experiences as we are In the same country with similar challenges.

Parent C: Transport cost and payment of fee makes me buy few personal items for my child. Am also not able to pay all the levies requested. Our home to school is too far spend a lot of money in terms if fare together with my child. Sometimes I had to spend four thousand together with the accommodation. I feel pained especially when my other children are able to join the neighboring school at no cost. It's a heavy burden to me and other parents. Hope we get some remedy soon before the situation goes out of hand

The focus group members shared their views on the topic. The following were some of the sentiments

FGD C; Parents complain so much about the long period of time that their children spend in school .Some are so much discouraged. As a house parents I have to keep on encouraging these parents whenever I interact with them.

FGD A; Parents are unable to make replacement of the school uniforms. Mostly learners are bought uniform only the first reporting date as a new learner.

The findings indicate that although parents were involved in their children's education, the participants felt that this involvement was insufficient. Sentiments from headteachers, teachers, parents, focus group members and pupils highlighted that learners with hearing impairments did not receive adequate parental support, particularly in providing basic personal items. A focus group discussion member expressed frustration over how minimally parents contributed when asked to support their children. One member recounted an instance where a parent returned a child to school without any supplies, promising to bring them later but then disappeared and became unreachable. Records showed that some essential items were missing. Observations also revealed that some learners had torn clothes that needed immediate repair. The provision of personal items is directly related to educational participation because these items create a comfortable and relaxed learning environment. For example, girls who lack adequate sanitary materials may avoid classes for fear of embarrassment, even faking illness to stay away from school. This reduces their contact hours with teachers, which are crucial for learning. Learners who arrive at school without all the necessary items may resort to stealing from their peers to participate in activities like brushing teeth or polishing shoes. This theft causes distress to the affected child, hindering their concentration on education. Learners who consistently come to school with inadequate supplies may develop low self-esteem, which negatively impacts their confidence in classwork. These students may become withdrawn, avoiding interactions with others during games and group discussions due to the fear of embarrassment. Lara and Saracostti (2019) cite several effects of poor parental involvement on educational participation, including low self-esteem, withdrawal from class activities, and labeling by peers. When learners do not report to school with adequate items, they waste time moving from one room to another, seeking friends to lend them supplies. Even when they are lent items, their owners may take them back without notice, leaving the

borrower insecure. This psychological insecurity affects the learner's concentration, leading to poor academic performance, as noted by Wilder (2019). Targa and Reyes (2018) emphasized the importance of home-based family involvement, while Sebastian (2020) argued that parents should encourage their children to stay in school by providing basic items that make them comfortable and able to participate effectively in school activities. Ferreira (2021) pointed out that children who feel excluded due to a lack of basic items often lack motivation to learn, develop poor perceptions of themselves and the school, and may ultimately drop out of school.

The current research aimed to explore the relationship between parental education background and involvement in educational participation for learners with hearing impairments. The headteachers' questionnaire report indicated that parents with some level of education, particularly those with a Form Four education or higher, were more supportive of their children. Two headteachers noted that educated parents had a positive attitude towards the education of their children with hearing impairments, provided learning resources, sought further treatment to address their children's disabilities, and supported school programs.

Interviews conducted with teachers on the same topic of parental involvement and educational level revealed similar findings:

Teacher A; Parents in my class who have a post-primary education are usually resourceful in the day today running of the class programs. They bring the items needed promptly, bring their children back to school on the exact opening date. I also realized that they are aware of some of the current trends and development in the area of special needs especially about the use of KSL instead of Kiswahili. They are aware that their children have a potential of proceeding to the next level of education like joining secondary schools and potential employment after completion of

their education system. I think this forms the greatest motivational factor to their immense devotement to the education of their children. They also inquire about their children progress in all aspects.

Teacher B; Most parents who are not up in the education ladder do not contribute any point during the meeting. They think what they say will not be taken seriously find most of them shying away even simple question. I think they do not take the education of their children with seriousness. Even during academic clinic days for their children they have nothing to inquire about their children progress. None of these parents have made a call from me to inquire about the progress of their children. Most of the parents we have around are grandparents. the real parents ran away especially after realizing the child was deaf as many fear identifying self with a child with hearing impairment. So sometimes I do not blame these parents. I do appreciate the little effort they make even giving us an opportunity to serve their children.

Teacher C; My parents confesses that they don't know matters in education I cannot help my child in homework because I don't understand sign language. Some of my parents argue that they only understand the natural sign language. How can they help a child with homework which is written in English? They do not understand the sign language used in school. They assume that we the teachers should bear the entire responsibility of helping them with homework even when they report back from home

Parents interviewed on the same topic had the following comments.

Parent A: Most of my colleague's parents fear contributing points during the meeting complaining that they have never gone to school and therefore may not contribute good points. My colleague Parents complain that they are from the interior part of this country practicing pastoralist. They

have never had a chance of joining school at any point in life what do I contribute in a meeting. Let the learned have a say in the meeting. We will agree on what they put across.

Parent B; Many say they cannot help their children in Academic work because they cannot read and understand. They complain that they do not know sign language. I think for me to help a learner academically I need to have knowledge on how to do it. But I lack knowledge. I am facing communication barrier with my child. Nobody who is around to help me interpretation on what they are saying. I am left stranded. Sometimes ananiita kichwa ngumu when I fail to understand what saying.

Parent C; Many parents only understand the natural sign language as opposed to KSL which is the official language for the deaf community. We parents we are not trained on the use of signs used in a school set up. Our communication with our children is limited. We can only share few words and experiences. We are usually stuck in the process and sometimes we agree on distorted information. For me to understand my child, I have to be always around face to face but such time is not available. Being together all the time means I should not engage in any other economic activity. I may end up being poor.

Pupils interviewed on the same topic relating to parental education and participation said the following.

PUPIL A; My parents are not able to assist me in doing the homework that we are given during the holiday.

PUPIL B; *My parents don't understand KSL and our homework require answers in KSL. So I go back with my homework to be helped in school by my teachers. Communication barriers exists between me and my parents*

PUPIL C; *My parents don't understand what we are taught in school. But I see them understand what my brothers and sisters are doing in school. I am not understood by my parents most of the time.*

PUPIL D; *My mother knows how to read. My father can understand little of KSL so we communicate abit and he can help me in doing simple homework though not all of it. I love this.*

The findings indicate a correlation between the educational background of parents and their involvement in their children's education. Schueler (2017) found that parents with minimal educational levels were somewhat resistant to attending school meetings. Even when they did attend, they often remained silent, while only those perceived as more educated voiced their opinions. In such cases, limited parental engagement, due to the level of education, negatively impacts the child, as issues they face, even those stemming from their family background, are not addressed in open gatherings. Parents are expected to serve as role models for their children in educational matters, such as assisting with homework. Children tend to value what their parents prioritize. However, a low level of education often limits a parent's knowledge of various medical services available to help reduce the effects of disabilities (Miedel & Reynolds, 2019).

The researcher sought to explore parental response towards picking their from school on closing day and back to school on opening days. A question featured on headteachers questionnaire and the response were all related in that the three headteachers in that parents picked their children late after closing of school and also reported later after opening of schools.

The teachers interviewed had the following to say.

Teacher A; *Parents gives us wrong phone numbers so when we call them to pick their children they are nowhere to respond. We stay in school even for four days before they are picked. I even request for phone numbers from neighbors but they always give wrong numbers. Sometimes I had to make my personal effort to ensure the child is taken back home. I have severally taken children home after they have overstayed in school. Continuous stay in school after closing translates to us not also going home for our holiday. Children remaining in school are to be fed; their rooms are to be kept clean. This calls for an extra cost which increases financial burden to this institution. Learners get bored since no learning is going on. Some swear never to get back to school again in case they got an opportunity to get back to their home. I feel the parents pays more attention to their hearing children as opposed the those with hearing impairment because I believe the same parents have children in regular schools and they are very keen concerning their closing days.*

Teacher B; *Learners are usually picked late and also report back late even after one month. Some never report we usually have to make follow up. I have to make several calls. Sometimes the administration has to engage the area chief for intervention to have children back to school. We have to ask for several contacts in case of such unforeseen scenario. These are recurring issues since I joined a school for learners with hearing impairments. It is like these learners are treated like lesser people in the society without mercy. Sometimes during the short holidays like half term we prefer retaining learners in school because to them going home its equivalent to closing school forever and no turning back.*

Teacher C; *In most cases children report late. Mostly an average of two learners per day for almost a month. We mostly have to make several calls. we even take children to their homes. This has*

always been the case throughout the year. Some parents give us the wrong contact for fear of such follow up Even their response after contacting them is very poor. Sometimes our communication with them ends up with some form of sharp disagreement. Many Parents argue that it is too expensive only the rich can afford to be picking their children from school on daily basis.

Interviewed learners also had their sentiments.

PUPIL A; *My friends report back home after several days of stay in school. These learners are teased by their friends and are called poor. They also stay home for many days without reporting back to school.*

PUPIL B; *My friends who reports late to school confess that they are not happy. While at home they miss the company of their peers in school who they can communicate well with by use of sign language. They are so much bored at home especially after their hearing siblings have reported back to school.*

PUPIL C; *My friends who fail to report to school early misses a number of lesson in class. They may not capture new concepts introduced to us .They lag behind.*

Interviewed parents had sentiments such as:

Parent A; *I am never late in picking my child from school on both opening and closing days but any time we have parents meetings the headteacher has it always as an agenda. Even the class teachers have emphasized to parents that they need to pick their children from school and to school at the right time. I have heard of cases where children in this school have spent even a month before being picked to go home while others report late almost after a month while other can skip*

the whole term. Some even drop out of school for a whole year only to resurface later after coercion by government officers .

Parent B: I always try my best that I do well in the two occasions. I understand what it means to have a child left behind in school while others have gone home. I also understand the discomfort the child goes through seeing other children get back to school. However, as a parent representative I am aware that majority of learners are never picked to go home the right time neither do they report back on the exact date of opening.

Parent C. Sometimes due to financial constraint and distance my child report back after 2-3 days. We come from far. We travel many kilometers to reach in this school. I have to pay fare for my child I also have to pay mine unlike in other institutions where we only release the child to get to school alone. We have several stop over before we reach to this place. Money is not enough to purchase needed items. Sometimes getting money to help me report to school the exact date is a big tussle. Remember I became a parent in this school several years back because my child reported in this school at a very tender age while in preschool. It has been a long journey. We as parents of children with hearing impairments are being treated harshly by nature. Everything touching on us is very expensive. We may wish to have our children get same treatment like others even academically but our hands are tied no matter how much we try.

Members from focus group discussion contributed the following to the topic

FGD C; I remain in school for a long period of time after school have closed as I wait for parents to pick their children.

FGD B;I am never enthusiastic about going for holiday as I am not sure of when all the learners will be picked.

The above responses display some mixed reactions. Some parents observed punctuality in picking their children from school to home and home to school. The headteachers, teachers parents and learners to some extent are in agreement that learners are picked late or never picked from School on closing day. The same is reported about reporting on opening day that most report late after their peers have reported. A member from the focus group expressed her sentiment with lots of hunger on how sometimes they spend almost half of their holiday session in school as they wait for parents to pick their children. *We are to remain around for almost two weeks waiting for children to be picked. They have to be cooked for, the house parent has to take care for them at night. It is like I have to remain in school throughout the year.* From the accessed class register ,only four grade seven learners out of twelve had reported had reported by the start of the second week in school A, school B had three out of nine learners while in school C four out of nine learners had reported. From the observation made, learners were still reporting to school though it was the third week of the term These findings are in line with sentiments by Saracostti (2019) in his research findings in Malawi Embagweni primary school for the students with hearing impairments which revealed that parents and relatives of learners with hearing impairments used school as a place to drop off their learners with hearing impairments. The cited scenario creates psychological torture to a learner where they view school as a prison. Such learners may associate school with punishment. Some may even drop out of school due to such kind of mistreatment. Extending stay of learners in school after closing brings in other activities unbudgeted for like on feeding.

Spending on such deprive school money that could otherwise be used in purchasing teaching learning materials which would help promote education participation for learners

The current study sought from respondents on any relationship between parental occupation and parental involvement on education of their children.

The questionnaire for headteachers had a question on what they viewed about the occupation of parents in relation to involvement in the education of their children. The three headteachers reported that parental occupation influenced their involvement on the education of their children. They posited that parents who were in the formal employment were much available for their children compared to those who worked in an informal employment.

Teachers interviewed had the following responses.

Teacher A: *The parents of learners in my class especially those that worked in the formal sectors appeared to be more responsive on education matters of their children. Infact, they brought almost all items required in school. They attend meetings in time and supported the school programmes. They can also keep the dates for serious events in school. They also make some calls to the office to inquire about the progress of their children. They take every sentiment from teachers with lots of seriousness. I think the type of parental occupation relates to education level.*

Teacher B; *Parents of learners in my class who works especially in the informal sectors like vibarua in people's farms mostly show minimal involvement in their children education matters. Many of them are not available for meetings as they complain of inadequate time available. Due to their irregular availability of funds they also delay in clearing fees. Most of them pick their children late from school with an excuse that they were looking for vibarua to get funds as fare.*

Teacher C; *I think the kind of employment is highly related to the education status of the parents. Children from parents in the informal sectors suffer from inadequate parental support especially in doing homework. They also experience communication barrier since they only understand the natural sign language. Natural sign language is not the language of instruction in school. Parents who spend long hours in their work station lacks time to interact with their children.*

The learners interviewed had their views also;

PUPIL A: *My friends report that their parents are not available for them especially because of being far while working . They are never happy*

PUPIL B; *My mother has a lot of work which denies her a chance of visiting me in school. Sometimes she has to send my relatives . I don't like this. I see my friends being happy with their parents.*

PUPIL C; *My father works very far from home and school. I rarely see him*

PUPIL D; *I see my parents.I feel so happy.*

PUPIL E; *My parents are usually away.We are left at home mostly with my siblings. PUPIL F; I report to school late because my parents are not available most of the time as they are out working and are never given permission.*

The parents interviewed had the following to say.

Parent A; *The nature of my Job does not give me a chance even a single day to be out. Being absent in the work, no pay my employer is very tough. At one point when I asked for permission to attend to an issue concerning my child she made a very rude response that why should you not take your*

child to the school near home. It was so painful to me bearing in mind that I have no other alternative on where to take my child for schooling. I only wished she knew the struggle that we go through to have a child see the gate of a school. I am always worried about a day missed in a job which translates to us missing a meal for that night.

Parent B; I am paid very little that can only cater for food. I have no extra coin remaining to buy items for school. What I am paid a day caters for the expenses at home and sometimes not even enough so saving a coin for spending the following day is very difficult for me. The vibarua I do are not regular so its try and error. I would love to make my child happy and comfortable in school but my hands are tied. When I request for increased pay the boss talks of poor economic situation in the entire world.

Parent C; I work in vibarua. Any time am not in work I cannot get paid. Economy is not doing fine. I never have any saving for spending in school matters. I think parents with better formal employment are doing well for they are assured of pay whether they report to work or not.

Based on the above responses it is clear that parents career type influenced their engagement with their children on education issues. The findings of the study were in agreement with findings by Julius (2022) that parents social economic conditions including occupation affiliation has influence on how parents get involved in education matters of their children. Guyo (2022) was of the view that parental occupation contributed significantly to be parental involvement in education. Parents need to have stable career that will give them continuous supply of income so that they can purchase basic requirements for their children which would make them remain in school thus participating well in education. Days off could be a welcome idea especially when parents are to pick their children from school especially closing days and also taking them back to school after

the holiday. Late reporting to school hamper with timely resuming of school routines including teaching. Late commencement of teaching lends to late coverage of the syllabus. Inadequate coverage of syllabus leads to poor performance in both summative and formative assessment.

The current study sought to inquire from the respondents on what they felt could be the challenges facing parents in their endeavor to get involved in the education of their children. Questions were put across in the headteachers questionnaire to explore this aspect as well as the interview schedule for teachers, parents and pupils.

The three headteachers highlighted challenges such as lack of adequate funds, lack of understanding of sign language, distance from the school, inadequate engagement by the school administration, discouragement about the future of their child future success from the Academic point of view.

Teachers responded to the interview schedule as follows.

Teacher A; *It is not the wish of many parents not to get fully involved in their children issues in education. Some are faced by challenges of lacking adequate finances to meet basic needs of their children, inadequate knowledge on how to handle a child with hearing impairments, distance from home to school communication barrier due to lack of understanding of KSL, stigma from the community and family members, expensive materials.*

Teacher B; *Based on my experience, most parents lack interest on education for their children with hearing impairments because of the stigma posed on both of them by the community, early admission to boarding school which is expensive. Low parental expectations towards children with hearing impairments has made many parents neglect their children. I have heard many of my*

parents make sentiment like.....what is all the energy for? How is the future, of my child? where will my child qualify for employment like others? Their brothers and sisters have aspirations on what they want to become in the society but my deaf child is not aware of the next move even after graduating from here. Have never seen a doctor neither have I heard of a pilot who is having deafness.

Teacher C; Most of the parents lack knowledge on daily needs of their children. Others are still in denial on having a child with hearing impairments. Most lacks support from the family members especially women who to some extent are even divorced by their husbands for giving birth to a child with hearing loss. Some learners are left in the hands of grandparents who are not knowledgeable on raising children.

Parents were also requested to air their views. Their responses through interview were as follows.

Parent A; I wish to help my children but I face financial lack. My child joined boarding school at a very early age am almost drained .The journey is long. I would love to see my child smartly dressed and well fed but I have tried but it's not working. But I hope one day may come on our way to make everything appear better.

Parent B; My occupation cannot guarantee me enough money to engage self in all the demands. Am paid very little. We lack adequate food. Our shelter is not the best.

ParentC; I experience communication barrier with my child so I may not understand exactly what they need. I mostly do guess work. I only understand the natural signs within our local environment where we interact with the child. When they come from school, they use a different language which I do not understand. When I am unable to understand they say dad ni kichwa ngumu.What then

do I do. In most cases I do guess work. Other times I end up doing the opposite of their expectations. This has brought a lot of misunderstanding and conflicts between us and the entire family members who interact with the child .For my child to understand the information I am sharing I have to be available all the time. I face challenge on matters of time because I have to work so that we can get our daily bread.

Learners interviewed had the following to say.

Pupil A; *My parents do not earn all that much to meet our needs*

PUPIL B; *My dad know very little KSL*

PUPIL C; *I face communication difficulties with my parents.*

PUPIL D; *Our schools are too far our parenta are not able to visit us frequently due to distance*

.PUPIL E; *My dad is not very rich to afford all what I need.*

PUPIL F; *I experience communication barriers with my parents.They do opposite of my expectations because they cannot understand what I am saying to them.*

The responses above indicate that parents are facing myriad of challenges that becomes a hindrance to getting full involvement in the education welfare of their children. One member of the focus group added to the mentioned sentiment that most of the learners in the school are under the care of grandparents who are elderly and are not aware of the expectations of a child with hearing impairments. *I take a lot of time to explain to the parents about the needs of these children but they seem not to understand. They always complain that they do not have adequate funds, others say that this is not my work. I will wait until her mother come during the Christmas season for she*

only visits us once in a year. From the perused document especially the assessment report from the EARC indicated that these learners had come from counties which were far from the school. The hindrance ranges from inadequate funds, boarding for young children at a very early age which is expensive, communication barriers and distance from school which is usually far. The findings are in agreement with findings by Josephine (2023) on barriers to parental involvement in the education for learners with intellectual disabilities where she cited challenges such as economic challenges of the parents, lack of parental support and low level of education for parents. Morowi et al. (2019) suggested that parents were the first teachers and therefore their vigorous participation would help promote their children level of participation in education. Parental involvement should go beyond and incorporate interpersonal relationships with the child, nurturing, responsibility and emotional support. A study in Malaysia by Natasha (2022) stated that to help in motivating children in education participation, parents should appreciate and praise their children for work well done. Children are also happy when their parents give a hand in homework. Parental willingness to get involved in child education matters helps improve morale, right attitude and promote behavior and social adaptation which is necessary in education participation.

The current study sought to seek views from the study participants on what they felt could be the effect of inadequate level of parental involvement on education participation for their children with hearing impairments.

The headteachers questionnaire had an item to elicit reaction on the topic. The three headteachers responded to the question as follows. Low level of parental participation affected learners psychological wellbeing, learners may drop out of school and management of resources by headteachers is made difficult and widens the child parent relationship.

Teachers interviewed highlighted the following facts.

Teacher A; *I Feel time for learning is wasted especially when learners report to school late. Infact, syllabus coverage is compromised. Children develop negative attitude towards their parents. Such a situation will always make us lag behind compared to hearing learners who picks up their learning process early enough. To us implementation of routines on the timetable pick up after three weeks .If we count losing three weeks every term multiplied by three terms in a year it translates to lot of time being wasted .Learners who have hearing impairment need to be present when a new concept is being introduced because they cannot rely on their classmates to introduce them on what they have been introduced as it is a common case for the hearing learners .So we find ourselves buying time waiting at least for a quorum.*

Teacher B; *Learners develop low self-esteem. Poor relationship between teachers and learners is developed. When learners are not well providing for, they develop low self-esteem as even their peers call them poor. Their relationships with parents get poor as they feel their parents are not concerned with them especially where parents prefers helping their siblings who are hearing. They also dislike us we as teachers when we make frequent inquiry on why their parents are not being supportive to them. Out of that they keep distance from the child .A child who does not interact well with teachers finally get isolated.*

Teacher C; *Learners develop hatred for their siblings as they feel that their parents favor the hearing. They dislike sharing about their siblings. They throw hand when you mention their children. They take them to have a negative competition. They develop dislike for home. They feel neglected*

Parents had the following to say on the same topic.

Parent A; *From my own experience parents who fail to show total involvement in education for their children contribute to the failure of their children. Some children end up dropping out of school. In fact, dropping out of school is mostly related to the family background.*

Parent B ;*Low level of parental involvement will lead to child neglect. Uneducated child becomes a burden to the family. How i feel it is always good to cater for the child when young. A child who is neglected may also neglect others and their own in the future. Our parents committed to help us when we were young, they instilled these values to us. I have seen those parents who did not educate their children go through tough moments in the future taking care of their grown up children who should otherwise be self-reliant. It is not good to neglect our children. As parents we should go extra mile to ensure comfort of our children.*

Parent C; *Parent who fails to get involved in the education of a child bring the country backward. When a learner who is fails to secure a source of income, they become beggars which interferes with the country development both socially and economically. In the parents meetings we have attended in various set up ,the speakers have always emphasized on role of education in bringing change to the society. Education breaks the poverty cycle in the family and society context. Beggars in the society are rarely welcomed and consulted.*

Learners had the following sentiments.

PUPIL A; *My friends feel shy when teased by others as being poor.*

PUPIL B; *My classmates develops dislike for school.*

PUPIL C; *My schoolmates who are not taken care of by parents well develops hatred to peers who are provided for by their parents.*

PUPIL D; *The love for school is diminished. My friends turn out to streets to borrow rather than being in school.*

Focus group members had the following to say

FGD A; Learners who are not well provided for in terms of basic needs develop low self-esteem and are isolated by their friends.

FGD C; Learners who feel neglected by parents cry a lot in school.

FGD B; Cases of stealing items from others is common for those learners who are not well provided for.

The above responses from the headteachers, teachers, parents pupils and FGD were incorporated and discussed. It is undisputable that where parental involvement is inadequate learners with hearing impairments face some impediments in their endeavor to participate in education. The four respondents had a common feeling that learners are affected in that they develop low self-esteem, some learners drop out of school based on parental factor, syllabus coverage not adequately done. In support of these sentiments, one of the focus group member added that, out of harsh conditions that learners faced from feeling of neglect, majority practiced truancy aiming at getting back home to check whether the parents would buy for them what they were promised, other learners had to fake sickness with the hope of being picked home for treatment while others steal from others especially girls. Sanithan, Yin, Mustafa and Abdullah (2020) were of the opinion that where parents were fully involved in education matters of their children helped promote creativity, understanding and acted as a source of encouragement. Such kind of a gesture helped in instilling a sense of belonging to a child hence a learner feels that their parents care. Parents

should be the primary motivator to their children. Plaindanen and Sha (2019) added a sentiment that parental involvement help reduce the teachers burden in handling matters of a child in school. Parents should share the experiences their children go through because the problems they face at home are the same problems they project to school. Garbacz (2019) supported this argument by stating that increased parental involvement increased the opportunity of teachers and administrators in school ability to help a learner participate better in education. Physical motivation, social development and intellectual stimulation in a learner with hearing impairments can highly be developed by early and timely parental involvement. They can also act as a source of information to learners. Parents who get engaged in learners' activities help them develop resilience in life and development of coping skills. Parents should act as a change agent.

The current study sought from the participants on how to help improve on parental involvement in education for learners with hearing impairments. The questionnaire for headteachers had a question aimed at soliciting remarks from the headteachers. The interview schedule for teachers, parents and pupils also had the same question to help get the view on how to improve on parental involvement on education for learners with hearing impairments.

The headteacher had the following responses from the open -ended questionnaire

School should come up with policy on involvement of parents in the affairs of the institution, communication between the school administration and parents be improved, parents who displayed some extra level of commitment be congratulated especially in a parent meeting, WhatsApp group to be formed where interaction between the school and the parents can take place. The school to participate in some social matters related to parents.

The interview session with teachers generated the following reaction to the topic.

Teacher A; *Teacher and parents should perfect their mode of communication. Respect in either party be upheld. WhatsApp can be a good forum for keeping in touch. Timely communication be done by dispatching calendar of events for the whole year.*

Teacher B; *Parents who have portrayed high level of commitment to be recognized as they will serve a model to others. Everybody would love being recognized for good work done. The school management can also think of some of the incentives like percentage fee waiver for parents who comply with the school demands.*

Teacher C; *Get together sessions if well-organized can be a good source of socialization and in the process, parents can be enlightened on the joy of helping their children to pursue education. I think this can be done by organizing AGM. guest speakers can also be invited to share some knowledge on the importance of education to the entire school fraternity.*

The views of the parents were also captured as follows.

Parent A; *Promotion of mutual respect between the stakeholders can help improve on parental involvement. Some parents felt that some personnel in the school showed little respect to parents. We are usually regarded as a bother when you inquire of some clarification on some issues. Experiences with the institutions handling learners with hearing impairment is an emerging issue within our society and therefore most of us as the parents we may not be familiar with the culture of such institutions. We need tender handling Sometimes we may look confused. We need kind guidance and I believe with time we will get used.*

Parent B; *It is not the wish of parents that we sometimes fail to get involved. One of the major problem with us is lack of required resources like money to facilitate buying of basic needs. If we*

got a good source of income, it could not be a big problem us providing for all that is needed in school for the upkeep of our children.

Parent C; Sometimes language barriers interfere with our interaction with our children who are hearing impaired. Kenyan sign language should be trained to parents to help ease communication. The government should provide us with jobs to help us get steady income and also jobs which are predictable in terms of time.

Learners also had some views captured as follows;

PUPIL A; Our parents should be given good jobs so that they can get good money to buy for us all that we need

PUPIL B; We should be allowed to attend schools near our homes so that we can be close to our parents just like our siblings.

Based on the above responses from respondents, it was of great concern that parents improve on their level of commitment as they are key to education participation for their children with hearing impairments. The respondents agreed that an action should be taken in order to promote parental involvement. From one of the document accessed the school had record of all parents' contacts which would serve as a channel for effective communication between parents and teachers. Some members of the focus group discussion had gone to an extent of creating a WhatsApp link which would provide an avenue of sharing relevant information between the members about the welfare of their children. The respondents agreed that there should be an enhanced mode of communication governed by respect, parents should be encouraged to participate especially by setting meetings on the days when they are not working like on Saturday, parents should be provided with meals when

they are invited for meetings to help reduce the cost, parents portraying some level of commitment should be appreciated. Home visit by teachers can also help parents see the need of helping their children as such a gesture helps in providing a link between the school and the family. Teachers can also send learners home with activities that they should do together with Parents and then bring feedback to teachers about the experience.

Where barriers to parental participation are overcome, parents change their attitude towards learners with hearing impairments. Change of attitude help the parent get more engaged in their children affairs Qunghua et al. (2022) were of the feeling that parents need to be helped in helping them in overcoming obstacles that derails their involvement to their children education affairs. They also help in developing and providing a suitable learning environment both at home and school. An involved parent will have a say in decision making on matters concerning their children. They will give a first hand information about the concerns of their children which can later be implemented thus promoting education participation for their children. When a parent is involved in decision making, they also get incorporated in PTA and BOM committees which are crucial on ensuring the institutional goals are well set, planned and implemented. According to Cotton and Wikelund (2019) an involved parent can volunteer in helping learners with hearing impairments. They can lend a hand during training of music festivals, drama and positive cultural events that takes place within the community. They can also act as guest speakers in their areas of specialization. Their presences in the school compound during a school event provide a rich experience for interaction between learners and adults. Interaction promotes cognitive development and also future aspiration as such adults may act as a model for future career to learners.

4.6 Result on Resource Management Influence on Education Participation for Learners with Hearing

The second objective of the study was to determine how financial resource allocation influenced education participation for students with hearing impairments in Meru and Isiolo counties. The researcher emphasized that educational resources are essential in creating a positive teaching and learning environment for learners with hearing impairments. Data for this variable were gathered from headteachers through questionnaires, as well as from parents and teachers during interview sessions, learners and focus group discussion. The findings were further supported by an observation checklist, as resources can be directly observed, making it easier to record their presence or absence.

The research aimed to explore how resources in the institutions are sourced. Headteachers were asked to respond to this topic in their questionnaires, while parents, teachers, and pupils were questioned during the interview sessions.

All three headteachers unanimously indicated that the schools obtained resources through government funding, donations from donors, and improvisation.

Teachers who mostly interact with learners and teaching/learning resources were asked to comment on the sourcing of material resources. The following were the responses

Teacher A; *The headteachers provides to us the materials we need after placing an order. We also receive donations from well-wishers. However, we cannot predict on when to receive these materials. Some are availed after their use has been surpassed by time.*

Teacher B; *With the help of learners, we usually improvise some materials for teaching like beanbags, sweeping brooms and balls.*

Teacher C; *We buy materials from the shop. KICD provides materials like syllabus. Local artisans are involved in making these resources.*

Parents interviewed had the following to say on the topic on sources of resources

Parent A; *I think the money paid by the parents can be used to purchase the resources.* Parent B; *I believe the government is key in providing resources for the school like books.* Parent C; *My child tells me that they are engaged in making some items for use in school like balls. Some organizations may also be providing materials in the institution.*

From the respondents' views, resources in the school are provided for by the government like books, purchasing through some finances remitted by the parents, donors and improvisation by learners with the help of the teacher. From the observation made during the study, learners had improvised play materials like balls, bean bugs and skipping ropes. One of the focus group members elaborated on how they improvised cleaning materials like brooms and dust bins from the locally available materials. *In fact we do not have to buy everything from the shop. We make very durable items with learners. Sometimes we get excess of them.* According to Ozioko et al. (2020), students with hearing impairments utilizes other residual senses as opposed to auditory sense. They therefore learn best when they have the opportunity to see and observe what they are being taught. This is in support of Chinese proverb that “what I hear, I forget, what I see I remember and what I do I do understand”

The study sought to establish how the physical resources provided to learners with hearing impairments in special public primary schools in Meru and Isiolo counties influence their education participation. The findings were derived from an observational checklist that assessed the condition of various physical resources within the schools , documents and sentiments from headteachers, learners,teachers, parents and focus group discussion.

Physical resources in school helps in promotion of participation in education matters (Akungu, 2019). According to Donald-Whitney (2020), the need for resources such as books and supplementary materials act as a great motivator in education participation of learners. Samwel (2019) pointed out that teaching and learning resources are highly emphasized by the stakeholders and it is the key component that indicates the government participation in education of its citizens in the country. The policy statement of the government in provision of free basic education is that the greatest expenditure in education budgeting focus on resources (Ministry of Education, 2018).

The findings have revealed the various sources of resources for utilization by students with hearing impairments. The mentioned stakeholders are supposed to work in collaboration to avoid duplication of resources. Some of the sampled schools visited reported that lack of consultation and collaboration led to duplication of resources. Duplication of resources denied learners access to resources in some learning areas. From the documents accessed there was oversupply of certain books targeting a certain learning area while other learning areas had very few copies. Some schools had excess books which were not utilized while others had none. Other schools had more drawing materials while they lacked reading materials. The well-wishers and other groups that provide resources in school should inquire from the school management on what materials are scarce so that they can provide what is needed (Shehu, 2020)

Adequacy and suitability of resources is important if the objective meant for in learning is to be achieved.

The current study examined on the adequacy and suitability of resources. The headteachers questionnaire had an item which inquired on how suitable and adequate the resources were. The three headteachers reported that the resources in school were not adequate to march the number of learners and some are not suitable for use by learners where they have outgrown them. The cost of materials hindered the adequacy.

Through the interview, the researcher sought for responses from the classroom teachers who interacted with the learners on the adequacy and suitability of the resources utilized by learners. Their responses were as follows.

Teacher A; Resources for teaching /learning in my class are not adequate. Some are not suitable for learners especially where they have outgrown them. Others are too old to be used. Other materials are underutilized. We have computers around but most of us have negative attitude toward using the although they are knowledgeable on how to use them. Many items are lying underutilized.

Teacher B; Resources provided are not adequate. Some learners have to share. As these are shared by many, they break and get torn very fast. I have an experience that any time a book is shared a page has to be lost.

Teacher C; Resources provided are not adequate. Sometimes we have to leave the activity where some specialized materials need to be utilized. Other materials are not suitable for learners as

they are worn out with time. Others are not durable and keeps on requiring constant repair which may not be readily available.

The focus group discussion group members were of the following views

FGD A; Physical resources provided are not adequate. At some point learners have to share sensitive resources like beds when some are broken and not repaired

FGD C; Sometimes utensils are not enough. Especially after a long period without replacement.

FGD; Some rooms are congested.

From the sentiments by the respondents it was revealed that resources were not adequate based on the increased enrollment of learners. The headteachers and teachers were of the point that material resources provided were not adequate. They also unanimously pointed out that some of the available resources were not suitable for learners.

Based on the fact that students with hearing impairments have to utilize the sense of sight rather than auditory, many books disadvantaged the learner. The head teacher in one of the sampled schools cited a situation where an English text book with a content requiring look and say disadvantaged a learner because such a learner may not perform the two tasks simultaneously. Izuli (2021) posited that appropriate teaching and learning resources should be available to students with hearing impairments if the objective is to be achieved. This statement is supported by his recommendation that suitable teaching/learning resources should be produced matching the learners' needs so that they can fully participate in education. Ajimain (2019) argued that students who are hearing impaired need clear visual images which should be stationary.

Any mobility on materials mostly confuses the students with hearing impairments as any movement could portray a different meaning to a learner. Materials provided should have precise expression; the color used should be clear and attractive to capture learners' attention. Learners with deafness may also have other disabilities like learning difficulties so materials should be well designed to cater for other challenges that a learner could be facing. For learners who are deaf and could be having visual problems, they should be provided with visual resources with large prints for visibility purposes. The use of appropriate visual aids helps in maximizing of the learners understanding of the content. Kelly et al. (2019) opined that pictures should be wisely chosen and have a meaning correlated to the content. Elif (2021) advocates for suitability of teaching materials for students with hearing impairments.

Suitable materials will be better utilized in understanding of an abstract idea. Agustina (2022) pointed out that accompanying a demonstration with concrete materials created interest to learners to learn and attention is highly sustained. It is true therefore, that suitable teaching materials can promote education participation for students with hearing impairments. Materials for facilitating learning should be adequate. Inadequacy of materials leads to poor class control as learners' scramble for the few resources. This may lead also to breakages. Adequate materials give a hearing impaired students an opportunity to explore and manipulate materials adequately by use of other remaining senses. Such a chance gives a learner an opportunity to further understand an abstract concept. Learners need to have adequate resources for their comfort so that they can participate well in education activities

Maintenance of resources is crucial for achieving education set goals. The researcher formulated an item in the headteachers questionnaire to generate crucial information on how resources were

maintained. The teachers, parents, learners and focus group discussion who participated in the interview had their views put into consideration also. The following are the sentiments received from the respondents.

The three headteachers reported that maintenance of resources was done but some equipment required trained people, the maintenance cost was high, lack of space for storage of materials interfered with maintenance and destruction of some resources especially by learners.

The teachers who participated in the interview had the following to say.

Teacher A; *We try to do maintenance but some learners with behavioral disorders may even throw stones and break windows. We so much emphasize on care of resources but to some of these learners the reality has not sunk in them.*

Teacher B; *Maintenance of resources is achieved at some point, however due to inadequate space for resource storage items are damaged by sun, wind and humidity.*

Teacher C; *Maintenance is attempted. However, some materials especially those brought by donors are not easily repaired in case of breakdown due to lack of spare parts. The process of procuring spare parts proves to be expensive and sometimes we end up dumping resource.*

Pupils interviewed had the following to say.

PUPIL A; *Many of our tables, chair and desks are broken.*

PUPIL B; *Our windows are broken and not yet repaired for a long period of time.*

PUPIL C; *Our books are torn with several pages missing.*

PUPIL D; *Most of our taps are leaking sometimes water is wasted yet in our school we experience water scarcity.*

PUPIL E; *Bulbs in our classrrom are not adequate .The same in our dormitories and other which are faulty takes too long to be replaced.*

PUPIL F; *Our materials for learning are few. We have few books pens and rulers which are not adequate for learners.*

Focus group members contributed the following to the study

FGD B; Our kitchen is not adequately equipped. Most of equipments are not functional.

FGD A; Repair of broken items like beds takes too long.

FGD C; Some items are poorly stored thus exposing them to destruction.

For continuous use of resources, maintenance is important. From the responses enumerated by the respondents, material resources were maintained but some challenges were faced such as lack of expert to repair, lack of adequate space for storage leading to destruction by sun, wind and humidity, frequent breakages, unavailability of spare parts. The school physical resources which include buildings such as offices, classrooms and other facilities such as toilets should be maintained because of the benefits derived from them. From the observation made, a number of physical resources lay outside unrepaired, others had started getting rust. From the look of it is like they will never be put in to use any time. According to National Center for Education Statistics (2020), a good plan for maintenance procedure on school resources is an indication that school resources are taken care of appropriately. Failure to maintain school resources discourage future

participation of stakeholders in providing resources. Effective maintenance of resources helps in extension of life and usefulness of resources (Samwel, 2019).

Students with hearing impairments and staff thrives well in an environment that is safe, clean, well ventilated, lit well and regularly maintained. Poor quality environment with unmaintained resources interferes with alertness thus interfering with education participation of a learner. In the current study one of the sampled respondents reported that due to broken beds which are not repaired have learners sharing beds. They reported that the beds in the institution were too small to accommodate two learners. In such a case where learners spend a night squeezed in uncomfortable situation, such a learner may even fall asleep during the day to compensate the lost sleep. A learner who sleeps during the lesson may miss some of the key concept in the topic at hand which may never be repeated at any time in the future. Maintained facilities in school helps school to save on finances by reducing replacement cost. Money saved from undue repair could be channeled to other activities in school like purchasing be reading materials. As put across by interviewed pupils, where doors are missing, their items may be stolen. Learners whose items have been stolen get disturbed and may not concentrate in their studies. For learners who are deaf presence of light is very crucial so as to see their friends sign. Where bulbs are missing the communication of these learners is curtailed. Books that are not jacketed and usually torn pose some disadvantages to learners since they cannot even do exercise or practice the items on the missing pages. Where windows are broken, learners are exposed to direct wind, dust can get through the window and also rain drop especially during the rainy season. Such natural calamities greatly interfere with the learner ability to concentrate. Roofs which are leaking pose some discomforts to learners who are rained on during the rainy season. Some of the learners books are

rained on and other learning materials get wet and sometimes rendered useless. Where classrooms are leaking learners are advised to sleep earlier therefore missing some lessons.

The researcher sought for responses from the study participants on what could be the possible cause of inadequate resources in the institution. The headteachers responded through the questionnaire items while the teachers, parents and pupils responded during the interview session. The following were their responses. The three headteachers reported the following as the cause of inadequate resources: inadequate funds to purchase resources, regular breakages, large number of learners compared with the resources.

The teachers interviewed reported the following.

Teacher A; *I feel that inadequacy of resources in this school could be contributed by regular breakages by learners and irregular repair. Sometimes this is brought by increased number of learners who put pressure on the few resources. Think of a situation where four learners are sharing one desk especially the big ones? This will automatically lead to breakages.*

Teacher B; *The institution has inadequate funds to purchase adequate resources. In fact, some resources are too expensive. They also need adaptation especially books which is an expensive affair. Some of the books sent to us are so much oriented to hearing children, in that they are too wordy. Modifying them to suit the learner with hearing impairment is too expensive, most of the wording need to be transformed into diagrams.*

Teacher C; *we usually experience challenges on storage. Some of the resources available are left outside where they are rained and also exposed to excess sunlight thus getting damaged. The*

playing materials are not well sheltered. The swings get rust very fast as they are exposed to humidity. They require regular painting which is sometimes expensive

Learners also contributed to this topic. Their responses were as follows.

PUPIL A; *Breakages of items bring scarcity*

PUPIL B; *We are many as compared to the number of materials in school.*

PUPIL C; *I think money available is too little to purchase all the required items in school.* PUPIL D; *We as learners we misuse the items in school. We also do not understand how to use others like computers.*

PUPIL E; *Some learners steal from us especially those whose parents have not provided for them*

PUPIL F; *Our materials in school are destroyed by direct sunlight and others rained on.*

The parents interviewed had the following to say.

Parent A; *I feel that some materials are too expensive to be purchased enough. Some of our children have an additional problem on top of hearing disability. Some have physical impairments and therefore requires assistive devices to aid mobility. They are not supposed to use books designed for hearing learners. Theirs require more of pictorial composition. I feel this is expensive even trying to come up with pictorial composition for every content presented to learners.*

Parent B; *We are not able to operate some of the material for our children. I request to be trained on how to handle them. Those not used well are discarded. I need to have knowledge on how to fix hearing aids.*

Parent C; Some materials required repair after breakages. Spare parts may not be available. Sometimes the experts to repair are too far. It is expensive for us parents to access them. Once an item is damaged, there is nothing we as parents we can do about it. The child continues to suffer. I feel that such a situation affects the learner participation during the lesson.

From the above responses, the study revealed some causes of inadequate resources in our schools for students with hearing impairments as inadequate funds to purchase the resources, overstretching of resources due to large number of learners, poor storage, expensive materials, lack of knowledge on how to use the resources, stealing and lack of spare parts. From the observation made, a number of broken chairs and desks were seen. Some of the play materials had already rusted.

Hunter (2018) was of the view that learners should have materials availed to them based on their magnitude of their education need. The study carried out in Nigeria by Udoka (2020) found out that physical materials needed for education participation were missing. Those which were available were poorly maintained. This was an indication that learners missed out on content that required utilization of those materials. Out of this study, it is not enough to have materials available but they should also be functional. The above findings focused on regular primary schools while the current study is on schools for students with hearing impairments. However, the two studies are interested on endowment and management of school resources. Inadequate resources leads to overutilization of those available leading to early breakages and waste.

From the headteachers point of view inadequate funding led to inadequacy of resources in schools. Resources for learners with hearing impairments are expensive compared to those for learners who are "normal". Material resources are also not available within the local shops so this calls for

placing order where procurement process has to be followed. The procurement process calls for extra finances because a lot of planning has to be done in form of budgeting.

Some material resources especially those provided for by donors usually lacks spare parts especially when repairing is being done. Slight breakage or loss of a small component leads to discontinued use of the item. Seeking for spare parts proves to be expensive It's even better to purchase new ones as suggested by a sampled respondent. Some material resources bought to some learners required some form of expertise in operating them. Teachers are trained on how to teach learners and not to operate machines. Teachers have some challenges even on operating computers, projectors and manipulating some assistive devices for learners. This means material resources could be available but not utilized. Poor storage as reduced the number of resources available in school in that some due to large sizes like play materials are left to be rained on outside where they become rusty and get destroyed to the level that learners cannot make use of them. In the course of research, it was revealed that some material resources were stolen thus leading to shortage. Inadequate resources affect the way learners participate in education. Some learning areas cannot be conducted without physical materials. Learners therefore miss on this area. Students with hearing impairments need concrete materials so as to help understand the abstract concept.

It was of concern in the current study to find out from respondents their views on the effects of inadequate resources in the education participation for students with hearing impairments. The questionnaire for headteachers captured this topic. Other participants in the study that is the parents, teachers and pupils participated through the interview into giving their views. The three headteachers reported that inadequate resources: Interferes with the learning process of learners

especially where individual materials are needed, disrupts budgeting of the finances, promotes indiscipline level and further inadequacy of materials as the few that remains are overused.

The teachers interviewed contributed the following.

Teacher A; *Inadequate resources leads to poor classroom control as learners tend to compete for few resources. In fact those big learners snatches from young and new learners. I have severally dealt with cases of theft of items and any time I inquire of the reason behind the act, the learners respond by saying that they didn't have so the option was to steal from the friend. I think if individual learners had adequate personal items the problem would have been minimized.*

Teacher B; *Physical damage and injuries have been reported especially where learners use broken chair. Sharing of beds may lead to injury of a child incase a weak bed broke down though such a case has not been reported so far in our school. Chairs with cracks have also destroyed learners school uniform through tearing.*

Teacher C; *There is wastage of time as learners roam from one room to another borrowing some items from friends. Sometimes these learners are not lent the items by their friends. They develop low self- esteem after they miss what they were requesting for from their friends*

Pupil interviewed had the following to say.

PUPIL A; *We waste a lot of time for reading as we walk around borrowing from friends.*

PUPIL B; *Their is sometimes fights among ourselves when our peers steals our items.* PUPIL C; *I am not able to do some concepts in mathematics especially those that requires mathematical sets.*

PUPIL D; *I feel bad when I am not able to do my teachers work especially where books are inadequate and others have missing pages.*

PUPIL E; *Sometimes we had to share beds especially when some are broken and not yet repaired. I wake up in the morning feeling tired and exhausted .I am unable to concentrate in class because I never had adequate sleep. I do not like it.*

PUPIL F; *We share one desk so many leaners. We are usually squeezed. I am not able to shape my letters properly. My handwriting is poor.*

Focus group members had the following sentiments on the topic

FGD A; *Sharing resources lead to shortage because of further breakages due to pressure.*

FGD B; *Fights are inevitable as learners struggle to gain access to few resources.*

From the responses above by the respondents, it is clear that they are aware of the challenges that may be faced by learners as a result of inadequate resources. The responses were: Interference with the learning time, straining budget, raising indiscipline level of learners, furthers inadequacy of resources, physical injuries to learners, interference with concentration of learners, lowering self-esteem of a learner. All these cited issues overall influence negatively the education participation of a student with hearing impairments in school. Ezenwegbu and Donald (2020) in their findings posited that in order for every institution of learning to achieve its educational objectives the material input should be availed. Donald-Whitney, (2020) further points out that materials facilitates the accomplishment of several tasks in any learning. Learners cannot learn in a vacuum. Material resources include furniture, equipment, books and teaching materials which are key in determining the quality of education received and how learners participate in education. Efuma

(2021) quotes that inadequate resources in school interferes with education participation of a learner in that learners scramble for few resources which may lead to physical injuries. He further argues that the success of every institution of learning is based on how learners interact with the learning materials. Kālu (2019) cited that inadequate materials would promote indiscipline in school and time wastage. Shehu (2020) further added that inadequate resources would lead to poor concentration by learners. His sentiments are supported by Usman (2018) that learning resources should be provided to learners in order to improve orderliness in the learning system and reduce time wastage. It is true that inadequate resources in school are accompanied by a number of negative consequences to learners. Learners who are denied a chance to manipulate resources develop low self-esteem especially during Physical Education lesson. It was also reported that learners wasted a lot of time especially during Mathematics lesson where they move from one room to another looking for somebody to help with Mathematical set. Inadequate resources like basin, utensils contribute to lateness of learners in getting to class especially where they have to utilize them in turns. Lateness in getting to class reduces contact hours meant for learning. Bullying is mostly experienced in schools where resources are scarce especially where older learners picks items from younger learners and newly admitted learners who are helpless. A bullied learner may take revenge in the near future and therefore the cycle of bullying continues in an institution. Inadequate resources interfere with school budgeting process especially through the cost incurred on the repair. Adequate resources are required for effective participation for students with hearing impairments.

It was important to come with the way forward to address on the inadequacy of resources in the sampled institutions. The researcher engaged the respondents to elicit responses on the topic. The

headteachers responded through the item in the questionnaire while the teachers, parents and learners participated in the interview to air their sentiments. The three headteachers cited methods of ensuring adequate resources as: Prompt release of adequate funds by the government, improvement on maintenance of resources and improvisation where possible.

The teachers interviewed had the following.

Teacher A ;*With improvisation using locally available materials, more resources can be availed. This method can bridge the gap. We do some improvisation on play materials. Think of a ball which cost around 2000 Ksh. When we improvise such we end up saving a lot of money which can be utilized in other area in school like buying food. Improvisation can help us to have variety.*

Teacher B;*It is of great concern that we as teachers some of us cannot carry out repair on broken items. Some learners have had their hearing aids rendered useless just by break up of a very small part. If I had knowledge on how to repair them I would be very happy. I can have it repaired very fast and the learner can continue utilizing it. I feel we need to receive some training on how to do some simple repairs on some items especially those which are in daily contact with the leaner. The donors who give us some materials should also train us on how to repair them. However, in some cases the materials given to us by donors are sometimes worn out or those almost getting obsolete in their countries. So within a very short time they become bad beyond repair.*

Teacher C; *Donors who provide resources should accompany them with spare parts in case of any breakages. Some materials are not locally made. In case of breakages we search for spare parts to no avail.*

Parents had the following views on the same topic.

Parent A; *If more funding was done, more material resources would have been purchased. Let the government increase on its caoitatio.2500Ksh per child with hearing impairment is not enough to meet all their special expenses bearing in mind that modified items are expensive.*

Parent B; *Adapted materials for use by learners with hearing impairments are expensive. Let the government consider tax on items for utilization by the students with hearing impairments. Not every parent can afford. Tax waver should also be extended to parents who have learners with hearing impairment so that they can be able to assist their children in the acquisition of more resources.*

Parent C; *Education resources can be destroyed by the exposure to sun, wind, dust and humidity. Let the institution get a better way of storing those resources. Simple shelters can be constructed where heavy and immovable resources can be stored, regular repair and maintenance be done*

Learners are the users of these resources. They also had their contributions as follows.

PUPIL A; *With the help of the teachers we are able to make many materials like the play materials.*

PUPIL B; *Our teachers should train us on how to care for available resources.I find some learners being so careless that they break chairs and desks . Others throw stones on the roofs and windows.*

PUPIL C; *Well-wishers should give us more money to purchase Physical resources in this school.They can supplement what our parents pays as school Additional finances can help in purchasing more resources like books and play materials.*

PUPIL D; *My classmates should stop stealing from others.*

PUPIL E; *We can take care of our books by jacketing them so that they can appear smart and last longer.*

PUPIL F.; *My classmates should stop breaking chair and desks. The headteacher should provide more beds and desks so that we can reduce sharing which leads to early breakages.*

The respondents in the study made some recommendations on the way forward in ensuring adequate resources in school. Their responses were: Increase in funding by the government, improvisation, enlightenment on the role of resource maintenance, knowledge on repair, mobilization of donors to give more resources, tax reduction on items for learners with hearing impairments, improvement on storage and avoidance of stealing. Udoka (2020) in Nigeria found the following as the major recommendation which could help in ensuring adequacy of resources in our schools: Regular updating of resources, evaluating of existing resources in every agenda of the school meetings, collaboration with the stakeholders on production of relevant resources, in-service training on how to handle resources and change of attitude in handling of resources. Ezenwegbu (2020) also highlighted on the improvement on the following facilities in school. That is improvement of school physical facilities like repairing of broken windows, painting of the walls in classroom and kitchen, ensuring taps are not leaking, proper electrical installation, repair of toilets, urinals, repair of leaking roofs and ensuring proper sewage disposal. All these facilities contribute to physical resources in school which play a key role in ensuring comfortable learning environment. Students with hearing impairments requires environment that is clean. Clean environment helps learners in concentrating in their education activities. School administrators should check, repair and replace decayed wooden frames, defective locks, sagging ceilings,

remove weeds growing on the roof tops, refill the cracks on the walls and ensure no dampness in the class. The grass around the school compound should also be cut short. Latrines and toilets provided should be functional, have regular water supply and proper measures on refuse collection should be put in place. Ageing building should be replaced and proper lighting should be availed as students with hearing impairments can only communicate in the presence of light. The rooms utilized by learners should have adequate ventilation. It is an issue of concern that students with hearing impairments are faced with inadequacy of resources. However as suggested by the respondents, resources can be made available. When materials are available, learners can participate well in education.

4.7 Results on Placement Option Management Influence on Education Participation for Learners with Hearing Impairments

The third objective of the study was to find out how placement option influences education participation for learners with hearing impairments in Meru and Isiolo counties. The researcher was of the feeling that learners who could have been assessed and placed wrongly placed or placed late in school could be negatively affected in education matters. The responses for this question were elicited from the headteachers, teachers, parents , pupils and focus group discussion. The headteachers questionnaire had five items to respond to and their responses were analyzed and integrated to the responses obtained from interview questions from parents, teachers and pupils.

The first question from this topic inquired from the headteacher on the criteria that was used in admitting the learners in the institution.

The three headteachers had common responses as: Some learners were referred to the institution through the sub county CSO SNE, others were brought by their parents on the bases of being

referred by a teacher from a regular school who has been handling the learner, referral from hospital facilities while others were brought direct from home and others through advice from a former parent.

The teachers interviewed had the following to say about the criteria of admitting learners in the institution.

Teacher A; Some learners are assessed at sub county level by CSO and while others are referred to the institution by church organizations that are aware of the existence of the facility. Other learners are brought by community social workers. We had a case of a girl who had done KCPE and was later readmitted in our school to start afresh in a school for learners with hearing impairments. To me I count it as a loss because chances of this girl taking more eight years so as to sit for the exam for learners with hearing impairment was not easy. How I wish such a child was identified early enough and the right placement done. She could now be completing her secondary school level of education.

Teacher B; Learners join this school through referral by a former parent who is a friend to the parent affected. In my class I have around three learners who were brought by old parents from their school. It means many are not aware of the existence of the school and EARC centers which plays the role of assessment and placement.

Teacher C; Some learners are brought to this school direct from home. This is after the parent has gone through a period of denial. Some are aged for the class. We have once received a pupil who was twelve years old and the child has never been into any school. Further inquiring from the parent, the parent said she had kept the child at home with a hope that one time the deafness would diminish and then the child would join the regular neighboring school.

The parents had the following to say on the same point.

Parent A; *I took my child first in the regular school and as time went on the teachers advised me to visit EARC for assessment since the child appeared to be unresponsive to auditory cues. The EARC officer referred me to this school. I feel it was too late. But I had no knowledge on any school where my child would get his education. Most of we parents are not aware of the existence of assessment centers neither are we familiar with the existence of school for learners with hearing impairment A certain parent shared of how she inquired about the special school and she was misled that some that exists are day schools and the parents was discouraged because she felt that distance barrier would not allow her to be picking her child every morning and evening only to realize later that this was not true.*

Parent B; *I had taken my child in a private for a number of years but I was advised later to take the child in a special school for learners with hearing impairments where her auditory needs could be addressed. I started looking for such a school and I was directed here. My child was in that school for many years but could not read and write. I think private schools teachers should also be knowledgeable in matters of special needs so that prompt referral can be made faster so that the child can start his/her education in the right placement early enough.*

Parent C; *My child was in a special unit in the neighboring schools. I knew of a special school that deal with hearing impaired learners but due to financial issues I could not immediately bring the child here. I feared the cost of buying school uniform and other boarding facilities. I have also heard from other parents that they also feared the same and that distance discouraged them. They claim that only the rich who should take their children to boarding school early.*

The pupils through interview also brought forth their sentiments on the same topic.

PUPIL A; *One of my friend had stayed at home for many years without going to school She appeared very big when she joined the school.*

PUPIL B; *I had stayed home for many years before joining school*

PUPIL C; *I would love a school near our home so that I can be seeing my parents and my siblings*

PUPIL D; *I have been here for many years. I feel shy being in school with small children. I reported in this school having been from another school where I was placed I didn't understand anything as I could not hear. But I feel shy . These children are not my age mate*

PUPIL E; *I am very far from from my parents .My siblings are always seeing them .but as for me I am kept far.I feel lonely and not loved.*

From the above responses, the headteachers reported that some learners were assessed from EARC, others were brought by a parent through referral by a friend or by a regular teacher, and others were placed direct from home. From the teachers responses, learners were referred to school by some social organizations who were aware of the existence of the school. Parents had their children with hearing impairments held up in private school for long only to realize they could not read and communicate therefore referral to special school. Some pupils reported that they had spent long in the regular school before placement. The document perused on the placement of learners from EARC indicated that most of the learners had earlier on attended a regular school from their neighborhood' A focus member in the group also supported this statement through her sentiment that; *We had received children who were abit elderly after inquiry on where they have been, the parents told us that they were in other schools.*

From the above narratives, it is true to suggest that some learners with hearing impairments have gone through other institutions before placement in their current school where their needs are taken

care of especially on the use of sign language which is their mode of communication. Mauro (2020) indicated that schools handling learners with hearing impairments provided some level of consistency during the study cycle of a learner. Ademokaya (2018) in his study in Nigeria found that students with hearing impairments were placed in special schools where they would have their education needs met. On the procedure of placement, the study carried out in Kajiado county by Hellen (2018) revealed that parents sought for admission direct in school while others were referred by EARC. Direct admission of students with hearing impairments by parents in the schools of learners with hearing impairments is not procedural as the multidisciplinary team should be engaged in making conclusion on where learners should be placed. Rosey (2019) was in support of placement of learners through professional agreement.

The placement should be professionally based so that correct judgment can be made. The current study revealed of a case where a learner was placed as hearing impaired in a school and later exhibited hearing. The learner was later rerouted back for better placement in regular school since the learner could not cope with the hearing-impaired learners. Due to inadequacy in placement procedures, some learners have been reported to have spent eight years in a regular school where they had also sat for KCPE and later get re-admitted in schools for students with hearing impairments. In such a case the learner has overstayed in the basic system of learning more than normal. Such learners also feel embarrassed when they get re-admitted to a special school this lowering their self-esteem. Chances are that even in their new school they poorly participate in education matters. Placement of a learner who is overage in a school reduces the confidence in a learner especially when they are placed in a class far below their age and where learners in the class are too young. Such learners also suffer intimidation from those peers who are in higher grade

level. Majority of these overage learners ends up dropping out of school. They view classroom activities as childish and therefore they may not participate especially in the group discussion. Some of them display some form of rudeness to teachers, prefects and other workers in the school. They may also recruit young learners into delinquent behavior.

The EARC is charged with the responsibility of placement of students with hearing impairments. They are expected to carry out assessment on learners in collaboration with a multidisciplinary team so as to come up with the right judgment.

The researcher engaged the respondents in eliciting their feelings on awareness of the roles of EARC. The questionnaire for headteachers had a question on awareness of EARC services and the role they play in placement of learners.

The three headteachers agreed on the following; That they are aware of EARC roles but felt the multidisciplinary team did not exist, they did not see the EARC officer carry out effective follow up on learners placed in the school, teachers are not invited to be part of the assessment team. They only received learners.

The same item was posed to teachers who participated in the interview. The following were their responses.

Teacher A; *I am aware of the EARC services as we read in our unit courses during the training by KISE. I have never visited a center to have hands on experience on how assessment is done. But I have heard that it should have the multidisciplinary team which is composed of social worker, nurses. SNE teacher, speech therapists. I don't think we have such in our centers.*

Teacher B; *I only receive learners in the class and in most cases I do not know how they were assessed. Sometimes as I continue interacting with the learner I realize the learner is wrongly placed as some just required some simple modification in their regular school especially preferential sitting.*

Teacher C; *I am aware of EARC services and its composition in terms of staffing. However, I do not know whether our centers have the required team to help ensure objectivity in judgment on the disability and right placement. I understand most of the centers are not operational. Most of the CSO SNE are given other responsibilities mostly focusing on regular learners as opposed to them concentrating on; learners with special needs especially those with hearing impairment.*

Parents were key informants as they are charged with the responsibility of taking their children for assessment. The researcher sought to inquire from them about their awareness on EARC and its services. The following were responses from the parents during the interview.

Parent A; *I was not aware of the of the EARC till I was referred by a teacher who handled my child in a regular school. They are also too far Parents have to travel for many kilometers before reaching to the assessment center. I have a friend who travels for around five hundred kilometers to reach to the nearest centre. The parent had to spend a night outside with the child. It is too heavy on us. I wish people can understand what we go through together with our children.*

Parent B; *I was made aware of the EARC by a friend who had a child with such a problem like my child. I was attended to by an officer who gave me a letter to present to school of students with hearing impairment. I did not understand the content in the letter which I was given from the centre. I was only advised to present it to the school of the placement. I think we parents we are*

supposed to get clear information on the process of the placement of our children and the expectation should be made clear to avoid ambush.

Parent C;I was referred to the EARC by a relative who works in the same building where EARC services are offered. My child was assessed and I was referred in this school.

EARC is charged with the responsibility of assessing and placing learners with disabilities in various education set up. The responses from headteachers, teachers and parents on the awareness of the EARC services revealed that headteachers and teachers are aware of the existence of the EARC and the services they should be offering however they are not aware of the exact and available composition of multidisciplinary team engaged in assessment. Parents suggested that they were not aware of the existence of EARC and its role. They were only referred to by others after they were advised to seek for their services. From the perusal of several documents relating to the placement of learners through assessment, many referrals to the centres were made through the teacher from a regular school and friends. The research by Hellen (2019) revealed that in Kajiado County, the EARC had no personnel trained in the area of hearing impairment who could offer effective and unbiased assessment for placement purposes.

Lack of right personnel during assessment may lead to wrong placement. Learners who are wrongly placed may not participate well in education matters due to stigmatization leading to low self-esteem. From the interview conducted to parents, many are not aware of the existence of EARC and the services offered in the center. Lack of knowledge on the existence of EARC and its role has led to many parents keeping their children at home for many years past age of admission in school. Many have sought for help from other sources on the way forward to their children with hearing impairments like visiting diviners. Visit to such people does not offer any education

solution to their children. Many parents also go through a period of denial for a long time to come to a term that they have a child with hearing impairments and at such they keep their children home for a long time at home. If these parents are aware of the existence of EARC and its services, they can be taken through a counseling session to overcome the denial and then seek for admission in school for their children at an early stage in life thus helping these learners be in school at the same time with their hearing peers. Joining school at the right age helps in diminishing low self-esteem which arises from joining school late.

It was a point of interest for the researcher to get views from respondents on the challenges that could be facing EARC as a center which is crucial in the placement of students with hearing impairments. The headteachers' questionnaire had an item to solicit for responses on this topic. The three headteachers had commonality in their feedback that: EARC lacked adequate personnel, Centers are too far thus hindering accessibility, inadequate modern tools and equipment needed for assessment and knowledge on operating assessment tools and equipment where they are available.

Teachers interviewed on the same topic had the following to say

Teacher A; Most parents who are the user of the service are not aware of its existence. The many that I have interacted with confessed that they were never aware of its existence. This made many parents to remain with their hearing impaired learners at home for a long period of time. Many had enrolled their children in private schools with the hope that disability would diminish only to

realize when it was too late. I think EARC centers should be publicized as part of learning institution.

Teacher B; I feel there could be an issue with staffing on the assessment centre where multidisciplinary team is needed so as to come up with objective judgment about placement of a learner. The EARC I know of is manned by a CSO SNE who was trained in KISE. He has not gone for any further training on assessment procedures. I feel this is not adequate to make one qualify as an assessor in the EARC.

Teacher C; The CSO SNE may not be able to diagnose all the problems in hearing impaired learner. Some equipment requires somebody well trained to handle them. Other centers lack necessary equipment and therefore refers parents and children to hospitals for assessment. This increases cost to a parent.

Parents were of great interest on the services offered by the EARC as they are the consumers of the services together with their children. The researcher through interview sought for views from parents on the challenges they felt faced the EARC that could be hindering their utilization of the facility. The parents had the following to report

Parent A; The centers are located far from the parents' reach. I have to travel for several kilometers to reach to the nearest center. In fact, our colleague parents have narrated on how they had to travel many kilometers before reaching the nearest assessment centre, a parent talked of four hundred kilometers. I feel this is too much. Many children are lying at home as parents remain confused on what next move to take in education for his/her disadvantaged child. A parent narrated to me on how he had to postpone severally a visit to the assessment center because she had to await until she accumulate good money to cater for fare and accommodation on the way.

Parent B; *The EARC center I visited had only one officer. I was referred to hospital for further assessment and in a certain school which was so many kilometers away from our home .Further assessment meant more spending on money which is not usually available. The school that I was advised to place the learner was also too far. I did not like it. I knew it was to drain me so much financially but I had no alternative but to agree since I also love education. I hope the sacrifice I am making will bear good fruits after my child complete education.*

Parent C; *I was not aware of the existence of such services. So I took a very long time to visit such a center. My child even advanced in age. The school where my child was place was too far for my reach.I would have preferred a school near home. It would reduce travelling cost. My child joined this school when she was twelve years old .I believe if I had done early assessment, I would have her placed at an early age. She would complete her secondary education early enough like her peers . But I am not losing hope. She will complete and one day we be happy.*

The current study collected views from the respondents on the challenges that could be facing EARC which is charged with the responsibility of placing assessed learners. From the above responses, it is clear that EARC face a number of challenges which poses hindrances in the execution of their duties. The challenges faced as reported by respondents were: inadequate personnel, EARC facilities located too far from the clients, lack of required tool and equipment for assessment, inadequate awareness of its existence, inadequate trained personnel to handle the equipment and schools for placement being too far for learners and parents to reach. Such statements were incongruent with the findings by Ayabei (2020) in her study on analysis of functions and challenges facing education assessment in Kenya that assessment centers faced

challenges of inadequate personnel, centers located far and lack of adequate schools for placing learners after the assessment.

In her study she also included other challenges like inadequate funding for facilitation in seminars, geographical barriers, inadequate level of collaboration with other stakeholders, large areas to be covered by the EARC officers, Language barriers between the professionals, guardians and special needs children, lack of acoustic room and stigma to parents.

Bill and Taylor (2022) postulate that for EARC to function properly, all the relevant personnel should be available. Based on the stated challenges facing our EARC, chances are that proper and credible assessment may not be adequately done. Ineffective assessment may lead to wrong placement of learners. Lack of adequate schools for placement of learners interferes with education participation. In the current study, it was revealed that some learners were to travel for about five hundred kilometers so as to access the nearest school for students with hearing impairments. Such a learner may get discouraged to join school due to separation from parents whom the learner feels they are too far. Long distances from home to school and vice versa contribute to increase in the cost of education due to transport cost. EARC centers are also few thus limiting the access by parents.

Due to the cost of traveling to far places searching for the EARC services, some parents may opt to keep their children away from school or just present their children direct to school thus missing the process of assessment which is the determinant of placement. Some EARC facilities missing equipments like audiometers recommends referrals to parents to other institutions for further assessment. Referral is accompanied with some cost and most parents may opt not to proceed for referral. They may choose to remain with their children at home thus denying them a chance to

join school together with their peers where they would participate in education. Some resurface later after a long period of time and placed in an institution when they are elderly for their class placed. The study by Desalew et al. (2020) found that most learners with hearing impairment were placed into school without assessment.

Where inadequate and ineffective assessment is done, placement of learners is also wrongly done. The current study sought to explore from the respondents on some of the effects of wrong assessment leading to wrong placement. The headteachers questionnaire captured an item on effects of wrong placement. The three headteachers highlighted effects such as development of low self-esteem and isolation where they feel different from others.

The teachers interviewed had the following to add on the topic on effect of wrong placement.

Teacher A; *Learners wrongly placed develop behavior problem like bullying their friends. They sometimes consider themselves as superior. They sometimes disobey their prefects especially when they view the as being different.*

Teacher B; *Such a learner may miss learning experiences as the teacher tend to concentrate on the majority who seems to be homogeneous. I find it easier to plan for learners who are in the same level. There was a girl who turned out to be hearing after being placed as hearing impaired learner. This to me meant that I have to engage much of talking as opposed to use of sign language. I found this situation disadvantaging the learner with deafness. We later organized for rerouting*

back to regular school since here we do not teach Kiswahili but KSL. We realized the learner would get disadvantaged even in the placement to secondary school.

Teacher C; *Planning for a learner who is on the far extreme from the average learners tend to be difficult for the teacher. An extreme learner is a class on its own*

Report from the focus group members highlighted the following

FGD A; Wrongly placed learners become bully to peers especially those who are overage considers some school routines as childish.

FGD B; Learners develop low self esteem as they feel different from the bigger group.

FGD C; Misplaced learners recruits others to bad behavior.

From the responses put across by the study participants, wrong placement of learners posed a lot of challenges which included development of low self-esteem, isolation, and creation of difficult experiences to teachers especially on planning. One of the focus group members narrated on their experiences with learners who are wrongly placed in that they become bully to their classmates and school mates as they consider themselves superior. *Such learners do not cooperate even during general cleaning; they disobey the class prefects and house parents. It's like they also notice that they are misplaced and therefore vent out their frustrations through other people in the compound.* Pointed out another member. Self-esteem helps in developing confidence in a learner which is crucial for effective participation in education. A learner who lacks confidence becomes reluctant even in attempting tasks provided to them. A learner is expected in most cases to work together as a team especially during group discussion. A learner who is isolated will miss out on activities that requires inputs from their friends through discussion

Assessment and placement of students with hearing impairments need to be effectively and adequately done. The researcher sought to find out from the respondents on how EARC facilities should be improved for effective assessment and placement of students with hearing impairments. The question to elicit responses were put across in the questionnaire for headteachers, interview schedule for parents and teachers. The three headteachers had the following responses in common: construction of more EARC facilities to promote accessibility, employment of more personnel, provision of modern equipment, creation of awareness on the existence of EARC facilities and their roles.

Teachers interviewed had the following views;

Teacher A; *I feel that teachers need to be trained on assessment procedures and be involved during assessment of learners. Continuous engagement of teachers will help them gain experience. They can form a great team for assessing learners. Their impact can be felt as they are the ones who mostly interact with many learners. They can also help in early identification of learners even in the rural set up .*

Teacher B; *EARC facilities need to be fully equipped with the modern machines and handlers of those machines be trained. I feel as a teacher technology has so much advanced in all aspects of life and I believe even in the area of assessment of learners with hearing impairment. I am aware that assessment centers lack modern assessment tools and those available chances are that they are not functional. I think use of wrong assessment tools and equipments may lead to misdiagnosis on the nature and magnitude of the hearing loss affecting the learner.*

Teacher C; *Many people with professional qualification on assessment should be employed in the EARC facilities. We need social workers, therapists in addition to well trained teachers*

Parents interviewed during the interview session had the following to say.

Parent A; Awareness about the existence of EARC services should be made so that we as parents we can take our children for assessment early enough. Engagement of community stakeholder like wazee wa nyumba kumi can serve the purpose in this area because they are aware of the children born in their area of jurisdiction who has hearing impairment.

Parent B; More assessment centers should be constructed to help promote accessibility. My colleague parents have to travel many kilometers before reaching to the next assessment centre. Also placement centers are not many. So assessment is not a guarantee the child is able to access education. Am sure many parents have kept their children at home after assessment.

ParentC; I think more personnel should be employed so as to help avoid unnecessary referrals. Further referrals leads to additional cost. Sometimes money is not available to make all these visits. We also have other limitation that hinders us from embracing referrals. With more personnel this could be a big relieve to us.

The above responses indicate the need for making necessary improvement on assessment and placement. The suggestions from the respondents were: establishment of more centers for assessment, more personnel to be deployed in the center, availing of adequate and modern equipment, creation of awareness on the existence of EARC facilities, training on assessment and placement procedures, more funding and more schools for placing learners after assessment. The policy for special education (2009) as outlined on the role of EARC to include making referrals, counseling, establishing special schools, training and mobilizing parents on the issues of special needs in children assessment. When the above are fully looked into, the EARC facilities will be

able to execute their mandate effectively and have learners well assessed and placed in the best option possible.

4.8 Findings on Financial Resources Allocation Influence on Education Participation for Learners with Hearing Impairments

The fourth objective of the study was to investigate on how financial resources allocation influence education participation for students with hearing impairments in Meru and Isiolo counties. Financial resources allocation as defined by Denis (2021) is the application of techniques and knowledge of financial information so as to optimize the utilization of organizational resources. It involves planning, arranging ,directing, overseeing and controlling an organizational financial activity. When financial matters are appropriately looked into, learners with hearing impairments can participate well in education matters. The information on financial allocation was sought from study participants who were the headteachers, teachers, parents pupils and focus group discussion. The headteachers were requested to respond to questions on the questionnaire on financial allocation. The teachers, parents and pupils participated in the interview session on the same topic. Assessment of their responses was done and themes identified and discussed.

The first question on the finance resources allocation was based on the sources of finances for the institution. The three headteachers reported the following as the source of finances for the institution: government free primary funds, well-wishers and levies from parents.

Teachers through the interview had the following to say:

Teacher A; *We get finances for the school from parents and government. The government capitation is based on the number of learners who are captured by the TIMIS through registration*

by use of birth certificates which sometimes are not easily accessed by parents. So a learner may be in school but not receiving of capitation by the government .

Teacher B; *I think the major financier of our institution is the government followed by the well-wishers and parents are supposed to pay school fees. The government has to meet this obligation through free primary education initiative .*

Teacher C; *Financial affairs in this school are taken care of by the government, parents and well-wishers.*

Parent also participated in this topic and their responses are as follows.

Parent A; *I think the money we pay in this school as parents is not adequate so the government has to chip in. I have always heard during our meeting that many parents have not cleared the school fees of their children.*

Parent B ;*we pay money for the upkeep of our children in this school. However, based on their many demand I think the money need to be added from other sources.*

Parent C; *As a Parent I do hear in our church we were told make some financial contribution to help cater for financial matters in such schools and believe ours is part of them. We were explained that these schools are faced with lots of financial constricts as many children come from poor families.*

From the study participants view the institution handling learners with hearing impairments had some source of finances which were meant to meet the financial obligation of the institution. The major sources indicated were government capitation, parents and well-wishers. From the document accessed, the main financier was the government through free primary education initiative.

Churches and other groups of well-wishers were also mentioned as the sponsors of financial projects in the school.

No school can run without finances. Finances drives the utilization of other resources in an institution. Finances are needed to remunerate the human resource in the school. School physical resources are bought and maintained by use of finances. Appropriate funding helps in the promotion of education participation for learners with hearing impairment in that the resources that are meant to make the learner feel comfortable in school will be available. Finances are key in ensuring the safe environment for learning by learners.

The study was interested in establishing whether the finance available met the required financial obligations in the school. The headteachers responded to a question item in the questionnaire while parents, teachers and pupils participated in the interview for the same topic. The following were responses made.

The three headteachers unanimously responded that money got was not adequate to run the day today financial obligations. There was delay in release of finances by the financiers. Most parents did not pay school fees in full and others never attempted. Many organizations promised to chip in but never kept to their words.

Teachers reported the following during the interview.

Teacher A; Most of the parents do not pay all the required financial obligations. In fact, many have fee arrears amounting to many thousands. Some learners in this school are left under the care of guardians especially the grandparents of which most of them are financially unstable. Those under care of other guardians like auntie and uncles are paid for some part of the school

fees after the guardian is through with his /her biological children. In fact, any negative financial influence from these families especially due to economic suppression in a family the deaf child bears the biggest chance of neglect in terms of school fee paying and any other financial related matter.

Teacher B; Sometimes the financiers delays with the money or never release at all. School sometimes operates in debts. You have heard of such reports even in over media. The way regular schools are affected including higher levels of education we are also not left behind. Most of donors I feel they make business with us. Sometimes some visit our school and takes photographs and makes big promises on what they are going to bring to us. They never turn up to honor their promises. To some extent we are even told to prepare a budget but none of the financial obligation meant to implement the budget has ever been met.

Teacher C; Based on how long it takes for me to get the requested materials is an indication that money could not be available and if it is available it is not adequate to purchase all what is needed. The mode in which the government issues capitation based on the number of learners captured by the TIMIS may be affecting us greatly because most learners are not captured in the programme and therefore the capitation released is less than the enrolment. I feel reliance on birth certificate in capturing of the data for capitation is really affecting us because many parents are not able to access the birth certificate due to challenge of the distance

Parents interviewed raised the following sentiments

Parent A;I think the finances availed in this institution is not adequate to cater for all the needs of learners since even in other aspects of life, items price has skyrocketed. Finances are becoming scarce in all areas and I feel the education sector is not left behind. I have a worry that many

parents may withdraw their children from the school. However, these learners being at home is another added burden. We may not make it in supplying them with all the meals for the day. We will just try our best to cut down some of our daily expenses at least to see our children remain in school. It is a safe place for them .

Parent B;I have heard from the media that schools even high schools and universities are experiencing financial shortage. I tend to generalize that every other institution of learning is experiencing the same so even us we are not different.

Parent C;During days of meetings in school we are told that the school has a huge debt. This agenda has been repeated severally feel it is a serious matter. The headteacher has always been insisting that we clear our school fees

From the sentiment by the three respondents that is: headteachers, teachers and parents, the money for meeting the affairs of the school are not adequate. Parents rarely paid the levies in full as reported by headteachers, the government funding allocation for each child is not enough and mostly released late and most of the sponsors do not keep to their promises. The same sentiments were echoed by a member from the focus group who narrated on how they took a lot of time in wait for money to purchase food, another member lamented on how she had to trek for a distance to take a sick child to hospital due to delay of release of finances which are meant for transporting learners to medical facilities. Another member also complained of delay in the payment of salaries *(Sometimes I have stayed for long without the release of the salary but I understand it's because of the delay in the release by the financiers)* From the document perused, many of the parents had a huge balance which had accumulated for many year ranging from twenty thousand to several thousands of money. The UN report (2019) supported the above statement that inadequate funding

in developing countries affect the education participation for learners with hearing impairments. Mutugi (2018) on his study in Kenya on challenges facing learners with handicapness cited inadequate funding as one of the major drawback in ensuring education participation for learners with hearing impairments. The same findings were presented on the forty seventh session international conference center on education where the key point was that Malawian institutions hosting learners with hearing impairments faced a challenge of inadequate funding. It was cited that most schools relied on well-wishers who in most cases dropped the programme. Tib (2019) pointed out that despite the government commitment in budgeting for education where a third of the budget is geared towards education the cases of inadequacy is reported because of the enormous needs in education at various levels. Such a scenario results in a thin spreading of financial resources thus disabling the intended effectiveness. Sarah (2022) postulated that the headteachers are tasked with the responsibility of ensuring effective management of finances in the learning institution. Money should always be availed for purchase of learning resources, payment of support staff and construction of new buildings.

Where finances are inadequate as it was reported in the sampled schools the food ratio was reduced. Learners who have not eaten well and furthermore balanced diet have their immunity level in their body compromised. As a result, such learners will get frequent illnesses making them weak and cause them to spend time seeking for medical attention thus missing time for learning. Inadequate funding may lead to poor project development and initiation. As the enrollment of learners with hearing impairments increases, additional classes need to be established. Where finances are not adequate such infrastructures may not be established leading to congestion. Congestion in classrooms and dormitories reduces the level of participation in education since

learners are not comfortable. Adequate finances are required to purchase teaching /learning resources. Inadequate funds translate to low endowment of teaching/ learning resources. Learners with hearing impairments require hearing aids and other resources to help compensate the hearing loss. Lack of these resources may interfere with education participation for learners with hearing impairments.

Involvement of stakeholders on financial resources allocation matters is crucial. A question was posed on the respondents pertaining stakeholder's involvement. Responses were recorded and subsequent discussion made. On the headteachers questionnaire the question was put across on who they involved in the planning for finances. The three headteachers had a common sentiment that they engaged the parents representatives, BOM, teachers and other financiers who had brought in their contributions.

During the interview, teachers were requested to explain how they are engaged in financial allocation matters in the school. The following sentiments were elicited.

Teacher A;*I am involved in financial matters especially when I am presenting the items that my learners need. Every time we meet, we discuss about the cost of items.*

Teacher B; *I have little knowledge on matters pertaining finances in this school but to some extent I see some projects around which is an indication that school has finances which are usually planned for I am less consulted during the procurement process of teaching learning resources. Sometimes we are just brought items without our engagement in the entire process.*

Teacher C; *We used to be called out when preparing to purchase instructional materials however I am not aware of the records that need to be kept.*

The parents had the following to say on their involvement in financial allocation matters.

Parent A; *I am usually engaged during budgeting but I don't understand the whole process. I am not familiar with the language used.*

Parent B; *I do attend meetings on financial budgeting but I am not conversant with the language used in financial matters.*

Parent C; *Am only involved in the budgeting but not in the implementation process*

From the responses cited above the stakeholders were engaged to some extent in budgeting. The headteachers pointed out that they engaged parents through the BOM. Representative teachers were also involved and financiers of certain projects. However, the parents could not feature in the implementation and completion of a project budgeted. The same sentiments were reported by one of the focus group member who said that sometimes she may recommend on some items to be bought only to realize later that she is brought to something that is contrally to what she had requested for. Forestry (2019) findings indicated that budgeting for school finances in South Africa was not effectively done especially on the engagement of stakeholders. Mobegi et al. (2020) posited that in many schools budgeting content was only present in the papers while the real action remained mystery. Getahun (2018) in his study indicated that inadequate engagement of stakeholders in financial budgeting process led to unsatisfactory financial allocation in school. As suggested by Tadiwos (2019), For effective financial utilization, all the stakeholders should be engaged. Planning of all financial matters should be jointly done.

Engagement of stakeholders especially in budgeting process is crucial. When a teacher is involved, he/she will be in a position of presenting the resources that are urgently needed especially teaching/learning resources. Parents who are also part of financial contributors in school should be involved. This creates an atmosphere of trust. Where financial trust exists, more funds can be mobilized because the financiers feel that the finances solicited for are utilized well. Biscoff (2018) asserts that inappropriate management of funds causes dissatisfaction among the contributors who see their hard -earned money being mismanaged. Involvement of stakeholders will ensure that what concerns learners with hearing impairments is adequately availed thus promoting education participation. All the stakeholders should access every financial information that is affecting the learners.

Training on financial planning is important. The current study sought on whether the stakeholders involved in management had some training on financial allocation.

Headteachers were requested to respond in an item in the questionnaire to address the above concern. The headteachers responses indicated that the three headteachers had training on financial allocation from the unit courses on education management. They were never called on any formal training on financial allocation. They relied on outsourcing of people to help in sorting out financial matters

The teachers during the interview had the following to say.

Teacher A; I have never attended any training on financial allocation. I only heard about it in the course of our study but no formal training specifically on financial allocation. I have little knowledge about the whole process. The knowledge I have is the only one I got during training as SNE teacher in KISE

Teacher B; *I admire being trained on financial allocation because at one point I may find myself in a n administration status. So I will be able to balance the books of account with ease. Would love to be familiar with book keeping and the process of sourcing for finances.*

Teacher C; *I have not attended any training on financial allocation. I would love to attend one so as to get knowledge on record keeping.*

The parents interviewed had the following statements.

Parent A;*I usually do not understand the terms used I financial world. I will love to get some form of training; it can also help me in other areas.*

Parent B; *I have never attended any. I would admire attending one. It's also good for my personal financial development.*

Parents C; *I would so much love to be trained. I would love to learn what is involved in the finance resources allocation. Such knowledge is important. I always have a plan of establishing my own school. If I acquire such knowledge I can help in mobilizing for funds to help run this school*

From the responses above, it is evident that headteachers have received some training on financial resources allocation, primarily through their academic studies. However, teachers are generally not trained specifically in matters of financial resources allocation. Parents also expressed concerns about their lack of knowledge in this area. Findings by Berhanu (2019) support this argument, noting that inadequacy in capacity building concerning financial matters can lead to low participation in education. Stakeholders who lack adequate knowledge in financial resources allocation may struggle with planning, budgeting, and sourcing finances effectively. They may

also face challenges in maintaining proper records and exercising control over financial resources within the school.

Participants interviewed expressed a strong desire to gain knowledge on financial resources allocation, particularly in record keeping. Teachers, in particular, emphasized the importance of early training in financial matters, as classroom teachers often advance to become headteachers. Without adequate training in financial resources allocation, teachers may encounter difficulties in managing the allocation of resources effectively when they are promoted to leadership roles. This gap in knowledge can hinder their ability to ensure that financial resources are allocated appropriately, thereby affecting the overall participation of students, including those with hearing impairments, in educational activities.

Lack of knowledge on procedures involved in financial resources allocation has significant effects on educational participation for students with hearing impairments. Improper record keeping can lead to duplication of resources, where items are purchased multiple times due to the absence of proper records, resulting in imbalances in resource distribution and wastage. Proper record keeping is essential for ensuring continuity in financial allocation, particularly during transitions between headteachers. When financial records are not well-maintained, new headteachers may struggle to continue or complete projects initiated by their predecessors, leading to inefficiencies and potential wastage of financial resources that could otherwise support students with hearing impairments.

It is crucial to identify the challenges institutions face in their efforts to allocate financial resources effectively. The current study aimed to explore participants' awareness of the challenges their institutions encounter in this regard. The headteachers' questionnaire included questions on this topic, while the interview schedule for teachers and parents elicited responses on challenges in

financing education for students with hearing impairments. Headteachers identified several challenges, including inadequate sources of finances, delays in the release of resources, limited alternatives for raising finances, rising costs of commodities, and poor budgeting processes. These challenges underscore the importance of improving financial resources allocation to enhance educational outcomes for students with hearing impairments.

The teachers through the interview conducted responded as follows

Teacher A;*our school has limited sources of finance. In fact in time of scarcity we even borrow food stuffs from well-wishers. Our headteacher has visited several people and organization to help solicit for funds to buy food especially during the dry season.* Teacher B;*I may suggest that knowledge on budgeting and book keeping could be a challenge as this is key to prioritization of key issues. Sometimes due to poor prioritization we have had some duplication of items. Some are oversupplied while others are under supplied.*

Teacher C ;*Inadequate engagement of stakeholders in planning for finances may lead to misappropriation of funds by few individuals who feel stakeholders are not adequately engaged. Sometimes budgeting is done by few. Lack of engagement of stakeholders especially those who have contributed towards a certain programme discourages them from future sponsorship after they feel their money may not have been utilized well.*

Parents through the interview had the following to say.

Parent A; *Inadequate engagement of stakeholders in all financial allocation processes could lead to financial mismanagement. I feel that all the relevant stakeholders are not adequately involved in the whole process of financial matters especially the implementation of the budget. An individual*

cannot be trusted with the entire process of handling money. Money has its own temptations especially public money which ownership is not well established thus no follow up.

Parent B; The school could be lacking diverse ways of raising finances. May be relying on one or two sources. These days relying on single source in financing education could be frustrating. Even us as parents we have to come up with other ways of raising funds even for educating other children we have at home.

Parent C; Inadequate knowledge on budgeting and execution of budget. Poor recording keeping could also affect the process of safe handling of money. I have heard that in most cases the headteachers call outsiders in form of auditor to help in balancing and recording the books of account. How sure are you that outsiders do it the right way yet they are not the ones involved in receiving the money and budgeting for it. It is impossible. The one receiving money and budgeting should also be conversant with record keeping. Outsiders cannot be available all the time to keep the track of all the records.

From the responses put across by the study participants it is clear that they are aware of challenges their institutions are facing in terms of finances. The headteachers indicated challenges such as delay of releasing finances by financiers, low level of allocation of funds to individual child by the government, rising cost of commodities in the market, inadequate alternatives of raising funds, inadequate knowledge of on budgeting, inadequacy in stakeholder's engagement. Parents were also of the opinion that inadequate engagement of stakeholders would create a loop-hole on financial allocation and overreliance on one source of finances. A member from the focus group had a feeling that misappropriation of funds could be contributing to financial challenges in the school pointing out to some of the school projects which had stalled down for several years

.Financial challenges in Ethiopia as stated by Tadiwos (2019) include inadequacy in experience by the school headteachers on budget control, preparation of budget, mistrust on financial matters, inadequate reporting on financial matters and poor planning of finances. Ineffective record keeping on financial matters also featured in his report. The findings by Sheberu (2019) also pointed financial challenges in school as those contributed by inadequacy in engagement of stakeholders in the institution on financial matters. Tadiwos (2019) was also of the opinion that unskilled manpower affected the financial resources allocation in the school. However, the above researchers limited themselves on the role of the school managers as a factor leading mismanagement of funds as a factor leading to inadequacy of funds in a school. The current study as explored on other factors that may lead to inadequacy of funds in a learning institution especially schools handling learners with hearing impairments.

Inadequacy of funds has negative influence towards education participation for students with hearing impairments. Money as a resource binds all other resources such as human resource and material resources. A case where money is not adequate to pay the salary to support staff, learners may end up not receiving adequate services and in case they receive, such services may be of poor qualities. A demotivated worker lacks morale in the job and may not deliver the services well. Satisfied employees in terms of remuneration to some extent deliver the best services. Support staff in the school of learners with hearing impairments include grounds man, house parents, cooks, and bursars. The house parents act as the parents to these learners I their boarding facility. They help keep the learners clean and also give guidance and counseling to learners. If they are demotivated due to delayed pay, such services are denied to a learner. Such services are important

in helping promote education participation for students with hearing impairments as learners need to be clean and comfortable in order to concentrate in a task (Abag, 2019).

In order to solve financial problems facing the learning institutions for learners with hearing impairments alternative means of raising funds should be sought for. The current study sought from the respondents on some of the ways they feel can help raise the finances.

The headteachers were requested to respond to a question in their questionnaire on the ways of raising finances. The pupils, parents and teachers were also requested to respond to the same topic during the interview.

The headteachers responses was on: leasing school facilities for ceremonies during weekends and holiday session, fund raising for projects, organizing events where attendance would pay some fee.

The teachers interviewed commented the following as the ways of raising funds.

Teacher A; *The school can subsidize for funds by engaging in farming activities where proceeds could be used for supplementing the cost. This could cut down the cost. Like in our school we have a very big land where farming can be done. We can also keep poultry and cows. Instead of buying eggs and milk we can just pick from our farm. I think this can help save a lot of money which can therefore be channeled in to other areas like construction of new classrooms.*

Teacher B; *Learners can organize for competition day and members of the community be invited to watch at a fee. Our learners are highly talented in various ways. They can organize for drama and music activities. I believe with some formal invitation many can attend and pay some fee which can help raise money for the institution. We had once visited our neighboring schools and made a*

presentation of a song and people really celebrated us and gave us some money. What if we make it more formal? we can get more money.

Teacher C; Fund raising could be organized to cater for big projects like construction of classrooms. At one time in this school, fundraising was done where parents, teachers and learners are given some stickers to sell and people contributed. We used the money to construct a new classroom

The parents responded as follows.

Parent A; We can organize with local community-based organization to offer some funds. Parent B; The alumnae of the neighboring schools can be invited to raise some funds and make some commitment even to sponsor a learner. The community is very much willing to participate in the community affairs. If the school management became more cooperative and aggressive in tapping from the community, we can make a very huge stride. We have neighboring schools which have produced very prominent people in both political and other big careers in the land. I believe they would like to be engaged in the development of such an institution.

Parent C; Members of the political class could be of great support in the school projects through CDF and bursaries. The school has always sought for help from them but I feel we have not exhausted every avenue. After all this being a special school, we need to be looked at with specialty in terms of funding by the government.

Pupils also had their input on the topic. Their responses were as follows.

PUPIL A; We can keep small animals of which we can sell to raise money.

PUPIL B; We know how to make ornaments which can be sold for money.

PUPIL C; *Our drama and music club members can organize for drama and music which we can entertain people for a fee.*

It was important for the researcher to gather findings from respondents about the various ways through which institutions handling students with hearing impairments can raise finances so as to sustain the schools programmes in order to promote education participation for students with hearing impairments. The following were the key points raised: fundraising, organizing a school event that can be paid for, leasing school facilities like camping sites during the holidays, wedding fields over the weekend, engaging in farming activities, politicians contribution through CDF, assistance from county government, bursaries, engagement of various groups like women groups and religious organizations.

The above sentiments are supported by Tadiwos (2020) statements that institutions of learning are supposed to undertake reasonable steps within their reach to ensure supplementation of the available funds provided by the state. Chimpere (2020) suggested fund raising as a means of raising finances especially where there is a definite project like construction of a dormitory. It is true that the institutions handling students with hearing impairments cannot rely on only one source of income especially from the state. The huge budget allocation in education is distributed in several subsectors of education operations. The headteachers should mobilize the stakeholders in coming up with other methods of raising finances in the institution.

For education participation for students with hearing impairments to be achieved, proper funding mechanism should be put in place. The cost of buying learning resources for students with hearing impairments is higher compared to those of 'normal learners. Lack of these resources affect negatively the education participation for students with hearing impairments Their classrooms

need to be well maintained, have enough visual learning aids as they utilize more sense of sight compared to auditory. Purchasing of these visual aids requires finances. The support staffs like house parents need to be well remunerated in addition to some financial incentives especially when they offer some services to learners outside the scope of the school like taking learners to hospital or games. Financial motivation to house parents will promote their morale in serving those learners. Employee motivation translates to good results. Learners will perform better where they are handled by employees who are motivated.

4.9 Theming the Data

Theming of data is the extension of a phrase or sentence which help in identifying the unit of data Saldan (2020) and Rubin and Rubin (2020) stated that themes helps in giving summary, explaining and suggesting why some occurrence of events take place and why people do things the way they do them. The statements put down in the thematic approach are derived from participants in the interview session. The themes corresponded with the research questions.

From the study participants that is the headteachers, teachers, learners, parents, and support staff responses key themes in the study based on the research questions which culminated from research objectives were obtained. On the research question on which stated on how does parental involvement influence education participation for learners with hearing impairments, the learners lamented on low level of parental involvement where parents never provided adequate materials for personal use, others were never picked back home from school at the right time and at the same time, they never reported back to school from home the right time. Some reported without accompaniment by parents. Others are taken to school by bodaboda riders who leave them on school gate. Learners not taken care of well by parents are labeled as poor by their school mates. It

was also pointed out that some parents distanced themselves from parental responsibility of picking their children on opening and closing day and bought few items for personal use to their children.

The research question two was on how do resource management influence education participation for learners with hearing impairments. The theme generated was on inadequate resources. The interview sentiments from the participants revealed issues such as broken chairs, windows, available books not relevant to learners as stated by one respondent that *books contained content for learners who are hearing like statements with look and say after me. In this case a learner who is hearing impaired cannot look at the teachers and the book at the same time*. Inadequate funds led to inadequate resources due to reduced power of purchasing items. Adapted materials for use by students with hearing impairment are expensive. Maintenance cost is also high therefore some resources cannot be utilized further in case of any breakage

Research question three was on how does financial allocation influence education participation for learners with hearing. The theme elicited from the questions was inadequate finances. The theme was supported by study participants' expressions by their views towards the question. The participants had the following to say: Funds released by the financiers were not matching the number of learners. The MoE relied on number of learners captured in the NEMIS of which some learners are not captured in the system due to lack of birthday certificate document. The head teacher of a school had to look for alternative means of filling the gap on financing for those learners not taken care of financially. High cost of food and other materials reduces the amount of money available in the school account. Parents also feel drained by paying school fees for a long time since their children join boarding facility at a very tender age. One parent lamented that

boarding schools are for the rich. I am tired of paying school fees. I cannot afford. Such statements translate to nonpayment of school fees by parents which cripple financial operations in school.

Research question four was on influence of placement option management on education participation for learners with hearing impairments. The question brought into light the theme on inadequate assessment centers and placement schools. The theme arose from the repeated sentiments by respondents during the interview. The participants lamented that placement options are too far. One parent posited that *imagine I have to travel for about five hundred kilometers to reach this school. It is too far. I cannot afford to pick my child on the closing day and bring him back on opening days. I wish I have a school near home.* The assessment center are also very far and few and mostly not having the multidisciplinary team which is charged with the responsibility of placing learners in the suitable education set up.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives an overview of the entire study. The conclusions of the study derived from the findings have also been put down. A recommendation for further research is also highlighted in the chapter.

5.2 Summary

This study sought to explore the factors influencing education participation for learners with hearing impairments in special public primary schools in Meru and Isiolo counties. The study aimed at bringing into light some of the factors that may influence education participation for learners with hearing impairments and find out suggestions on how these factors can be utilized positively to bring positive influence to the education of learners with hearing impairments. The study was guided by four objectives and four questions. The objectives were:

- 1.To find out how parental involvement influence education participation for learners with hearing impairments in Meru and Isiolo Counties.
- 2.To establish how resources provided d to learners with hearing impairments influence their education participation in Meru and Isiolo Counties.
- 3.To examine how pupils placement option for learners with hearing impairments influence their education participation in Meru and Isiolo Counties.
- 4.To determine how financial resource allocation influence education participation for learners with hearing impairments in Meru and Isiolo Counties.

The study questions were:

1. To what extent do parental involvement influence education participation for learners with hearing impairments?
2. How do the resource influence education participation for learners with hearing impairments?
3. How do pupils placement option influence education participation for learners with hearing impairments?
4. How does financial resource allocation influence education participation for learners with hearing impairments?

The study reviewed literature on the concept of hearing impairments, parental involvement, placement option and financial resources allocation. The theory guiding the study was reviewed and analyzed. The study adopted the qualitative study approach of research because such an approach would facilitate the researcher in giving a description of an event based on the views of the study participants. The approach facilitated in ensuring that in depth opinions of headteachers, teacher, parents learners and support staff were obtained. The approach did not only help in data description in real life situation but also reflected on the stakeholders views which were useful in explaining factors influencing education participation for learners with hearing impairments in Meru and Isiolo counties

The research population from which the sample was derived from consisted of headteachers, teachers, parents and pupils. The sample population was composed of twenty four respondents that is three headteachers, three teachers, three parents, six pupils and nine support staff members.

The research instruments utilized were questionnaires for headteachers, interview schedule for teachers, parents, learners observation checklist and document analysis.

The responses from the questionnaire and recorded interview report were analyzed by use of thematic deductions and descriptive language. The observation check list helped in understanding and confirming of the responses in the questionnaire and interview report.

5.3 Summary of the Major Findings

This study generated information from the respondents who willingly participated at one hundred percent. The summary of the major findings has been presented based on the objectives of the study. The study variables were parental involvement, financial resources allocation, placement option and physical resource management

5.3.1 Summary on Background Information of the Study Participants

The three primary schools sampled for the study hosted learners permit hearing impairments. The schools had both male and female learners. The learners who participated in the study were in standard eight. The teachers who participated in the interview session all had a minimum qualification of diploma and above. The headteachers who participated in filling of the questionnaire had a bachelor degree and above in education. The parents who participated in the study all had done KCPE and above .The headteacher had headship position for more than ten years in the school for hearing impaired learners. The teachers and the support staff had also handled learners with hearing impairments for more than six years.

5.3.2 Summary on Parental Involvement

The findings from Parents, learners, teachers and headteachers indicated that to some extent, parents were involved on education matters of their children. Though they provided, a very small number of parents complied with the set demands on what was supposed to be provided to their children. Majority of parents brought items in small quantities like half a bar soap while others never brought anything. The study also noted that most parents never picked their children on closing day. Learners would remain in school for more than two weeks though numerous calls are made to them. The same on opening days. Some learners remained at home for more than a month before reporting back. It was also noted that parental level of education and involvement on the education of their children had some correlation in that those who had some level of education especially form four and above participated in the issues taking place in the institution of their children. They picked their children on opening days and brought them back to school timely on opening days. It was also revealed in the study parents who worked in the formal sector employment were more responsive in getting involved in their children affairs as compared to those that worked in the informal sector. Those who worked in the informal sector complained of inadequate time to attend to their children while at home and also attending meetings in school since they work for six days in a week. The study through the respondents noted some challenges hindering parental participation as communication barrier, distance from the school, inadequate engagement by the school, negative attitude, high cost of educating a learner in a boarding school at a very early age, poverty and employment status.

The study also revealed on some drawbacks that may be experienced by a learner where parental participation is minimal as dropping out of school, lowering of learners self-esteem, widening the

gap on learner/parental relationship, inadequacy in syllabus coverage, dislike of school, interference with school budgeting, labeling of learners as poor, recycling of poverty in the deaf community and denial of a child right to education. The study has also suggested on the practical ways of promoting parental involvement as: enhanced communication between the school and the parents, organizing get together sessions, sensitization of parents on the role they should play to their children, rewarding of parents who portray some level of commitment, employers to consider parents of students with hearing impaired learners by giving them day off with pay to check on their children education matters, home visit by the teachers and provision of meals during parents meetings.

5.3.3 Summary on Financial Resource Allocation

The study revealed the sources of finances as government funding, well-wishers and parents. The government was highlighted as the major financier. The findings indicated that the money allocated by the government was not adequate and was disbursed late after the school had already indulged in debts. The money remitted by parents in form of fee was not adequate as many reported without fee and learners are never sent home for fee. Inadequate funding affected the education participation for learners with hearing impairments. Many of the sponsors who promised to chip in, some never kept their promise. The study noted that inadequate funding affected education in the areas such as buying of learners resources which was never achieved. Poor project development like constructing of new classrooms, children were made to get food in ratios yet underfed learners cannot concentrate well in education. The human resource like house parents may have their salaries and submission of their statutory deductions delayed.

The study also found out that stakeholders were engaged in the budgeting process especially the teachers where they could present what they needed purchased for their learners. However, the stakeholders lacked adequate knowledge on financial allocation hence suggested on the need to receive some form of training especially on budgeting and record keeping. The current study also noted some of the challenges the institution is facing on financial matters such as inadequate sources of funds, delay in release of funds, rising cost of commodities in the market, increased enrollment that is not commensurate with the funding, inadequacy in budgeting and low level of stakeholders engagement in the project planning up to implementation stage thus derailing trust from well-wishers. The responses on how to raise finances for use in school were put across by the respondents as: fundraising to sponsor a project, organizing a school event for a pay, leasing school facilitates for community events such as wedding and conferences, carrying out farming activities, soliciting for funds from the county government and national government, collaborating with organization of and for persons with disabilities.

5.3.3 Summary on Placement Option Management

The current study found out that in most cases, the criteria for admission of learners with hearing impairments was not adequately adhered to. This is because parents brought their children to the facility after referral by a teacher from a regular school, other learners were referred from the hospital while others were brought direct from home. Other learners were placed after completing a cycle in a regular school then re-admitted in a special school to start afresh.

The study also noted that the EARC which is given the responsibility of assessing and placing learners lacked adequate personnel. Multidisciplinary team is required to work in EARC such as counselors, therapists, social workers and teachers.

The study revealed that such a team is never available therefore leading to wrong judgment about the degree of the hearing loss thus learners get inappropriately placed in the education setup. It was of concern that most EARC are not functional.

It is in this study where findings revealed that parents are not aware of the existence of EARC and its role in the placement of a learner with hearing impairments. Parents have been seeking services concerning their children from diviners rather than EARC where they can get help on placement of their children in the education set up.

The study found the challenges facing EARC as an institution charged with the responsibility of assessing and placing learners as: lack of multidisciplinary team, inadequate modern resources, unawareness of the EARC and its role by stakeholders, few centers and few schools for placement of deaf learners after the assessment. These factors were cited as negative influence in the education participation for learners with hearing impairments.

The study noted that ineffective assessment by EARC led to problems such as wrong placement of learners whose self-esteem is usually affected and placement of overage learners.

The study found that EARC can become more effective in placement of learners by executing the following: establishment of more centers, construction of more schools to place assessed learners with hearing impairments, equipping the centers with adequate modern equipment, deploying professionals in the centers and creating awareness of the existence of EARC and its roles.

5.3.4 Summary on Physical Resources Influence on Education Participation

The current study found out that the schools for learners with hearing impairments got their material resources from purchasing using government funds, parents, donors and improvisation.

However, the materials got were not adequate due to a large number of learners and high cost of purchasing adapted resources. Some teaching learning resources were not suitable for learners especially where some learners had outgrown them.

The study highlighted some issues on the maintenance of resources where maintenance was hampered by lack of experts to repair some broken items, lack of adequate space for material storage, lack of cooperation from the stakeholders and materials brought by donors lacked spare parts while others are too expensive. Areas of maintenance include: checking of leaking pipes, sagging ceilings, ventilation, rugged floors, cracks on the walls, poorly installed electric cables, mould, ageing building, unrepaired toilet, tall grasses in the compound, incomplete fencing, refuse collection, sewage disposal, dampness in the classrooms, weeds growing on the roof and defective locks. All these areas were cited as a cause of poor participation of learners in school on education matters.

It was pointed out that inadequacy of resources was caused by factors such as high enrollment of learners, high cost of maintenance, breakages by learners and inadequate funds to purchase the resources.

The respondents were aware of the effects of inadequate resources on education participation for learners with hearing impairments as: interference with learning, interference with budgeting, lowering learners self-esteem, Physical injuries, poor handwriting, skipping of some content in some learning areas, regular infection and time wastage.

The study pointed out that the issue of inadequate resources can be alleviated by: improvisation, seeking for help from donors, enlightenment on material maintenance, more funding, tax waving by the government on resources for learners with hearing impairments, guidance on care of

resources by stakeholders, protection of school resources against theft by proper fencing and individual responsibility on the care of resources.

5.4 Conclusion of the Study

Cross examination of the findings in this study was done so as to help the researcher come up with key conclusions. Conclusions were done based on the objectives of the study

5.4.1 Conclusion on the Parental Involvement

The study found out that the level of parental involvement in the three sampled schools was very low. This factor contributed negatively in the education participation for learners with hearing impairments in all aspects of learning.

5.4.2 Conclusion on Physical Resource

The study found out that our schools for learners with hearing impairments are faced with inadequacy of resources Maintenance of resources is a challenge. Inadequate resources cause injury to learners, time wastage thus affecting education participation for learners with hearing impairments negatively.

5.4.3 Conclusion on Placement Option

The EARC which is charged with the responsibility of assessing and placing learners with hearing impairments is faced by challenges especially lack of adequate personnel, distance and few schools for placement of learners after assessment. Some learners could be wrongly placed. Wrong placement of a learner leads to poor participation of a learner in a segregated set up. Over age learners are not comfortable in primary schools.

5.4.4 Conclusion on Financial Resources Allocation

The finances availed in school was not adequate to cater for all needs in the school. Finance resource forms that basis of effective functioning of other resources. Learners with hearing impairments get their education participation hampered in all aspects due to inadequate funds needed to meet all the education needs.

5.5 Recommendation of the Study

After scrutinizing the findings of the study, recommendations were developed. The recommendations were made based on the objectives that guided the study.

5.5.1 Recommendation on Parental Involvement

Parents are key in the education of a child. Charity begins at home and therefore effective parental involvement would help in early nurturing of a learner towards education. Based on the study findings, collective effort should be made in sensitizing the parents on their roles in education of their children. Employers of parents of students with hearing impairments should be giving days off with pay when going to attend to their children issues in school like on closing days, opening days and clinic days for their children. The school should provide some incentives to parents like meals during the school meetings to help reduce parents' expenses. The government should ensure tax waivers to parents of students with hearing impairments. The stakeholders should help change parental attitude that their children will not make it. The slogan "Disability is not inability" should be emphasized. The stigma associated with disabilities should be dymasified in parents by creating an environment of self-disclosure through formation of self-help groups incorporating the affected and those not affected by the disability. The transport sector should charge reduced fare to a child

with disability when reporting back to school and also closing day. This will serve as source of motivation to parents to take their children back to school in time due to financial reprieve. The school administration should develop a policy on how parents would be involved in the affairs of the school. Parents portraying some level of commitment should be rewarded by the school. Above all respect in both schools administration and parents should be upheld. When parents are involved, learners will participate effectively in education.

5.5.2 Recommendations on Physical Resources

Resources are key in enhancing education participation for students with hearing impairments. The study responses had Recommendations that: learners should be provided with more of visual aids than audios due to auditory deprivation. Materials especially books should not be too wordy. Only key points should be emphasized. Donors should provide materials accompanied by spare parts in case of any breakages. The stakeholders like learners should be enlightened on the need to care for the available resources. The government should increase on capitation so as to cater for expensive learning resources for learners with hearing impairments. There should be tax waiver on all items targeting school for students with hearing impairments. The school should include an agenda on resources in any meeting held in the school due to importance attached to resources. The school administration should take responsibility in ensuring resources in school are well maintained to avoid expense that accompanies poor maintenance of resources. Teachers should be trained how to utilize some resources especially computers where some are stored and underutilized. The headteachers should familiarize themselves with the procurement process so as to avoid loop-hole of being conned or be brought resources that are below the standard. Teachers should be engaged in the process of procurement so that they can place order of the right and needed materials by

learners because they are directly in contact with learners. Learners can take care of resources by cleaning them and covering books. There should be regular inspection of school resources to ensure they are in good condition. Prompt repair of broken resources should be done to avoid further breakages. The school community can be mobilized in providing some resources which are locally available. Some can act as key resource person in some topics taught in school. Caring for physical resources should be a collective responsibility for all stakeholders. Resources well taken care of and being adequate act as a catalyst to promotion of education participation for students hearing impairments.

5.5.3 Recommendation on Placement Option

The current study found out that EARC being charged with the responsibilities of assessing and placing learners in the appropriate option faced some challenges which needed to be addressed. The following were some recommendations made. Parents should be made aware of the existence of EARC and its role. Learners should be assessed early enough to avoid placement of overage learners in lower grade. The EARC should be staffed with the right and adequate personnel for effective assessment. The government should fund EARC so that the staff can effectively carry its role of sensitization and mobilization in a wide area thus helping in early identification, assessment and placement of learners. Special schools for placement of learners after assessment are few therefore the government should consider constructing more schools for reach by parents. They can also consider improving on inclusion policy so that students with hearing impairments can be placed in the nearest school from home. The EARC should be increased for easy access by the client.

Modern adequate and functional materials and tools for assessment should be availed in EARC for effective diagnosis and avoidance of referral which increases cost to the parents and guardians.

After placement in school, learners should receive a curriculum that is not overloaded. The books provided to them should have reduced wording and utilize more of visual aids than audio aids.

Classrooms for students with hearing impairments should be sound proof to avoid echoes when being taught. The community in school should have knowledge of KSL as it is the key mode of communication among the students with hearing impairments. Such factors in the placement of learners if implemented will positively influence education participation for students with hearing impairments. Education for students with hearing impairments should be made totally free and compulsory by the government.

5.5.4 Recommendation on Financial Resources Allocation

Finances are key in the running of every affair in the institution. All other resources in the school function under the influence of finances. The findings made the following recommendations. Diversification on the methods of financing the school like engagement in farming organizing fund raising, consulting the county and national government for financial support, leasing school facilities for pay during the holidays and weekends. The stakeholders' engagement in budgeting and financial allocation processes can eliminate to an extent the loop-hole of corruption. The committee on financial matters should receive some training on budgeting and book keeping. The government and other financial sponsors to release the money in good time so as to purchase what is needed at the right time. The government should consider waving taxes on all purchases made by the institutions of students with hearing impairments to help reduce the cost of items which in turn can help the school have some savings. The capitation for school for students with hearing

impairments should be based on individual child need rather than treating them as a homogeneous group.

Adherence and implementation of such recommendations would ensure that the needs of students with hearing impairments are met therefore promoting their participation in education.

5.5.5 Recommendation for Further Studies

This study was done to establish how parental involvement, placement option, physical resource management and financial allocation influence education participation for students with hearing impairments in elementary schools for learners with hearing impairments in Meru and Isiolo counties. The following areas of concern could be put into consideration as areas for further research as they fall outside the scope of this study.

1. The study was carried out in only two counties and learners with hearing impairments are spread all over in other counties of the county. The study therefore recommends that other studies be done in other counties focusing on the same area of hearing impairment.
2. The study focused on four variables infused in four objectives as the factors influencing education participation for learners with hearing impairments. The study suggests that other variables be studied.
3. This study engaged sampled primary schools for students with hearing impairments. The study suggests that study be done in secondary schools handling students with hearing impairments.
4. The current study targeted segregated set up placement. An attempt can be made to study the approach being taken in an inclusive setting.

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