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TEACHERS' ENGAGEMENT AND THE IMPLEMENTATION OF 2017 POLICY ON EDUCATION FOR THE HEARING-IMPAIRED CHILDREN IN NAIROBI CITY COUNTY, KENYA

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ABSTRACT

The 2017 National Pre-Primary Education Policy for the Hearing Impaired represents a significant step forward in addressing the educational needs of young learners with hearing impairments in Kenya. The implementation of this policy is crucial for ensuring equitable access to quality education, fostering inclusive learning environments. However, despite its well-intentioned framework, the policy has faced significant hurdles in its implementation. Though the NPPEP of 2017 has been implemented for about 5 years, very little is known on how the stakeholder engagement has influenced the implementation of the policy. Therefore the study sought to assess the influence of teachers' engagement in the implementation of education of learners with hearing impairment under the 2017 NP-PEP in Nairobi City County. The study was anchored on stakeholder theory and employed descriptive research design. The target population included all the special units for the hearing-impaired learners in public primary schools, education officers, head teachers, pre-primary schoolteachers and parents in the County and national government officers in charge of early childhood education and policy. Since the target population was small the study adopted census technique to incorporate all the 115 targeted individuals. Questionnaire and interview schedule were employed as data collection tools. Questionnaires were employed to collect primary data from head teachers, pre-primary teachers, and parents. Interview schedules were employed to gather data from education officers in Nairobi City County. The study collected both qualitative and quantitative data. Qualitative data was analyzed using thematic analysis, while quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies, percentage, mean and std. Inferential statistics involved the use of correlation and regression analysis. The research findings were presented in tables and figures. The study concluded that teacher engagement is crucial for the successful implementation of the 2017 NP-PEP. The study recommended that the Ministry of Education and the Nairobi City County government should prioritize continuous professional development for teachers, focusing on special needs education, sign language skills, and assistive technology.

Key Words: Teachers' Engagement, Implementation of Education of Learners, Hearing Impairment Under The 2017 Np-Pep

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INTRODUCTIONS

The 2017 National Pre-Primary Education Policy for the Hearing Impaired represents a significant stride towards inclusive education. This policy aims to address the unique educational needs of children with hearing impairments, ensuring they receive quality early childhood education. Effective implementation of this policy is crucial for providing equitable learning opportunities and fostering an environment where all children can thrive. The policy was developed with several key objectives in mind. Firstly, it seeks to ensure that children with hearing impairments have access to quality pre-primary education that is tailored to their specific needs (Basse, Owan, Ikwen & Amanso, 2020). This includes creating an inclusive curriculum that accommodates various communication methods and learning styles. Secondly, the policy aims to enhance the capacity of teachers by providing specialized training and resources, thus enabling them to effectively teach and support hearing-impaired children. Lastly, it strives to promote awareness and sensitivity towards the needs of these children within the broader educational community (Otundo, Utama, Mohd Yasin, Sari, Jamaludin & Pinandhita, 2023).

To achieve these objectives, the policy outlines several strategies for implementation. One of the primary strategies is the development of specialized educational materials and resources designed for hearing-impaired children. This includes visual aids, sign language resources, and assistive technologies that facilitate effective communication and learning. Additionally, the policy emphasizes the importance of training pre-primary teachers in deaf education methods. This training is crucial for equipping teachers with the skills necessary to adapt their teaching approaches and use appropriate communication techniques. Another key strategy is the establishment of specialized pre-primary education centers that cater specifically to the needs of hearing-impaired children. These centers are designed to provide a supportive and inclusive learning environment, with facilities and

resources tailored to the unique requirements of these children (Cornelius-Ukpepi & Opuwari, 2019).

Despite the well-structured strategies outlined in the policy, several challenges have emerged during its implementation. One of the major challenges is the limited availability of specialized resources and materials for hearing-impaired children. Many educational institutions struggle to obtain the necessary tools and technologies, which can hinder the effectiveness of the policy. Additionally, there is a shortage of trained teachers who are proficient in deaf education methods. This shortage can lead to inconsistent quality of education and support for hearing-impaired children (Theirworld 2021).

The successful implementation of the 2017 National Pre-Primary Education Policy for the Hearing Impaired in Kenya relies significantly on the engagement of various stakeholders. Among these, parental engagement, teacher involvement, and the participation of the Nairobi City County government play crucial roles. Each stakeholder brings unique contributions and perspectives that are essential for achieving the policy's goals (Mkongo, 2019). Parental engagement is a cornerstone of the effective implementation of the 2017 policy. Parents and guardians of hearing-impaired children are vital partners in their educational journey. The policy emphasizes the importance of involving parents in the educational process, recognizing that they play a critical role in supporting their children's learning and development (Hankebo, 2018).

Teachers are at the forefront of implementing the 2017 policy and play a crucial role in its success. Their engagement is facilitated through comprehensive training programs and professional development opportunities (Nooruddin & Bhamani, 2019). These programs are designed to equip teachers with the necessary skills and knowledge to teach hearing-impaired children effectively. Training often includes learning specialized teaching methods, understanding hearing impairment, and using assistive technologies (Theirworld, 2022).

Moreover, the policy promotes the creation of supportive teaching environments by providing teachers with access to specialized resources and materials. This includes visual aids, sign language tools, and other educational technologies that enhance learning experiences for hearing-impaired students.

Statement of the Problem

The 2017 National Pre-Primary Education Policy for the Hearing Impaired represents a significant step forward in addressing the educational needs of young learners with hearing impairments in Kenya. The implementation of this policy is crucial for ensuring equitable access to quality education, fostering inclusive learning environments (NPPEP, 2017). However, despite its well-intentioned framework, the policy has faced significant hurdles in its implementation, (UNICEF, 2020). Cases of hearing-impaired children who are supposed to be in pre-primary schools is very rife in Nairobi estates and slums whereas public pre-primary schools offering special education for hearing impaired learners seems to be non-existent as these learners share classes, resources and teachers with their counterparts without hearing impairment in public pre-primary schools. These learners also struggle academically compared to their hearing counterparts, they drop-out of school more and have more attendance problems too (Nairobi City County Education Report, 2022).

Although a few studies on the influence of stakeholders on the hearing-impaired children have been conducted focusing Nairobi, including Mwangi (2015) and Wanjiru (2014), none of these studies have focused on the pre-primary education learners with hearing impairment. It is therefore not clear if stakeholder engagement with parental, teachers as well as Nairobi City County officers' engagement practices in the implementation of NPPEP 2017 policy has had any influence on education of pre-primary learners with hearing impairment six years down the line. This study therefore seeks to examine the influence of teachers' engagement in the implementation of education of learners with

hearing impairment under the 2017 NP-PEP in Nairobi City County

Objectives of the Study

To analyze the influence of teachers' engagement in the implementation of education of learners with hearing impairment under the 2017 NP-PEP in Nairobi City County.

Research Questions

In what ways has engagement of teachers influenced the implementation of education of learners with hearing impairment under the 2017 NP-PEP in Nairobi City County?

LITERATURE REVIEW

Theoretical Framework

The study was guided by the stakeholder theory which was developed in 1984 by Edward Freeman. The theory focuses on the idea that organizations should manage relationships with a wide range of stakeholders rather than solely focusing on shareholders. The central premise is that stakeholders defined as any group or individual who can affect or is affected by the achievement of an organization's objectives should be considered in the decision-making process. Freeman argues that successful organizational management involves understanding and balancing the interests of all stakeholders, not just those of the owners or shareholders (Freeman, 1984).

Stakeholder Theory has faced several criticisms over the years. Nielsen and Thomsen (2007) critique the theory for being too broad and lacking specific guidelines for balancing stakeholder interests, which can lead to ambiguity in managerial decision-making. Mansur (2015) argues that the theory does not provide a clear framework for prioritizing conflicting stakeholder demands, which can make it difficult for managers to make decisions. Friedman and Miles (2016) question the practical application of the theory, suggesting that while it sounds idealistic, it is challenging to implement in real-world scenarios due to the complexity of managing multiple stakeholder

interests. Rowley (2014) also critiques the theory for its lack of empirical evidence supporting its effectiveness in stakeholder management. Lastly, Scherer and Palazzo (2017) argue that the theory's focus on balancing stakeholder interests may neglect the underlying power dynamics and conflicts inherent in stakeholder relationships.

Stakeholder theory provides a useful framework for understanding the roles and influences of different parties involved in the implementation of the 2017 National Pre-Primary Education Policy (NP-PEP) for learners with hearing impairments in Nairobi City County. Parents, as primary stakeholders, play a crucial role through their expectations and advocacy, which drive the policy's success by highlighting needs and mobilizing resources. Their engagement helps ensure that the policy meets the specific needs of their children and contributes to policy improvements through their feedback.

Teachers, on the other hand, are central to the practical application of the NP-PEP in the classroom. Their involvement in adapting teaching methods and seeking professional development is essential for effective implementation. Additionally, their feedback on the policy's practicality can lead to necessary adjustments. The Nairobi City County government, as the implementing authority, supports the policy through funding, coordination, and oversight. Its role in providing resources and ensuring compliance significantly impacts the policy's execution. Each stakeholder's engagement and influence are critical in achieving the goals of the NP-PEP and ensuring a supportive educational environment for hearing-impaired learners.

Teachers' Engagement and the Education of Learners with Hearing Impairment

Mahoney and Wheeden (2018) performed a study examining the influence of teaching style on the interactive participation of preschool-aged children with unique learning challenges at the Children's Hospital Medical Center of Akron, USA. The research focused on 49 teacher-child pairs recruited from 30 early childhood special education

classrooms. The sample comprised 49 teacher-child dyads. Children's ages varied from 17 to 71 months and they had recognized disabilities. Two episodes of teacher-child interaction were analyzed using global and turn-taking metrics to assess the participation of both teachers and children. The results revealed that the teacher's interactive style significantly influenced the variability in children's involvement. The study by Mahoney and Wheeden examines the impact of teacher interactive style on the engagement of children with diverse disabilities, whereas the current study investigates how teacher engagement influences the execution of educational programs specifically for learners with hearing impairments. The involvement pertains more to comprehensive implementation than merely interactive style.

Cagalitan, Delfin, and Malicay (2023) conducted a study on teachers' attitudes regarding the inclusion of students with hearing impairments in mainstream classes in the Philippines. The research employed stratified convenience sampling to compare the perspectives of special education teachers and general teachers, aiming to discover deficiencies in abilities and training requirements related to inclusive practices for deaf pupils. Inclusion sought to offer equitable opportunities for all kids; nevertheless, successful execution relied on teachers' viewpoints, competencies, and assistance. The results indicated that teachers perceive inclusion favorably however encounter difficulties in implementation. The previous study was conducted in the Philippines and concentrated on the inclusion of learners with hearing impairment in mainstream classrooms, whereas the current study will take place in Nairobi City County and will examine the implementation of educational provisions for learners with hearing impairment under the 2017 NP-PEP in Nairobi City County.

Ambarin, Ud Din, and Jehan (2023) did a study to investigate the impact of teacher training in management tactics on the academic performance of students with learning difficulties in elementary school in Algeria. The research strategy employed

was a one-group pre-test post-test, utilizing a purposive sampling method to collect a sample of 40 pupils from Cantt Public School Kohat. Five teachers received training in coping methods, and their performance was assessed before to and following the instruction. The pupils received instruction in English, Urdu, and Mathematics, and posttest results indicated an enhancement in all three disciplines. The research findings demonstrate that equipping teachers with training on strategies for addressing challenges can markedly enhance the academic performance of students with learning problems. The research conducted by Ambarin, Ud Din, and Jehan addresses pupils with various learning challenges, but the present study concentrates solely on those with hearing impairments.

Ntinda, Thwala, and Tfusi (2019) performed an exploratory study examining the perspectives of teachers of deaf and hard-of-hearing children in a special needs institution in South Africa. The research employed a qualitative methodology and was exploratory in character. The participants consisted of eighteen intentionally selected teachers of deaf and hard-of-hearing children. They engaged in individual in-depth interviews and focus group discussions regarding the pedagogical and communicative dimensions with deaf and hard-of-hearing pupils. Data were additionally gathered

through document examination. The credibility and trustworthiness of the data were validated through member verification. The data underwent thematic analysis to extract significant meanings. Teachers indicated deficiencies in professional competences required to instruct the mainstream curriculum, necessitating more training.

Wanjiru (2019) conducted a study at Kambui Primary School for the Deaf in Kiambu County, Kenya, examining the influence of family engagement on the educational process. A descriptive case study design was employed in the investigation. The target population comprised the head teacher, deputy head teacher, teachers, parents, and students. A total of 187 respondents participated in the survey; administrators were selected using purposive sampling, whereas 15 teachers, 80 parents, and 90 kids were selected through simple random sampling. Data was collected through questionnaires and interview schedules. We collected, encoded, and input both qualitative and quantitative data for analysis. The study's findings indicate that parents assisted their children with schoolwork, imparted valuable skills, and provided direction and counseling. Moreover, the majority were oblivious to their role in facilitating the education of hearing-impaired children, encompassing the curriculum and the signs provided.

Conceptual Framework

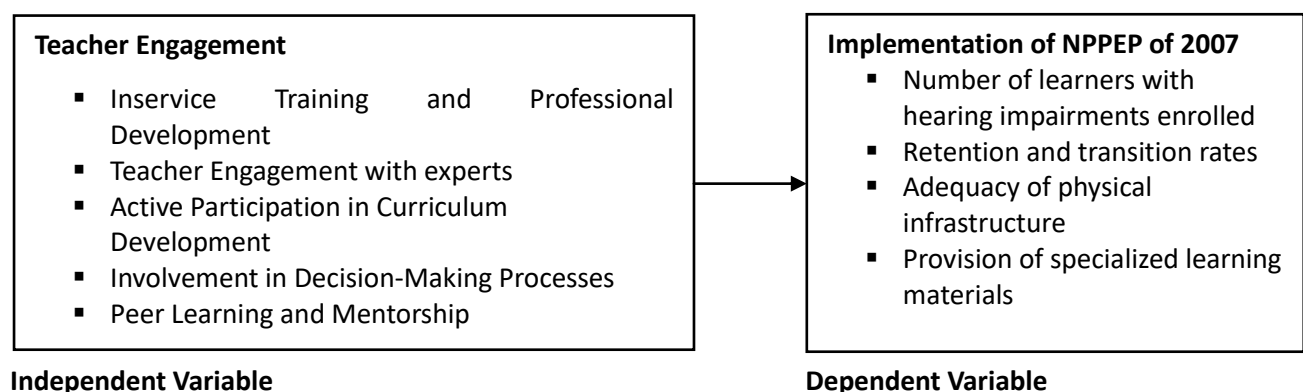


Figure 1: Conceptual Framework

METHODOLOGY

This study utilized a descriptive research design. The target population comprised 11 special units for hearing-impaired learners across 11 public primary schools in Nairobi City County, Kenya, along with 11 Nairobi County education officers, 11 head teachers, 44 pre-primary school teachers, 44 parents, and 10 national government officers involved in early years education policy. The total number of individuals in this group is estimated to be 115. Given the manageable size of the target group, the study employed a census technique to include all 115 identified individuals. The research utilized primary data gathered through a questionnaire and an interview schedule. The returned questionnaires were coded to allow the academic to avoid mistakes during data input and analysis while also making the data easier to analyze and interpret. The study employed both descriptive and inferential statistics. Descriptive statistics comprising frequencies and proportions will be used to analyze quantitative data. The presentation of outcomes obtained from the descriptive analysis will be done using tables and figures. The qualitative data were summarized using a thematic approach and presented per the objectives. Inferential statistics involve the use of correlation and multiple regression analysis.

FINDINGS AND DISCUSSION

Response Rate

The response rate is calculated by dividing the number of individuals who successfully completed semi-structured questionnaires by the total number of individuals in the sample (Fowler, 2014). The survey had three groups of respondents: head teachers and teachers, parents, and county government officials. The survey distributed 55 questionnaires to head teachers and teachers, of which 49 were accurately completed and returned, yielding an 89% response rate.

The study distributed 44 questionnaires to parents, of which 41 were accurately completed and returned, yielding a 93% response rate. Furthermore, the study administered interview schedules to 5 National Government Officers and 5 NGOs, achieving a successful 100% response rate, as illustrated in Table 1. Trex (2012) indicated that a response rate of 50% is sufficient, 60% is commendable, and 70% or higher is excellent for analysis. This indicates that all our response rates (89%, 93%, and 100%) were highly satisfactory for analysis.

Table 1: Survey Response Rate

Sampled Respondents	Question issued	Questions Correctly Filled	Response Rate (%)
Head Teachers & Teachers	55	49	89
Parents	44	41	93
Sampled Respondents	Interviews schedules issued	Interviews Correctly Filled	Response Rate (%)
Nairobi County Government Officials	11	8	72
National Government Officers	5		100

Teachers Engagement in the Implementation of 2017 NP-PE policy on the hearing-impaired children's education

The researcher sought to find out how often teachers are engaged in the implementation of the

2017 national pre-primary education policy from the perspective of Teachers and Headteachers. The findings are presented in Table 2

Table 2: How often teachers are engaged in the implementation of the 2017 national pre-primary education policy

Practices	VA (%)	A (%)	I (%)	VI (%)
Training on HI education and registering with TSC	5%	10%	35%	50%
Linking with other schools and offices for support and services provision in areas such as assessment, vaccination	10%	15%	30%	45%
Communicating with parents and headteachers on implementation progress	5%	10%	35%	50%
Teaching and assessing Hearing Impaired learners under the 2017 national pre-primary education policy	50%	40%	5%	5%
Improvising classroom management and instructions to suit learners with Hearing Impairment	15%	20%	30%	35%
Attending seminars and workshops on teaching learners with Hearing Impairment	0%	5%	40%	55%

Key: VA=Very Adequate, A=Adequate, I=Inadequate, VI=Very Inadequate

According to the research, 15% of teachers reported frequent participation in training on HI education and registration with TSC, 35% indicated that teachers seldom engage in these activities, while 50% claimed they are involved very infrequently. This indicates that the majority of teachers are infrequently or seldom involved in training related to hearing impairment education and registration with the Teachers Service Commission (TSC). This indicates a deficiency in professional development opportunities and support for teachers working with hearing-impaired students. Ongoing professional development is essential for providing teachers with specialized competencies to effectively instruct hearing-impaired students. Insufficient participation in training and registration may impede the execution of inclusive education policy, hence impacting the quality of learning results.

Regarding collaboration with other schools and offices for support services, 10% of teachers reported frequent engagement, 15% reported regular engagement, 30% reported infrequent engagement, and 45% reported minimal engagement. This indicates that teachers have little collaboration with other institutions and offices for support services, with the majority seldom or infrequently participating in such endeavours. This signifies an absence of organised networks for resource allocation and professional mentorship.

Efficient networking with other institutions and educational offices can augment best practices, enhance access to specialised resources, and offer peer support for teachers. The minimal engagement in such connections may lead to isolation in addressing issues associated with hearing-impaired learners.

Furthermore, 5% of teachers reported frequent communication with parents and headteachers regarding implementation success, 10% indicated regular engagement, 35% claimed infrequent involvement, while 50% stated they are seldom engaged. This indicates that the majority of teachers infrequently or seldom engage with parents and headteachers concerning the success of policy implementation for hearing-impaired students. This underscores inadequate collaboration among essential players in the educational process. Consistent communication among teachers, parents, and school officials is crucial for monitoring student achievement, resolving issues, and ensuring good policy execution. The inadequate engagement indicates a necessity for enhanced communication tactics to promote inclusion and parental participation.

Moreover, 50% of teachers reported that they frequently educate and assess hearing-impaired children in accordance with the 2017 national pre-primary education policy, 40% indicated they often engage in such activities, while 5% claimed they

seldom participate, and another 5% declared they are very rarely involved. A considerable proportion of teachers are engaged in instructing and evaluating hearing-impaired students in accordance with the 2017 national pre-primary education policy. This indicates that although other facets of participation are minimal, direct teaching duties are being met. Instruction and evaluation constitute the fundamental duties of teachers, and their active engagement in this domain is essential for educational outcomes. Nonetheless, the absence of support in additional domains, such as training and collaboration, may constrain the efficacy of their instructional endeavours.

The results revealed that 15% of teachers frequently engage in adapting classroom management and instruction for students with hearing impairments, 20% do so often, 30% do so rarely, and 35% do so very rarely. Teachers demonstrate minimal involvement in adapting classroom management and instructional strategies to support hearing-impaired students. This indicates difficulties in modifying instructional methods to accommodate varied learning requirements. Effective classroom management and customised instructional strategies are essential for providing effective education to hearing-impaired students. Restricted involvement in this domain may suggest an absence of training, resources, or ambition to adopt inclusive pedagogical methods.

Ultimately, 5% of teachers reported frequent participation in seminars and workshops focused on instructing learners with hearing impairment, 40% indicated infrequent engagement, and 55% claimed minimal involvement. Teachers exhibit limited involvement in seminars and workshops focused on instructing students with hearing impairments, with the majority seldom or never attending these events. This indicates an absence of ongoing professional development opportunities. Seminars and workshops offer crucial updates on optimal practices, new trends, and novel pedagogical techniques for individuals with special needs. Restricted involvement in these programs may lead to antiquated instructional methods, adversely affecting educational results for hearing-impaired pupils. The findings align with those of Strogilos (2018), emphasising the significance of customised teaching tactics for students with disabilities. These studies indicate that consistent evaluation and modification of instructional techniques can markedly enhance educational results.

Implementation of 2017 NP-PE policy on the hearing-impaired children's education

The researcher sought to determine the level of implementation of 2017 NP-PE policy on the hearing-impaired children's education in school. The findings are presented in Table 3.

Table 3: Implementation of 2017 NP-PE policy on the hearing-impaired children's education

Statement	S	A	U	D	SD	Mean	Std
	%	%	%	%	%		
Adherence to standards for access	16	3	10	37	34	2.855	1.185
Adherence to standards for equity and inclusion	3	7	8	48	34	2.403	1.278
Adherence to standards for quality and relevance	3	7	0	44	46	2.307	1.138
Adherence to standards for governance and accountability	3	7	9	37	44	2.145	1.107
Adherence to standards for research, monitoring evaluation and reporting Standards for financing and partnerships	5	9	7	46	33	2.387	1.169
Adherence to standards for access	8	2	0	38	52	2.244	.950

The findings indicate that 19% of teachers concurred with adherence to access criteria, 10% were ambivalent, while 71% disagreed, yielding a mean of 2.855 and a standard deviation of 1.185. This indicates that noncompliance with access rules may provide difficulties for hearing-impaired students in enrolling and persisting in school. This may result from a scarcity of specialised educational institutions, insufficient infrastructure, or an absence of assistive learning devices, such as hearing aids and sign language interpreters. Inadequate access may impede early childhood education for these students, impacting their long-term academic development. Access to education is a fundamental right, and the policy stipulates that all students, including those with disabilities, must have equal opportunity to enrol in pre-primary education. Nevertheless, if access continues to be problematic, these learners may be deprived of the essential skills required for advanced study. This scenario underscores the necessity for enhanced governmental involvement in infrastructure advancement and policy implementation.

Furthermore, 10% of the teachers concurred that there is compliance with requirements for equity and inclusion, 8% were ambivalent, while 82% of the teachers dissented, with a mean of 2.403 and a standard deviation of 1.278. This indicates that the failure to comply with equity and inclusion requirements implies that hearing-impaired students are not receiving adequate support for their complete engagement in the educational system. This may indicate a deficiency of qualified teachers, a lack of inclusive pedagogical approaches, or restricted social integration within educational institutions. The variation in service provision may suggest that certain schools are more adequately equipped than others, resulting in inequity among students. Equity in education guarantees that all learners, irrespective of handicap, possess the requisite resources and support for success. Failure to comply with this guideline may hinder hearing-impaired learners from keeping pace with their peers, resulting in

diminished academic performance. Enhancing teacher training, curriculum modification, and inclusive pedagogical methods is crucial for closing this gap.

Additionally, 10% of the teachers concurred that there is compliance with requirements for quality and relevance, whilst 90% disagreed, yielding a mean of 2.307 and a standard deviation of 1.138. This suggests that a deficiency in quality and relevance requirements shows the education system may inadequately prepare hearing-impaired students for future academic or occupational endeavours. This may stem from antiquated pedagogical approaches, inadequate instructional resources, or deficient evaluative systems designed for students with hearing impairments. Quality education guarantees that learners obtain significant skills that promote their autonomy and social engagement. Should quality requirements remain unmet, hearing-impaired students may graduate without fundamental literacy, numeracy, or communication competencies. Rectifying these deficiencies necessitates curricular modifications, the availability of specialised educational resources, and ongoing professional development for teachers.

The results revealed that 10% of teachers concurred with the adherence to governance and accountability requirements, 9% were ambivalent, while 81% disagreed, with a mean of 2.145 and a standard deviation of 1.107. This indicates that noncompliance with governance and accountability requirements reflects inadequate oversight in the execution of policies for hearing-impaired students. This may indicate inadequate oversight of resource distribution, insufficient enforcement of inclusive education policy, or absence of systems to monitor student advancement. Robust governance and accountability systems are crucial for the efficient implementation of programs. If these mechanisms are deficient, essential actions may fail to reach the intended recipients, resulting in systemic inefficiencies. Enhancing governance in special needs education can be achieved by fortifying

oversight systems, augmenting stakeholder involvement, and guaranteeing transparency in policy implementation.

Furthermore, 14% of the teachers concurred that there is compliance with criteria for research, monitoring, evaluation, and reporting in finance and partnerships; 7% remained ambivalent, while 79% of the teachers expressed disagreement, with a mean of 2.387 and a standard deviation of 1.169. This indicates that insufficient compliance with research, monitoring, and funding standards implies a potential lack of financial resources for programs aiding hearing-impaired students. The lack of adequate research and monitoring results in policymakers potentially lacking credible facts to make educated decisions on the enhancement of special needs education. Continuous funding is essential for supplying specialised educational

resources, training teachers, and enhancing infrastructure for students with hearing impairments. Inadequate financing and oversight hinder the advancement of inclusive education policy implementation. Enhanced financial allocation, systematic policy evaluations, and data-driven decision-making are essential to ameliorate learning environments for these students.

Correlation Analysis

Teachers’ Engagement and Implementation of 2017 NP-PE policy on the hearing-impaired children’s education

The study sought to establish the correlation between teachers’ engagement and implementation of 2017 NP-PE policy on the hearing-impaired children’s education. The findings are presented in Table 20

Table 41: Teachers’ Engagement and Implementation of 2017 NP-PE policy on the hearing-impaired children’s education

		Implementation of 2017 NP-PE policy on the hearing-impaired children’s education
Teachers’ Engagement	Pearson Correlation	.571*
	Sig. (2-tailed)	.006
	N	90

*. Correlation is significant at the 0.05 level (2-tailed).

The findings indicated that there is a positive and statistically significant correlation between teachers’ engagement and the implementation of 2017 NP-PE policy on the hearing-impaired children’s education ($r = 0.571$; $p < 0.05$). This implies that better teachers’ engagement enhances implementation of 2017 NP-PE policy on the hearing-impaired children’s education. The study findings are in line with the findings of Mahoney and Wheeden (2018) who revealed that teacher interactive style accounted for a significant portion of the variability in children's engagement. Moreover, Cagalitan, Delfin and Malicay (2023) revealed that teachers view inclusion positively but faced challenges in practice.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicated that there is a positive and statistically significant correlation between teachers’ engagement and the implementation of 2017 NP-PE policy on the hearing-impaired children’s education ($r = 0.571$; $p < 0.05$). The stronger correlation between teachers' engagement and policy implementation, suggesting that the role of teachers is even more critical in ensuring the success of the 2017 NP-PEP. This implies that when teachers are adequately trained, motivated, and involved in decision-making processes regarding special needs education, the policy is implemented more effectively. Teachers are the primary implementers of education policies, and their engagement directly impacts learning outcomes. Effective teacher engagement ensures that

appropriate pedagogical approaches, individualized learning strategies, and assistive technologies are integrated into the learning environment. Enhancing teacher participation through capacity-building programs, professional development, and continuous mentorship can lead to better education delivery for learners with hearing impairments. While teacher engagement leads in impact, the county government also plays a crucial supportive role by providing resources, deploying specialized staff, and monitoring policy implementation. Although its influence is more indirect, the county government's contributions are foundational to creating an enabling learning environment. Meanwhile, parental engagement—though statistically significant—showed the weakest correlation, indicating a complementary role. Parents support their children through emotional and financial means and school involvement, but

their impact could be amplified with awareness programs and empowerment initiatives to boost their contribution to the policy's success.

Based on the findings and conclusions of this study recommended that in order to enhance the implementation of education policies for learners with hearing impairments, the the Ministry of Education and Nairobi City County government invest in continuous professional development tailored to special needs education. This includes training in advanced sign language, innovative teaching strategies, and the use of assistive technology. Additionally, improving teachers' working conditions through access to resources, competitive pay, incentives, and support systems such as mentorship programs will boost teacher motivation and retention, thereby improving education quality for learners with hearing impairments.

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